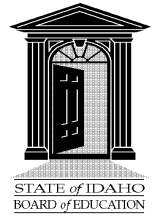


STATE BOARD OF EDUCATION MEETING
June 19-20, 2013
College of Southern Idaho
Herrett Center
315 Falls Avenue
Twin Falls, Idaho



Wednesday, June 19, 2013, 1:00 pm, College of Southern Idaho, Twin Falls, Idaho

BOARDWORK

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

WORK SESSION

INSTRUCTION, RESEARCH AND STUDENT SERVICES

- A. Program Review and Prioritization
- B. Five Year Plan

Thursday, June 20, 2013, 8:00 a.m., College of Southern Idaho, Twin Falls, Idaho

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION II – Finance

1. Boise State University – Library Subscription Services
2. Boise State University – Contract Extension for Idaho Regional Optical Network (IRON)
3. Boise State University – Athletics Security and Services Staffing Contract
4. Idaho State University – Upgrade of Pocatello Campus Telephone System
5. University of Idaho – Football Air Charter Service Contract
6. Higher Education Research Council (HERC) Budget

IRSA

7. EPSCoR Appointment

PPGA

8. University of Idaho – Faculty Constitution and By-laws
9. Eastern Idaho Technical College – Advisory Council Appointment
10. Accountability Oversight Committee Reappointment

SDE

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

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. College of Southern Idaho, Progress Report
2. Presidents' Council Report
3. Idaho Public Television, Annual Report
4. Workforce Development Council Report
5. University of Idaho CEO Search Status Update
6. Taskforce for Improving Education – Status Update
7. Salmon School District – District Supervisor Appointment
8. 2013 Legislative Ideas
9. Institution Strategic Plans
10. Boise State University - Alcohol Permit for 2013 Home Football Games - Stueckle Sky Center
11. Boise State University - Alcohol Permit for 2013 Home Football Games – Carven Williams Complex
12. Idaho State University - Alcohol Permit for 2013 Home Football Games
13. University of Idaho - Alcohol Permit for 2013 Home Football Games – Pre Game Events
14. University of Idaho – Alcohol Permit for 2013 Home Football Games – Club Seating
15. President Approved Alcohol Permits
16. Proposed Rules – IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12, Scholarships Repeal
17. Proposed Rule – IDAPA 08.01.09, GEAR UP Idaho Scholarship
18. Proposed Rule – IDAPA 08.01.13, Opportunity Scholarship
19. Temporary Proposed Rules – IDAPA 08.02.04, Rules Governing Charter Schools and IDAPA 08.03.01, Rules of the Public Charter School Commission

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Boise State University – Self-Support, Graduate Certificate, Mathematics Consulting Teacher Endorsement
2. North Idaho College – Aerospace Technology Program
3. Second Reading, Proposed Amendment to Board Policy V.M. Intellectual Property

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Proposed Rule – IDAPA 08.02.02.016, Mathematics In-Service Program Waiver
3. Temporary/Proposed Rule – IDAPA 08.02.02.045, Computer Based Alternate Route to Teacher Certification
4. Proposed Rule – IDAPA 08.02.02.076, Code of Ethics for Professional Educators
5. Temporary/Proposed Rule – IDAPA 08.02.02.140, Accreditation
6. Temporary/Proposed Rule – IDAPA 08.02.03.105, Graduation requirements

7. Proposed Fee Rule – IDAPA 08.02.03.128, Curricular Materials Selection and Online course Providers
8. Proposed Rule – IDAPA 08.02.03.150, Gun Free Schools
9. Idaho State University – Proposed Online Teaching Endorsement Program
10. Boise State University – Proposed K-12 Mathematics Consulting Teacher Endorsement Program
11. Teach For America – Proposed Teacher Preparation, Approval to Operate in Idaho

AUDIT

1. Amendment to Board Policy – Section V.Y. – Compliance Programs – First Reading

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section I.N. – Miscellaneous Provisions – Second Reading
2. Boise State University – Multi-Year Employment Agreement – Men’s Head Basketball Coach
3. Item Pulled
4. University of Idaho – Multi-Year Employment Agreement – Men’s Head Basketball Coach
5. Chief Executive Officer Employment Agreements/Terms

Section II – Finance

1. FY 2104 Operating Budgets
2. FY 2015 Line Items
3. Intercollegiate Athletics – Actuals, Forecast and Budget Reports
4. Amendment to Board Policy – Section V.B. – Budget Policies, Second Reading
5. Boise State University – East Campus Green Field Project – Planning & Design
6. Boise State University – Redirect Bond Proceeds
7. Idaho State University – Issuance of General Revenue Refunding Bonds
8. University of Idaho – Property Purchase – Vacated Industrial/Railroad Lands – Ron Smith
9. University of Idaho – College of Education Building Project – Planning & Design
10. Eastern Idaho Technical College – Property Sale

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.

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1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as submitted.

2. Minutes Approval

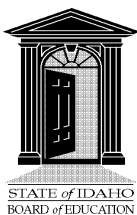
BOARD ACTION

I move to approve the minutes from the April 17-18, 2013 Regular Board Meeting, the May 2, 2013 Special Board meeting, and the May 15-16, 2013 Board Retreat, as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set May 14-15, 2014 as the date and Boise, Idaho as the location for the 2014 Board Retreat and to set June 18-19, 2014 as the date and the Eastern Idaho Technical College as the location for the June 2014 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

DRAFT MINUTES
STATE BOARD OF EDUCATION
April 17-18, 2013
University of Idaho
Student Union Building Ballroom
Moscow, Idaho

A regularly scheduled meeting of the State Board of Education was held April 17-18, 2013 at the University of Idaho, Student Union Building Ballroom in Moscow, Idaho.

Present:

Ken Edmunds, President
Don Soltman, Vice President
Emma Atchley, Secretary
Richard Westerberg

Milford Terrell
Bill Goesling
Rod Lewis
Tom Luna, State Superintendent

Wednesday, April 17, 2013

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

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Soltman/Westerberg): To approve the agenda as submitted. The motion carried unanimously.

2. Minutes Review / Approval

BOARD ACTION

M/S (Soltman/Westerberg): To approve the minutes from the February 12, 2013 special Board meeting, the February 20-21, 2013 regular Board meeting, the March 5, 2013 special Board meeting, the March 12, 2013 special Board meeting, the March 14, 2013 special Board meeting, the March 21, 2013 special Board meeting, and the March 27, 2013 special Board meeting as submitted. The motion carried unanimously.

3. Rolling Calendar

BOARD ACTION

M/S (Soltman/Atchley): To set April 16-17, 2014 as the date and University of Idaho as the location

for the April 2014 regularly scheduled Board meeting. The motion carried unanimously.

BUSINESS AFFAIRS & HUMAN RESOURCES – Section II – Finance

A. FY 2014 Dual Credit Fees

BOARD ACTION

M/S (Terrell/Atchley): To set the statewide dual credit fee at \$65 per credit for courses delivered at secondary schools for fiscal year 2014. The motion carried unanimously.

Mr. Terrell introduced the item and indicated each institution would be giving a presentation related to dual credit fees. Ms. Grace indicated the statewide fee for dual credit courses has been \$65 per credit for a number of years. Staff developed a cost analysis template which was provided to the institutions that covered a number of areas relative to the fees and standards, and analyzes the cost of dual credit delivery. For the purposes of this analysis, only Boise State University (BSU), Idaho State University (ISU), Lewis-Clark State College (LCSC) and the College of Southern Idaho (CSI) were considered when determining recommendations. The College of Western Idaho (CWI), the University of Idaho (UI), and North Idaho College (NIC) were not included in the recommendations because they were either too new, decentralized, or because whole-scale changes to the program were being implemented. A summary of the dual credit reports were included for Board members in their Board materials. Key findings included high school teacher compensation for dual credit courses, lack of cost accounting, overhead costs, large programs drive down costs, out of district tuition, and the cost for state administered functions among other findings.

Mr. Terrell expressed concern on NIC and UI being excluded. He was concerned with being fair to all institutions and was concerned that three institutions were exempted. Ms. Grace clarified that they are recommending all institutions charge the \$65 per credit fee, and the fee will be consistent across all institutions; and that the exemption of those institutions was from the analysis only. Mr. Edmunds expressed a concern he described as an obstacle to dual credit for students. Ms. Grace further clarified that the dual credit fee was only for those classes taught at the high school. She also described some partnerships with IDLA and the IEN for online dual credit courses and other options for districts. Mr. Terrell asked about the home school students. Ms. Grace responded that home school students can participate through their local district and co-op scenarios. Mr. Westerberg clarified for himself and others that the Board is merely approving the \$65 per credit fee today and that they are not changing any other practice. There was additional discussion around dual credit and the differences in how institutions approach the subject in making dual credit more cost effective for everyone.

Mr. Terrell requested that the IRSA committee discuss dual credit in more detail.

President Beck from CSI reminded Board members that these courses are fully accredited college courses that the high schools get credit for. He urged caution in how the fees are assessed so as to not create a two-tiered system. He commented that there is not one single model that will work for the entire state given sparse and densely populated areas.

There was discussion about the item being discussed in more detail by the IRSA committee especially regarding cost and access. Ms. Grace requested clear direction from the Board regarding what they would like the IRSA committee to do.

Mr. Westerberg suggested additional discussion by IRSA and the institutions on the delivery model. Mr. Luna requested IRSA discuss access to students for dual credit courses, especially in rural areas. Ms. Grace responded that there is language in Administrative Rule that students are provided Advanced Opportunities. Dual credit courses fall under the definition of Advanced Opportunities.

B. Overview – Student Tuition & Fee Rates (Academic Year 2013-2014)

BOARD ACTION

UNIVERSITY OF IDAHO:

M/S (Westerberg/Soltman): To increase the FY 2014 annual full-time resident tuition and fees at University of Idaho by 5% (\$312) for a total dollar amount of \$6,524; and to increase the annual full-time tuition for nonresident tuition by 2.3% (\$288) for a total dollar amount of \$13,076. Mr. Westerberg offered the substitute motion; a roll call vote was taken and the substitute motion passed 6-1. Mr. Terrell voted nay on the motion.

M/S (Terrell/Westerberg): To approve all other fees set forth in the FY 2014 University of Idaho tuition and fees worksheet which will be made part of the written minutes. The motion carried unanimously.

BOISE STATE UNIVERSITY:

M/S (Westerberg/Soltman): To increase the FY 2014 annual full-time resident tuition and fees at Boise State University by 6.9% (\$406) for a total dollar amount of \$6,290; and to increase the annual full-time tuition for nonresident tuition of 10.1% (\$1,160) for a total dollar amount of \$12,600. Mr. Westerberg offered the substitute motion. The motion carried 4-3. Mr. Edmunds, Dr. Goesling and Mr. Terrell voted nay on the motion.

M/S (Terrell/Westerberg): To approve all other fees set forth in the FY 2014 Boise State University tuition and fees worksheet which will be made part of the written minutes. The motion carried unanimously.

IDAHO STATE UNIVERSITY:

M/S (Terrell/Soltman): To increase the FY 2014 annual full-time resident tuition and fees at Idaho State University by 4.5% (\$274) for a total dollar amount of \$6,344; and to increase the annual full-time tuition for nonresident tuition of 4.5 % (\$532) for a total dollar amount of \$12,332. The motion carried unanimously.

M/S (Terrell/Atchley): To approve all other fees set forth in the FY 2014 Idaho State University which will be made part of the written minutes. The motion carried unanimously.

EASTERN IDAHO TECHNICAL COLLEGE:

M/S (Terrell/Westerberg): To increase the FY 2014 annual full-time resident tuition and fees at Eastern Idaho Technical College by 4.9% (\$100) for a total dollar amount of \$2,122; and to increase the annual full-time tuition for nonresident tuition of 4.9% (\$264) for a total dollar amount of \$5,650. The motion carried unanimously.

M/S (Terrell/Soltman): To approve all other fees in the FY 2014 Eastern Idaho Technical College tuition and fees worksheet which will be made part of the written minutes. The motion carried unanimously.

LEWIS-CLARK STATE COLLEGE:

M/S (Terrell/Atchley) To increase the FY 2014 annual full-time resident tuition and fees at Lewis-Clark State College by 4% (\$222) for a total dollar amount of \$5,784; and to increase the annual full-time tuition for nonresident tuition of 4.0% (\$398) for a total dollar amount of \$10,312.

M/S (Terrell/Goesling): To approve all other fees set forth in the FY 2014 in the Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes. The motion carried unanimously.

Full-time resident tuition and fee increases being requested by the institutions for FY 2014 (academic

year 2013-2014) were recapped in the Board materials.

Mr. Terrell introduced the item and provided some background. Mr. Edmunds asked if the Board would be looking at increases in student tuition and fees based on institution costs, or costs based on impact to the students. Mr. Terrell responded that they have looked at both scenarios. Mr. Terrell reminded the Board members that a student body representative was present during the fee setting discussion and process, and is available to speak to the fee increases. Mr. Terrell recapped the fee increases for each of the institutions and reminded Board members they were provided with details in their Board materials. He reviewed a timeline of how fees have increased over the years on a year-by-year analysis which shows consistency and logic in the fee setting process.

1. University of Idaho – Student Tuition & Fee Rates

President Nellis provided a recap of fees for the University of Idaho for the Board members. He introduced the interim University President Don Burnett, new Student Body President Max Callan, and the current Student Body President Hannah Davis. He also recognized Ms. Kate Cobb, a University of Idaho graduate and member of the Professional Student Association in the audience.

Dr. Nellis provided a recap of their general education budget from FY01 to FY13 and the trends of that budget which show state funds have decreased over the years and consequently student tuition and fees have increased over the years. He indicated there have been increased medical benefits, required increases such as in utilities, promotions, and library costs, a base tuition shortfall, and unfunded state obligations that equates to a total challenge of \$9.8 million. Their total number of students is up, but the number of full time students is down. Their current tuition is \$6,212.00. Ms. Hannah Davis recapped they are asking for a 5.9% increase in resident tuition and fees, a 1.8% increase in the non-resident fees, a 11.8% increase in graduate fees, a 0.7% increase in student activity fees, and no increase in facility or technology fees.

Dr. Nellis indicated they are at 73% of their peer average. He commented that new resources include state funding to include medical benefits, enrollment workload adjustment (EWA), occupancy costs, land endowment and tuition and fees, and shared how those dollars might be allocated to meet the university's challenges. In the 50-state comparison, they are 47th in the nation for resident tuition and fees; Utah and Wyoming are lower, and the median household income for Idaho ranks 29th. Related to inflation and efficiency, they are 20% more efficient per full-time equivalent (FTE) than in FY01. They have used positive steps toward change such as promoting entrepreneurial thinking to cut costs and raise revenues, increase efficiencies, restructured small enrollment classes, and improved financial aid to name a few.

Mr. Soltman asked what their tuition request increase would be without the \$2.3 million, i.e., to cover a tuition shortfall from the prior year. Mr. Keith Ickes responded that they would look at other opportunities that the student body could work with them on to move the institution forward. Dr. Nellis clarified that each percent generates about \$600,000.

Ms. Atchley expressed concern about their enrollment projections and asked if they expected the trend to continue. Dr. Nellis responded that they have made advancements with their recruiting process and their applications seem to be up from last Fall. He added that their scholarship structure has been improved which should attract more students as well.

Mr. Lewis questioned the costs to deliver per FTE in the chart that was provided to Board members. Mr. Christie responded that the charts are calculated per institution and the contents come from the audited financial statements. He went on to explain how to interpret the graph and what the numbers and lines mean and explained how the costs would be affected by changes in FTE. Mr. Christie clarified that the chart represents the costs per FTE. Dr. Goesling asked about the variance between administrative costs and instructional costs and expressed concern that instructional costs have not increased as much as administrative costs. He also expressed concern about deferred maintenance costs. Mr. Christie commented that the institutions along with the BAHF committee are looking into the deferred maintenance costs.

Mr. Luna commented generally on what a bargain it is to attend an institution in Idaho along with the high quality of the education students receive. He asked about the presentation by BYU Idaho a year ago on restructuring how higher education is delivered and if UI explored any of the ideas presented by Dr. Clark from his presentation. Do they intend to move toward that model? Dr. Nellis responded that with BYU Idaho being private, they receive a significant amount of funding from the private sector and their affiliation with the LDS church. BYU Idaho has a five course teaching structure and no research mission such as the UI does. He indicated they have looked at it, and relative to the trimester system, they have worked to enhance their summer school program. Mr. Luna pointed out that BYU-Idaho didn't get where they are by merely enhancing summer school; they went to a full three semester tract. He also questioned the additional costs for attending a research institution. Dr. Nellis responded that there are increased lab and faculty costs to a research institution, as well as a benefit to the state of Idaho. Mr. Edmunds interjected that it is important to recognize that BYU Idaho has changed the delivery models of the traditional institution. Provost Baker added that UI has a task force looking at the BYU Idaho model and are examining a three-year completion model as well. Those studies are nearing completion and will be reported on as they are available. He felt the issue would be about marketing this type of model.

Mr. Westerberg asked about the bond reissuance. Mr. Ron Smith responded there will be approximately \$400,000 in savings on a one-time basis and clarified they are taking the savings up front rather than over 10 years.

Mr. Lewis asked about the change in professional fees related to the law school and the reference to a university-wide transition to charging graduate students full time at nine credits. Mr. Ickes responded that there has been a plateaued tuition for graduate students at ten credit hours and the national standard is at nine credit hours. They found many students were paying the per credit fee but were not achieving full time status. Consequently, what they have done is adjusted the transition to 1-9 credit hours for graduate students in full time status. Mr. Lewis asked if that would result in increasing or decreasing funds to the university. Mr. Ickes responded it will keep things fairly level. Mr. Lewis also asked about the move of the law school to Boise having an effect on the increase. Mr. Burnett responded that it is two-part and discussed the law school details in Moscow and Boise, adding the 4% increase is much needed and is supported by students. He indicated the fact that they are delivering the JD degree to more students in Boise results in some commensurate resizing in Moscow and does have the effect of the university being required by accreditation to do more exclusive things that would likely be undertaken in Boise anyway for the benefit of all the students.

There was additional discussion about the increases particularly for part time students. Mr. Ickes commented they normalized graduate tuition to nine credit hours and normalized it across part-time per-credit-hour basis so a student pays an even schedule of one credit hour at a time through nine credit hours. It is aligning tuition with the norm.

Dr. Goesling asked how their healthcare model is made up and if employees are being asked to pay more. Mr. Ickes responded that they are self insured. The state is mandating a new \$9,100 per individual employer contribution to the medical plan and in the past two years employee contributions have gone up to keep their plan self sustaining. He described additional changes in employee premiums and indicated they are reviewing their plan with a consultant.

2. Boise State University – Student Tuition & Fee Rates

Dr. Kustra introduced Ms. Stacy Pearson, Dr. Marty Schimpf and Mr. Ryan Gregg to participate in comments with him and to provide a presentation from Boise State University. He opened by saying that he is sometimes approached by the Boise Valley Economic Development Partnership when they are bringing CEOs to visit the city. The CEOs are from businesses located in large cities and always ask why they should invest in Boise. He commented that their frame of reference when it comes to higher education is that of a major research university – public or private – that adds significant work force to the economy but also adds value to the overall economy by what its faculty produce in the classroom and in research. He said Boise provides a pretty impressive look for a medium sized city that is growing and

seeking out new economic partners.

Dr. Kustra provided a little background on how BSU arrives at its tuition increases, commenting on costs and value received. He indicated they are in a building and growing phase when it comes to enrollment. He expressed concern that in-state tuition covers no more than half to two thirds of the cost of the students attending BSU. He added that from a value standpoint, they are in good shape and have some major enrollment changes going forward. Dr. Kustra summarized how BSU proposes to play a role in the Idaho economy.

Mr. Gregg commented that the student body takes an active participation in the fee setting process and appreciate being included. He indicated that the linear fee setting process makes sense for students and since it takes place incrementally it doesn't overburden anyone. They are trying to be very intentional with the services they provide and the fees they ask for, adding that they ask for what they need and not what they would like to have.

Ms. Pearson indicated their proposed increase for full time resident students is an 8.6 % increase and part time residents at a 3.2% increase. She summarized how the per-credit total is arrived at through a combination of fees. In their transition to a cost based linear tuition model their goal is to transition the tuition and fee structure to a cost-based linear model over the next five years. The purpose is to cost each unit of instruction and fees so that students pay for and value each incremental unit of credit. Discounts are given at higher course loads to encourage timely graduation. Benefits of the linear tuition model are that it helps to cover the cost of increased enrollments in higher cost upper division courses along with when tuition rises. Benefits include increased access for those students that can only attend part time, funding to hire more faculty, and incentive for all students to complete the courses they enrolled for. Ms. Pearson went on to describe the tuition break-down for students taking 1-12 credits, 13-17 credits and 18 or more credits.

Currently in comparison with their sister institutions, BSU is at the lowest rate for full-time tuition and part-time tuition. Ms. Pearson provided some line graphs to depict how the proposed linear tuition model will look. She added that they will also need increased revenues and those will be used to fund current and past enrollment growth and strategic initiatives, to hire faculty, to provide sufficient academic support for students, provide competitive faculty salaries to retain a strong faculty base, etc. She indicated their freshmen trend is downward, while other student trends are upward. She commented on the state funding decreases and how that creates challenges for BSU. Ms. Pearson commented that despite decreases in budget, BSU is doing a lot. She showed a comparison between 2001 and 2013 that GPA is higher, their building square footage has increased, their research and patents have increased, and their number of graduates has increased to name a few. They have developed proactive measures which include developing additional delivery models for students.

Dr. Schimpf commented that five year graduation rates on incoming cohorts over time show an increase, particularly in 2007. To keep the momentum going, they intend to address the bottlenecks that seniors and upper division students are experiencing. Dr. Kustra provided further clarification on the students who were counted in the chart and those that were not. Dr Schimpf also added comment on going toward the linear tuition model, that if they don't do something, students can't afford to go full time and the part time students end up subsidizing the full time students. Mr. Terrell questioned the rate of the increase that Boise State is asking for. Ms. Pearson responded that they try to make their decisions very deliberate, adding that they kept their tuition and fee increases very low during the recession. She added that they have not been imprudent in looking at their fee increase. She encouraged looking at the full model to fully understand the increase. Ryan Gregg added that the university is being more transparent with students in how the fees are determined and calculated.

Mr. Westerberg asked if a linear model will change student behaviors. Ms. Pearson responded that it will likely change behaviors and that the university will be diligent in communicating with students on the transition. Mr. Lewis asked about the incentive to take more classes and get students to completion quicker, and whether it incentivizes or de-incentivizes students to take more credits. Dr. Kustra responded that linear fees have in no way interred students from moving through the system. Ms. Pearson added that the incentives need to be at the upper end as they work through the transition,

otherwise students will not graduate in time.

Mr. Edmunds asked about moving away from so many adjunct professors. Dr. Kustra responded that the adjuncts ended up teaching on a full time basis and were still being denied health benefits because of their part time status. He clarified that they haven't moved away from adjuncts, but more or less created a new class of adjunct that fits the university needs as well as treats the adjuncts more fairly. He added that the Affordable Health Care act will require them to look further at who is getting benefits and who is not. Ms. Pearson commented that the issue with adjunct workload will change. Ms. Atchley asked what percentage of the faculty are tenured tract. Dr. Schimpf responded roughly 20%.

3. Idaho State University – Student Tuition & Fee Rates

In an effort to move the agenda back on schedule, Mr. Terrell requested ISU and LCSC provide a brief report to the Board.

Dr. Vailas provided a presentation from Idaho State University and introduced Dr. Hatzenbuehler, Provost Barbara Adamcik, Student Body President Matt Watson and Vice President of Finance and Administration Jim Fletcher to assist him. Dr. Vailas reported they are presenting a recommendation that is the lowest in the last 20 years. He also commented that their debt is going down. He remarked that the fee setting process is a very complex process but they are pleased where they arrived. Mr. Fletcher introduced Mr. Watson who echoed the comments of Dr. Vailas, adding how important it is for students to be involved in the process and the importance of the scholarship programs.

Mr. Fletcher summarized the four core principles they used in fee setting, indicating they have arrived at a proposal that fits their strategic objective. He remarked that early college enrollment is up 17% and the number of high school students served by dual enrollment has increased by 20% since 2008. Mr. Fletcher highlighted additional academic accomplishments and enhanced academic services and benefits to students during 2012-13. Mr. Fletcher commented on the reduction in state funding and that the university will be more entrepreneurial to create other revenue streams as well as keeping their costs in line. He shared a chart providing a visualization of the tuition path since 2001. They propose a 4.51% increase in tuition and fees for full time students. He pointed out that competitively they are in a good place. He outlined the tuition and fee increase essentials such as instruction, faculty, research, administrative support and institutional support, along with student activity fees. They hope to also provide a 2% pay increase to faculty and staff at the university and emphasized the importance of the merit increase. Dr. Hatzenbuehler commented on the annual professional fee increases and pointed out that they have six programs they are requesting an increase for, adding they were thoughtful in which programs they are requesting an increase for. Mr. Fletcher pointed out the details of the new student orientation program and that the total is about \$260,000 to provide this resource for new students. He highlighted the FY2014 budget priorities which included student services and growing research, among other items. He closed by commenting their proposed fee increase is absolutely essential in enabling them to continue on the path of progress they are presently on.

Mr. Luna asked about students absorbing the expanding research costs and the research infrastructure figure presented in one of the slides showing just over \$1 million in costs for research infrastructure. Dr. Vailas responded that those fees go toward improving the infrastructure for all students. Mr. Fletcher provided further clarification on what the research infrastructure amount includes. Ms. Atchley asked about the course fees. Dr. Hatzenbuehler responded that the course fees have been collapsed into the professional fees. Mr. Freeman clarified that Board policy prohibits assessing course fees when there is a professional fee.

4. Eastern Idaho Technical College – Student Tuition & Fee Rates

Dr. Albiston provided a report from Eastern Idaho Technical College. He introduced Mr. Stratton, their Vice President of Finance. Dr. Albiston indicated their requested fee increase is for 4.9% which is in line with what they have requested historically. He commented on their budget development process, and its involvement of faculty, staff and students. He described what the fees would help cover and added they

are proud of keeping their fees low and continue to be the lowest cost campus in Idaho. Mr. Luna asked about enrollment and if they have seen increases and in what areas. Dr. Albiston indicated their enrollment is limited in terms of growth because they respond to labor market needs. It is difficult for them to grow programs. They assess what is happening in the region and don't see an increase in enrollment in the near future.

5. Lewis-Clark State College – Student Tuition & Fee Rates

President Fernandez provided a report to the Board and introduced Provost Carmen Simone, Vice President of Student Affairs Andrew Hansen, Student Body President Amy Nelms, and Vice President of Finance and Administration Chet Herbst. LCSC is asking for a 4% increase in tuition, adding if their Complete College Idaho (CCI) initiative had been funded they would be asking for a 0% increase. Their number one initiative is CCI and their number one priority is faculty increases. Ms. Nelms provided supportive comments for the 4% increase and that the students are supportive of the increase as well, feeling it is necessary for LCSC to remain the institution it has become. Mr. Herbst indicated they are using the increase to cover employee costs mandated by the Legislature, provide additional scholarship dollars, and to fill a portion of unfunded EWA, among other items. LCSC objectives are to continue assigned missions and operating mode. They are ranked as one of the most affordable 4 year colleges and key factors include focused program offerings, lean staffing, lean salaries, etc.

Mr. Herbst shared slides showing trends in funding since 2009 and commented there has been little relief in the FY2014 appropriation from cuts experienced in FY09, FY10, FY11 and FY12. He commented that the plan for FY 2014 includes balancing sacrifices among students, staff and programs. To generate external funding, and control total cost for students. He shared the impact of the 4% increase and that it assumes 0% change in enrollment and an estimated revenue increase of \$600,000. Mr. Herbst provided a chart to showing a visual of their allocation of fees. The impact on students equates to a \$111 increase per semester and \$222 increase per year. Fees fall within the proposed Pell maximum and are competitive with the Western Governor's University. He summarized how they intend to control other costs which include no professional fees and keeping parking at \$5. The impact of changes to request equals that each 1% fee change equals about \$56 per year per student, \$154K in revenue. In summary, their request is a calculated risk to preserve access for financially challenged students and their families, and they will continue to carry out their mission efficiently and effectively.

WORKSESSION

A. Institution Business Enterprises

Mr. Edmunds introduced the work session item and provided background information regarding ISU's proposal to create a pharmacy and how it led to further Board discussion on institution business enterprises.

Mr. Kent Tingey introduced Arlo Luke, President of the Idaho State University Foundation (Foundation), John Gregory, Finance Director of the Idaho State University Foundation, and Darlene Gerry from the Research office at ISU, along with two doctors from the pharmacy who were available for comment if necessary. Mr. Tingey discussed competition and offered comments of support in nature from the University of Utah who had also created a pharmacy in years past. Mr. Luke provided his background and representation from the business world and business perspective. He commented on the items the Board was concerned with which was liability and competition. Mr. Luke commented that competition is nothing different than what they have been currently doing with other university endeavors. The pharmacy is in harmony with every other clinic they have in Idaho. He provided a more extensive background of the university and how the pharmacy is aligned with the university's mission. He emphasized its value to the university and the community. Ms. Gerry commented that with respect to what other universities are doing, there are a number of competitive activities going on throughout the state by other institutions. She added that the University of Utah is also engaged in a number of competitive activities, adding for example that it runs 14 pharmacies in the region.

She indicated that when she was researching this item, it was difficult to find a university that wasn't running some kind of clinic in their program. She added that the plan for the Bengal Pharmacy is to operate as a nonprofit entity for tax purposes. As an LLC, Bengal Pharmacy can either file its own tax returns or roll into the Foundation's returns. Either way, any operating income will be used for nonprofit purposes, i.e., use by the Foundation and the College of Pharmacy for educational purposes.

Mr. Freeman indicated that at the February meeting a number of concerns were expressed by Board members. He researched how other states handle this and he echoed many of the comments Ms. Gerry made. Mr. Freeman added that the University of Arizona has a pharmacy open only to students and summarized other peer institutions and their pharmacy programs.

Mr. Edmunds encouraged discussion on what the Board is comfortable with the institutions doing. Dr. Goesling asked if they had talked to any local pharmacists and local communities in the area who do not have pharmacies. Ms. Gerry responded that their discussions included local pharmacies and that those pharmacies don't have concerns with the Bengal Pharmacy, rather they are quite supportive of the concept. One of the key missions of the Bengal Pharmacy is to partner with Health West to provide services to rural areas and to the underinsured. Dr. Goesling reiterated the importance of the service to the community.

Mr. Soltman commented the competition needs to be fair. One of the doctors responded that the program is designed to help community health centers and indicated there are cash advantages to Health West. Dr. Vailas commented that as a public university, ISU has to demonstrate what has been created benefits the students, faculty and community, and they believe they have done that.

Mr. Terrell expressed concern about taking away opportunity from the private sector. Mr. Luke responded that it is more than a revenue producer, it involves research, student learning, assisting faculty, and it has many far-reaching benefits including the fact that every dime will go back to the students.

Ms. Atchley asked about what kind of research is being done in the pharmacy and how many students use the pharmacy in the real world practicum. One of the doctors present responded about the research and that on campus those types of opportunities are available to students. Health service research is also being done on how to reach out to the communities on the provision of health care. He added there are about 70 students per year admitted to the pharmacy program; 50% in Meridian and 50% in Pocatello.

Mr. Lewis asked if there is any private investment in Bengal Pharmacy. Mr. Tingey responded it is all from the Foundation. He added that they have no intent to take anything away from the private sector and will provide a direct benefit to the university and the state. Mr. Lewis asked about how pricing would be set for the pharmacy and if their prices with the current structure provide them an advantage over the private sector. Mr. Tingey responded their purchase price is no different than other pharmacy prices and the price to the patient is the same. He added the 340(b) purchase is a different model where the entity they are contracted with purchases the drug and the university gets a small dispensing fee.

There was further discussion about the pricing by the pharmacy and whether the LLC is an adequate shield for the university's liability. Mr. Lewis commented that he did not feel they were completely shielded. Ms. Gerry responded that their legal counsel is very comfortable with the proposal and the shield between the pharmacy and the Foundation. David Alexander, attorney who provides counsel to ISU, provided comment that they can't preclude the idea of liability, but that they are very comfortable with the layers of protection in place including malpractice claims or general liability claims. He added a claim would have to go through the LLC shield, the Foundation shield and finally the tort claims shield of the university. Their feeling is that any increased liability to ISU will be very limited, adding that ISU is exposed presently to liabilities with the college of pharmacy and other areas, and that the margin of risk to the university is very limited and whatever liability may arise they are confident in dealing with it. Mr. Lewis asked if the Foundation is taking on additional risk. Representatives from the Foundation were not present to speak to that question. Ms. Gerry commented that her belief is they are completely comfortable with the level of risk.

There was discussion with regard to policy. Mr. Freeman clarified that the item on tomorrow's agenda related to the Bengal pharmacy is an information item. Mr. Westerberg suggested IRSA bring forward language for proposed change if the Board feels it necessary to amend the non-compete language. There was consensus that the Board needs to make a statement at tomorrow's meeting on whether or not ISU may proceed with plans for the pharmacy and whether it is in violation of Board policy to do so. Mr. Luna thanked ISU for their preparedness on the item.

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

M/S (Edmunds/Westerberg): To go into Executive Session to address five issues pursuant to the following sections of Idaho Code: 1) Section 67-2345(1)(a), "to consider hiring a public officer, employee, staff member or individual agent wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need," 2) Section 67-2345(1)(b), Idaho code "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," 3) Section 67-2345(1)(c), Idaho code "to conduct deliberations ... to acquire an interest in real property which is not owned by a public agency," 4) Section 67-2345(1)(d), Idaho code "to consider records that are exempt from disclosure as provided in chapter 3, title 9, Idaho code," and 5) Section 67-2345(1)(f), Idaho code "to communicate with legal counsel ...to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated." The motion carried unanimously.

A roll call vote was taken and the motion carried unanimously.

Thursday, April 18, 2013, 8:00 a.m., University of Idaho, Student Union Building Ballroom, Moscow, Idaho.

The Board convened at 8:00 a.m. at the University of Idaho's Student Union Ballroom for regular business. Board President Ken Edmunds called the meeting to order at 8:00 a.m.

OPEN FORUM

Mr. Edmunds introduced Kate Cobb. Ms. Cobb, President of the Graduate and Professional Student Association at the University of Idaho, asked to speak about the interaction between students and the administration at the university. Ms. Cobb commented that collaboration is unique to UI and that not many of the students at other institutions have the same personal contact with administration. She outlined a number of meetings she attends and identified many high level personnel that she is able to communicate and collaborate with. She indicated through these meetings, she is able to help create opportunities for students, increase their attendance at university functions, and enhance recruitment efforts. She commented on the importance of this interaction with students and that it makes them feel like more than just numbers or names, adding that university staff care about their students.

Dr. Nellis introduced the University of Idaho's new football coach, Paul Petrino, and gave a brief history of his background and accomplishments. Mr. Petrino thanked the Board for its support of the institutions and offered some positive comments regarding the football program at ISU going forward. He added the importance of making sure student athletes are accountable in the classroom and reassured the Board that subject was a priority for the university.

CONSENT AGENDA

M/S (Soltman/Goesling): To approve the consent agenda as posted. The motion carried unanimously.

BAHR – SECTION II – Finance1. Boise State University – Beverage Services Contract**BOARD ACTION**

By unanimous consent to approve the request by the Boise State University to enter into a beverage services agreement with Swire Pacific Holdings/Coca Cola North America in substantial conformance with the attached agreement.

2. University of Idaho – Renewal of Lease – CH2M Hill**BOARD ACTION**

By unanimous consent to approve the request by the University of Idaho for authority to enter into a sublease with CH2M Hill 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 lease and any related transactional documents.

3. University of Idaho – Renewal of Lease – UICD/Harbor Center**BOARD ACTION**

By unanimous consent to approve the request by the University of Idaho for authority to enter into a lease with the City of Coeur d'Alene 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 lease and any related transactional documents.

4. University of Idaho – Purchase of Mass Spectrometer**BOARD ACTION**

By unanimous consent to approve the request by the University of Idaho for the purchase of a mass spectrometer for a purchase price of \$633,127.00 pursuant to the vendor quote attached to the materials presented to the Board.

IRSA5. Quarterly Report: Programs and Changes Approved by Executive Director

This item is provided for informational purposes.

6. EITC Program Discontinuance**BOARD ACTION**

By unanimous consent to approve the request from Eastern Idaho Technical College to terminate the Radiation Safety Program as presented.

7. HERC Appointment**BOARD ACTION**

By unanimous consent to appoint Bill Canon to the Higher Education Research Council for a three-year term, effective immediately, expiring June 30, 2016.

PPGA

8. University of Idaho – Facility Naming

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho to name the proposed classroom and office facility to be constructed for the Center for Forest Nursery and Seedling Research at the Franklin H. Pitkin Forest Nursery, “The Tom and Teita Reveley Classroom Facility.”

9. Boise State University – Facility Naming

BOARD ACTION

By unanimous consent to approve the request by the Boise State University to name the grass practice field the “DeChevireux Field” in honor of a gift designated for field improvements.

10. Lewis-Clark State College – Facility Naming

BOARD ACTION

By unanimous consent to approve the request by Lewis-Clark State College to rename its newly remodeled and re-purposed “Fine Arts/Old Science Building” as “Thomas Jefferson Hall.”

11. Eastern Idaho Technical College – Advisory Council Appointment

BOARD ACTION

By unanimous consent to appoint Jerry Shively to the Eastern Idaho Technical College Advisory Council for a term effective May 1, 2013, and ending December 31, 2015.

By unanimous consent to reappoint Renee Magee to the Eastern Idaho Technical College Advisory Council for a term effective immediately and ending December 31, 2015.

12. Idaho Division of Vocational Rehabilitation advisory Council Membership

BOARD ACTION

By unanimous consent to approve the removal of James Smith from the Vocational Rehabilitation State Rehabilitation Council.

13. St. Maries School District – Trustee Zone Boundary, Technical Correction

BOARD ACTION

By unanimous consent to approve St. Maries School District Trustee Zone boundaries legal descriptions as submitted.

SDE

14. Appointment to the Professional Standards Commission

BOARD ACTION

By unanimous consent to appoint Tony Roark to the Professional Standards Commission for a term of three years representing Public Higher Education (Letters and Sciences) beginning July 1, 2013.

By unanimous consent to reappoint Esther Henry to the Professional Standards Commission for a term of three years representing Secondary Classroom Teachers beginning July 1, 2013.

By unanimous consent to appoint Virginia Welton to the Professional Standards Commission for a term of three years representing Exceptional Child Education beginning July 1, 2013.

By unanimous consent to appoint Heather VanMullem to the Professional Standards Commission for a term of three years representing Public Higher Education beginning July 1, 2013.

By unanimous consent to reappoint Becky Meyer to the Professional Standards Commission for a term of three years representing Secondary School Principals beginning July 1, 2013.

By unanimous consent to reappoint Mikki Nuckols to the Professional Standards Commission for a term of three years representing Secondary Classroom Teachers beginning July 1, 2013.

By unanimous consent to appoint Kim Mikolajczyk to the Professional Standards Commission for a term of three years representing School Counselors beginning July 1, 2013.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. University of Idaho – Annual Progress Report

University of Idaho President Duane Nellis provided the Board with a progress report on the university's strategic plan. He commented UI is nationally recognized as a research institution across the United States and on educational advancement and student affordability, student accessibility, first generation students, and increasing funds for students in need. Dr. Nellis indicated they have secured over \$125 million for student aid at the UI and there is a strong presence of veteran support on campus. They were recently recognized by *Military Times* magazine as one of the top 150 military friendly institutions in the US. He recognized various highlights from their athletic program and how student athletes at UI are outstanding scholars as well, keeping their grade point averages up. He indicated UI's graduation rates are up and they intend to continue to increase that rate.

Dr. Nellis commented their WWAMI program has produced 370 physicians who are currently practicing in Idaho, adding how pleased they were that the Legislature approved five additional WWAMI seats this year. He commented on the quality of educators at the UI and their commitment to the students. They have had only one pay raise in the last seven years, and Dr. Nellis is concerned about retaining top quality faculty and staff who are working so hard for the students and state. The university is rated as one of the safest campuses in the United States and they work regularly on keeping it a safe environment for students. Dr. Nellis discussed the economic impact and research provided by UI, commenting that for every dollar the university gets, they generate about \$9.50 to \$10.00 for the economy. He added they have applied for a number of patents and they have grown their research aggressively over the last three years. Dr. Nellis commented positively on IGEMS and remarked on how extensively they are involved in the agricultural community. He added they have been recognized as a university of distinction in the United States for their contributions as well as their extension to the community and 4-H programs.

Dr. Nellis remarked about the university's vision going forward and about their plans for the care of aging facilities. He introduced their IRIC building they hope to break ground on soon. He closed his report with comments in support of the university, the interim president and the future of the institution.

2. President's Council Report

President Nellis provided a report from the Presidents' Council meetings on behalf of President Bert Glandon who was absent, and answered questions. He reported that at the last President's Council they discussed MOOCs, e-learning across the state, cloud technology, Utah's out of state resident tuition bill, campus alcohol awareness, graduate level courses in collaboration with the Veteran's Hospital, and the

impact of the Affordable Health Care Act on adjuncts.

The presidents discussed which MOOCs will be the best for their respective institutions and the institutions are looking into that on their own, adding there will be continued dialogue on that topic. On a related topic, they discussed e-learning across the state and concluded the best action would be to charge the Chief Academic and IT Officers to meet and discuss best practices across the state to include possible future options, costs across the state, deliverables, security, etc.

Related to cloud computing, Dr. Albiston led the discussion during President's Council, where they determined the Chief Academic and IT Officers would work to report on the item in more detail. The presidents discussed Utah's out of state resident tuition bill, and Washington State's flat fee on-line tuition, that has created a more competitive environment from the bordering states. As a way to help address that concern, they discussed increasing the waiver cap from 6% to 8% to be more competitive, and an approach is being developed in the BAHHR Committee related to the issue. Presidents reviewed where each institution is related to alcohol on campus. UI has a task force engaged in this work presently and will be presenting more information to the Board at a future meeting. They discussed graduate level courses in collaboration with the Veteran's Hospital, and also discussed the Affordable Health Care Act and its impact on adjunct faculty.

Ms. Atchley asked for more details about Utah. Dr. Vailas responded that Utah passed legislation related to concerns in enrollment where non-resident tuition was dropped for two years to resident rate tuition to attract more students. The other issue was that of a flat fee for on-line tuition that has been adopted by other states.

3. Professional Technical Education – Annual Report

Dr. Todd Schwarz, Administrator of the Division of Professional Technical Education (PTE), provided an overview of PTE's progress in carrying out the agency's strategic plan. Dr. Schwarz reported that the transition from Administrator Stephens to him has been relatively smooth. He recognized Vera McCrink, Kirk Dennis and Josie Chancey, along with all division staff, for their assistance during the transition over the last year. He thanked the President's Council for their collegiality and openness to discussion, and thanked Dr. Rush for his guidance and mentorship.

Dr. Schwarz provided highlights of PTE's strategic plan, its goals going forward, and the Complete College Idaho (CCI) plan. He recapped their mission and distilled mission of preparing a highly skilled workforce for Idaho. He pointed out they have developed eight objectives relative to the state Board's goal of an effective and efficient delivery system resulting in a highly skilled workforce for Idaho. Dr. Schwarz recapped the history of PTE from its first 50 years until now and how it has evolved and expanded to serve more citizens and students. He reviewed the Idaho Technical College system and the schools it encompasses.

Dr. Schwarz shifted the discussion to show how an improved PTE system would look, describing the building blocks within its structure. He indicated this system design is based on current research, literature, and evidence-based best practice. He discussed how this plan would support the Complete College Idaho plan, and discussed career exploration at the various levels which included the cluster level, the pathway program level and the rigorous program of study level. He indicated the program does not just include a lateral level of alignment, but a vertical level of alignment as well. The implications and challenges of this type of program include new evaluation and program approval criteria, modification to current Tech Prep advanced learning, teacher preparation, and other considerations. Dr. Schwarz pointed out there are great opportunities for more meaningful articulation of postsecondary credit, emphasis on career and workplace readiness, coherent and comprehensive guidance models, to name a few. Dr. Schwarz commented on how this relates to the CCI plan in that it would allow for a more synchronized system, adding that PTE can contribute a meaningful educational experience in projected occupations that require less education than a baccalaureate. He indicated a synchronized PTE system is essential to achievement of the Board's 60% goal and the potential and opportunity is present for the system to easily move this direction.

Mr. Edmunds asked who the best contact is with industry partners. Dr. Schwarz responded that it varies, and the relationships vary at the local level, adding that there is no question that a deeper look needs to be taken regarding agency engagement. Mr. Edmunds asked about PTE creating a plan to engage at the industry level. Dr. Schwarz responded they are presently working on that as part of their strategic plan, and are looking at how to create those relationships.

There was further discussion on how to reach adult learners and how to effectively communicate what opportunities there are to re-educate adults as well as educate younger students in technical fields. There is a definite lack of understanding for those students wanting to re-enter the system. Mr. Luna commented on what is happening between industry, higher education and K-12. He spoke of K-Tech and felt it could be duplicated across the state. The K-Tech school teaches many of the trades discussed by PTE and serves approximately 500 students, with even more on a waiting list. He felt K-Tech is a great example of success for K-12 and PTE learning. Mr. Luna recommended the next time the Board meets is in North Idaho to should visit the school. Dr. Schwarz added that there are almost 8,000 students participating in those types of programs that have a higher level of rigor in their requirements and a higher level of rigor in their integration with postsecondary. Mr. Luna added the placement in business for students coming out of those programs is 90-95%.

4. Board Bylaws H.4. – Audit Committee – Second Reading

BOARD ACTION

M/S (Soltman/Atchley): To approve the second reading of amendments to Board Bylaws H.4., Audit Committee, as presented in attachment 1. The motion carried unanimously.

M/S (Lewis/Atchley): To reconsider the approval of the amendments to the Board bylaws H.4, Audit Committee as presented in Attachment 1 (Tab 4 of the Planning, Policy and Governmental Affairs Committee). The motion carried unanimously.

M/S (Lewis/Atchley): To amend the policy by striking out the first sentence in section c, part 1) and inserting: “Recommend the independent auditor to the Board for appointment by the board, establish the compensation for, and evaluate and oversee the work of, the independent authors”. The motion carried unanimously.

Mr. Lewis commented that the Audit Committee should recommend the independent auditors to the Board for approval and recommended additional motions to this item.

5. Board Policy I.P. – Idaho Indian Education Committee – Second Reading

M/S (Soltman/Goesling): To approve the second reading of Board Policy I.P. Idaho Indian Education Committee – second reading as presented. The motion carried unanimously.

6. Approval of Institution, Agency and Special/Health Programs Strategic Plans

BOARD ACTION

M/S (Soltman/Atchley): To approve the 2014-2018 (FY2015-FY2019) Community College, Agency, and Special/Health Program strategic plans as submitted. The motion carried unanimously.

Mr. Soltman invited the institution presidents to discuss their strategic plans and also provided a brief background on the strategic planning process and timeline. He indicated that each plan includes a vision and mission statement, goals, objectives, performance measures, benchmarks and external factors.

President Jerry Beck presented the College of Southern Idaho's (CSI) strategic plan to the Board members. He mentioned they have about \$16 million in construction presently on the campus. Their first initiative deals with student learning and success. CSI is working on emphasizing student success and completion and to demonstrate continued commitment to and shared responsibility for student learning

and success. He discussed concerns with students who don't get counted in the process because they take too long to make it through the system. Their initiative of performance and accountability is to commit to continuous improvement and institutional effectiveness. Dr. Beck commented CSI embraces organizational change and a culture of continuous improvement, and touched on their outcomes assessment and principles and practices of lean higher education (LHE). He pointed out they are active in improving programs, services, processes and systems, as well as utilizing limited resources judiciously. Dr. Beck commented on a tentative strategic initiative where the J.A. and Kathryn Albertson Foundation requested RFPs on a P-Tech school model and will provide a grant for \$5 million. CSI is one of the finalists for the grant. In this grant, CSI would open and operate four new charter schools (9-12 grade level) owned and operated by the college, and in conjunction with K-12 schools across the state. The schools would have different themes such as i-STEM, business, health care and professional-technical education, and be year-round schools. 60% of students would graduate with their Associate's degree at the same time they receive their high school diploma. They feel that another 20% would then move on to CSI to further their education. The first school would be operational during the Fall of 2014.

Mr. Luna commented this is a great example of the work by the Albertson's Foundation to help further education in Idaho.

Mr. Jeff Shin, Budget Director for the College of Western Idaho (CWI), provided a recap of the college's strategic plan for Dr. Bert Glandon who was unable to attend today's meeting. Mr. Shin provided the highlights of CWI's strategic plan and that their institutional priorities include structuring student success, developing systems to support faculty and staff, implementing practices of fiscal stability and connecting the college to the community. They have also added a plan to ensure the sustainability of the CWI structure. The goal of the strategic plan is to ensure the institution is meeting the mission of providing affordable access to quality teaching and learning opportunities.

Mr. Shin pointed out their strategic plan sets priorities and strategies to ensure a strong structure. Their plan for students between high school and CWI includes dual credit and tech-prep opportunities. This includes continuous support between secondary and postsecondary education. While students are at CWI, their focus is on providing tools for quality instruction and support, with a strong concentration on curriculum, instructional expertise, tutoring and other support services to provide a pathway for student success.

The strategic plan includes connecting with the community and partnership opportunities with Idaho's businesses, colleges and universities. In discussing metrics and sustainability, metrics of CSI student success includes voluntary framework of accountability, longitudinal data system and alignment with statewide measures. They have also made efforts to ensure the sustainability of their infrastructure and have identified internal processes to keep it in place. Mr. Shin also pointed out that in 2014 CWI will have completely established its benchmarks for the strategic plan so that they can start measuring against the data they have been collecting.

Dr. Joe Dunlap provided a recap of North Idaho College's (NIC) strategic plan. Dr. Dunlap indicated that while their strategic plan is a document that provides structure for the college, they identified that it was not comprehensive enough in terms of identifying what their priorities are and how they move forward. Over the past six months, they have developed an educational master plan that articulates priorities with regard to facilities, funding options, programmatic issues, and trends and growth strategies for the college which is more comprehensive than their strategic plan. The plan is posted on their website as well.

Dr. Dunlap indicated their strategic plan includes five goals. The first is student success of which some initiatives include a grant by Avista to promote development of entrepreneurs in the region. NIC is proactively working toward reducing student loan debt and the amount of debt that the institution is responsible for. They also include dual credit offerings for students and NIC's Outreach center move allowing for greater capacity and program offerings for students. They have developed a task force to look at how MOOCs would be beneficial to the institution. Their second goal relates to educational excellence. NIC has successfully completed their seven-year accreditation visit by the Northwest Commission on Colleges and Universities. Additionally, their professional-technical and workforce training team offered customized 16 week courses to certify welders for re-employment at the Lucky

Friday mine. In terms of community engagement, they were awarded a \$2.97 million grant intended to create an aerospace center to meet work force demands and help veterans and displaced workers in need of retraining. Dr. Dunlap indicated they are working on a fundraiser for a new science lab at Sandpoint. They host a variety of community events and celebrated a community day of volunteering during NIC's day of service. Their last two goals of diversity and stewardship embrace working with the Coeur d'Alene Tribe and the American Indian Student Services. NIC also works with the active Gay/Straight Alliance student club. For stewardship, they implemented single-stream recycling program, environmental sustainability methods and cooperated with the city of Coeur d'Alene to address the dike road certification.

Dr. Nellis from the University of Idaho (UI) provided a report on its strategic plan which contains four goals, adding they are in the second year of implementing the plan. Their plan is linked to the Board's goals. Provost Doug Baker provided an overview of their goals and discussed some performance measures of each. Their first goal of teaching and learning enables student success in a rapidly changing world. Their objectives are to build adaptable, integrative curricula and pedagogies, and to develop integrative learning activities that span students' entire university experience. Strategies under Goal 1 objectives include streamlining policies to enable creative program revision, using internal and external assessments, developing increased learning opportunities for underserved communities, increase educational experiences within learning environments, and increase opportunities for student interaction and interdisciplinary collaboration to name a few. Under their second goal of scholarly and creative activity, they promote excellence in scholarship and creative activity to enhance life today and prepare students for tomorrow. Their objectives for this goal include strengthening all scholarly and creative activities consistent with the university's strategic missions and signature areas, and enabling faculty, student and staff engagement in interdisciplinary scholarship and creative activity. Provost Baker indicated goal three is an outreach and enrichment goal structured to meet society's critical needs by engaging in mutually beneficial partnerships; and objective four is a community and culture oriented goal which encourages students to be purposeful, ethical, vibrant and open to community.

Mr. Lewis suggested related to metrics it would be helpful to know what percentage institutions are at today and what metric it is being measured against for tomorrow. He wanted to be able to see clearly whether institutions were achieving improvement. Dr. Goesling echoed those comments and suggested comparing the institutions against their peer institutions. Provost Baker pointed out that a performance measures report was provided to the Board in October 2012.

Dr. Kustra from Boise State University (BSU) provided an update on BSU's strategic plan. He identified three of the goals of their strategic plan and summarized the progress on those goals. Their first goal is to create a signature, high-quality educational experience for students. Their intention is to teach the skills employers want like critical thinking and communications, to innovate in the classroom and boost multi-disciplinary cooperation. Their second goal is to advance STEM goals with graduate programming and research by building on strengths with new graduate programs and research. They work at attracting high-quality faculty and students, and boost experiences and opportunities for all. Their third goal is to align programs with community needs. This goal helps to advance scholarships and spur partnerships with local companies. Researchers create innovations and innovators help enhance the economy. Programs, services and collaborations help strengthen our state and community. Dr. Kustra provided some examples of programs aligning with community needs. He highlighted the works of some outstanding students. Dr. Kustra closed with comments on their continued growth assisted by the use of bonding.

Mr. Lewis pointed out with regard to the targets for 2017 it may be hard to gauge how they are doing presently, and recommended an interim measure for BSU.

Dr. Vailas provided a summary of Idaho State University's (ISU) strategic plan. He introduced Dr. Adamcik who assisted with the presentation. Dr. Adamcik highlighted ISU's strategic plan and their focus on increasing the pipeline and retaining students. Their early college dual enrollment program has increased 16.3% from 2011 and 2012. Annual credit hours increased by almost 21%. In retaining students, they have increased the amount of money in the Career Path Internship Program. The retention of students in the program is presently at nearly 600 students compared to about 250 in FY2011. She

commented on the success of their on-line education programs at ISU. This past year they had 819 on-line selections for students. They are encouraging students to complete the requirements for the bachelors' degree while they are working toward their associate's degree. She mentioned other programs such as fire services administration and emergency management that are fully online. ISU's overall graduation rate for the fall cohort is about 36% and they have initiated an on-line advising program for students to help identify what students need to complete their degree. The program also includes "what-if" scenarios for students considering changing majors. Dr. Adamcik commented they attempt to be very efficient with their programs and do provide data to all their deans on a number of metrics related to program review.

Mr. Westerberg asked about benchmarks and made a suggestion that institutions show clearer progress over time. Ms. Atchley asked if their alignment with the Board's strategic plan is beneficial for the institution. Dr. Adamcik responded it was a very important process and that the benefit is they are all focused on the same important issues.

Mr. Lewis expressed concern with some of the goals not being aggressive enough for the institutions. Mr. Soltman recommended the Board members provide those types of comments and suggestions to Tracie Bent at the Board office to forward provide to the institutions and reminded Board members the strategic plans may be reviewed again in June to ensure the comments and recommendations were addressed.

Dr. Fernandez provided a recap from LCSC with the help of Chet Herbst. He commented that their strategic plan is in alignment with the Board's strategic plan. Mr. Herbst reported their first goal is a well educated citizenry and they intend to meet those objectives that the Board has identified such as access, a higher level of educational attainment, adult learner re-integration and transition. Their second goal of critical thinking and innovation encompasses creativity in undergraduate research and symposia and quality instruction and innovation. Their third goal is effective and efficient delivery systems which include being cost-effective and fiscally prudent. They are engaged in data driven decision making, administrative efficiencies and educational efficiencies. Dr. Fernandez also commented on the changes their strategic plan would contain for next year. Their goals will be refined to four major statements and that plan should be completed this summer and presented to the Board.

Dr. Steve Albiston provided a brief report on Eastern Idaho Technical College's (EITC) strategic plan. He updated the Board that the northwest accrediting body evaluated EITC's year three report and were very complementary of the institution. The college received four accommodations and one minor recommendation. He recapped a couple of projects which fall under EITC's first goal of a well educated citizenry. The first project is the Adult Basic Education (ABE) Pilot Bridge Program which is a remediation project that provides basic skills and instruction to students whose skills are below 12th grade, allowing them to transition into a technical education program more quickly. Their plan is to enroll students concurrently in ABE and in the college math and/or English class that their program requires, then provide extra instructional support to fill in academic gaps. The second project is their EITC Nursing program which is based on concept based curriculum designed to increase critical thinking skills. This program has been successfully implemented by numerous NLNAC accredited institutions. He reported that they have a number of performance measures in different areas of their strategic plan they are working on.

Mr. Soltman reminded the Board members to provide comment and recommendations for institutions to Tracie Bent who will then provide that information to the institutions for any revisions and asked the institutions to provide their performance measure data for all measures in their strategic plans to Tracie, for consideration at the June Board meeting.

7. President Approved Alcohol Permits Report

Ms. Bent indicated the last update presented to the Board was at the February 2013 Board meeting. Ms. Bent clarified that the institutions are in the process of evaluating their individual campus policies regarding student alcohol/drug use. A status update will be provided to the Board at the June Board meeting as part of the Presidents Council report, with a full report and recommendations scheduled to be presented at the August Board meeting.

AUDIT

1. Audit Committee Charter

BOARD ACTION

M/S (Atchley/Terrell): To approve the amendment to the Audit Committee Charter as presented requiring institution presidents to confer with the Audit Committee chair prior to hiring an internal audit manager. The motion carried unanimously.

The proposed amendments to the committee charter would specify the institution and president must confer with the committee chair prior to hiring an internal audit manager. The amendment would allow the committee to provide input to the hiring process.

2. Lewis-Clark State College – Internal Auditor Update

Ms. Atchley indicated the Audit Committee has discussed Lewis-Clark State College's (LCSC) internal audit function with college management. Previously concerns were expressed by the Audit Committee that the college's controller, also acting as internal auditor, lacks necessary and appropriate independence. The Audit Committee has asked management to provide an update on the College's internal audit function to the Board. Ms. Atchley invited members from LCSC forward to discuss the item. Mr. Chet Herbst and Mr. Jeff Phelps provided an update of the colleges' internal audit function.

Mr. Herbst provided a bit of background and indicated that due to limited resources, some administrators have had a broader scope of responsibility related to university functions. They have also out-sourced certain responsibilities. He also provided examples of specialized staff members that the college does not have such as governmental affairs directors. He indicated LCSC has grown in recent years, but their needs at this time are in key operational areas such as faculty, security, etc. The LCSC controller has operated as the internal auditor. Advantages of that approach include retaining highly qualified experts and the auditor having direct access to all college financial transactions, including policies and procedures. The auditor has high visibility within senior administration and strong emphasis on daily and long term compliance. Mr. Herbst pointed out potential disadvantages of this approach is that there is a need to judiciously allocate time to both assigned functions. Mr. Herbst clarified that the controller does not audit his own functional area. He clarified the Board's external auditor focuses entirely on controller operations and the controller is under close scrutiny by executive management. Their reporting line runs directly to the President and the State Board Audit Committee. LCSC is also pursuing the augmentation of an internal audit team with functional area experts from college faculty and staff, the use of local independent auditors with extensive experience and using internal auditors from sister institutions to work with the college in certain cases. They are also exploring the future joint position with a sister institution to make efficient use of resources.

Mr. Herbst indicated their approach has worked to date and has not contributed to any material deficiencies or compliance issues. It has facilitated robust, systematic overview of financial operations with unsurpassed visibility of potential problem areas. They are aware that the dual-hatted approach doesn't match the style used in the universities, but they are going the extra mile to provide additional safeguards to deal with perceptions related to both independence and possible "self evaluation". He reported they do their best to mirror all internal audit planning, audits, and reporting procedures. Mr. Herbst indicated in summary, they have continued to expand and improve their internal audit process over the past several years and have worked hard to support the needs of the Audit Committee and the Board. They are continually committed to the effective and efficient management of its programs, people and resources, and compliance with state Board policies.

Ms. Atchley commented that the dual-hat process is riskier than the Board would like and LCSC's internal audit function is of concern. She felt the concerns of the Audit Committee have not been addressed. Mr. Lewis echoed those remarks and brought up a number of points where the Board requested they not have a dual-hat situation. Ms. Atchley asked for a directive from the Board as a whole. Dr. Rush clarified that the Board's committees do not have authority to operate separate from the Board.

Mr. Lewis commented that it has been determined by the Committee that LCSC should appoint a separate internal auditor. President Fernandez responded that LCSC is looking at ways to fund and acquire a separate internal auditor and they do not disagree with the directive from the Board. He commented that if it is the desire of the Board to have a full time or part time internal auditor, LCSC will do so.

Dr. Goesling asked if the college will be given any leeway regarding the additional personnel costs of hiring an auditor. He asked if there is any change in their tuition and fee structure. The response was that tuition and fees and an auditor position are separate, and if LCSC decides to return to the Board for that request they will have the opportunity to do so.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section II.H. – Coaching Personnel – Second Reading

M/S (Terrell/Westerberg): To approve the second reading of proposed amendments to Board Policy II.H., Policies Regarding Coaching Personnel and Athletic Directors, and the Model Coach Contract, with all revisions as presented. The motion carried unanimously.

The only change between first and second reading is removal of the phrase “and approved by the University (College)’s Board of (Regents or Trustees)” in sections 3.2.3 and 3.2.4 of the model contract. These two sections relate to supplemental compensation. The historical practice has been that once the Board approves a coach contract, the determination of whether a coach receives supplemental compensation is at the discretion of the institution president.

2. Amendment to Board Policy I.N. – Miscellaneous Provisions – First Reading

M/S (Terrell/Soltman): To approve the first reading of proposed amendments to Board policy section I.N., Miscellaneous Provisions, with all revisions as presented. The motion carried unanimously.

Idaho Code sections 33-104 and 59-509(h) provides that Board members shall receive \$50 for each day spent in the actual performance of duties. The Office has historically paid partial honorariums of \$25 per day when Board members perform official duties for less than four hours on a given day, but Code is silent with regard to proration of the daily rate. The proposed amendments would codify the current practice of prorating honorarium payments.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

1. FY 2014 Athletics General Fund Limits

BOARD ACTION

M/S (Lewis/Westerberg): To approve the FY2014 athletics limits for General Funds as listed on Attachment 1 lines 28-31 and the FY2014 athletics limits for institutional funds as listed on Attachment 1 lines 14-21. The motion carried unanimously.

Mr. Freeman provided a recap of the athletics limits. The recommended FY 2014 General Funds limit shown in Attachment 1 of the Board materials, lines 28-31 represents a 3.77% increase. Each institution will bring their gender equity plans to the Board in June. At that time the institutions could ask the Board for additional funding to add a sport or to address other compliance issues. The institutional fund limits, as shown in Attachment 1 to the Board materials, lines 14-21, represents a 5.27% increase.

Mr. Terrell expressed concern over what he perceived as an inequity in limits with BSU. Mr. Freeman clarified that the determination was to create a base line for general funds limits for athletics and gender equity – this reflects their historical limits.

2. FY2015 Budget Request Process Guidelines

BOARD ACTION

M/S (Terrell/Soltman): To direct the college and universities to use the following categories to develop FY 2015 Line Item budget requests:

- 1. Complete College Idaho (CCI) initiatives**
- 2. Performance-based Funding**
- 3. Deferred Maintenance**
- 4. Institution Specific Initiatives (up to two)**

Voting on the motion carried unanimously.

M/S (Lewis/Terrell): To amend the motion to add *per student funding* to the list of categories.

The motion carried 6-2. Dr. Goesling and Mr. Terrell voted nay on the motion.

Ms. Atchley asked about the MCO budget in the development process. Mr. Freeman clarified that the MCO budget is always requested during the budget development process at a minimum. He added that for CCI, PBB and deferred maintenance, those will be system-wide line items developed by Board staff and the institution specific initiatives include up to two priority areas for funding requests by the institutions. Ms. Atchley asked how many times the MCO budget has been funded recently. Mr. Freeman responded perhaps only once. Mr. Lewis asked if these are the same priority items identified previously and asked what they are doing about equity funding. Mr. Terrell responded in the affirmative and that the committee is not looking at equity funding at this time. Mr. Lewis responded that he would like to have a dialogue about funding per student.

Mr. Freeman clarified for the Board members that items 1-3 are intended to be system wide line item requests to be generated by the Board, and item 4 is for the institution specific initiatives. These four items are direction for what the institutions need to include in their budget requests. Mr. Lewis expressed concern with equity funding coming off the list and offered an amendment to the original motion. Mr. Terrell requested the committee be allowed to continue work on the item, suggesting in June there may be some solutions to the concerns.

At this time on the agenda, unanimous consent was requested to move to item #12 on the agenda regarding bonds.

3. FY2014 Appropriations

FY2014 College and Universities Appropriation Allocation

BOARD ACTION

M/S (Terrell/Westerberg): To approve the allocation of the FY 2014 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 3b, Page 5, and to declare the allocation equitable. There was no further action on the motion at this time.

M/S (Terrell/Westerberg): A motion that this item be postponed until the next special Board meeting. The motion carried unanimously.

Mr. Terrell indicated that staff recommends approval of the FY 2014 College and Universities allocation as presented in Attachment 3 of the Board agenda materials. Mr. Lewis requested clarification of the

statement to “declare the allocation equitable.” Mr. Freeman responded that in the appropriation bill for colleges and universities it includes a section in the intent language that states it is the responsibility of the state Board of Education to allocate funding appropriated in the act of achieving equitable distribution among the colleges and universities. In developing the allocation, the BAHHR Committee determined it would be appropriate language to include in the motion. Mr. Lewis felt uncomfortable in having those words included in the motion and his recommendation would be to not include them.

Dr. Kustra commented that he felt it would be insulting to the faculty, staff and students of BSU to include that language in the motion.

Mr. Lewis asked with respect to the motion, if this represents the recommendation of the committee with respect to the distribution of EWA and additional equity funding appropriated by the Legislature. Mr. Westerberg clarified that the intent was to speak to this year’s allocation. Mr. Lewis asked for clarification about how the funding was worked out by the BAHHR committee. Mr. Freeman directed the Board members to the Board agenda materials for clarification. Mr. Westerberg provided additional clarification on behalf of the BAHHR committee.

Mr. Luna commented that this isn’t one time monies, that what they do here changes the base for what the institutions do going forward. Mr. Edmunds echoed those remarks. Mr. Freeman reiterated that this is ongoing funding in the base, and there was additional discussion about the base funding levels.

Community Colleges FY2014 Appropriation Allocation

BOARD ACTION

M/S (Terrell/Atchley): To approve the allocation of the FY 2014 appropriation for the College of Southern Idaho, College of Western Idaho and North Idaho College, as presented on Tab 3d, Page 3. The motion carried unanimously.

Division of Professional-Technical Education

BOARD ACTION

M/S (Terrell/Westerberg): To approve the request from the Division of Professional-Technical Education for the FY2014 appropriation allocation as detailed on Tab 3d, Page 3 (Attachment 1). The motion carried unanimously.

Idaho Robert R. Lee Promise Scholarship – Approve Category A Award

BOARD ACTION

M/S (Terrell/Atchley): 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 2013-2014 academic year. The motion carried unanimously.

Idaho Promise Scholarship – Approve Category B Award

BOARD ACTION

M/S (Terrell/Atchley): 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 2013-2014, 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 FY2014. The motion carried unanimously.

FY2014 Idaho Opportunity Scholarship

BOARD ACTION

M/S (Terrell/Westerberg): To approve the amount of the Idaho Opportunity Scholarship, to be \$3,000 per year (\$1,500 per semester) for those applicants who are selected to receive or renew the Idaho Opportunity Scholarship for the fiscal year 2014. The motion carried unanimously.

M/S (Terrell/Westerberg): 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 for 4-year institutions and at a maximum of \$12,700 for 2-year institutions for the fiscal year 2014. The motion carried unanimously.

M/S (Terrell): To set the student contribution for the fiscal year 2014 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. Mr. Lewis voted nay on the motion.

Mr. Lewis asked about the effect of moving to the \$18,600 for the Opportunity Scholarship. Mr. Freeman responded that this is a need/merit based scholarship and the intent is to make up the last amount based on what they have already received so the student can attend. Ms. Bent added that the formula is calculated based on all the factors minus the student contribution set by the Board. Mr. Lewis asked if it is an increase of \$1,500. Mr. Freeman responded in the affirmative.

4. Amendment to Board Policy – Section V.B. – Budget Policies – First Reading**BOARD ACTION**

M/S (Terrell/Soltman): To approve the first reading of proposed amendments to Board policy Section V.B., Budget Policies, with all revisions as presented. The motion carried unanimously.

Mr. Freeman provided some background for the item clarifying they are cleaning up the policy on miscellaneous receipts. Additionally, the School for the Deaf and Blind is no longer under the Board's jurisdiction, so the reference to it is obsolete. This item is mainly for housekeeping of the policy language.

5. Amendment to Board Policy – Section V.F. – Bonds and Other Indebtedness – First Reading**BOARD ACTION**

M/S (Terrell): To approve the first reading of proposed amendments to Board Policy V.F., Bonds and Other Indebtedness, with all revisions as presented. Item returned to BAHF by unanimous consent.

Mr. Freeman provided some background for the item regarding how the ratios were arrived at and whether the 7% debt ratio is where it should be. He added all CFO's from the institutions have had significant input and review of this policy, reminding the Board this is the first reading. Ms. Pearson commented on behalf of all institutions that this policy has been in need of updating. However, she cautioned that the policy should not be too restrictive so that the Board doesn't allow for consideration of each institution's separate bond issuance and factors. Ms. Pearson indicated debt is an important tool for institutions. She provided a presentation for illustrative purposes, and commented the institutions use a lot of tools to make sure debt is managed prudently. They are concerned with the debt ratio and the viability ratio. By lowering the debt burden from 8 to 7%, it reduces remaining debt capacity for certain institutions, access to low interest rates, and leverage as a tool; and setting the viability ratio at a minimum of .8% with a target of 1% eliminates bargaining ability. That means that no more than 8% of their operating budget should be spent on principal and interest payments. Ms. Pearson provided a number of graphs showing comparisons on ratios and debt service. She concluded by saying they support the policy, but they would like tools available for the institutions.

Mr. Jim Fletcher commented that ISU believes a debt policy is important, but they disagree on some of the elements of the policy. Mr. Fletcher indicated that the guidelines of the policy should have analytical integrity meaning it can be supported by external auditors and those who review the ratios. He felt the viability ratio was somewhat soft.

Mr. Herbst commented that LCSC is in agreement with colleagues on this item in that there should be guidelines for a debt policy, but that flexibility on a case-by-case basis is important. He cautioned about a policy that would bind the institutions several years down the road.

Mr. Ron Smith commented that UI also agrees that the institutions need a debt ratio policy, adding that the values should be subject to consideration, and that the institutions should be financially able to handle their debt.

Ms. Atchley commented that the policy may need modification because of the numerous exceptions to the ceiling. Mr. Lewis was curious how the 7% was arrived at. Mr. Freeman responded that in the survey of other systems across the nation 10% was the highest. He reminded the Board that this is the first reading and hoped for feedback from the Board on the ratio. Ms. Pearson commented that it is good for the Board to set guidelines for the policy, but limiting it to two ratios is problematic. Mr. Lewis provided comments on historical perspective.

There was further discussion related to the ratios and Mr. Terrell recommended returning the item to the BAHHR committee for additional work, then returning the item for the first reading at a later time.

Mr. Freeman asked for clarification on how many ratios the Board would like reviewed and what the upper end guidelines are. Dr. Goesling recommended looking at more than one ratio. Ms. Pearson asked if the Board would like the institutions to propose ratios. It was not clear on what direction the Board recommended for the BAHHR Committee.

6. Boise State University – Employee Dependent Fee Program

BOARD ACTION

M/S (Terrell/Goesling): To approve Boise State University's request to make permanent the employee dependent fee program consistent with the terms presented. The motion carried unanimously.

Ms. Pearson reported on the success of the program, and due to the success of the pilot program, the university now seeks Board approval to make the dependent fee a permanent employee benefit. In the pilot program's first year, the total cost to the university was \$265,950. The university anticipates usage rates and program costs will remain relatively consistent.

7. Boise State University – Planning and Design of Fine Arts Building

BOARD ACTION

M/S (Terrell/Soltman): To approve the request by Boise State University to commence the planning and design phase for a Fine Arts building for a cost not to exceed \$2,885,000 in institutional funds. Mr. Lewis voted nay on the motion.

Mr. Satterlee indicated this building is designed to be a fine arts building and commented it is on their six year capital plan and is designed to be built with private funds and bond proceeds. Mr. Lewis expressed concern about spending \$208 million without a commitment in place for its replenishment. Mr. Satterlee responded that the university is actively seeking private donations for this project and envisions the final funding sources for this project to be a combination of private gifts, university funds, and/or new bond proceeds, subject to future Board approval. A final budget and source of funds will be presented to the Board when the project is brought forward for construction approval. He added they are confident in the fundraising and are comfortable with proceeding.

Mr. Lewis asked if approval at this stage is consistent with Board policy. Mr. Freeman responded in the affirmative, under Board policy 5K.

8. Boise State University – Acquisition of University Christian Church Property

BOARD ACTION

M/S (Terrell/Soltman): To approve the request by Boise State University to purchase real property parcel number S1015120690, located at 1801 University Dr. in Boise, Idaho, for a cost not to exceed \$5.9 million plus normal closing costs, to approve the purchase as an economically feasible project necessary for the proper operation of the University, and to authorize the Vice President for Finance and Administration to execute all necessary transaction documents pertaining to the purchase. Mr. Edmunds voted nay on the motion.

Mr. Satterlee provided some background on the item and commented that this is a request by BSU for approval for the purchase of real property within the university's expansion zone. The appraised value of the parcel (as of September 2011) is \$5,650,000.

9. Boise State University – Authorization for Issuance of 20136 General Revenue Project and Refunding Bonds

BOARD ACTION

M/S (Terrell/Westerberg): To approve a Supplemental Resolution for the Series 2013A and 2013B Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance and sale of (i) General Revenue Project and Refunding Bonds, Series 2013A, in the principal amount of up to \$14,195,000 and (ii) General Revenue Refunding Bonds, Series 2013B, in the principal amount of up to \$11,760,000; 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 2013A and 2013B Bonds

and to direct staff to provide written notification to the Division of Financial Management and the Legislative Services Office, Budget and Policy Analysis Division within thirty (30) days.

Roll call vote is required. The motion carried unanimously.

Ms. Pearson provided background on the item and provided details of the bond issuance. She commented the bonds are fixed rate bonds and that this is new money over ten years, and is taxable debt which preserves their flexibility for future use. She indicated they are financing approximately 90% of the purchase price, and refinancing will generate interest savings. They are using a pricing advisor on this transaction. She indicated their average total interest cost is 2.74% and will have refunded savings over 7% (\$1.45 million), and summarized other details of the issuance.

Mr. Lewis asked for clarification on the use of the proceeds. Ms. Pearson responded they will be used to purchase the net amount of the property and to refund \$20 million in old bonds. The total amount being bonded is \$14,195,000 in tax exempt refunding bonds (series 2013A) and \$11.76 million in taxable general revenue bonds (series 2013B), for a total of \$25.9 million. Mr. Lewis asked if the new bonds extend the term of the bonds being replaced. Ms. Pearson indicated the term is not extended and the new bonds are 10 years. Mr. Satterlee requested that it be read into the record that maturities for the 2013A tax exempt bonds run from 2014 to 2026 and maturities for the 2013B tax exempt bonds run from 2029-2033, and tax exempt serial bonds mature in 2014-2023. Mr. Freeman added some supportive comments from the Standard and Poor's rating report.

10. Idaho State University – Employee Dependent Fee Program

BOARD ACTION

M/S (Terrell/Atchley): To approve the request by Idaho State University to implement a dependent fee program effective for Fall 2013 consistent with the terms presented. The motion carried unanimously.

Mr. Fletcher provided a brief overview for Board members stating the proposal is similar to the proposal of sister institutions. Their discount is 50% rather than 65%. The program was reviewed thoroughly with faculty, staff and faculty senate and the program is fiscally responsible.

11. Idaho State University – ISU Bengal Pharmacy

M/S (Westerberg/Luna): To permit the Idaho State University Foundation to implement the Bengal Pharmacy Plan and establish a maximum of two pharmacies and report progress to the Board after the first year of operation. A roll call vote was taken and the motion passed unanimously.

Mr. Terrell introduced the item which was discussed during yesterday's work session.

Mr. Westerberg and Mr. Luna offered very supportive comments regarding ISU's proposal and that it is consistent with providing services with a mission at hand. There were comments of support for the Bengal pharmacy concept in general. Mr. Westerberg reminded them that IRSA would continue to discuss this item and provide the Board with updates. It is Mr. Luna's hope that when ISU reports back to the Board on progress, that they include details of the liability concerns that arose during discussion. Mr. Lewis recommended the institutions help the Board understand what the appropriate boundaries should be for where institutions should be able to do business and where they should not. He recommended this discussion take place in President's Council.

12. University of Idaho – Authorization for Issuance of 2013 General Revenue Project and Refunding Bonds

BOARD ACTION

M/S (Terrell/Soltman): To approve the request by the University of Idaho for a Supplemental Resolution for issuance of the Series 2013A, and 2013B bonds, (included in this approval is the Board's finding that the projects to be financed thereby are necessary for the proper operation of the University of Idaho and economically feasible), the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho authorizing the issuance and sale of (i) General Revenue and Refunding Bonds, Series 2013A, in the principal amount of up to \$10,500,000 (the "Series 2013A Bonds"), and (ii) Taxable General Revenue Bonds, Series 2013B, in the principal amount of up to \$7,000,000 (the "Series 2013B Bonds" and together with the Series 2013A Bonds, the "Series 2013 Bonds"), authorizing the execution and delivery of a Bond Purchase Agreement, Escrow Agreement, Continuing Disclosure Agreement, and other documents, and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2013 Bonds. A roll call vote was taken and the motion carried unanimously.

Mr. Ron Smith from the University of Idaho commented they seek to refinance the current \$1,792,913 million debt to Wells Fargo Bank in light of the favorable interest rate market. The university used internal reserves to initially fund the McCall property purchase price and acquisition costs, and seeks to reimburse its reserves from this bond issuance. The savings to the university from eliminating the current lease rate of approximately \$250,000 per year will offset the future debt service.

Board approval of this bond issuance would bring UI's total projected annual debt service to approximately \$12.8M in FY 2014. UI's current debt service as a percent of operating budget is 3.53%. Refunding savings from the 2013A issuance are reflected in total debt service amounts, so this bond issuance would decrease that ratio to 3.43%. The Board has informally considered 8% as a debt service

ceiling.

Mr. Lewis asked about their dedicated payment stream for this debt. Mr. Smith responded that all their unallocated revenues would be dedicated to repayment.

13. Lewis-Clark State College – Clearwater Hall Refinancing

BOARD ACTION

M/S (Terrell/Goesling): To approve the request by Lewis-Clark State College to refinance the current promissory note financing for the Clearwater Hall residence facility through a new note from Wells Fargo Bank, N.A., for an amount not to exceed \$4,100,000 at 2.28% interest for a period of 5 years, to approve the Board Authorizing Resolution, and to authorize the College's Vice President for Finance and Administration to execute all necessary documents pertaining to the transaction. The motion carried unanimously.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Luna provided an update on the State Department of Education for Board members and provided a review of the public schools budget that was approved for FY 2015. He commented the Legislature approved a 2.2% increase in general funds which is the third year in a row they have received an increase in funding for public schools. Highlights of the budget increase include minimum teacher pay being increased to \$31,000. The Legislature recommended the money that was in Superintendent Luna's budget for education reform focus on pay for performance, professional development and technology. \$21 million is being distributed to districts for pay for performance and \$10.4 million will be used for classroom technology, and Mr. Luna reported on other various distributions. Awards to schools will be made by the first part of June. The budget continues to fund the Idaho Reading Initiative and Idaho Math Initiative. Mr. Luna remarked this is the first step in restoring the \$20 million loss in maintenance funding. He added the budget also includes 1.5% increase in discretionary funding for school districts and charter schools.

2. Pending Rule – Docket No, 08-0201-1301 – Rules Governing Administration – Negotiations

BOARD ACTION

M/S (Luna/Goesling): To approve the pending rule Docket No. 08-0201-1301, Rules Governing Administration, Negotiations, as submitted. The motion carried unanimously.

Mr. Luna commented in 2011, the State Board of Education approved and the Idaho Legislature subsequently passed, a rule clarifying aspects of collective bargaining and negotiations found in the Students Come First laws. On November 6, 2012, Idaho voters repealed the Students Come First laws. This rule change would return this section of Idaho Administrative Code to the language that appeared prior to Docket 08-0201-1101's passage and prior to the Students Come First laws.

3. Temporary Proposed Rule – IDAPA 08.02.02.020, .021 – Teacher and Administrator Evaluations

BOARD ACTION

M/S (Luna/Lewis): To approve the temporary and proposed rule IDAPA 08.02.02.120 and IDAPA 08.02.02.121 as submitted. The motion carried unanimously.

Mr. Luna indicated this motion is intended to keep Idaho compliant with the requirements of the US Department of Education's ESEA Waiver application. If the waiver is repealed as a result, Idaho schools will continue to be held accountable under the NCLB mandates rather than the new system of accountability approved by the Board on February 16, 2012.

Mr. Lewis asked if parents have an opportunity to have input with respect to administrators. Mr. Luna responded that parents would have input on administrator evaluation also. Ms. Lucy Willits commented in the language it says it *is not limited to*, but it is not specifically called out and indicated they could make that change so it would be more specific before the second reading. Mr. Soltman asked about the input received from stakeholders. Mr. Luna responded that stakeholders see value in parental input.

Mr. Lewis also commented on the reference to frequency of evaluation regarding administrators, and suggested the Board be more prescriptive with an annual evaluation or otherwise. Mr. Luna responded that detail could also be clarified by the second reading.

4. Teacher Preparation – CCSSO Recommendations and Current State Practice

BOARD ACTION

M/S (Luna/Atchley): To approve the request by the State Department of Education to join the CCSSO's consortium on Educator Effectiveness. The motion carried unanimously.

Mr. Luna reported that with the adoption of more rigorous Common Core standards, it is the responsibility of chief state school officers to keep the promise to students of a better education. To accomplish this, states must examine and transform how they prepare teachers and principals so that they can provide instruction and organize learning environments to help students reach these heightened expectations. Superintendent Luna was a member of the Council of Chief State School Officers (CCSSO) and provided a summary of the CCSSO consortium for Board members. Dr. Rush added that SHEEO endorsed the standards of this consortium and commented it fits well.

Mr. Terrell asked about the cost and travel time in relation to joining. Mr. Luna responded we are already members so there is no cost to take this step. In the future there may be costs associated with licensure or data gathering. Mr. Terrell asked about the cost of taking Mr. Luna away from his duties as Superintendent for this effort. Mr. Luna responded that if anything this is now at the state level and is where the work begins.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

1. Boise State University – Self-Support Educational Specialist (Ed.S.) in Educational Leadership with Superintendent Endorsement

BOARD ACTION

M/S (Westerberg/Luna): To approve the request by Boise State University to create a new self-support Educational Specialist degree in Educational Leadership. Motion carried 6-2. Ms. Atchley and Dr. Goesling voted nay on the motion.

M/S (Westerberg/Goesling): To approve the request by Boise State University to designate a self-support fee for the Ed.S. in Educational Leadership in conformance with the program budget submitted to the Board in Attachment 1. The motion carried unanimously.

Mr. Westerberg recognized Doug Baker and Carmen Simone for their contributions to the IRSA Committee. They are both moving on to other institutions.

Mr. Westerberg introduced Dr. Schimpf from BSU who provided background on the item. Dr. Roger Quarles was also present for comment. Dr. Schimpf indicated that BSU is proposing to create a new Education Specialist (Ed.S.) degree in Educational Leadership which is a self-support program. He discussed the program and indicated it was created in response to an increasing national call for a new approach to educational leadership in preparation at both the district and school level. The program will be delivered face-to-face using a cohort model. It will target and recruit educators who have demonstrated leadership capacity or potential. They expect the program to enhance leadership

preparation in the state's rural school districts. The university of Idaho has objected to the proposed program, citing duplication with its own Ed.S. in Leadership program offered face-to-face and on-line from its Boise Center. There was discussion regarding the program and Board Policy III.Z. Both the CAAP and IRSA committees discussed the item and voted generally in support of it.

Dr. Goesling recommended that IRSA's request to provide clarity to III.Z. take priority over approving this program at this time. Ms. Atchley asked if these programs will exist in the same area. The response was that they will both exist in the same area.

Mr. Edmunds asked if there is a demand for two programs. Mr. Luna commented there is a need for this program and responded there is a demand for what this course is going to provide in the way of training which does not exist today.

Dr. Schimpf reiterated they are not asking for new resources or reallocation and that there is sufficient market to support both programs. They believe that together the programs offer more options and variety tailored to students' needs. Mr. Edmunds asked if the demand is not there later if they would withdraw it. Dr. Schimpf responded they would shut the program down as it is a self support program. Dr. Goesling asked about what guarantee there is for those students who expended resources for this program if it fails. Dr. Schimpf responded that the response rate was between 15% and 17% and they feel the numbers reinforce the student support for this program. Dr. Quarles commented that there is an opportunity for both programs to coexist, adding there is room to improve in the state by offering a unique program such as this.

Dr. Goesling expressed further reservations about the program. He recommended moving the item back to the IRSA committee for further discussion and clarity. Corinne Mantle-Bromley commented that the proposal is a strong one and that the UI program has been in Boise for 31 years. Mr. Luna commented that there are examples of what will be taught and delivered (Idaho Leads) and it would be good to have this kind development for administrators. Dr. Quarles shared some information on Idaho Leads and that it is grounded in practical research.

Mr. Soltman commented that of the superintendents he had talked to, they responded this is the best program they had seen. Dr. Goesling continued to express a desire to look at III.Z. before moving forward. He recommended having the CAAP Committee look at the item in more detail, regarding clarity.

2. Lewis-Clark State College – Student Health Insurance Waiver

BOARD ACTION

M/S (Westerberg/Goesling): To waive Board policy III.P.16. for Lewis-Clark State College, only with respect to mandatory student health insurance coverage, for FY2014 only, and to direct LCSC to evaluate student health insurance options for subsequent years and report findings and recommendations to the Board by no later than the February 2014 regular Board meeting. The motion was returned to the committee for additional work.

Mr. Herbst provided a presentation of the LCSC request for a one year waiver of Board policy with respect to the mandatory requirement that all full-fee paying students be covered by health insurance. LCSC would still provide an opportunity for students to purchase health insurance on a voluntary basis. Based on results of that test, LCSC would return to the Board to report on its success or otherwise. Mr. Herbst indicated they have worked hard to keep their costs down and the health insurance mandate has made it more difficult. Mandatory insurance costs have risen to the point that for 2013-14 they would be close to the equivalent of one semester of tuition. The financial pressure is leading some students to reduce their courses loads and enroll part time to get relief from the increasing insurance fees. Mr. Herbst indicated LCSC would continue to participate in the current consortium, but students would be able to pick policies which matched their needs and the college would continue to mandate health insurance for inter-collegiate athletes and for international students. The College would analyze operations under the temporary waiver and submit recommendations for future procedures to the Board at the regular February 2014 meeting.

Mr. Luna asked if the health exchange would be an option for students over 26 who didn't have insurance. Mr. Herbst responded that those students would have that option and still have the option of signing up for the colleges' insurance.

Mr. Lewis asked about student flexibility and why LCSC wants to seek the waiver. Dr. Fernandez responded that with the passing of the Affordable Health Care Act there are minimums they need to meet. They had to increase those minimums which increased the price to the student. Students can purchase a policy through their parents and if they are over 26 they must get a policy that the college deems is comparable to the federal standards. Consequently, the college must administer the insurance programs to students. Mr. Luna commented they would then have students on the campus who are uninsured.

Mr. Freeman clarified that the policy has mandatory health insurance for full time students, not part time students. Mr. Lewis is reluctant to waive the policy as a whole. There was additional discussion on the policy. Dr. Rush suggested taking out the word *mandatory* and inserting the word *comparable* in the motion. Mr. Lewis would like to review the consequences associated with that change.

Dr. Fernandez reiterated that they are asking only for a one year waiver and that if the word *mandatory* is left in, the federal requirements kick in and the insurance becomes more expensive. Mr. Westerberg asked if there time to review it further in committee. Dr. Fernandez responded that there was time to review this, but they would need to know by this Fall. Mr. Westerberg requested unanimous consent that the item be withdrawn and returned to the BAHF committee. There were no objections. Mr. Terrell recommended the BAHF and the IRSA committee work together on the item. Mr. Luna asked if by making insurance requirements optional for students if it creates a burden for students who want insurance but cannot get financial aid for it. He would like that question addressed by the committee before a decision is made on the motion.

3. Amendment to Board Policy – Section V.M. – Intellectual Property – First Reading

BOARD ACTION

M/S (Westerberg/Atchley): To approve the first reading of proposed amendments to Board Policy Section V.M. Intellectual Property as presented. The motion carried unanimously.

Mr. Westerberg introduced the item and commented that it is a well-crafted policy. The Vice Presidents of Research at Boise State University, Idaho State University, and the University of Idaho, as well as their legal counsel were asked to review Guidelines used by the California system as starting point, and bring back recommended policy amendment and guidelines for Idaho.. Mr. Lewis offered some comments on the policy and indicated that in its development it was recommended to have a mandate that each of the institutions enter into IP assignment agreements with all the employees of the institutions. He also felt that the statement of the institution or the Board having ownership rights is insufficient. He recommended the guideline language be changed from *should* to *shall* follow the incorporated Technology Transfer Guidelines..

Dr. McIver requested deeper review of the guideline language by the vice presidents of research so that it doesn't box anyone in. He felt these guidelines are good but may be built up a bit, and that the guidelines cover all types of intellectual property. There was also a recommendation for the HERC committee to review the policy. Dr. McIver added that the guidelines are consistent with the University Industry Panel and have been vetted through a number of different groups.

OTHER BUSINESS

ELECTION OF OFFICERS OF THE STATE BOARD OF EDUCATION

BOARD ACTION

Ms. Atchley moved to approve Don Soltman as the President of the Idaho State Board of Education. The motion carried unanimously.

Mr. Westerberg moved to approve Emma Atchley as the Vice President of the Idaho State Board of Education. The motion carried unanimously.

Mr. Terrell moved to approve Rod Lewis as the Secretary of the Idaho State Board of Education. The motion carried unanimously.

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

M/S (Edmunds/Lewis): To adjourn the meeting at 6:05 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

**DRAFT MINUTES
STATE BOARD OF EDUCATION
May 2, 2013
Special Teleconference Meeting
Boise, ID**

A special teleconference meeting of the State Board of Education was held May 2, 2013. It originated from the Board office in Boise Idaho. Board President Don Soltman presided and called the meeting to order at 3:00 p.m. A roll call of members was taken.

Present:

Don Soltman, President
Rod Lewis, Secretary
Milford Terrell
Ken Edmunds (joined at 3:10)

Richard Westerberg
Tom Luna (joined at 3:04)
Bill Goesling

Absent:

Emma Atchley, Vice President

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY14 College and Universities Appropriation Allocation

BOARD ACTION:

M/S (Terrell/Westerberg): I move to approve the allocation of the FY 2014 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 1, Page 3. The motion passed six to one. Dr. Goesling voted nay on the motion.

SUBSTITUTE MOTION:

M/S (Goesling/): I move to approve the allocation of the FY 2014 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 1, Page 3, with the following change to line 33 ("EWA Surplus"): BSU: \$1,290,400; ISU: \$0; UI: \$0; LCSC: \$75,000. The motion failed due to lack of a second.

Mr. Terrell introduced the item, commenting that this item was discussed at the April 18, 2013 regular Board meeting. At that meeting, Board members were unable to reach an agreement on a motion to allocate the appropriation, so the item was returned to the BAHHR committee for further consideration. Since that time, the BAHHR committee has discussed the item and

reviewed several different allocation scenarios with the financial vice presidents and budget directors of the institutions. The BAHR committee concluded that their original recommendation to the Board was still the best option.

Dr. Goesling asked about the other allocation methods that were discussed with the BAHR committee. Mr. Freeman spoke to the question, stating that the BAHR committee met with the financial vice presidents and the budget directors from the four institutions where they discussed seven different options that included different funding allocations by enrollment along with the funding equity model that the Board and institutions had agreed to. Dr. Goesling asked what the consensus of the financial vice presidents was at the conclusion of that meeting. Mr. Freeman responded that Idaho State University, the University of Idaho and Lewis-Clark State College agreed to a compromise of allocating the \$1,365,400 based on the prior year unfunded enrollment workload allowance (EWA) proportional share. Dr. Goesling asked what the remaining balances would be if those amounts were approved today. Mr. Freeman responded that for BSU it would reduce their prior year unfunded EWA balance to about \$8.9 million. There was further discussion about the EWA and equity model and Mr. Freeman clarified the details of each. Mr. Freeman clarified that when referring to equity, he is referring to the equity model that the institutions and Board agreed to in developing the FY14 request for funding equity in the amount of \$9.5 million.

Dr. Goesling offered a substitute motion.

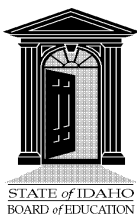
Mr. Luna asked if the issue of ongoing funding had been thoroughly vetted. Mr. Terrell responded that the BAHR committee had discussed funding and the options thoroughly. Mr. Westerberg echoed those remarks commenting that the option presented appears to be the best of the options available.

Dr. Goesling expressed his reasoning and the basis of his substitute motion. He felt Lewis-Clark State College was in a situation where it needed the extra dollars in conjunction with hiring an internal auditor as directed at the April Board meeting, and that the other institutions had worked collaboratively to toward that end.

Other Business:

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

M/S (Terrell/Westerberg): To adjourn at 3:20 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

**DRAFT MINUTES
 STATE BOARD OF EDUCATION
 May 15-16, 2013
 Special Board Meeting – Board Retreat
 Boise, ID**

A special Board meeting of the State Board of Education was held May 15-16, 2013. It originated from the Skyline Room of the Stueckle Sky Center at Boise State University, in Boise Idaho. Board President Don Soltman presided and called the meeting to order at 8:00 a.m. A roll call of members was taken.

Present:

Don Soltman, President

Richard Westerberg

Emma Atchley, Vice President

Bill Goesling

Rod Lewis, Secretary (arrived late)

Milford Terrell

Ken Edmunds

Tom

Luna

AGENDA APPROVAL

M/S (Atchley/Goesling): To approve the agenda as posted. The motion carried unanimously.

CONSENT

M/S (Terrell/Goesling): To approve the consent agenda as posted. The motion carried unanimously.

BAHR – Section I – Human Resources

1. Compensation Adjustments for Agency Heads of the State Board of Education

BOARD ACTION

By unanimous consent to approve a \$1,000 bonus for FY 2013, and effective April 28, 2013 an increase in annual salary for Don Alvashere as Administrator of the Division of Vocational Rehabilitation consistent with the Division's compensation plan as approved by DFM and based on the most current performance evaluation.

By unanimous consent to approve a \$800 bonus for FY 2013, and effective FY 2014 an increase in annual salary for Todd Schwarz as Administrator of the Division of Professional-Technical Education consistent with the Division's compensation plan as approved by DFM and based on the most current performance evaluation.

BAHR – Section II – Finance

2. Boise State University – Purchase of Personal Property

BOARD ACTION

By unanimous consent to approve the request by Boise State University to acquire and install a video board for Bronco Stadium for a cost not to exceed \$2 million and to authorize the vice president for finance and administration (or her designee) to execute all necessary documents for such acquisition and installation.

3. University of Idaho – Purchase of Personal Property

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho for authority to purchase and install a new scoreboard system for the Kibbie-ASUI Activity Center, as per the specifications set out in Attachment 1, at a total cost of \$1,151,858, and to authorize the vice president for finance and administration (or his designee) to execute all necessary documents for such acquisition and installation.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR) – Section II Finance

1. University of Idaho – Building Renovation

Ron Smith from the University of Idaho provided a report on the proposed building renovation of the Education building at the University of Idaho for the Board members. The College of Education building is a 62,700 square foot building constructed in 1968. This building was a feature in the Joint Finance-Appropriations Committee (JFAC) and Permanent Building Fund Advisory Council (PBFAC) visits last summer. The University and the Division of Public Works (DPW) collaborated in joint funding of an in-depth survey of the asbestos within the building during 2012. The study revealed that the asbestos coating was largely intact, but that it has begun deteriorating. The expected cost to remove the contamination was estimated to be in excess of \$2.25M. That estimate was for removal and abatement alone and did not include project A/E fees or Industrial Hygienist fees, contingencies and/or replacement materials or systems. The current condition of the building includes many issues including necessary asbestos abatement, deteriorating exterior brick masonry, deteriorating building exterior surfaces, and an outdated HVAC system. Additionally, the University and DPW attempted to replace the failing roof on the building with directed Alteration and Repair allocations funded in FY 2003 and implemented in 2004. However, the application of the new roof insulation caused the asbestos fire-proofing to come loose and the application of the new roof was halted. In lieu of that, the existing roof was top coated with a sealer as a temporary solution. This left the roof without sufficient slope and the sealer application is now failing.

Given the above background and circumstances the University is ready to proceed with an alternative approach. For FY 2014 the State of Idaho appropriated \$3.75M to the University for the purpose of addressing deferred maintenance needs, and was partially the result of a summer tour of campus by JFAC where this need was described. By leveraging the State of Idaho appropriations with University resources they are asking

for approval for a \$14.5M project to address all of the needs described for the College of Education building. The immediate fiscal impact is about \$400,000 overall project funding would be about \$5 million from the state. They do have the money available and believe this would be a good investment for the university. The total planning time is one year for planning and two years for construction. Mr. Terrell indicated this item would come forward for further discussion and discovery at the June meeting. Mr. Freeman clarified that this item was brought forward as an information item at this meeting as a timing issue and that once the Board approves it, it will move forward.

The Board members entered into Executive Session at 8:20 a.m.

EXECUTIVE SESSION (Closed to the Public)

M/S (Atchley/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). A roll call vote was taken and the motion carried unanimously. Mr. Lewis arrived after the start of executive session.

M/S (Soltman/Westerberg): 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 1:12 p.m. on Wednesday, May 15, 2013 for discussion of higher education issues, including program evaluation and review. Ms. Selena Grace introduced Dr. Robert C. Dickeson. Dr. Dickeson provided a presentation on setting priorities for future direction in Idaho. To start, he asked the Board members and institution representatives to identify three of the most significant needs of the Idaho system. The Board members wrote down their answers and returned them to Dr. Dickeson. He identified key issues for today's discussion that included defining prioritization, is it applicable to Idaho colleges and universities, the benefits and pitfalls of it, and how we can make metrics work for better administration.

Dr. Dickeson asked the question of why there is a need to set priorities and reallocate resources. He identified several external factors affecting Idaho such as accountability, the influence of national reports, pressures on accrediting agencies to prove outcomes commensurate with investments in higher education, national goals for increased productivity, and others. He pointed out that Idaho has felt the result of the impact on endowment return, the impact on tuition-setting and affordability, the impact on bond ratings and so forth. He identified Moody's five key factors of 2013 which included depressed family incomes and net worth, that all revenue sources are strained, the rising student debt and default situation, public and political scrutiny (more regulations), and the need for strong leadership and better governance.

Dr. Dickeson discussed Idaho's demographics and that college-going rates and per-capita personal income in Idaho are low. He discussed changing public attitudes toward higher education that include: students have to borrow too much to pay for their education, many qualified people don't have the opportunity to get a higher education, college prices are growing faster than other things, and other similar attitudes evident today about higher education. He discussed how institutions are at systemic risk, adding that there are roughly 80% identified in that category which is depicted by massive structural budget cuts, personnel issues, deteriorating physical plants, declining in gift income, inadequate endowments and unsustainable discounting. The demand for quality is also a factor affecting Idaho, and certain reports reflect poorly on the quality of higher education. Additionally, there is a pace of technological change that institutions are dealing with. Dr. Dickeson summarized internal forces as well that are at work which include current budget pressures, future fiscal stability, reinvestment to seize opportunities, achievement of strategic directions and all with an attempt in mind at striking the right balance among all institutions in the system.

Dr. Dickeson paused for a moment about his observations of Idaho's higher education system and reviewed the elements of the 2013-2017 Strategic Plan. He commented on the achievements of strategic directions within the Complete College Idaho plan, but offered some constructive criticism by pointing out that there is no mention or discussion in the plan on where the resources will come from and how it will be funded. He discussed changes in integrated planning and why treating these elements in isolation is not sustainable. Moving on, he turned the discussion to how education boards reconcile all these forces. He suggested integrating planning efforts, making institutional missions operational, focusing realistically on resources and reallocating resources from lower to higher priorities.

Dr. Dickeson asked the familiar question of where will the resources come from? He answered by saying from tuition, gifts and grants, auxiliary, endowment, appropriations, licensing revenue and the like. He also encouraged the Board members to ask how much was left from budget-cutting from last year. However, he pointed out that the most likely source for needed resources is the reallocation of existing resources. He said over 700 campuses in the country also have this issue. Dr. Dickeson paused at this point for questions.

Mr. Soltman asked about reallocation by closing a college. Dr. Dickeson responded that those are tough but necessary decisions that are for the good of the whole. Mr. Edmunds asked what the priority is for a state system, considering use of taxpayer dollars. Dr. Dickeson responded that the question of what programs to reallocate requires a process and a hard look at criteria. As public institutions there is a need to be motivated by what is best for the people such as jobs, teaching critical thinking, teaching values, of discovery (research role), and economic impact. The challenge is to figure out where the duplication and redundancy is and be careful of those decisions and their ripple effect. For instance at the undergraduate level, there may be necessary duplication and redundancy, but for the graduate and professional level, those duplications may require some decisions.

Dr. Dickeson moved on to discuss academic program prioritization. Academic programs are the heart of the institution and drive costs for the entire campus. He pointed out that academic programs have been permitted to grow without regard to their relative worth which creates an unsustainable problem. Most campuses are striving to be all things to all people rather than focusing. There is a growing incongruence between programs and resources and traditional approaches (like across the board cuts) don't work and tend to mediocrity for all programs. Dr. Dickeson commented reallocation is necessary and requires responsible prioritization, but the unfortunate reality is the price of program bloat for all is impoverishment of each.

He indicated that most of the efforts have been to focus on the non-academic side, defer physical plant maintenance, ignore academics as too politically volatile, and make cuts across-the-board. The hardest thing to sell on campus is that not all programs are created equal. Some are more efficient, some are more effective and some are more central to mission. There is a need to focus on programs as a unit of analysis. Dr. Dickeson defined a program as something which consists of any activity or collection of activities that consumes resources (dollars, people, time, space, equipment). In talking about setting academic priorities, he stressed that programs are not departments. Additionally, prioritization should be followed, but it is not review. (Review consists of assuming continuance, is not tied to resource allocation, and is not conducted simultaneously.) He summarized that program prioritization permits analysis focused on pre-selected criteria, concentration on resource development and utilization independent of structure, focus on efficiency and effectiveness, and identifying opportunities to increase revenue, decrease expenses and improve quality.

Dr. Dickeson commented that according to Michael Porter from Harvard Business School a tough decision is what to do, a tougher decision is what not to do, and the toughest decision is what to stop doing.

The next portion of Dr. Dickeson's presentation centered on selecting appropriate criteria. He asked the Board to prepare for a work session based on this information. He identified ten criteria for the Board to consider:

1. History, development and expectations of the program

2. External demand
3. Internal demand
4. Quality of inputs and processes
5. Quality of outcomes
6. Size, scope and productivity
7. Revenue and other resources generated
8. Costs and other expenses
9. Impact, justification and overall essentiality
10. Opportunity analysis

He encouraged discussion on a number of questions such as:

- The most important criteria for the Idaho higher education system.
- Would criteria differ among the institutions?
- What relative weights would you assign to these criteria?
- What sources of data will be used to support the analysis?

The Board members participated in a general discussion to discuss the criteria they felt most important and why. Ms Atchley thought number 5 would be a good place to start. Mr. Westerberg suggested items 7 and 8. Dr. Rush suggested a combination of 2 and 3. Dr. Goesling also suggested 2 and 3, but added number 10 which included a SWOT analysis. There was discussion among the presidents as well about the priorities from the list, of which each suggestion provided good reasoning and feedback.

At this time, Dr. Dickeson requested Board members and presidents and provosts divide into four groups which included two board members per group. They took about 15 minutes to assign a point value (10 points each; 100 total) to the criteria listed. After the group returned, they ranked the criteria. The top three that emerged were:

1. External demand
2. Quality of outcomes
3. Costs and expenses

At this time Dr. Dickeson reported on the needs determined from the exercise at the beginning of the presentation when he asked for identification of the three most significant needs in Idaho's education system. The needs determined were as follows:

1. Funding, resources and sustainability
2. Scholarships and funding or financial aid (and tied with number three in votes)
3. Advocacy by Board, public and legislative understanding
4. Retention, completion and student success (and tied with number five in votes).
5. Greater efficiencies

Dr. Dickeson commented on the importance of process in relation to preparation, design and management, communication planning, data collection, rating, judgment, ranking and decisions. He stressed leadership as a critical item and that identifying responsible leadership is key. He said where institutions have gone down this road and failed there has not been an alignment in leadership. This leadership includes the Board, the presidents, the provosts and the chief fiscal officers. He clarified that there needs to be an alignment in the Board – and a key questions he posed is “Is the Board on board?” He discussed the role of the presidents, provosts and chief financial officers of the institutions as well needing to all be working together with strategies and goals. He discussed leadership and posed a number of questions such as where is the leadership coming from? Who will take on the change functions? What is the communication? Who will be affected? How to concentrate on implementation? Will the reform endure? He stressed that in order for prioritization to work, people must buy in and understand prioritization and that leadership should be the responsibility of the group, not one person, and communication is critical. Additionally, elements should be in place to address rumors before they

start.

In reaffirming institutional mission, Dr. Dickeson indicated there needs to be operational mission statements and statements of program direction. He commented that the reality is most institutions cannot afford to be what they have become. These statements of mission and program direction need to be about clarity; to correct vague language, to take into account political campus considerations, accreditation issues, and changing purposes. Fundamental tensions include the power of legacy, marketplace realities that force differentiation, reconciling Idaho's multiple functions, enunciating specific ways to fulfill purposes, etc.

Dr. Dickeson recommended the following focus: *The role and mission should permit only those activities that need to be done and that the institution and its people do well.* He suggested following some key steps that include announcing in advance the specific criteria to be utilized, to involve program faculty and staff in designing additional data formats to fit the criteria, decide what relative weights should be assigned to the criteria, provide data to support the criteria, and to note that data do not substitute for sound judgment. He indicated that there will definitely be a number of issues and questions that surface and provided examples, adding the process is not all about budget issues (i.e., deferred maintenance, etc.). Business as usual will not give the results needed to build our future. The impetus for this should be such that people are incentivized for a variety of reasons to engage and get it done.

There was discussion around issues and how to communicate with the legislature, the Governor and public. The issues also included getting the support of these same individuals and groups, and economic partners in the state. The more opportunities we can create to communicate, the more the chances for success there will be. Involve the presidents, provosts and chief financial officers in the discussions. The discussion also went around where to make the cuts and prioritization of those cuts. Ms. Atchley also commented on the finite resources of the state and that we are not aligning our resources along with our needs as well as we should. The conversation included programs. Mr. Edmunds pointed out that practically every program that comes before the Board gets approved. Dr. Dickeson responded that was not a good way to proceed and recommended a sunset clause to review programs that may not be as "self sufficient" or successful as the institutions claim the programs are when they introduce them. It was suggested the Board set a target and have an institution by institution prioritization process to figure out how to accomplish that task.

Dr. Dickeson moved on to speak about the case for prioritizing non-academic programs. He commented on a number of reasons to look at non-academic programs including opportunities for cost savings and cost sharing, outsourcing, middle management bulk, technological improvements, and how restructuring and collaboration can improve efficiencies. He introduced ideas for non-academic programs which included 10 criteria.

1. Key objectives and how they are measured
2. Services provided and to which customers
3. Position-by-position analysis
4. Unmet needs and demands
5. Opportunities for collaboration and restructuring
6. Opportunities to share skill sets and resources
7. Opportunities for cross-training
8. Technological improvements that are cost effective
9. Process improvements to streamline operations
10. Outsourcing exploration to improve service and cut costs

Dr. Dickeson discussed implementing necessary program decisions once the process is complete. This may include enrichment or expansion of existing programs, addition of new programs, reduction and/or consolidation of programs, elimination of programs, legal, policy and accreditation implications and maintaining the database for the future.

He provided a prioritization checklist for the Board members which included:

1. Preparation and readiness phase
2. Organizational phase
3. Data collection phase
4. Analysis and assessment phase
5. Decision making phase
6. Implementation phase
7. Evaluation phase

At this time, Dr. Dickeson encouraged discussion for Idaho opportunities and asked a few questions to encourage discussion, such as is there a general education cohesive, is surplus property being used at highest value, are there programs with low or no enrollments, are there opportunities to strengthen and improve learning outcomes, and other opportunities.

Mr. Freeman asked how tenure works within this process. Dr. Dickeson responded that it is not an exercise about faculty assessment, despite the fact that programs and faculty are intertwined; it is a program assessment. He indicated there is a growing program of the law that exists called program exigency and it says that if the program isn't required the faculty in that program isn't either, therefore the taking of tenure is possible (He did say that legal counsel would need to weigh in on this topic.) He urged taking a look at policy and at tenure and suggested attaching tenure to a program, not to a school. He suggested building in humane policies to assist those displaced and if they may be relocated into areas where they are qualified.

Dr. Dickeson moved the discussion to the topic of better metrics and making metrics work for better administration. Dr. Dickeson named some forces behind better metrics such as public policy makers, accreditation agencies, governing boards and higher education managers. He identified eight key changes in metrics.

1. From budgeting as objects of expenditures to budgeting as programs.
2. From seat time to competencies acquired
3. From quality as inputs to quality as outcomes
4. From internal validation (grades) to external validation (national norms)
5. From curriculum as closely-held to curriculum as open and shared
6. From enrollment success to student success
7. From management around administrative structure to
8. From funding needs to funding opportunities

He provided three current examples of metrics in action which included a scoring rubric to assess relative academic program worth, aligning quality with outputs in measuring faculty productivity, and a metric-driven dashboard tied to overall institutional goals. He discussed the scoring rubric example and that it includes ten criteria, has weights established from 0-100 for the criteria, uses a 1, 3, 9 rating, and is ranked by quintiles.

Dr. Dickeson commented on making metrics meaningful and implications for the future which included building and managing new databases, shifting accountability through cost accounting (by program), focusing on IT and IR, strengthening the nexus between the chief academic officer and the chief financial officer, and anticipating new demands rather than reacting to them. He encouraged discussion and next steps, asking if this applicable to Idaho institutions, what are the potential benefits and the potential pitfalls.

In conclusion he recommended that the reallocation of resources is necessary, prioritization of programs is possible, and with courage and leadership institutions can be strengthened.

EXECUTIVE SESSION (Closed to the Public)

M/S (Atchley/Westerberg): 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). A roll call vote was taken and the motion carried unanimously.

Thursday, May 16, 2013

BOARD RETREAT (Open Meeting)

Present:

Don Soltman, President
Emma Atchley, Vice President
Rod Lewis, Secretary
Ken Edmunds

Richard Westerberg
Bill Goesling
Milford Terrell
Tom Luna

The Board reconvened for business on May 16th at 8:00 a.m. at the Skyline Room of the Stueckle Sky Center at Boise State University, in Boise Idaho, for discussion of higher education issues, including program evaluation and review and to identify next steps and a timeline.

M/S (Atchley/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). A roll call vote was taken and the motion carried unanimously.

M/S (Terrell/Lewis): To go out of executive session at 12:30 p.m. The motion carried unanimously.

DISCUSSION:

Ms. Grace recapped that program review was a top five priority from 2011 which was a driving factor for yesterday's presentation. She indicated that implementing III.Z. was also a priority, along with getting that process established and revised. III.Z. provides the Board a current program inventory that includes all programs regardless of degree level and a listing of the proposed programs that the campuses want the Board to approve. It is a five-year plan with three years of detailed information and two years of basic information. Ms. Grace commented that every campus does program review and it is also a requirement of the accreditation process, where each year they must revisit what was provided in the prior year to assess; it points to alignment with their mission and core themes. Ms. Grace reviewed the five standards they are evaluated on and had institution representatives provide some examples of each.

Mr. Freeman commented about his question of how program prioritization can complement or help fulfill the Governor's zero based budgeting (ZBB) mandate. Mr. Freeman provided a status report and indicated the colleges and universities are due to submit their ZBB plan in September, which is not going to happen. Staff met last fall with institution representatives and the Division of Financial Management (DFM) and discussed how to proceed. What was decided was that the institutions would provide a narrative description of their current budget development processes and examples of typical institutions and administrative division in terms of costs. The DFM ZBB coordinator reviewed those materials and his conclusion was that the institutions do a very good job of tying their strategic plan to budget development. He did not see a holistic look at the base and whether there could be reprioritization to address higher strategic needs. Since then, they have been wrestling with how to address ZBB. In February there was a work session with the presidents, the Vice Presidents of Finance, Provosts, and budget directors, and one thing discussed was that if they could move towards some type of program prioritization that may satisfy DFM.

With the program assessment, they want the campuses to look at the programs they are offering and identify if that is the best use of resources for each program. Mr. Freeman has been working with staff on review of the accreditation process and has communicated to DFM that while the accreditation process doesn't involve program prioritization, it is a recurrent cycle of looking at what the institution is doing in fulfilling its mission and core themes. One of the criteria the standards require is an allocation of resources to meet the core mission and themes. Mr. Freeman has suggested to DFM that the

accreditation cycle could complement ZBB or be a component of the response to ZBB, and the other piece would be program prioritization. Mr. Freeman indicated he and Dr. Rush would be meeting with Ms. Janie Revier and DFM in June to provide a status update on ZBB.

Mr. Freeman indicated the approach to ZBB could be a marriage of accreditation requirements and program review prioritization that may satisfy what they are looking for. He also indicated the Board office intends to ask for an additional year to continue planning on the Governor's request and would submit their ZBB response in September of 2014. Mr. Freeman discussed how unique higher education is in the state agency model and the complexities of it, and the level of scrutiny that comes from accrediting agencies, and that he hoped to impress that to DFM.

Mr. Freeman reminded the Board members that like it or not, we have a Governor's mandate that must be addressed. He added that there is a level of Board interest in pursuing program prioritization and staff believes it could be used to help meet the Governor's requirement. Mr. Terrell recommended the Board talk directly to the Governor to point out how difficult what he is asking for really is for higher education, and it is not a one-size-fits-all situation.

Ms. Atchley asked how the ZBB, accreditation, and program prioritization would work together. She asked if there is a way to leverage accreditation and program prioritization to help the institutions with this process. Mr. Freeman responded that they are separate activities, so program prioritization would not be on an annual cycle. The prioritization will be reflected in the accreditation and annual reports though. Dr. Rush interjected that the accreditation process requires institutions to identify items such as mission and core themes which are precursors to the prioritization process, summarizing that those steps serve in constructing a foundation.

Mr. Westerberg pointed out that this is a rare opportunity where there are three requirement streams that are converging and can be turned to our advantage. He commented the Board has been discussing programmatic review for a long time and felt this is an opportunity to satisfy the requirement for ZBB in a way that is beneficial to the institutions. He felt it makes sense to look at all programs to make sure they still make sense in the context they were originally introduced. Mr. Edmunds pointed out we must look at prioritization before we look at reallocation. There was further discussion on how to address the Governor's mandate on ZBB. Mr. Lewis asked if staff was suggesting that program prioritization would be a good way to answer DFM. Staff responded in the affirmative. Mr. Lewis asked if the Board has a choice of not submitting a ZBB proposal to the Governor. Staff responded there was no choice unless the Governor was to be addressed directly on the matter with an alternative.

President Soltman recognized Dr. Kustra who offered comment his experiences with ZBB. He provided a bit of history on ZBB and commented that ZBB got a few things done, but that it never succeeded in the way it was hoped to. He indicated it can work in limited circumstances and state governments, but that in the case of higher education he has not seen ZBB actually work. He provided reasons why it didn't work for those systems and reported on the complexity of trying to make it work. He suggested a committee of the Board reporting to the Governor that the Board is coming up with a very thoughtful and comprehensive program review process, and that ZBB may not be the right plan for higher education.

Dr. Rush commented that he feels the Governor has not defined how higher education should implement ZBB, but that he has invited the Board to provide a reasonable proposal that says we will look at our existing programs to evaluate them and reallocate money associated.

There was continued discussion among the group about the Governor's request, program prioritization, and where to start. There was a feeling of a need to establish a goal or goals to describe what the Board wants to accomplish after the prioritization of programs. Mr. Edmunds asked if the comparison is system wide or institution by institution. Mr. Freeman clarified that it will be an institution by institution prioritization. Mr. Lewis added that there needs to be targets for the process that need to be approved by the Board that the institutions can execute on. Then, the Board reviews the process execution to determine how the achievement is going. With regard to prioritization of things other than academics, Mr. Freeman clarified that DFM's expectation would be that the review would be both academic and administrative. The question is whether it is feasible to accomplish that within 12 months.

In regards to timeline, the Board meets again in June and August. Ms. Grace asked if the institutions would be able to return to the June Board meeting with their institution goals and priorities. The next piece would be what the criteria the Board will establish for the institutions to follow. Dr. Schimpf asked if the Board would like established targets from the institutions. Mr. Soltman and other Board members responded the institutions should come to the Board with the established targets, and then the Board would review those targets. There was discussion about a reporting template. The response was that it should be modeled after Dr. Dickeson's example. It was suggested that the Board make a motion based on today's discussion.

M/S (Lewis/Terrell): To direct the institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles and that in the June meeting the institutions identify for the Board the framework and targets associated with such process. I also move to direct the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses. The motion carried unanimously. There was no further discussion on the topic.

At this time, Ms. Melissa McGrath from the Department of Education provided a presentation to the Board about higher education issues and the common core. She shared a brief video introducing and explaining the common core state standards and how they are important to Idaho. She indicated that all teachers will be required to teach to these new state standards beginning in the next school year. She pointed out the Idaho Core Standards Communications Toolkit which is showcased on the Department's web page and walked through several of its features to illustrate its use. This toolkit can help districts and teachers communicate to parents and community members about the new Idaho state standards. Ms. McGrath described the academic standards and the definition between curriculum and standards, commenting that many people get the two confused. She discussed the core, and discussed the local control of academic standards and adopting curriculum. The state sets academic standards, but local districts have the flexibility to build on the standards. She discussed the need for the standards and used student remediation rates as an example. She discussed working with other states on the common core standards since all states are facing the same challenge. The states have come together based on a memo of understanding (MOU) signed in 2009 to work together and become involved throughout the process of developing common core standards. Ms. McGrath pointed out that the Department has held over 20 public meetings which included comment periods to discuss the standards. She stated that 45 states have now voluntarily adopted these standards, pointing out that it is not a federal mandate.

Ms. McGrath highlighted what is changing. For the English language arts and literacy area, this will consist of challenging students with different types of texts. Evidence from the text must be used in oral presentations or written papers. Increased vocabulary across all grade levels will be emphasized. The emphasis is on critical thinking for students. Moving on to Mathematics, students will work more deeply in fewer topics. Teachers will dig deeper into foundational mathematics so that students understand the meanings behind those formulas and other concepts. They will understand not only how to solve the problem but why it is solved in a certain way. Students will understand why the math works and be asked to talk about and prove their understanding. This will help students to learn critical foundational concepts and problem-solving skills. Students will be asked to use math in real-world situations. Ms. McGrath pointed out that in the beginning, testing scores will go down. She pointed out that Idaho will transition to a new and improved ISAT test. The new test will include several question types, questions that adapt to a student's ability and truly measure academic growth, and a year-end test similar to the ISAT.

Ms. McGrath pointed out what is not changing, starting with state authority. States will still have control over state standards. The state will review and adopt standards in different subject areas on a five-year rotation. They will continue to do the same thing in math and English language arts. Local school districts will still adopt curriculum at the local level. The new Idaho core standards are only for math and English language arts. The new Idaho core standards do include literacy standards for other subject areas, such as science and social studies, but these standards do not change the state standards in these subject areas. There is broad support across the state, in school boards, and in communities for these changes in the Idaho core standards. She also pointed out that Idaho did not change any policies regarding data collection or regarding curriculum adoption. What the state Board and Legislature did was

adopt standards which are clearly posted on the Department's web page and in administrative rule. She also addressed myths and facts about the core and encouraged Board members and staff to be familiar with the content on the Department's page in the event they receive questions. She added that the Department is also putting out an informative brochure about the Idaho Core Standards for parents that will be sent out to districts in July distribution. It will also be available to be downloaded from their website.

Mr. Luna directed Board members to contact the Department if they have any questions about the Idaho Core Standards or for more information on the toolkit. He also reminded them that the timeline is also posted on the website. The Board members thanked Ms. McGrath for her thorough and informative presentation.

The Board members entered into Executive Session at 10:15 a.m.

EXECUTIVE SESSION (Closed to the Public)

M/S (Atchley/Westerberg): 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). A roll call vote was taken and the motion carried unanimously.

M/S (Soltman/Westerberg): To go out of executive session at 4:00 p.m. The motion carried unanimously.

M/S (Terrell/Lewis): To adjourn at 4:00 p.m. Motion carried unanimously.

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**WORK SESSION
JUNE 19, 2013**

| TAB | DESCRIPTION | ACTION |
|------------|---|-----------------|
| A | PROGRAM PRIORITIZATION PROCESS | Discussion Item |
| B | RECOMMENDED CHANGES TO ASSIGNED STATEWIDE PROGRAM RESPONSIBILITIES AND FIVE-YEAR PLANNING REQUIREMENTS | Discussion Item |

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WORK SESSION
JUNE 19, 2013

SUBJECT

Program Prioritization

REFERENCE

| | |
|------------|---|
| April 2011 | Board approved Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – First Reading |
| May 2011 | Board identified academic program review as on of its highest. |
| June 2011 | Board approved Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – Second Reading |
| May 2013 | Board directed the institutions to institute a process for prioritization of programs consistent with Dickeson’s prioritization principles. Institutions were asked to identify the framework and targets associated with such process, and to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses. |

BACKGROUND/DISCUSSION

At the Board’s May 15-16, 2013, retreat Dr. Robert Dickeson, author of *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*, was invited to facilitate a discussion on setting priorities for the Idaho higher education system. Dr. Dickeson walked the Board through the process of how to plan and structure a program prioritization effort, including alignment of leadership from the Board down to the institutions, selection of evaluation criteria, and key decision points along the way. The use of the term “program” encompasses more than academic programs. It includes all programs and services -- specifically, any activity or collection of activities that consumes resources (dollars, people, time, space or equipment).

On the second day, Board staff facilitated a Board discussion on next steps for program prioritization. An explanation of increasing the use and application of the Northwest Commission on Colleges and Universities (NWCCU) accreditation Standards for reporting requirements was given. The five Standards for accreditation, best understood within the context of the seven-year accreditation cycle, introduce a new level of rigor and relevancy in a recurrent evaluation of: Mission, Core Themes, and Expectations; Resources and Capacity; Planning and Implementation; Effectiveness and Improvement; and finally, Mission Fulfillment, Adaptation, and Sustainability.

WORK SESSION
JUNE 19, 2013

Staff also discussed with the Board how program prioritization could fulfill the Governor's zero base budgeting (ZBB) mandate for the institutions. Staff briefed the Board on work that had been done to date on ZBB, culminating on February 20, 2013, where Business Affairs and Human Resources (BAHR) Committee members, presidents, financial vice presidents and budget directors all met to deliberate an appropriate course of action which would be responsive to the ZBB mandate. One of the conclusions reached at that meeting was to explore with Division of Financial Management (DFM) whether program review may be used to fulfill, in whole or in part, the institutions' obligations under ZBB. In support of this approach, Board staff was purposeful in engaging Dr. Dickeson to speak at the Board retreat because of his national stature as a respected expert on program prioritization. DFM staff was invited to and attended the first day of the retreat to hear Dr. Dickeson's presentation. Mike Rush and Matt Freeman subsequently met with Governor's and DFM staff on June 3, 2013 to discuss whether program prioritization meets the spirit of ZBB. DFM staff stated that Dr. Dickeson's philosophy and methodology "strikes at the heart of the intent of ZBB." DFM did emphasize that their expectation would be that the institutions would adopt and use Dickeson's rigorous criteria. DFM would also like to have regular progress reports submitted to ensure the institutions are on track to meet the September 2014 deadline.

The Board, with input from several institution presidents and provosts, agreed to a framework for initiating program prioritization on each of the campuses. (The use of the term program as defined by Dr. Dickeson includes any activity or collection of activities that consumes resources (dollars, people, time, space, equipment).) The institutions will develop proposed outcomes (i.e. overall goal of what they hope to achieve from the program prioritization process) and targets for each outcome (e.g. a specific reallocation of resources in support of the outcome). For example, an institution could propose faculty and staff salary increases as an outcome, with a target of x% savings generated from program prioritization to reallocate towards salaries. In addition, institutions were asked to develop proposed criteria to be used to evaluate programs and the weighting for their criteria. Dr. Dickeson discussed using one or more of the following criteria (in no priority order):

- History, Development & Expectations of the Program
- External Demand*
- Internal Demand
- Quality of Inputs & Processes
- Quality of Outcomes*
- Size, Scope & Productivity
- Revenue and Other Resources Generated
- Costs and Other Expenses*
- Impact, Justification & Overall Essentiality
- Opportunity Analysis (i.e. what would happen if funding for a program was augmented)

WORK SESSION
JUNE 19, 2013

* criteria Dickeson said that governing boards and institutions have consistently selected as appropriate for program prioritization, and also received the most votes from the Board and other meeting participants

IMPACT

Program prioritization requires the institutions evaluate programs and services with specific and tangible objectives (goals) and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. It provides the institutions an opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans. Establishment of program prioritization models based on Dickeson's framework provides the Board with assurances of consistency while recognizing the institutions' unique Mission, Core Themes, and Strategic Plans. This process will provide a method to objectively review program efficiency and effectiveness. Based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."¹

Finally, program prioritization will serve a critical dual purpose by fulfilling the requirements of the Governor's ZBB mandate.

STAFF COMMENTS AND RECOMMENDATIONS

Institutions will present their proposals to the Board during a work session on the afternoon of Wednesday, June 19. The institutions will need feedback from the Board on their respective outcomes, targets and criteria, so they know how to proceed with implementation on their campuses.

BOARD ACTION

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

¹ Dickeson, R.C. *Making Metrics Matter: How to Use Indicators to Govern Effectively*, 2013

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WORK SESSION
JUNE 19, 2013

SUBJECT

Recommended changes to Assigned Statewide Program Responsibilities and Five-Year Planning Requirements

REFERENCE

| | |
|------------|--|
| June 2004 | Board approved assigned unique/statewide missions as part of the first iteration of the Eight-Year Plan. |
| April 2011 | Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy. |
| June 2011 | Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended. |

BACKGROUND/DISCUSSION

The initial development of the Eight-Year Plan in 2004 included identifying unique statewide missions for each Idaho public institution under the governance of the Board. This did not include Lewis-Clark State College or the community and technical colleges. Specific degree programs were identified and assigned to the University of Idaho, Idaho State University and Boise State University for delivery of those programs statewide. While the Board recently clarified sections of Board Policy III.Z, the statewide program designations were not addressed as part of that work.

Institutions are currently working on the updates to the Five-Year Plan consistent with Board Policy III.Z. On April 17, 2013, Board staff held a work session with the Provosts to discuss potential concerns with proposed program plans and potential collaborations. This process led to a discussion on the need to revisit the statewide program responsibilities and at a minimum make corrections to program titles and degrees so those align with current trends and national standards.

Institutions reviewed their existing statewide program responsibilities and made necessary corrections. These were addressed with the Council on Academic Affairs and Programs (CAAP) at their May 23, 2013 meeting. While Boise State University did not request significant corrections, Idaho State University had several amendments that included adding their Ph.D. in Clinical Psychology program. Currently no other institution offers this program and BSU and UI were supportive of this addition. Due to the different format and degree levels, the University of Idaho made substantial changes to their statewide program responsibilities in an effort to clarify their designated areas in natural resources

**WORK SESSION
JUNE 19, 2013**

and agriculture. This included the addition of approximately 11 programs, one of which was Medical Education through the WWAMI program. CAAP held considerable discussion regarding the proposed corrections and worked with institutions to address concerns. There is ongoing discussion to resolve outstanding concerns; however, CAAP could not reach consensus on the matter of Medical Education.

In addition to the statewide responsibilities, institutions also shared observations regarding the level of program specificity required for program options, emphases (tracks/specialization/focus areas), and minors, both at the planning and proposal levels. Staff was asked to bring forward a request for proposed changes to create efficiencies with the process and allow institutions more flexibility in the development of those types of programs that may be less substantive in nature.

Both CAAP and staff would like to greatly streamline and simplify the process for approving non-degree programmatic changes. At this time, institutions are required to include all programmatic changes, additions, and modifications to their five-year plan and complete a full proposal. This may include any of the following: Ph.D.; Master; Baccalaureate; Associate; certificate; name changes; and creation of tracks, options, minors, emphases. CAAP has proposed modifying the five-year plan and program proposal process to not include non-substantive changes. Current Board Policy III.G. Instructional Program Approval and Discontinuance requires a proposal for anything other than a routine change (which might include changes to credit hours, name or title change of programs, or course descriptions). CAAP would propose that routine changes be expanded to include non-substantive changes (which might include options, tracks, emphases).

IMPACT

Proposed changes to the five-year plan requirement and the program proposal requirement will not only create efficiencies for institutions but will also decrease the number of proposals submitted to the Board office and in some cases to the Board for processing.

ATTACHMENTS

| | |
|--|--------|
| Attachment 1 – Assigned Statewide Program Responsibilities | Page 5 |
| Attachment 2 – New Proposed Statewide Programs | Page 9 |

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs (CAAP) is bringing forward amendments to the five-year plan requirement that would primarily require institutions to only include Baccalaureate, Masters, and Doctorate level programs on respective plans. Consistent with Board Policy III.Z, institutions are currently asked to include all proposed programmatic components such as majors, options, emphases, certificates, minors, consolidations and expansions.

WORK SESSION
JUNE 19, 2013

Staff would like to work with CAAP to develop a more streamlined and simplified process. Currently, Board Policy III.G requires a proposal and Board or Executive Director approval prior to implementation of any new academic or professional-technical education program, new instructional units, majors, minors, options, emphases, expansions, and consolidations.

BOARD ACTION

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

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Proposed Corrections to Statewide Program Responsibilities as submitted by Institutions

i. Statewide Program Delivery


Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

| Program Name | Degrees | Comments |
|--|---------------------------------|-------------------------------------|
| Public Policy | M.S., Ph.D. | |
| Public Administration | Ph.D. | |
| Urban Studies | M.S., Ph.D. | BSU does not offer Urban Studies. |
| Urban Community & Regional Planning | M.C.R.R.P.S. , Ph.D. | Name reflects the program offering. |
| Social Work (Southeast Region—shared with ISU) | M.S.W. | |
| Social Work | Ph.D. | |

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

| Program Name | Degrees | Comments |
|---|--|--|
| Audiology | M.S. <u>Au.D.</u> , Ph.D. | ISU does not offer MS degree |
| Physical Therapy | M.S. <u>D.P.T.</u> , Ph.D. | ISU does not offer MS degree |
| Occupational Therapy | M.S. , M.O.T. | ISU does not offer MS degree |
| Pharmaceutical Sciences | M.S., Ph.D. | |
| Pharmacy Practice | Pharm.D. | |
| Nursing (Southwest shared w/ BSU) | M.S., <u>D.N.P.</u> | Added DNP to reflect the shared responsibility with BSU |
| Nursing | Ph.D. | |
| Physician Assistant | M.P.A.S. | |
| Speech Pathology | M.S. | |
| Deaf Education | M.S. | |
| Educational Interpreting | B.S. | |
| Master of Health Education | M.H.E. | Name change only |
| Master of Public Health | M.P.H. | Name change only |
| Geomatics (Surveying) | M.S. | |
| Health Physics | B.S., M.S. | |
| Dental Hygiene | B.S., M.S. (currently delivered in Boise) | Program is offered online |
| Clinical Medical Lab Science | B.S., M.S. | Name change to align w/national trends |
| <u>Clinical Psychology</u> | <u>Ph.D.</u> | ISU would like to add to list if permissible. No other institution offers degree program. |

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

| Program Name | Degrees | Comments |
|--|--|--|
| <u>Medical Education</u> | <u>M.D.</u> | Program offered through WWAMI. Not offered entirely in Idaho. University of WA issues degree. No institution has the statewide program responsibility for medicine per III.Z. Consensus was not reached. |
| Law | J.D. | |
| Architecture | M.S. , <u>B.S.Arch.</u> , <u>M.Arch.</u> | Degree name changes |
| <u>Integrated Architecture and Design</u> | <u>M.S.</u> | UI would like to add to list. Fits within statewide program responsibility designation for Architecture. |
| Landscape Architecture | M.S. , <u>B.S.Arch.</u> , <u>M.L.A.</u> | Reflects changes in degree names |
| Interior Design | M.S. <u>B.I.D.</u> | UI does not offer the MS degree |
| Agriculture | | The following additions and corrections reflect organizational restructure and program/degree changes over the years.  |
| <ul style="list-style-type: none"> <u>Animal and Veterinary Science</u> Animal Science <u>Sustainable Crop and Landscape Systems</u> Plant Science Agricultural Economics <u>Applied Economics</u> | <u>B.S.A.V.S.</u> B.S. , M.S. <u>B.S.Ag.L.S.</u> M.S., Ph.D. B.S. , M.S. <u>M.S.</u> | BSU/ISU concerns. Offered through the UI College of Ag. Suggestion was made to include Ag reference in title. The UI will follow up w/College. |
| <ul style="list-style-type: none"> Food Science <u>Agribusiness</u> <u>Agricultural Education</u> <u>Agricultural Science, Communication, and Leadership</u> <u>Agricultural Systems Management</u> <u>Animal Physiology</u> | B.S. <u>F.S.</u> , M.S., Ph.D. <u>B.S.Ag.Econ.</u> <u>B.S.Ag.Ed.</u> <u>B.S.Ag.L.S.</u> <u>B.S.Ag.L.S.</u> <u>Ph.D.</u> | BSU concerns – CIP should be 26.0707 01.0901 does not match title. UI will follow up w/College. |
| <ul style="list-style-type: none"> <u>Entomology</u> <u>Soil and Land Resources</u> <u>Veterinary Science</u> | <u>M.S.</u> <u>M.S.</u> , Ph.D. M.S. , DVM | BSU concerns – same as above. CIP and title do not match. |

| Program Name | Degrees | Comments |
|---|---|---|
| Natural Resources <ul style="list-style-type: none"> • <u>Forest Resources</u> • <u>Forestry & Forest Products</u><u>Renewable Materials</u> • Wildlife <u>Resources</u> | <u>B.S.For.Res.</u> <u>B.S.Renew.Mat., M.S.</u> <u>(Distance Ed)</u> <u>B.M.B.S.Wildl.Res.</u> | BSU concerns. Potential overlap w/Ecology, Evolution, Systematics Population Biology. Suggest changing to Fish and Land Management? |
| <ul style="list-style-type: none"> • Fishery<u>ies</u>-(Resources) • <u>Natural Resource</u> Conservation <u>Science</u> • <u>Ecology and Conservation Biology</u> | <u>B.S.Fish.Res., M.S.</u> <u>B.S.Nat.Resc.Consv., M.S.</u> <u>B.S.Ecol.-Cons.Biol</u> | BSU/ISU concerns. Potential overlap w/programs. |
| <ul style="list-style-type: none"> • Range<u>land Ecology and Management Science</u> | <u>B.S., Rangeland.Ecol.Mgt. M.S.</u> | BSU suggested changing name to Range Science and Management to align w/CIP Code |
| <ul style="list-style-type: none"> • <u>Natural Resources</u> • <u>Fire Ecology and Management</u> | <u>M.N.R., M.S., Ph.D.</u> <u>B.S.Fire.Ecol.Mgmt.</u> | BSU/ISU concerns. Potential overlap. Suggested changing name to Fire Protection Management |

Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Western Idaho and College of Southern Idaho do not have Statewide Programs.

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New Proposed Programs

Identified as Statewide Responsibilities by Institutions
And/or May Result in Questions

University of Idaho (UI)

| Program Name | Proposed Degree/Certificate Level | Location(s)/ Region | Regional/ Statewide Program Responsibility | Notes/Comments |
|---|-----------------------------------|--|--|--|
| Medical Education: reorganize Idaho WWAMI Medical Education Program into a new School of Medical Education and Sciences | M.D. | Moscow & Boise | | No institution has the statewide program responsibility for medicine per III.Z. Work session: Determined to leave on the list, pending Board decision on medical education. All three universities interested in delivering. |
| Agroecology and Food Systems | B.S. | Moscow, Coeur d' Alene, Sandpoint; North | Statewide | Statewide program responsibility is Food Science. Work Session: ok UI - No action or concerns |
| Integrated Project Delivery Joint program with BSU | M.S. | Boise; Southwest | Statewide | BSU lists on their plan as regional. The UI is listing as statewide. Work Session: This is a collaborative. Need to develop a third category for all collaborative programs (what exists right now and what needs to be changed). Not statewide because it's a hybrid program? UI wants to keep as a statewide responsibility because of architecture being one of the keystones that will make the program work. UI Dean, College of Art and Architecture is making contact with BSU |
| Virtual Technology and Design | Minor | Moscow; North Boise; Southwest | <u>Regional</u> | Not a statewide program responsibility as designated in III.Z. Work Session: Not a statewide for minors or certificates UI will change to regional, no MOU needed |

| Program Name | Proposed Degree/Certificate Level | Location(s)/ Region | Regional/ Statewide Program Responsibility | Notes/Comments |
|--|-----------------------------------|---|--|---|
| Emerging Media and Design | Certificate | Moscow; North Boise; Southwest Coeur d'Alene | <u>Regional</u> | Not a statewide program responsibility as designated in III.Z. UI will change to regional, no MOU needed |
| Information Design and Visualization | Certificate | Moscow; North Boise; Southwest Coeur d'Alene; | Regional | Not a statewide program responsibility as designated in III.Z. Work Session: Need to specify that its from their Architecture program. UI will change to regional, no MOU |
| American Studies | B.A./B.S. | Moscow; North | | Not a statewide program responsibility as designated in III.Z. Work Session: This is a program deletion. But not statewide responsibility. Amend on Plan. UI Program discontinuance. |
| Fire Ecology & Management | B.S. | <u>Moscow; North Online</u> | | Statewide program responsibility is Conservation Science/Natural Resources. Work Session: Need to have a conversation with the Deans whether or not this is a statewide program. Need to also have a discussion with the Board whether this falls under the UI's statewide responsibility? Should proceed with an MOU between the two institutions. UI: Exists in Moscow, will be delivered online. Will keep as statewide. UI Fire Ecology programs will be delivered online so IIIZ would not apply and no MOU would be needed. Would not be listed as a statewide program responsibility on Plans unless the request to add the program to the UI's statewide program responsibilities list is approved by the Board. |
| Food Science, Dairy Food Manufacturing | Option | Moscow; North | | Statewide program responsibility is Food Science at BS, MS, PhD levels. Not options. Food Science Dairy-statewide - clarifying |

| Program Name | Proposed Degree/Certificate Level | Location(s)/ Region | Regional/ Statewide Program Responsibility | Notes/Comments |
|--|-----------------------------------|-----------------------------|--|---|
| Fire Ecology & Management | M.S. | <u>Moscow; North Online</u> | | Statewide program responsibility is Conservation Science/Natural Resources. Work Session: Need to have conversation w/Deans whether or not this is a statewide program. Need to also have discussion w/Board whether this falls under the UI's statewide responsibility? Should proceed with an MOU between the two institutions. UI: Exists in Moscow, will be delivered online. |
| Medical Education: 18 month university phase, combining scientific foundations of 1st and 2nd year medicine, under new medical school curriculum | M.D. | Moscow; North | | No institution has the statewide program responsibility for medicine per III.Z. Work session: Will leave on the list, pending Board decision on medical education. All three universities interested in delivering. |
| Marriage and Family Therapy | M.S. | Moscow; North | <u>Regional</u> | No institution has the statewide program responsibility per III.Z. |
| 1st Year LAW Juris Doctor curriculum Boise | J.D. | Boise; Southwest | Statewide | |
| GIS Certificate | Certificate | | | Work Session: Concerns that the UI is listing as the designated institution. UI should be the partnering. Need an MOU. The UI will change from designated to partnering. |
| Adult & Organizational Learning (emphasis | | | | Work Session: Listed as designated, should be partnering. Does not apply to the discussion since it will be online. UI: Emphasis is fully online |

Idaho State University (ISU)

| Program Name | Proposed Degree/Certificate Level | Location(s)/ Region | Regional/ Statewide Program Responsibility | Comments |
|----------------|-----------------------------------|---------------------|--|------------------------------------|
| Health Physics | BS | Southeast Region | <u>Statewide</u> | Changed from Regional to Statewide |

| Program Name | Proposed Degree/Certificate Level | Location(s)/ Region | Regional/ Statewide Program Responsibility | Comments |
|--|-----------------------------------|--|--|---|
| Health Physics | MS | Southeast Region | <u>Statewide</u> | Changed from Regional to Statewide |
| Dietetic Internship Expansion | Certificate | Southwest Region | Regional | Potential concerns based on discussion last year? Work Session: UI concerned about delivery in the Southwest. Need to have the Deans of the two campuses talk. ISU (Linda Hatzenbuehler) plans to discuss with UI in the near future. |
| Pharmacy Residency | Post Graduate | Treasure Valley, Magic Valley, Eastern Idaho, Northern Idaho | | This is a residency. Should this be listed as statewide? Work Session: Residencies shouldn't be on the Five-Year plans if they have the program? This is more of an FYI |
| Orthopedic PT Clinical Residency | Post Graduate | Southeast Region | | Not statewide per III.Z. Work Session: Residencies shouldn't be on the Five-Year plans if they have the program? This is more of an FYI |
| DNP - Psychiatric Mental Health Nurse Practitioner-Option | DNP | Southeast, Southwest, Northern Regions | | This is an option - not statewide per III.Z. |
| Rehabilitation and Communication Science | B.S. | Southeast Region | Regional | Potential Questions? The UI has no concerns. |
| Rehabilitation and Communication Sciences | Ph.D. | Southeast Region | Regional | Potential Questions? The UI has no concerns. |
| Museum Studies | Certificate, AA, Minor | Southeast Region | Regional | Potential Questions? Work Session: for the BA (anthropology) No concerns. |
| Dietetic Internship with Combined Master's Program and/or Health Education | Masters | Southeast Region | Regional | Potential Questions based on discussion last year? okay |
| Dietetic Internship with Combined Master's Program and/or Health Education | Masters | Southwest Region | Regional | Work Session: ISU/UI will have further conversations |

| Program Name | Proposed Degree/Certificate Level | Location(s)/ Region | Regional/ Statewide Program Responsibility | Comments |
|--------------------|-----------------------------------|---------------------|--|---|
| Social Work | MSW | Southeast Region | Regional | Okay. No MOU needed. |
| Doctor of Medicine | M.D. | Southwest Region | | ISU did not list as a statewide program, however, note that no institution has the statewide program responsibility for medicine per III.Z. Work Session: This item is tabled; see notes for the UI above. |

Boise State University (BSU)

| Program Name | Proposed Degree/Certificate Level | Location(s)/ Region | Regional/ Statewide Program Responsibility | Comments |
|----------------------------------|-----------------------------------|---------------------|--|--|
| Biomedical Sciences | BS | Boise/Southwest | Regional | No Concerns |
| Health Care emphasis in EMBA | MBA | Boise/Southwest | Regional | No Concerns |
| Ecology, Evolution, and Behavior | PhD | Boise/Southwest | Regional | Work Session: BSU – ties with the anthropologists. Concerns from UI. May need further discussion. Include this in the discussions with the Fire Ecology discussion the Deans will have. UI: Duplicative with 3 UI PhD programs. No contact to discuss yet. BSU's contact info was forwarded to UI Deans of College of Natural Resources. |
| Resource Economics (EPSCOR) | M.S. | Boise/Southwest | Regional | Work Session: UI concerns about duplication with their program and overlap with their Land Grant mission. BSU proposed to change to M.S. in Economics UI: no concern if BSU changes name as discussed |
| Sports Ethics and Administration | | | | Work Session: Need to have further discussions with the dept. chairs at each campus. UI: No concerns after all |

Lewis-Clark State College (LCSC)

| Program Name | Proposed Degree/Certificate Level | Location(s)/ Region | Regional/ Statewide Program Responsibility | Regional/Statewide |
|-----------------------|-----------------------------------|---------------------|--|---|
| Exercise Science | BA/BS | Lewiston/North | Regional | Work Session: Need to have discussions among the two campuses. UI: Duplicative. Have had some phone calls between dept heads. No resolution yet |
| Environmental Studies | <u>Minor</u> | Lewiston/North | | Work Session: No concerns because it's a minor. UI indicates the plan has it listed as a degree. As such, it is duplicative. No contact to discuss yet. LCSC has indicated it is not a degree, it is a minor. LCSC will amend their plan. |

**CONSENT AGENDA
JUNE 20, 2013**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | BAHR – SECTION II - Boise State University – Library Subscription Services | Motion to approve |
| 2 | BAHR – SECTION II - Boise State University - Contract Extension for Idaho Regional Optical Network (IRON) | Motion to approve |
| 3 | BAHR – SECTION II - Boise State University - Athletics Security and Services Staffing Contract | Motion to approve |
| 4 | BAHR – SECTION II - Idaho State University - Upgrade of Pocatello Campus Telephone System | Motion to approve |
| 5 | BAHR – SECTION II - University of Idaho - Football Air Charter Service Contract | Motion to approve |
| 6 | BAHR – SECTION II - Higher Education Research Council Budget | Motion to approve |
| 7 | IRSA – EPSCoR Appointment | Motion to approve |
| 8 | PPGA – University of Idaho – Faculty Constitution and By-laws | Motion to approve |
| 9 | PPGA – Eastern Idaho Technical College, Advisory Council Appointment | Motion to approve |

**CONSENT AGENDA
JUNE 20, 2013**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 10 | PPGA – Accountability Oversight Committee Appointment | Motion to approve |
| 11 | SDE – Professional Standards Commission Appointments | Motion to approve |
| 12 | SDE – Transport Students Less Than 1 ½ Miles for the 2011-2012 School Year | Motion to approve |
| 13 | SDE – Request for Waiver of 103% Student Transportation Funding Gap | Motion to approve |

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

Library Subscription Services

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Historically, the Boise State University (BSU) head librarian had delegated authority to purchase periodical subscriptions. The dollar volume of the individual contracts was not material. Over time the industry moved to annual electronic subscriptions for some periodicals. As electronic subscriptions have become more common, the number of periodicals available in a single subscription package dramatically increased. In addition, vendors have begun offering multi-year subscription discounts. These subscriptions are negotiated through international consortiums to ensure the best pricing and selection.

It was discovered during a contract refresher training that the Library had entered into two contracts which exceeded the University's delegated approval authority from the Board. The contracts were negotiated through an international library consortium named Lyrasis. Each contract is a sole source procurement and has been properly posted as such.

Since the error was identified, the University has reviewed procedures to improve controls and reduce the risk of this situation reoccurring. In addition, all employees with delegated authority to sign contracts are required to attend annual refresher training.

IMPACT

The first contract is with Lyrasis/Wiley. This is a three-year contract extending from January 1, 2011 through December 31, 2013. The amount of the contract over three years is \$732,032. The second contract is with Lyrasis/Springer. This contract is a five-year contract extending from January 1, 2012 through December 31, 2016. The total amount of the contract is \$750,753. Each of these contracts are for unique titles – there is no overlap.

ATTACHMENTS

Attachment 1 – Lyrasis/Wiley License Agreement

Page 3

Attachment 2 – Lyrasis/Springer License Agreement

Page 63

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

CONSENT
JUNE 20, 2013

BOARD ACTION

I move to approve the request by Boise State University to enter into contracts with Lyasis/Wiley for a term commencing retroactively on January 1, 2011 and Lyasis/Springer for a term commencing retroactively on January 1, 2012 for e-journal subscriptions for a total cost not to exceed \$1,482,787.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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1. While negotiating this Agreement and during the Term thereafter, Wiley may provide the Licensee with certain information which may be oral or written (including information in electronic format), which is deemed confidential. For the purposes of this Agreement, Confidential Information is defined to include, but is not limited to, the terms and conditions of this Agreement that have been negotiated, such as financial terms, the substance of all negotiations relating thereto, all information pertaining to Wiley Online Library which is proprietary to Wiley, and any other material which has either been marked "confidential" by Wiley or which, by the nature of the circumstances surrounding the disclosure, would be understood to be confidential by a reasonable party.
2. Confidential Information shall be used by the Licensee solely for the purposes of negotiating and implementing this Agreement. The Licensee agrees to take reasonable care to protect the Confidential Information from disclosure to third parties and to limit disclosure of the Confidential Information to those employees or contractors of the Licensee including affiliates of the Licensee who have a need to know in connection with this Agreement, and who have been made aware of, and agree to abide by, these restrictions. When disclosure is legally mandated, the parties will use, whenever possible, a version of the Agreement without Confidential Information.

K. GENERAL PROVISIONS

1. Wiley may assign this Agreement to its successors, subsidiaries or assigns. This Agreement may not be assigned by the Licensee except with the prior written consent of Wiley.
2. In the event of a material breach of the terms and conditions of this Agreement by either party, the non-breaching party shall be entitled, in addition to any other remedies available pursuant to this Agreement or at law, to equitable, including injunctive, relief.
3. Any notice, request, statement or other communication to be given hereunder to any party shall be in writing addressed to the party as follows:

If to Wiley: Wiley Subscription Services, Inc.
c/o John Wiley & Sons, Inc.
111 River Street
Hoboken, NJ 07030
Attn: Reed Elfenbein
Vice President

If to Licensee: Tom Sanville
Director, Library Products and Services
EPSCoR Science and Information Group
c/o LYRASIS
1438 West Peachtree Street NW
Suite 200
Atlanta, GA 30309

or mailed or delivered to such other address as each party may designate by notice given in like manner, and any such notice, request, statement or other communication, shall be deemed to have been given when received, except that if mailed by registered or certified mail, return receipt requested, or delivered by overnight courier service, it shall be deemed to have been given when mailed as aforesaid or when delivered.

4. This Agreement constitutes the complete understanding of the parties and supersedes all prior understandings between the parties with respect to the subject matter of this Agreement. No modification, amendment, or waiver of any provisions shall be valid unless in writing and executed by the parties. Any waiver in one or more instances by either of the parties of any breach by the other of any terms or provisions contained in this Agreement shall not be considered a waiver of any succeeding or preceding breach. In the event that any clause of this Agreement is determined to be void or unenforceable, the remainder of the Agreement shall survive.
5. If any provision or provisions of this Agreement shall be held to be invalid, illegal, unenforceable, or in conflict with the law of any jurisdiction, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.
6. All Appendices attached or to be attached to this Agreement are incorporated herein and shall be governed by the terms and conditions of this Agreement unless otherwise specified in such Appendix. In the event of any conflict between the terms of an

Appendix or any Invoice Agreement Letter as defined in Paragraph D.4 above and the terms of this Agreement, the terms of the Appendix or Invoice Agreement Letter shall govern.

AGREED AND ACCEPTED

LYRISIS, Agent for EPSCoR SCIENCE AND
INFORMATION GROUP (ESIG) CONSORTIUM

WILEY SUBSCRIPTION SERVICES, INC.

By: 

Name: Tom Sanville

Title: Director, Library Products and Services

Date: 4/22/11

By: 

Name: Christopher McKenzie

Title: Vice President

Date: 4/26/11

APPENDIX A – THE LICENSEE

PARTICIPATING ESIG MEMBER: BOISE STATE UNIVERSITY

Listing of all addresses for the Member Institutions:

Boise State University
Albertsons Library
P.O. Box 46
Boise, ID 83707-0046

Listing of all IP address(es) for the Member Institutions' Secure Network:

132.178.0-207.*
216.17.115.189
216.17.123.189
207.170.234.234

Member Institutions' License Administrator:

Name: Jill Collins
Address: P.O. Box 46
Boise, ID 83707-0046
Telephone: 208-426-3175
e-mail: jcollins@boisestate.edu

Member Institutions' Technical Contact:

Name: Elizabeth Allen
Address: P.O. Box 46
Boise, ID 83707-0046
Telephone: 208-426-1290
e-mail: eallen@boisestate.edu

APPENDIX B (a) – LICENSED ELECTRONIC JOURNALS - CORE COLLECTIONS OF SUBSCRIBED TITLES

Participating ESIG Member: **BOISE STATE UNIVERSITY**

The Core Collection is defined herein as the complete collection of Wiley journals to which the Licensee subscribes and will pay full rate institutional online only subscription fees to obtain online access.

Archival Access: During the term of this License, Wiley will provide the Licensee with access to current electronic files of the journals in the Core Collection and retrospective content, generally back to 1997, depending on the start date of online publishing by Wiley, as well as tables of content, abstracts, full text and illustrations and any additional electronic journal content not included in the print versions of the journals, but not materials included in Backfiles.

Perpetual Access: Upon termination of this License, Wiley will provide the Licensee with perpetual access to current electronic files of the journals in the Core Collection and retrospective content, generally back to 1997, depending on the start date of online publishing by Wiley, as well as tables of content, abstracts, full text and illustrations and any additional electronic journal content not included in the print versions of the journals, but not materials included in Backfiles where Wiley has the rights to deliver this. Wiley, in its discretion, will either continue online access to the same material on Wiley's server or provide an archival copy in the electronic medium selected by Wiley, at a reasonable cost-based fee.

By providing such access Wiley grants to the Licensee a nonexclusive, royalty-free, license to use such material in accordance with the restrictions on use specified in Paragraph C of the Agreement, which restrictions shall survive any termination of the Agreement.

Pricing:

(a) Year 1

- Core Collection Fee = 100% of current holdings value based on the current year full rate institutional online only price. Holdings are determined based on all full rate institutional subscriptions held by the Member Institutions in the year prior to the first year of the License.
- Total Core Collection Fee = \$212,799.70 (Minimum Total Core Collection Fee: \$10,000)

(b) Year 2 and subsequent years

- Core Collection Fee = 100% of the previous year's Core Collection fee plus a price increase based on the average journal price increase but not to exceed the Price Increase Cap specified below, plus any adjustments for new, canceled or deleted Electronic Journal titles.
- Price Increase Cap: 5 %
If the average aggregate Wiley journal price increase for a calendar year is less than the Price Increase Cap, the lower percentage will be applied. The following titles are not available via this Agreement: *Econometrica*, *Quantitative Economics*, *Theoretical Economics* and *The Journal of the European Economic Association*. However, they may be ordered via Wiley's Journals Customer Service department at cs-journals@wiley.com.

Electronic Journal Subscription Maintenance and Swapping: The Member Institutions may swap subscribed online journals in the Core Collection without penalty provided that such changes do not exceed 10% (including duplicates) of the value of the total Core Collection for any calendar year. These changes will be reflected in amendments to this Appendix. Swapping will be accepted at the title level or for duplicate subscriptions. Swapping will only be accepted on a calendar year basis and Wiley must be notified of any changes in writing no later than the preceding November 1st.

Wiley may, from time to time, cease publication of individual journals in which case the journal(s) will be removed from the Member Institutions' Core Collection, and the fees associated with the journal(s) will no longer be factored into the Core Collection Fee.

Except as provided above, the Member Institutions must maintain all online subscriptions in the Core Collection as set forth in the attached list (Appendix B (a)1).

Title Cancellation:

- (a) Each Member Institution may annually cancel outright subscribed Electronic Journals equal to 1% of the annual Core Collection value of the Member Institution. These changes will be reflected in amendments to Appendix B.
- (b) Cancellations will be accepted at the title level or for duplicate subscriptions.
- (c) If a cancelled subscription is not the only subscription to that Electronic Journal in the Member Institution's holdings, that Member Institution will continue to have electronic access to that Journal.
- (d) If this cancelled subscription is the only subscription to that Electronic Journal in the Member Institution's holdings, that Member Institution will lose access to the newly published content of that title permanently.
- (e) Cancellations will only be accepted on a calendar year basis and Wiley must be notified by each Member Institution by November 1st of any such subsequent year cancellations.

New Titles: New Titles can be added under the following terms and conditions:

- (a) Member Institutions may add new journals to their Core Collection at the full rate institutional online only subscription price.
- (b) Subscriptions to titles transferred into Wiley from another publisher will be added to a Member Institution's Core Collection in the first year of transfer if the Member Institution has a subscription for the calendar (or subscription) year in which the title is transferred. The title will be added to the Core Collection of that Member Institution at the current year institutional online only price multiplied by the number of subscriptions held in the previous year. Subscriptions to titles transferred out of Wiley will be deleted from the Member Institution's Core Collection in the year of transfer.
- (c) A Member Institution may add previously canceled titles at the current full rate institutional online only subscription price to its Core Collection.
- (d) Wiley reserves the right to exclude titles from inclusion in the Standard or Custom Collections, however these titles may be added to an individual Member Institution's Core Collection. A list of titles excluded from the Standard and Custom Collections can be found in Appendix B(e).

Print Subscription Pricing:

The Member Institutions can purchase print subscriptions to Licensed Electronic Journals which the Member Institutions subscribe to via a Core Collection at a deeply discounted rate. This does not apply to:

- (a) Titles new to Wiley Online Library unless subscribed to in the Member Institutions' Core, Standard, or Custom Collection.
- (b) Titles not subscribed to by the Member Institutions, unless added to the Member Institutions' Core, Standard, or Custom Collection.
- (c) Titles not available via Wiley Online Library.

Print subscriptions should be ordered directly via the Wiley Customer Services department, or through an agent.

APPENDIX B (a) 1 - 2011 CORE COLLECTION – COMPLETE LIST OF INCLUDED JOURNALS

Participating ESIG Member: **BOISE STATE UNIVERSITY**

| Journal Code | Title | 2011 Fee |
|--------------|--|----------|
| ADD | Addiction | 2619.75 |
| AB | Aggressive Behavior | 2519.61 |
| AJPA | American Journal of Physical Anthropology | 2589.13 |
| AJPS | American Journal of Political Science | 484.05 |
| ASAP | Analyses of Social Issues & Public Policy | .00 |
| ANTH | Anthropology Today | .00 |
| ACP | Applied Cognitive Psychology | 1607.38 |
| ASMB | Applied Stochastic Models in Business and Industry | 1976.38 |
| ARCM | Archaeometry | 424.20 |
| SUPA | Aristotelian Society Supplementary Volume | 163.80 |
| AHIS | Art History | 1014.30 |
| ASPP | Asian Politics and Policy | .00 |
| BIOE | Bioethics | 1656.90 |
| BRV | Biological Reviews | 467.25 |
| BIES | BioEssays | 1287.51 |
| BJEP | British Journal of Educational Psychology | 330.00 |
| BJET | British Journal of Educational Technology | 1247.40 |
| CAJE | Canadian Journal of Economics | 242.55 |
| CAPA | Canadian Public Administration/Administration | 327.60 |
| CDEV | Child Development | 639.45 |
| CDEP | Child Development Perspectives | .00 |
| COMT | Communication Theory | .00 |
| CCCR | Communication, Culture & Critique | .00 |
| CRF3 | Comprehensive Reviews in Food Science and Food | .00 |
| CRQ | Conflict Resolution Quarterly | 278.01 |
| CBP | Conservation | .00 |
| COBI | Conservation Biology | 878.85 |
| CRIM | Criminology | 249.90 |
| CAPP | Criminology and Public Policy | .00 |
| CURI | Curriculum Inquiry | 453.60 |
| DECI | Decision Sciences | 401.10 |
| DSJI | Decision Sciences Journal of Innovative Education | .00 |
| DA | Depression and Anxiety | 764.48 |
| DEWB | Developing World Bioethics | .00 |
| DOME | Digest of Middle East Studies | .00 |
| DIPH | Diplomatic History | 402.15 |
| DISA | Disasters | 659.40 |
| ESP | Earth Surface Processes and Landforms | 3666.61 |
| ECGE | Economic Geography | 278.25 |
| EHR | Economic History Review | 448.35 |
| ECIN | Economic Inquiry | 396.90 |
| ECCA | Economica | 406.35 |

| | | |
|------|---|---------|
| EMIP | Educational Measurement: Issues and Practice | .00 |
| ENLR | English Literary Renaissance | 218.40 |
| TOX | Environmental Toxicology | 1129.50 |
| ETC | Environmental Toxicology & Chemistry | 1748.25 |
| ETH | Ethology | 2245.95 |
| ERV | European Eating Disorders Review | 566.84 |
| EJPR | European Journal of Political Research | 1102.50 |
| EVO | Evolution | 747.60 |
| EVAN | Evolutionary Anthropology | 525.04 |
| EXSY | Expert Systems | 847.35 |
| FARE | Family Relations | .00 |
| FIRE | Financial Review | 363.30 |
| FOGE | Focus on Geography | 96.00 |
| FLAN | Foreign Language Annals | 253.05 |
| FPA | Foreign Policy Analysis | .00 |
| FWB | Freshwater Biology | 5784.45 |
| FEC | Functional Ecology | 1425.90 |
| GEND | Gender & History | 704.55 |
| GEA | Geoarchaeology | 1909.76 |
| GJI | Geophysical Journal International | 2528.40 |
| GPR | Geophysical Prospecting | 1479.45 |
| JOE | Global Business and Organizational Excellence | 689.86 |
| GOOP | Government and Opposition | 287.70 |
| GWAT | Ground Water | 564.90 |
| GWMR | Ground Water Monitoring & Remediation | 280.35 |
| GROW | Growth and Change | 312.90 |
| HESR | Health Services Research | 793.80 |
| HIPO | Hippocampus | 1677.62 |
| HOEQ | History of Education Quarterly | 134.40 |
| HOJO | Howard Journal of Criminal Justice | 929.25 |
| HCRE | Human Communication Research | .00 |
| HYP | Hydrological Processes | 4071.19 |
| IBI | Ibis | 714.00 |
| INTA | International Affairs | 591.15 |
| IERE | International Economic Review | 525.00 |
| IJAC | International Journal of Applied Ceramic | 418.95 |
| IJAG | International Journal of Applied Glass Science | 232.05 |
| IJSA | International Journal of Selection and Assessment | 863.10 |
| IJUR | International Journal of Urban and Regional | 756.00 |
| IMIG | International Migration | 426.30 |
| IMRE | International Migration Review | 295.05 |
| INR | International Nursing Review | 369.60 |
| IPS | International Political Sociology | .00 |
| ISSJ | International Social Science Journal | 467.25 |
| INSR | International Statistical Review | 391.65 |
| INSP | International Studies Perspectives | .00 |
| ISQU | International Studies Quarterly | 1657.95 |
| MISR | International Studies Review | .00 |
| JACE | Journal of the American Ceramic Society | 1955.10 |

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|------|--|----------|
| JAWR | Journal of the American Water Resources | 487.20 |
| RSSB | Journal of the Royal Statistical Society: Series B | 486.15 |
| RSSC | Journal of the Royal Statistical Society: Series C | 486.15 |
| JAN | Journal of Advanced Nursing | 2589.30 |
| JGS | Journal of American Geriatrics Society | 832.65 |
| JOA | Journal of Anatomy | 2336.25 |
| JANE | Journal of Animal Ecology | 1361.85 |
| JACF | Journal of Applied Corporate Finance | 396.90 |
| JPE | Journal of Applied Ecology | 1361.85 |
| JAM | Journal of Applied Microbiology | 4399.50 |
| JASP | Journal of Applied Social Psychology | 1434.30 |
| JAV | Journal of Avian Biology | 387.45 |
| BDM | Journal of Behavioral Decision Making | 973.11 |
| JBMR | Journal of Bone and Mineral Research | 784.35 |
| JBFA | Journal of Business Finance & Accounting | 1925.70 |
| JCLP | Journal of Clinical Psychology | 799.32 |
| JCU | Journal of Clinical Ultrasound | 1416.26 |
| JCOM | Journal of Communication | 1085.70 |
| JCOP | Journal of Community Psychology | 625.55 |
| JCC4 | Journal of Computer-Mediated Communication | .00 |
| JEC | Journal of Ecology | 1433.25 |
| JEDM | Journal of Educational Measurement | 409.50 |
| JFTR | Journal of Family Theory & Review | .00 |
| JOFO | Journal of Field Ornithology | 342.30 |
| JFDS | Journal of Food Science | 701.40 |
| JFS3 | Journal of Food Science Education | .00 |
| FOR | Journal of Forecasting | 1650.83 |
| JFO | Journal of Forensic Sciences | 480.90 |
| JOMS | Journal of Management Studies | 1871.10 |
| JMFT | Journal of Marital and Family Therapy | 310.80 |
| JOMF | Journal of Marriage and Family | 994.35 |
| JMOR | Journal of Morphology | 5517.34 |
| JNU | Journal of Nursing Scholarship | 225.75 |
| JOGN | Journal of Obstetric, Gynecologic & Neonatal | 949.20 |
| JOB | Journal of Organizational Behavior | 2250.34 |
| JOPY | Journal of Personality | 1088.85 |
| JOPE | Journal of Philosophy of Education | 1161.30 |
| JPY | Journal of Phycology | 749.70 |
| PAM | Journal of Policy Analysis and Management | 1172.94 |
| POL | Journal of Polymer Science (in Two Sections) | 17368.74 |
| JORS | Journal of Regional Science | 467.25 |
| JORH | Journal of Religious History | 453.60 |
| TEA | Journal of Research in Science Teaching | 1433.61 |
| JRIR | Journal of Research In Reading | 644.70 |
| JOSH | Journal of School Health | 396.90 |
| JOSI | Journal of Social Issues | 802.20 |
| JFCJ | Juvenile and Family Court Journal | 261.45 |
| JCMS | JCMS: Journal of Common Market Studies | 1409.10 |
| KYKL | Kyklos International Review of Social Sciences | 701.40 |

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|------|--|---------|
| LANG | Language Learning | 432.60 |
| LAMP | Latin American Policy | .00 |
| LAPO | Law & Policy | 496.65 |
| LSI | Law & Social Inquiry | 215.25 |
| LSQ | Legislative Studies Quarterly | 334.00 |
| LET | Lethaia | 350.70 |
| LAM | Letters In Applied Microbiology | .00 |
| LEVI | Leviathan | 133.00 |
| LIT | Literacy | .00 |
| MAFI | Mathematical Finance | 1201.20 |
| MAPS | Meteoritics & Planetary Science | 1260.00 |
| MEPO | Middle East Policy | 234.15 |
| MILT | Milton Quarterly | 219.45 |
| MODL | Modern Language Journal | 181.65 |
| MEC | Molecular Ecology | 9067.80 |
| MEN | Molecular Ecology Resources | .00 |
| MONO | Monographs of the Society for Research In Child | .00 |
| NCR | National Civic Review | 182.44 |
| NANA | Nations and Nationalism | 618.45 |
| NRM | Natural Resource Modeling | 480.90 |
| NEJO | Negotiation Journal | 771.75 |
| NAU | Neurourology and Urodynamics | 2436.01 |
| CAD | New Directions for Child & Adolescent Development | 280.48 |
| HE | New Directions for Higher Education | 227.62 |
| IR | New Directions for Institutional Research | 217.20 |
| TL | New Directions for Teaching & Learning | 230.14 |
| NPQU | New Perspectives Quarterly | 404.25 |
| NPH | New Phytologist | 2992.50 |
| NOUS | Nous | 768.60 |
| NUM | Numerical Methods for Partial Differential | 2250.34 |
| LIFE | Nursing for Womens Health | .00 |
| OIK | Oikos | 1455.30 |
| PAPQ | Pacific Philosophical Quarterly | 374.85 |
| PALA | Palaeontology | 1128.75 |
| PECH | Peace & Change | 463.05 |
| PFI | Performance Improvement | 334.35 |
| PIQ | Performance Improvement Quarterly | 167.73 |
| PPP | Permafrost and Periglacial Processes | 1233.75 |
| PHIS | Philosophical Issues | .00 |
| PHPE | Philosophical Perspectives | .00 |
| PHPR | Philosophy and Phenomenological Research | 226.80 |
| PPL | Physiologia Plantarum | 1453.20 |
| POES | Poe Studies | 139.65 |
| PSJ | Policy Studies Journal | 1402.80 |
| POLP | Politics & Policy | .00 |
| PSQ | Presidential Studies Quarterly | 401.10 |
| PASH | Proceedings of the Aristotelian Society (hardback) | 163.80 |
| POMS | Production and Operations Management | 500.85 |
| PRO | Protein Science | 1864.80 |

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|------|--|---------|
| PSYP | Psychophysiology | 567.00 |
| PADM | Public Administration | 1232.70 |
| PUAR | Public Administration Review | 386.40 |
| PBAF | Public Budgeting and Finance | 383.25 |
| PHN | Public Health Nursing | 652.05 |
| NUR | Research in Nursing & Health | 1320.66 |
| ROIW | Review of Income and Wealth | 284.55 |
| ROPR | Review of Policy Research | .00 |
| RRA | River Research and Applications | 1894.11 |
| SCE | Science Education | 1259.85 |
| SCIN | Science News | 175.00 |
| SED | Sedimentology | 1854.30 |
| SIPR | Social Issues and Policy Review | .00 |
| SSQU | Social Science Quarterly | 304.50 |
| SOIN | Sociological Inquiry | 199.50 |
| SOTH | Sociological Theory | 309.75 |
| STEI | Steinbeck Review | 139.65 |
| SMJ | Strategic Management Journal | 2128.71 |
| SMI | Stress and Health | 999.16 |
| SENA | Studies In Ethnicity and Nationalism | .00 |
| SIFP | Studies In Family Planning | 153.30 |
| SLTB | Suicide and Life-Threatening Behavior | 651.00 |
| SD | Sustainable Development | 1141.39 |
| AJAD | The American Journal on Addictions | 768.60 |
| BJOS | The British Journal of Sociology | 551.25 |
| ECTJ | The Econometrics Journal | .00 |
| ECOT | The Economic Journal | 708.75 |
| ECOT | The Economics of Transition | 660.45 |
| JRAI | The Journal of the Royal Anthropological Institute | 745.50 |
| JOAP | The Journal of Analytical Psychology | 546.00 |
| JCPP | The Journal of Child Psychology and Psychiatry | 861.00 |
| JOFI | The Journal of Finance | 464.10 |
| JFIR | The Journal of Financial Research | 402.15 |
| JOIE | The Journal of Industrial Economics | 288.75 |
| JPCU | The Journal of Popular Culture | 276.15 |
| JPIM | The Journal of Product Innovation Management | 913.50 |
| JRH | The Journal of Rural Health | 243.60 |
| JWMG | The Journal of Wildlife Management | 797.00 |
| MILQ | The Milbank Quarterly | 219.45 |
| PHIQ | The Philosophical Quarterly | 454.65 |
| POQU | The Political Quarterly | 406.35 |
| PROS | The Prostate | 4092.36 |
| TSQ | The Sociological Quarterly | 417.90 |
| SORE | The Sociological Review | 546.00 |
| TWEC | The World Economy | 2572.50 |
| YREV | The Yale Review | 158.55 |
| TIE | Thunderbird International Business Review | 738.49 |
| WSB4 | Wildlife Society Bulletin (Electronic) | .00 |
| ZYGO | Zygon | 250.95 |

| | | |
|--|---------------------------------------|------------------|
| | Total 2011 Core Collection Fee | 212799.70 |
|--|---------------------------------------|------------------|

APPENDIX B (b) – ACCESS TO UNSUBSCRIBED JOURNALS VIA STANDARD COLLECTIONS

Participating ESIG Member: **BOISE STATE UNIVERSITY**

Standard Collections are defined herein as predetermined collections of the online editions of Wiley journals. The available Standard Collections are:

Full Collection

Scientific, Technical and Medical Collection

Medical and Nursing Collection

Social Sciences and Humanities Collection

The complete list of titles for Standard Collections is included in Appendix B (b)1. The Licensee will obtain online access to unsubscribed Wiley journals (journals not included in the Licensee's Core Collection) by licensing a Standard Collection.

Archival Access: During the term of this License, Wiley will provide the Licensee with access to current electronic files of the unsubscribed journals in the Standard Collection and retrospective content, generally back to 1997, depending on the start date of online publishing by Wiley, as well as tables of content, abstracts, full text and illustrations and any additional electronic journal content not included in the print versions of the journals, but not materials included in Backfiles.

Perpetual Access: Upon termination of this License, Wiley will provide the Licensee with perpetual access to the unsubscribed titles in the Standard Collection for the years that the Licensee has paid for access to the unsubscribed titles in the Standard Collection where Wiley has the rights to deliver this. Wiley, in its discretion, will either continue online access to the same material on Wiley's server or provide an archival copy in the electronic medium selected by Wiley, at a reasonable cost-based fee.

By providing such access Wiley grants to the Licensee a nonexclusive, royalty-free, license to use such material in accordance with the restrictions on use specified in Paragraph C of the Agreement, which restrictions shall survive any termination of the Agreement.

Standard Collection Fee: Each member will pay a Collection Fee to access the Standard Collection in addition to their Core Collection Fee.

Pricing:

(a) Year 1

- Standard Collection pricing will be calculated as a percentage of the current full rate institutional online only subscription price of the unsubscribed titles in the Collection. The percentage is set based on the Member Institutions' number of FTEs, and the value of the Member Institutions' Core Collection. For this purpose FTEs are defined as full-time equivalent students and academic faculty.
- Licensee's FTE count: 13,868
- Total Standard Collection Fee: \$10,665.80

(b) Year 2 and subsequent years

- Standard Collection Fee = 100% of the previous year's Standard Collection fee plus a price increase based on the average journal price increase but not to exceed the Price Increase Cap specified below, plus any adjustments for new, canceled or deleted Electronic Journal titles.
- Price Increase Cap: 5%
If the average aggregate Wiley journal price increase for a calendar year is less than the Price Increase Cap, the lower percentage will be applied.

Adding and Deleting Titles from a Standard Collection

Each year after the first year of the License, Wiley may offer a package of new titles which the Member Institutions may opt to add to the licensed Standard Collection(s). The price will be calculated at a percentage of the full rate institutional online only subscription fee for the unsubscribed titles in the package.

Wiley may, from time to time, cease publication of individual journals in which case the journal(s) will be removed from the Member Institutions' Standard Collection, and the fees associated with the journal(s) will no longer be factored into the Standard Collection Fee.

APPENDIX B (b) 1 – 2011 STANDARD COLLECTIONS – COMPLETE LIST OF TITLES

Participating ESIG Member: **BOISE STATE UNIVERSITY****2011 FULL Collection**

| | CODE | JOURNAL TITLE |
|-----|-------------|--|
| 1. | ABAC | ABACUS |
| 2. | ABC | ABOUT CAMPUS |
| 3. | ACEM | ACADEMIC EMERGENCY MEDICINE |
| 4. | ACFI | ACCOUNTING & FINANCE |
| 5. | APR | ACCOUNTING PERSPECTIVES |
| 6. | AAS | ACTA ANAESTHESIOLOGICA SCANDINAVICA |
| 7. | AAR | ACTA ARCHAEOLOGICA |
| 8. | AYA | ACTA CRYSTALLOGRAPHICA SECTION A |
| 9. | AYB | ACTA CRYSTALLOGRAPHICA SECTION B |
| 10. | AYC | ACTA CRYSTALLOGRAPHICA SECTION C |
| 11. | AYD | ACTA CRYSTALLOGRAPHICA SECTION D |
| 12. | AYF2 | ACTA CRYSTALLOGRAPHICA SECTION F (ELECTRONIC) |
| 13. | ACGS | ACTA GEOLOGICA SINICA (ENGLISH EDITION) |
| 14. | ANE | ACTA NEUROLOGICA SCANDINAVICA |
| 15. | ACN | ACTA NEUROPSYCHIATRICA |
| 16. | AOGS | ACTA OBSTETRICIA ET GYNECOLOGICA SCANDINAVICA |
| 17. | AOS | ACTA OPHTHALMOLOGICA |
| 18. | APA | ACTA PAEDIATRICA |
| 19. | APHA | ACTA PHYSIOLOGICA |
| 20. | ACPS | ACTA PSYCHIATRICA SCANDINAVICA |
| 21. | AZO | ACTA ZOOLOGICA |
| 22. | ADD | ADDICTION |
| 23. | ADB | ADDICTION BIOLOGY |
| 24. | 2126 | ADVANCED FUNCTIONAL MATERIALS |
| 25. | 2089 | ADVANCED MATERIALS |
| 26. | ADV | ADVANCES IN POLYMER TECHNOLOGY |
| 27. | ARBE | AFRICA RESEARCH BULLETIN: ECONOMIC, FINANCIAL AND TECHNICAL SERIES |
| 28. | ARBP | AFRICA RESEARCH BULLETIN: POLITICAL, SOCIAL AND CULTURAL SERIES |
| 29. | AFDR | AFRICAN DEVELOPMENT REVIEW |
| 30. | AJE | AFRICAN JOURNAL OF ECOLOGY |
| 31. | AB | AGGRESSIVE BEHAVIOR |
| 32. | ACEL | AGING CELL |
| 33. | AGR | AGRIBUSINESS : AN INTERNATIONAL JOURNAL |
| 34. | AFE | AGRICULTURAL AND FOREST ENTOMOLOGY |
| 35. | AGEC | AGRICULTURAL ECONOMICS |
| 36. | AIC | AICHE JOURNAL |
| 37. | ACER | ALCOHOLISM |
| 38. | ADAW | ALCOHOLISM AND DRUG ABUSE WEEKLY |
| 39. | APT | ALIMENTARY PHARMACOLOGY & THERAPEUTICS |
| 40. | ALL | ALLERGY |
| 41. | ALT | ALTERNATIVES TO THE HIGH COST OF LITIGATION |

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| 42. | AMAN | AMERICAN ANTHROPOLOGIST |
| 43. | ABLJ | AMERICAN BUSINESS LAW JOURNAL |
| 44. | AMET | AMERICAN ETHNOLOGIST |
| 45. | AJES | AMERICAN JOURNAL OF ECONOMICS AND SOCIOLOGY |
| 46. | AJH | AMERICAN JOURNAL OF HEMATOLOGY |
| 47. | AJHB | AMERICAN JOURNAL OF HUMAN BIOLOGY |
| 48. | AJIM | AMERICAN JOURNAL OF INDUSTRIAL MEDICINE |
| 49. | AJMG | AMERICAN JOURNAL OF MEDICAL GENETICS |
| 50. | AJOP | AMERICAN JOURNAL OF ORTHOPSYCHIATRY |
| 51. | AJPA | AMERICAN JOURNAL OF PHYSICAL ANTHROPOLOGY |
| 52. | AJPS | AMERICAN JOURNAL OF POLITICAL SCIENCE |
| 53. | AJP | AMERICAN JOURNAL OF PRIMATOLOGY |
| 54. | AJI | AMERICAN JOURNAL OF REPRODUCTIVE IMMUNOLOGY |
| 55. | AJT | AMERICAN JOURNAL OF TRANSPLANTATION |
| 56. | ANAE | ANAESTHESIA |
| 57. | ASAP | ANALYSES OF SOCIAL ISSUES & PUBLIC POLICY |
| 58. | PHIB | ANALYTIC PHILOSOPHY |
| 59. | AHE | ANATOMIA, HISTOLOGIA, EMBRYOLOGIA |
| 60. | AND | ANDROLOGIA |
| 61. | 2001 | ANGEWANDTE CHEMIE |
| 62. | 2002 | ANGEWANDTE CHEMIE INTERNATIONAL EDITION |
| 63. | ACV | ANIMAL CONSERVATION |
| 64. | AGE | ANIMAL GENETICS |
| 65. | ASJ | ANIMAL SCIENCE JOURNAL |
| 66. | 2257 | ANNALEN DER PHYSIK |
| 67. | NAPA | ANNALS OF ANTHROPOLOGICAL PRACTICE |
| 68. | AAB | ANNALS OF APPLIED BIOLOGY |
| 69. | AHG | ANNALS OF HUMAN GENETICS |
| 70. | ANA | ANNALS OF NEUROLOGY |
| 71. | ANEC | ANNALS OF NONINVASIVE ELECTROCARDIOLOGY |
| 72. | APCE | ANNALS OF PUBLIC AND COOPERATIVE ECONOMICS |
| 73. | NYAS | ANNALS OF THE NEW YORK ACADEMY OF SCIENCES |
| 74. | ABHL | ANNUAL BULLETIN OF HISTORICAL LITERATURE |
| 75. | ARI2 | ANNUAL REVIEW OF INFORMATION SCIENCE & TECHNOLOGY (ELECTRONIC) |
| 76. | AEQ | ANTHROPOLOGY & EDUCATION QUARTERLY |
| 77. | ANHU | ANTHROPOLOGY & HUMANISM |
| 78. | ANOC | ANTHROPOLOGY OF CONSCIOUSNESS |
| 79. | AWR | ANTHROPOLOGY OF WORK REVIEW |
| 80. | ANTH | ANTHROPOLOGY TODAY |
| 81. | ANTI | ANTIPODE |
| 82. | ANS | ANZ JOURNAL OF SURGERY |
| 83. | APM | APMIS |
| 84. | ACP | APPLIED COGNITIVE PSYCHOLOGY |
| 85. | AOC | APPLIED ORGANOMETALLIC CHEMISTRY |
| 86. | APPS | APPLIED PSYCHOLOGY |
| 87. | APHW | APPLIED PSYCHOLOGY: HEALTH AND WELL-BEING |
| 88. | ASMB | APPLIED STOCHASTIC MODELS IN BUSINESS AND INDUSTRY |
| 89. | AVSC | APPLIED VEGETATION SCIENCE |
| 90. | ANU | AQUACULTURE NUTRITION |

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| 91. | ARE | AQUACULTURE RESEARCH |
| 92. | AQC | AQUATIC CONSERVATION: MARINE AND FRESHWATER ECOSYSTEMS |
| 93. | AAE | ARABIAN ARCHAEOLOGY AND EPIGRAPHY |
| 94. | ARP | ARCHAEOLOGICAL PROSPECTION |
| 95. | ARCM | ARCHAEOOMETRY |
| 96. | APAA | ARCHEOLOGICAL PAPERS OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION |
| 97. | AD | ARCHITECTURAL DESIGN |
| 98. | 2019 | ARCHIV DER PHARMAZIE |
| 99. | ARCH | ARCHIVES OF INSECT BIOCHEMISTRY AND PHYSIOLOGY (ELECTRONIC) |
| 100. | AREA | AREA |
| 101. | SUPA | ARISTOTELIAN SOCIETY SUPPLEMENTARY VOLUME |
| 102. | AHIS | ART HISTORY |
| 103. | ART | ARTHRITIS & RHEUMATISM |
| 104. | AOR | ARTIFICIAL ORGANS |
| 105. | AEHE | ASHE HIGHER EDUCATION REPORT |
| 106. | APV | ASIA PACIFIC VIEWPOINT |
| 107. | ASEJ | ASIAN ECONOMIC JOURNAL |
| 108. | AEPR | ASIAN ECONOMIC POLICY REVIEW |
| 109. | AJSP | ASIAN JOURNAL OF SOCIAL PSYCHOLOGY |
| 110. | ASPP | ASIAN POLITICS AND POLICY |
| 111. | ASWP | ASIAN SOCIAL WORK AND POLICY REVIEW |
| 112. | APEL | ASIAN-PACIFIC ECONOMIC LITERATURE |
| 113. | APJ | ASIA-PACIFIC JOURNAL OF CHEMICAL ENGINEERING |
| 114. | AJCO | ASIA-PACIFIC JOURNAL OF CLINICAL ONCOLOGY |
| 115. | AU | ASSESSMENT UPDATE |
| 116. | 2228 | ASTRONOMISCHE NACHRICHTEN |
| 117. | AAG | ASTRONOMY & GEOPHYSICS |
| 118. | ASL2 | ATMOSPHERIC SCIENCE LETTERS |
| 119. | AEC | AUSTRAL ECOLOGY |
| 120. | AJD | AUSTRALASIAN JOURNAL OF DERMATOLOGY |
| 121. | AJAG | AUSTRALASIAN JOURNAL ON AGEING |
| 122. | ANZS | AUSTRALIAN & NEW ZEALAND JOURNAL OF STATISTICS |
| 123. | AUAR | AUSTRALIAN ACCOUNTING REVIEW |
| 124. | AJO | AUSTRALIAN AND NEW ZEALAND JOURNAL OF OBSTETRICS AND GYNAECOLOGY |
| 125. | AZPH | AUSTRALIAN AND NEW ZEALAND JOURNAL OF PUBLIC HEALTH |
| 126. | ADJ | AUSTRALIAN DENTAL JOURNAL |
| 127. | AEHR | AUSTRALIAN ECONOMIC HISTORY REVIEW |
| 128. | AEPA | AUSTRALIAN ECONOMIC PAPERS |
| 129. | AEJ | AUSTRALIAN ENDODONTIC JOURNAL |
| 130. | AJAR | AUSTRALIAN JOURNAL OF AGRICULTURAL & RESOURCE ECONOMICS |
| 131. | AEN | AUSTRALIAN JOURNAL OF ENTOMOLOGY |
| 132. | AJGW | AUSTRALIAN JOURNAL OF GRAPE AND WINE RESEARCH |
| 133. | AJPH | AUSTRALIAN JOURNAL OF POLITICS AND HISTORY |
| 134. | AJPY | AUSTRALIAN JOURNAL OF PSYCHOLOGY |
| 135. | AUPA | AUSTRALIAN JOURNAL OF PUBLIC ADMINISTRATION |
| 136. | AJR | AUSTRALIAN JOURNAL OF RURAL HEALTH |
| 137. | AOT | AUSTRALIAN OCCUPATIONAL THERAPY JOURNAL |

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| 138. | AP | AUSTRALIAN PSYCHOLOGIST |
| 139. | AVJ | AUSTRALIAN VETERINARY JOURNAL |
| 140. | AAP | AUTONOMIC & AUTACOID PHARMACOLOGY |
| 141. | BCPT | BASIC AND CLINICAL PHARMACOLOGY & TOXICOLOGY |
| 142. | BRE | BASIN RESEARCH |
| 143. | 2094 | BAUPHYSIK |
| 144. | 2453 | BAUREGELLISTE A, BAUREGELLISTE B UND LISTE C |
| 145. | 2091 | BAUTECHNIK |
| 146. | BIN | BEHAVIORAL INTERVENTIONS |
| 147. | BSL | BEHAVIORAL SCIENCES & THE LAW |
| 148. | BLTJ | BELL LABS TECHNICAL JOURNAL |
| 149. | 2031 | BERICHTE ZUR WISSENSCHAFTSGESCHICHTE |
| 150. | 2093 | BETON- UND STAHLBETONBAU |
| 151. | BEM | BIOELECTROMAGNETICS |
| 152. | BIES | BIOESSAYS |
| 153. | BIOE | BIOETHICS |
| 154. | BIJ | BIOLOGICAL JOURNAL OF THE LINNEAN SOCIETY |
| 155. | BRV | BIOLOGICAL REVIEWS |
| 156. | 2008 | BIOLOGIE IN UNSERER ZEIT (BIUZ) |
| 157. | BMC | BIOMEDICAL CHROMATOGRAPHY |
| 158. | 2221 | BIOMETRICAL JOURNAL |
| 159. | BIOM | BIOMETRICS |
| 160. | BDD | BIOPHARMACEUTICS AND DRUG DISPOSITION |
| 161. | BIP | BIOPOLYMERS |
| 162. | BIT | BIOTECHNOLOGY & BIOENGINEERING |
| 163. | BTP | BIOTROPICA |
| 164. | BDI | BIPOLAR DISORDERS |
| 165. | BIRT | BIRTH |
| 166. | BDR | BIRTH DEFECTS RESEARCH |
| 167. | BJO | BJOG : AN INTERNATIONAL JOURNAL OF OBSTETRICS & GYNAECOLOGY |
| 168. | BJU | BJU INTERNATIONAL |
| 169. | BOR | BOREAS |
| 170. | BOJ | BOTANICAL JOURNAL OF THE LINNEAN SOCIETY |
| 171. | BPA | BRAIN PATHOLOGY |
| 172. | BCP | BRITISH JOURNAL OF CLINICAL PHARMACOLOGY |
| 173. | BJC | BRITISH JOURNAL OF CLINICAL PSYCHOLOGY |
| 174. | BJD | BRITISH JOURNAL OF DERMATOLOGY |
| 175. | BJDP | BRITISH JOURNAL OF DEVELOPMENTAL PSYCHOLOGY |
| 176. | BJEP | BRITISH JOURNAL OF EDUCATION PSYCHOLOGY |
| 177. | BJET | BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY |
| 178. | BJH | BRITISH JOURNAL OF HAEMATOLOGY |
| 179. | BJHP | BRITISH JOURNAL OF HEALTH PSYCHOLOGY |
| 180. | BJIR | BRITISH JOURNAL OF INDUSTRIAL RELATIONS |
| 181. | BLD | BRITISH JOURNAL OF LEARNING DISABILITIES |
| 182. | BJOM | BRITISH JOURNAL OF MANAGEMENT |
| 183. | BMSP | BRITISH JOURNAL OF MATHEMATICAL AND STATISTICAL PSYCHOLOGY |
| 184. | BJPI | BRITISH JOURNAL OF POLITICS & INTERNATIONAL RELATIONS |
| 185. | BJOP | BRITISH JOURNAL OF PSYCHOLOGY |
| 186. | BJP | BRITISH JOURNAL OF PSYCHOTHERAPY |

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| 187. | BJSO | BRITISH JOURNAL OF SOCIAL PSYCHOLOGY |
| 188. | BJSP | BRITISH JOURNAL OF SPECIAL EDUCATION |
| 189. | BJS | BRITISH JOURNAL OF SURGERY (NOW INCLUDES EUROPEAN JOURNAL OF SURGERY) |
| 190. | NPC | BRUCE R HOPKINS' NONPROFIT COUNSEL |
| 191. | BOER | BULLETIN OF ECONOMIC RESEARCH |
| 192. | BLAR | BULLETIN OF LATIN AMERICAN RESEARCH |
| 193. | BUL2 | BULLETIN OF THE AMERICAN SOCIETY FOR INFORMATION SCIENCE & TECHNOLOGY (ELECTRONIC) |
| 194. | BICS | BULLETIN OF THE INSTITUTE OF CLASSICAL STUDIES |
| 195. | BASR | BUSINESS AND SOCIETY REVIEW |
| 196. | BEER | BUSINESS ETHICS: A EUROPEAN REVIEW |
| 197. | BSE | BUSINESS STRATEGY AND THE ENVIRONMENT |
| 198. | BUSR | BUSINESS STRATEGY REVIEW |
| 199. | CALA | CAMPUS LEGAL ADVISOR |
| 200. | CASR | CAMPUS SECURITY REPORT |
| 201. | CJAS | CANADIAN JOURNAL OF ADMINISTRATIVE SCIENCES |
| 202. | CJAG | CANADIAN JOURNAL OF AGRICULTURAL ECONOMICS |
| 203. | CAJE | CANADIAN JOURNAL OF ECONOMICS |
| 204. | CAPA | CANADIAN PUBLIC ADMINISTRATION/ADMINISTRATION PUBLIQUE DU CANADA |
| 205. | CARS | CANADIAN REVIEW OF SOCIOLOGY/REVUE CANADIENNE DE SOCIOLOGIE |
| 206. | CNCR | CANCER |
| 207. | CAS | CANCER SCIENCE |
| 208. | CDR | CARDIOVASCULAR THERAPEUTICS |
| 209. | CCD | CATHETERIZATION AND CARDIOVASCULAR INTERVENTIONS |
| 210. | CBF | CELL BIOCHEMISTRY AND FUNCTION |
| 211. | CPR | CELL PROLIFERATION |
| 212. | CMI | CELLULAR MICROBIOLOGY |
| 213. | CNT | CENTAURUS |
| 214. | CBDD | CHEMICAL BIOLOGY & DRUG DESIGN |
| 215. | 2044 | CHEMICAL ENGINEERING & TECHNOLOGY (CET) |
| 216. | 2112 | CHEMICAL VAPOR DEPOSITION |
| 217. | 2006 | CHEMIE IN UNSERER ZEIT (CHIUZ) |
| 218. | 2004 | CHEMIE-INGENIEUR-TECHNIK (CIT) |
| 219. | 2111 | CHEMISTRY - A EUROPEAN JOURNAL |
| 220. | 2136 | CHEMISTRY & BIODIVERSITY |
| 221. | 2106 | CHEMKON - CHEMIE KONKRET, FORUM FUER UNTERRICHT UND DIDAKTIK |
| 222. | CFS | CHILD & FAMILY SOCIAL WORK |
| 223. | CAR | CHILD ABUSE REVIEW |
| 224. | CAMH | CHILD AND ADOLESCENT MENTAL HEALTH |
| 225. | CDEV | CHILD DEVELOPMENT |
| 226. | CDEP | CHILD DEVELOPMENT PERSPECTIVES |
| 227. | CCH | CHILD: CARE, HEALTH AND DEVELOPMENT |
| 228. | CHSO | CHILDREN & SOCIETY |
| 229. | CWE | CHINA AND WORLD ECONOMY |
| 230. | 2434 | CHINESE JOURNAL OF CHEMISTRY |
| 231. | CHIR | CHIRALITY |
| 232. | CICO | CITY & COMMUNITY |

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| 233. | CISO | CITY & SOCIETY |
| 234. | CLA | CLADISTICS |
| 235. | 2047 | CLEAN - SOIL, AIR, WATER |
| 236. | CEA | CLINICAL & EXPERIMENTAL ALLERGY |
| 237. | CER | CLINICAL & EXPERIMENTAL ALLERGY REVIEWS |
| 238. | CED | CLINICAL & EXPERIMENTAL DERMATOLOGY |
| 239. | CEI | CLINICAL & EXPERIMENTAL IMMUNOLOGY |
| 240. | CEO | CLINICAL & EXPERIMENTAL OPHTHALMOLOGY |
| 241. | CA | CLINICAL ANATOMY |
| 242. | CXO | CLINICAL AND EXPERIMENTAL OPTOMETRY |
| 243. | CEP | CLINICAL AND EXPERIMENTAL PHARMACOLOGY AND PHYSIOLOGY |
| 244. | CEN | CLINICAL ENDOCRINOLOGY |
| 245. | CGE | CLINICAL GENETICS |
| 246. | CID | CLINICAL IMPLANT DENTISTRY AND RELATED RESEARCH |
| 247. | CLM | CLINICAL MICROBIOLOGY AND INFECTION |
| 248. | CLR | CLINICAL ORAL IMPLANTS RESEARCH |
| 249. | COA | CLINICAL OTOLARYNGOLOGY |
| 250. | CPF | CLINICAL PHYSIOLOGY AND FUNCTIONAL IMAGING |
| 251. | CP | CLINICAL PSYCHOLOGIST |
| 252. | CPP | CLINICAL PSYCHOLOGY AND PSYCHOTHERAPY (AN INTERNATIONAL JOURNAL OF THEORY & PRACTICE) |
| 253. | CPSP | CLINICAL PSYCHOLOGY: SCIENCE AND PRACTICE |
| 254. | CTR | CLINICAL TRANSPLANTATION |
| 255. | CNS | CNS: NEUROSCIENCE AND THERAPEUTICS |
| 256. | COGS | COGNITIVE SCIENCE - A MULTIDISCIPLINARY JOURNAL |
| 257. | CATL | COLLEGE ATHLETICS AND THE LAW |
| 258. | COL | COLOR RESEARCH & APPLICATION |
| 259. | COTE | COLORATION TECHNOLOGY |
| 260. | CODI | COLORECTAL DISEASE |
| 261. | vg | COMMUNICATION THEORY |
| 262. | CCCR | COMMUNICATION, CULTURE & CRITIQUE |
| 263. | CPA | COMMUNICATIONS ON PURE & APPLIED MATHEMATICS |
| 264. | CDOE | COMMUNITY DENTISTRY AND ORAL EPIDEMIOLOGY |
| 265. | CPLX | COMPLEXITY |
| 266. | CRF3 | COMPREHENSIVE REVIEWS IN FOOD SCIENCE AND FOOD SAFETY |
| 267. | COIN | COMPUTATIONAL INTELLIGENCE |
| 268. | CAV | COMPUTER ANIMATION AND VIRTUAL WORLDS (PREV: JNL OF VISUALISATION & COMPUTER ANIMATION) |
| 269. | CAE | COMPUTER APPLICATIONS IN ENGINEERING EDUCATION |
| 270. | CGF | COMPUTER GRAPHICS FORUM |
| 271. | MICE | COMPUTER-AIDED CIVIL AND INFRASTRUCTURE ENGINEERING |
| 272. | CMR | CONCEPTS IN MAGNETIC RESONANCE |
| 273. | CPE | CONCURRENCY AND COMPUTATION: PRACTICE & EXPERIENCE |
| 274. | CRQ | CONFLICT RESOLUTION QUARTERLY |
| 275. | CGA | CONGENITAL ANOMALIES |
| 276. | CBP | CONSERVATION |
| 277. | COBI | CONSERVATION BIOLOGY |
| 278. | CONS | CONSTELLATIONS: AN INTERNATIONAL JOURNAL OF CRITICAL AND DEMOCRATIC THEORY |

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| 279. | COD | CONTACT DERMATITIS |
| 280. | CARE | CONTEMPORARY ACCOUNTING RESEARCH |
| 281. | COEP | CONTEMPORARY ECONOMIC POLICY |
| 282. | CMMI | CONTRAST MEDIA & MOLECULAR IMAGING |
| 283. | 2222 | CONTRIBUTIONS TO PLASMA PHYSICS |
| 284. | CIRT | CONVERSATIONS IN RELIGION & THEOLOGY |
| 285. | CORG | CORPORATE GOVERNANCE |
| 286. | CSR | CORPORATE SOCIAL RESPONSIBILITY AND ENVIRONMENTAL MANAGEMENT |
| 287. | CAIM | CREATIVITY AND INNOVATION MANAGEMENT |
| 288. | CBM | CRIMINAL BEHAVIOUR AND MENTAL HEALTH |
| 289. | CRIM | CRIMINOLOGY |
| 290. | CAPP | CRIMINOLOGY AND PUBLIC POLICY |
| 291. | CRIQ | CRITICAL QUARTERLY |
| 292. | CROS | CROSSCURRENTS |
| 293. | 2223 | CRYSTAL RESEARCH AND TECHNOLOGY |
| 294. | CUAN | CULTURAL ANTHROPOLOGY |
| 295. | CUAG | CULTURE, AGRICULTURE, FOOD & ENVIRONMENT |
| 296. | CURA | CURATOR THE MUSEUM JOURNAL |
| 297. | CURI | CURRICULUM INQUIRY |
| 298. | CURT | CURTIS'S BOTANICAL MAGAZINE |
| 299. | CYTO | CYTOMETRY |
| 300. | CYT | CYTOPATHOLOGY |
| 301. | CM | CYTOSKELETON |
| 302. | DAP | DEAN & PROVOST |
| 303. | DECI | DECISION SCIENCES |
| 304. | DSJI | DECISION SCIENCES JOURNAL OF INNOVATIVE EDUCATION |
| 305. | EDT | DENTAL TRAUMATOLOGY |
| 306. | DA | DEPRESSION AND ANXIETY |
| 307. | DSU | DERMATOLOGIC SURGERY |
| 308. | DTH | DERMATOLOGIC THERAPY |
| 309. | DMJ | DESIGN MANAGEMENT JOURNAL |
| 310. | DREV | DESIGN MANAGEMENT REVIEW |
| 311. | DEWB | DEVELOPING WORLD BIOETHICS |
| 312. | DECH | DEVELOPMENT AND CHANGE |
| 313. | DGD | DEVELOPMENT GROWTH & DIFFERENTIATION |
| 314. | DPR | DEVELOPMENT POLICY REVIEW |
| 315. | DDRR | DEVELOPMENTAL DISABILITIES RESEARCH REVIEW |
| 316. | DVDY | DEVELOPMENTAL DYNAMICS |
| 317. | DMCN | DEVELOPMENTAL MEDICINE & CHILD NEUROLOGY |
| 318. | NEU | DEVELOPMENTAL NEUROBIOLOGY |
| 319. | DEV | DEVELOPMENTAL PSYCHOBIOLOGY |
| 320. | DESC | DEVELOPMENTAL SCIENCE |
| 321. | DOM | DIABETES OBESITY & METABOLISM |
| 322. | DMRR | DIABETES/METABOLISM: RESEARCH AND REVIEWS |
| 323. | DME | DIABETIC MEDICINE |
| 324. | DC | DIAGNOSTIC CYTOPATHOLOGY |
| 325. | DLTC | DIALECTICA |
| 326. | DIAL | DIALOG |
| 327. | 2095 | DIBT MITTEILUNGEN (FORMERLY-MITTEILUNGEN DEUT INST FUER |

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| | | BAUTECHNIK) |
| 328. | TGER | DIE UNTERRICHTSPRAXIS/TEACHING GERMAN |
| 329. | DOME | DIGEST OF MIDDLE EAST STUDIES |
| 330. | DEN | DIGESTIVE ENDOSCOPY |
| 331. | DIPH | DIPLOMATIC HISTORY |
| 332. | DHE | DISABILITY COMPLIANCE FOR HIGHER EDUCATION |
| 333. | DISA | DISASTERS |
| 334. | DOTE | DISEASES OF THE ESOPHAGUS |
| 335. | DDI | DIVERSITY AND DISTRIBUTIONS |
| 336. | DAR | DRUG AND ALCOHOL REVIEW |
| 337. | DDR | DRUG DEVELOPMENT RESEARCH |
| 338. | DYS | DYSLEXIA |
| 339. | EIP | EARLY INTERVENTION IN PSYCHIATRY |
| 340. | EMED | EARLY MEDIEVAL EUROPE |
| 341. | ESP | EARTH SURFACE PROCESSES AND LANDFORMS |
| 342. | EQE | EARTHQUAKE ENGINEERING AND STRUCTURAL DYNAMICS |
| 343. | ECHO | ECHOCARDIOGRAPHY |
| 344. | ECOG | ECOGRAPHY |
| 345. | EEN | ECOLOGICAL ENTOMOLOGY |
| 346. | EMR | ECOLOGICAL MANAGEMENT & RESTORATION |
| 347. | ELE | ECOLOGY LETTERS |
| 348. | EFF | ECOLOGY OF FRESHWATER FISH |
| 349. | ECAF | ECONOMIC AFFAIRS |
| 350. | ECGE | ECONOMIC GEOGRAPHY |
| 351. | EHR | ECONOMIC HISTORY REVIEW |
| 352. | ECIN | ECONOMIC INQUIRY |
| 353. | ECNO | ECONOMIC NOTES |
| 354. | ECOL | ECONOMIC OUTLOOK |
| 355. | ECPA | ECONOMIC PAPERS: A JOURNAL OF APPLIED ECONOMICS AND POLICY |
| 356. | ECOP | ECONOMIC POLICY |
| 357. | ECCA | ECONOMICA |
| 358. | ECPO | ECONOMICS & POLITICS |
| 359. | EMIP | EDUCATIONAL MEASUREMENT: ISSUES AND PRACTICE |
| 360. | EPAT | EDUCATIONAL PHILOSOPHY AND THEORY |
| 361. | EDTH | EDUCATIONAL THEORY |
| 362. | EEJ | ELECTRICAL ENGINEERING IN JAPAN |
| 363. | 2049 | ELECTROANALYSIS |
| 364. | ECJ | ELECTRONICS & COMMUNICATIONS IN JAPAN |
| 365. | 2027 | ELECTROPHORESIS |
| 366. | EMM | EMERGENCY MEDICINE AUSTRALASIA |
| 367. | ERT | EMPLOYMENT RELATIONS TODAY |
| 368. | ETP | ENDODONTIC TOPICS |
| 369. | 2129 | ENGINEERING IN LIFE SCIENCES (ELECTRONIC) |
| 370. | EIE | ENGLISH IN EDUCATION |
| 371. | ENLR | ENGLISH LITERARY RENAISSANCE |
| 372. | EMT | ENROLLMENT MANAGEMENT REPORT |
| 373. | EEA | ENTOMOLOGIA EXPERIMENTALIS ET APPLICATA |
| 374. | ENR | ENTOMOLOGICAL RESEARCH |
| 375. | ENS | ENTOMOLOGICAL SCIENCE |

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| 376. | ETAP | ENTREPRENEURSHIP THEORY AND PRACTICE |
| 377. | EM | ENVIRONMENTAL AND MOLECULAR MUTAGENESIS |
| 378. | EMI | ENVIRONMENTAL MICROBIOLOGY |
| 379. | EMI4 | ENVIRONMENTAL MICROBIOLOGY REPORTS |
| 380. | EET | ENVIRONMENTAL POLICY AND GOVERNANCE |
| 381. | EP | ENVIRONMENTAL PROGRESS & SUSTAINABLE ENERGY |
| 382. | TQEM | ENVIRONMENTAL QUALITY MANAGEMENT |
| 383. | TOX | ENVIRONMENTAL TOXICOLOGY |
| 384. | ETC | ENVIRONMENTAL TOXICOLOGY & CHEMISTRY |
| 385. | ENV | ENVIRONMETRICS |
| 386. | EPI | EPILEPSIA |
| 387. | EPP | EPPO BULLETIN |
| 388. | ETH | ETHOLOGY |
| 389. | ETHO | ETHOS |
| 390. | EUCH | EUROCHOICES |
| 391. | EDN | EUROPEAN DIABETES NURSING |
| 392. | ERV | EUROPEAN EATING DISORDERS REVIEW |
| 393. | EUFM | EUROPEAN FINANCIAL MANAGEMENT |
| 394. | ECC | EUROPEAN JOURNAL OF CANCER CARE |
| 395. | ECI | EUROPEAN JOURNAL OF CLINICAL INVESTIGATION |
| 396. | EJE | EUROPEAN JOURNAL OF DENTAL EDUCATION |
| 397. | EJED | EUROPEAN JOURNAL OF EDUCATION |
| 398. | EJH | EUROPEAN JOURNAL OF HAEMATOLOGY |
| 399. | 2040 | EUROPEAN JOURNAL OF IMMUNOLOGY |
| 400. | 2005 | EUROPEAN JOURNAL OF INORGANIC CHEMISTRY |
| 401. | 2114 | EUROPEAN JOURNAL OF LIPID SCIENCE AND TECHNOLOGY |
| 402. | ENE | EUROPEAN JOURNAL OF NEUROLOGY |
| 403. | EJN | EUROPEAN JOURNAL OF NEUROSCIENCE |
| 404. | EOS | EUROPEAN JOURNAL OF ORAL SCIENCES |
| 405. | 2046 | EUROPEAN JOURNAL OF ORGANIC CHEMISTRY |
| 406. | PER | EUROPEAN JOURNAL OF PERSONALITY |
| 407. | EJOP | EUROPEAN JOURNAL OF PHILOSOPHY |
| 408. | EJPR | EUROPEAN JOURNAL OF POLITICAL RESEARCH |
| 409. | EJSP | EUROPEAN JOURNAL OF SOCIAL PSYCHOLOGY |
| 410. | EJSS | EUROPEAN JOURNAL OF SOIL SCIENCE |
| 411. | EULJ | EUROPEAN LAW JOURNAL |
| 412. | EMRE | EUROPEAN MANAGEMENT REVIEW |
| 413. | ETEP | EUROPEAN TRANSACTIONS ON ELECTRICAL POWER |
| 414. | ETT | EUROPEAN TRANSACTIONS ON TELECOMMUNICATIONS |
| 415. | EVO | EVOLUTION |
| 416. | EDE | EVOLUTION AND DEVELOPMENT |
| 417. | EVAN | EVOLUTIONARY ANTHROPOLOGY |
| 418. | EXD | EXPERIMENTAL DERMATOLOGY |
| 419. | EPH | EXPERIMENTAL PHYSIOLOGY |
| 420. | EXT | EXPERIMENTAL TECHNIQUES |
| 421. | EXSY | EXPERT SYSTEMS |
| 422. | FCSR | FAMILY & CONSUMER SCIENCES RESEARCH JOURNAL |
| 423. | FCRE | FAMILY COURT REVIEW |
| 424. | FAMP | FAMILY PROCESS |

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| 425. | FARE | FAMILY RELATIONS |
| 426. | FFE | FATIGUE & FRACTURE OF ENGINEERING MATERIALS AND STRUCTURES |
| 427. | FEBS | FEBS JOURNAL |
| 428. | 2243 | FEDDES REPERTORIUM |
| 429. | FIM | FEMS IMMUNOLOGY & MEDICAL MICROBIOLOGY |
| 430. | FEM | FEMS MICROBIOLOGY ECOLOGY |
| 431. | FML | FEMS MICROBIOLOGY LETTERS |
| 432. | FMR | FEMS MICROBIOLOGY REVIEWS |
| 433. | FYR | FEMS YEAST RESEARCH |
| 434. | FAAM | FINANCIAL ACCOUNTABILITY & MANAGEMENT |
| 435. | FIMA | FINANCIAL MANAGEMENT |
| 436. | FMII | FINANCIAL MARKETS, INSTITUTIONS & INSTRUMENTS |
| 437. | FIRE | FINANCIAL REVIEW |
| 438. | FAM | FIRE AND MATERIALS |
| 439. | FISC | FISCAL STUDIES |
| 440. | FAF | FISH AND FISHERIES |
| 441. | FME | FISHERIES MANAGEMENT & ECOLOGY |
| 442. | FOG | FISHERIES OCEANOGRAPHY |
| 443. | FFJ | FLAVOUR AND FRAGRANCE JOURNAL |
| 444. | FCT | FOCUS ON ALTERNATIVE AND COMPLEMENTARY THERAPIES AN EVIDENCE-BASED APPROACH |
| 445. | FOGE | FOCUS ON GEOGRAPHY |
| 446. | FLAN | FOREIGN LANGUAGE ANNALS |
| 447. | FPA | FOREIGN POLICY ANALYSIS |
| 448. | EFP | FOREST PATHOLOGY |
| 449. | 2057 | FORSCHUNG |
| 450. | 2244 | FORTSCHRITTE DER PHYSIK/PROGRESS OF PHYSICS |
| 451. | 2254 | FOSSIL RECORD-MITTEILUNGEN AUS DEM MUSEUM FUER NATURKUNDE |
| 452. | FWB | FRESHWATER BIOLOGY |
| 453. | 2293 | FUEL CELLS |
| 454. | FEC | FUNCTIONAL ECOLOGY |
| 455. | FCP | FUNDAMENTAL & CLINICAL PHARMACOLOGY |
| 456. | FPS | FUTURE PRESCRIBER |
| 457. | 2250 | GAMM - MITTEILUNGEN |
| 458. | GCBB | GCB BIOENERGY |
| 459. | GEND | GENDER & HISTORY |
| 460. | GWAO | GENDER, WORK & ORGANISATION |
| 461. | GENA | GENERAL ANTHROPOLOGY BULLETIN OF THE GENERAL ANTHROPOLOGY DIVISION |
| 462. | GTC | GENES TO CELLS |
| 463. | GBB | GENES, BRAIN AND BEHAVIOR |
| 464. | GCC | GENES, CHROMOSOMES AND CANCER |
| 465. | DVG | GENESIS: THE JOURNAL OF GENETICS AND DEVELOPMENT |
| 466. | GEPI | GENETIC EPIDEMIOLOGY |
| 467. | GEA | GEOARCHAEOLOGY: AN INTERNATIONAL JOURNAL |
| 468. | GBI | GEOBIOLOGY |
| 469. | GFL | GEOFLUIDS (ELECTRONIC) |
| 470. | GEOA | GEOGRAFISKA ANNALER SERIES A: PHYSICAL GEOGRAPHY |
| 471. | GEOB | GEOGRAFISKA ANNALER SERIES B: HUMAN GEOGRAPHY |

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| 472. | GEAN | GEOGRAPHICAL ANALYSIS |
| 473. | GEOR | GEOGRAPHICAL RESEARCH |
| 474. | GERE | GEOGRAPHICAL REVIEW |
| 475. | GJ | GEOLOGICAL JOURNAL |
| 476. | GTO | GEOLOGY TODAY |
| 477. | 2478 | GEOMECHANICS AND TUNNELLING |
| 478. | GJI | GEOPHYSICAL JOURNAL INTERNATIONAL |
| 479. | GPR | GEOPHYSICAL PROSPECTING |
| 480. | GGR | GEOSTANDARDS & GEOANALYTICAL RESEARCH |
| 481. | GGI | GERIATRICS & GERONTOLOGY INTERNATIONAL |
| 482. | GEER | GERMAN ECONOMIC REVIEW |
| 483. | GLAL | GERMAN LIFE AND LETTERS |
| 484. | 2058 | GERMAN RESEARCH |
| 485. | GER | GERODONTOLOGY |
| 486. | GLIA | GLIA |
| 487. | JOE | GLOBAL BUSINESS AND ORGANIZATIONAL EXCELLENCE |
| 488. | GCB | GLOBAL CHANGE BIOLOGY |
| 489. | GEB | GLOBAL ECOLOGY |
| 490. | GLOB | GLOBAL NETWORKS |
| 491. | GOVE | GOVERNANCE |
| 492. | GOOP | GOVERNMENT AND OPPOSITION |
| 493. | GFS | GRASS & FORAGE SCIENCE |
| 494. | GRS | GRASSLAND SCIENCE |
| 495. | GWAT | GROUND WATER |
| 496. | GWMR | GROUND WATER MONITORING & REMEDIATION |
| 497. | GROW | GROWTH AND CHANGE |
| 498. | HAE | HAEMOPHILIA |
| 499. | HED | HEAD & NECK: JOURNAL FOR THE SCIENCES & SPECIALTIES OF THE HEAD AND NECK |
| 500. | HEAD | HEADACHE |
| 501. | HSC | HEALTH & SOCIAL CARE IN THE COMMUNITY |
| 502. | HEC | HEALTH ECONOMICS |
| 503. | HEX | HEALTH EXPECTATIONS |
| 504. | HIR | HEALTH INFORMATION & LIBRARIES JOURNAL |
| 505. | HESR | HEALTH SERVICES RESEARCH |
| 506. | HTJ | HEAT TRANSFER - ASIAN RESEARCH (FORMERLY HEAT TRANSFER-JAPANESE RESEARCH) |
| 507. | HEL | HELICOBACTER |
| 508. | 2217 | HELVETICA CHIMICA ACTA |
| 509. | HON | HEMATOLOGICAL ONCOLOGY |
| 510. | HDI | HEMODIALYSIS INTERNATIONAL |
| 511. | HEP | HEPATOLOGY |
| 512. | HEPR | HEPATOLOGY RESEARCH |
| 513. | HC | HETEROATOM CHEMISTRY |
| 514. | HEA | HIGHER EDUCATION ABSTRACTS |
| 515. | HEQU | HIGHER EDUCATION QUARTERLY |
| 516. | HIPO | HIPPOCAMPUS |
| 517. | HIS | HISTOPATHOLOGY |
| 518. | HISR | HISTORICAL RESEARCH |

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| 519. | HIST | HISTORY |
| 520. | HITH | HISTORY AND THEORY |
| 521. | HIC3 | HISTORY COMPASS (ELECTRONIC) |
| 522. | HOEQ | HISTORY OF EDUCATION QUARTERLY |
| 523. | HIV | HIV MEDICINE |
| 524. | HPB | HPB |
| 525. | HBM | HUMAN BRAIN MAPPING |
| 526. | HCRE | HUMAN COMMUNICATION RESEARCH |
| 527. | HFM | HUMAN FACTORS AND ERGONOMICS IN MANUFACTURING & SERVICE INDUSTRIES |
| 528. | HUMU | HUMAN MUTATION |
| 529. | HUP | HUMAN PSYCHOPHARMACOLOGY: CLINICAL AND EXPERIMENTAL |
| 530. | HRDQ | HUMAN RESOURCE DEVELOPMENT QUARTERLY |
| 531. | HRM | HUMAN RESOURCE MANAGEMENT |
| 532. | HRMJ | HUMAN RESOURCE MANAGEMENT JOURNAL |
| 533. | HYP | HYDROLOGICAL PROCESSES |
| 534. | HYPA | HYPATIA |
| 535. | IBI | IBIS |
| 536. | TEE | IEEJ TRANSACTIONS ON ELECTRICAL AND ELECTRONIC ENGINEERING |
| 537. | IMR | IMMUNOLOGICAL REVIEWS |
| 538. | IMM | IMMUNOLOGY |
| 539. | INA | INDOOR AIR |
| 540. | IREL | INDUSTRIAL RELATIONS |
| 541. | IRJ | INDUSTRIAL RELATIONS JOURNAL |
| 542. | INFA | INFANCY |
| 543. | ICD | INFANT AND CHILD DEVELOPMENT |
| 544. | IMHJ | INFANT MENTAL HEALTH JOURNAL |
| 545. | ISJ | INFORMATION SYSTEMS JOURNAL |
| 546. | IMB | INSECT MOLECULAR BIOLOGY |
| 547. | INS | INSECT SCIENCE |
| 548. | IEAM | INTEGRATED ENVIRONMENTAL ASSESSMENT AND MANAGEMENT |
| 549. | INZ2 | INTEGRATIVE ZOOLOGY (ELECTRONIC) |
| 550. | ISAF | INTELLIGENT SYSTEMS IN ACCOUNTING, FINANCE & MANAGEMENT |
| 551. | IMJ | INTERNAL MEDICINE JOURNAL |
| 552. | INTA | INTERNATIONAL AFFAIRS |
| 553. | IERE | INTERNATIONAL ECONOMIC REVIEW |
| 554. | IEJ | INTERNATIONAL ENDODONTIC JOURNAL |
| 555. | INFI | INTERNATIONAL FINANCE |
| 556. | IIR | INTERNATIONAL INSOLVENCY REVIEW |
| 557. | NAG | INTERNATIONAL JOURNAL FOR NUMERICAL AND ANALYTICAL METHODS IN GEOMECHANICS |
| 558. | CNM | INTERNATIONAL JOURNAL FOR NUMERICAL METHODS IN BIOMEDICAL ENGINEERING |
| 559. | NME | INTERNATIONAL JOURNAL FOR NUMERICAL METHODS IN ENGINEERING |
| 560. | FLD | INTERNATIONAL JOURNAL FOR NUMERICAL METHODS IN FLUIDS |
| 561. | ACS | INTERNATIONAL JOURNAL OF ADAPTIVE CONTROL AND SIGNAL PROCESSING |
| 562. | IJAN | INTERNATIONAL JOURNAL OF ANDROLOGY |
| 563. | IJAC | INTERNATIONAL JOURNAL OF APPLIED CERAMIC TECHNOLOGY |
| 564. | IJAG | INTERNATIONAL JOURNAL OF APPLIED GLASS SCIENCE |

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| 565. | IJAL | INTERNATIONAL JOURNAL OF APPLIED LINGUISTICS |
| 566. | APS | INTERNATIONAL JOURNAL OF APPLIED PSYCHOANALYTIC STUDIES |
| 567. | JADE | INTERNATIONAL JOURNAL OF ART & DESIGN EDUCATION |
| 568. | IJAU | INTERNATIONAL JOURNAL OF AUDITING |
| 569. | IJC | INTERNATIONAL JOURNAL OF CANCER |
| 570. | KIN | INTERNATIONAL JOURNAL OF CHEMICAL KINETICS |
| 571. | CTA | INTERNATIONAL JOURNAL OF CIRCUIT THEORY AND APPLICATIONS |
| 572. | JOC | INTERNATIONAL JOURNAL OF CLIMATOLOGY |
| 573. | IJCP | INTERNATIONAL JOURNAL OF CLINICAL PRACTICE |
| 574. | DAC | INTERNATIONAL JOURNAL OF COMMUNICATION SYSTEMS |
| 575. | IJCS | INTERNATIONAL JOURNAL OF CONSUMER STUDIES |
| 576. | ICS | INTERNATIONAL JOURNAL OF COSMETIC SCIENCE |
| 577. | IDT | INTERNATIONAL JOURNAL OF DAIRY TECHNOLOGY |
| 578. | IDH | INTERNATIONAL JOURNAL OF DENTAL HYGIENE |
| 579. | IJD | INTERNATIONAL JOURNAL OF DERMATOLOGY |
| 580. | EAT | INTERNATIONAL JOURNAL OF EATING DISORDERS |
| 581. | ER | INTERNATIONAL JOURNAL OF ENERGY RESEARCH |
| 582. | JBR | INTERNATIONAL JOURNAL OF EVIDENCE BASED HEALTHCARE |
| 583. | IEP | INTERNATIONAL JOURNAL OF EXPERIMENTAL PATHOLOGY |
| 584. | IJFE | INTERNATIONAL JOURNAL OF FINANCE & ECONOMICS |
| 585. | IJFS | INTERNATIONAL JOURNAL OF FOOD SCIENCE & TECHNOLOGY |
| 586. | GPS | INTERNATIONAL JOURNAL OF GERIATRIC PSYCHIATRY |
| 587. | HPM | INTERNATIONAL JOURNAL OF HEALTH PLANNING AND MANAGEMENT |
| 588. | IMA | INTERNATIONAL JOURNAL OF IMAGING SYSTEMS AND TECHNOLOGY |
| 589. | IJI | INTERNATIONAL JOURNAL OF IMMUNOGENETICS |
| 590. | INT | INTERNATIONAL JOURNAL OF INTELLIGENT SYSTEMS |
| 591. | IJJS | INTERNATIONAL JOURNAL OF JAPANESE SOCIOLOGY |
| 592. | IJLH | INTERNATIONAL JOURNAL OF LABORATORY HEMATOLOGY |
| 593. | IJMR | INTERNATIONAL JOURNAL OF MANAGEMENT REVIEWS |
| 594. | INM | INTERNATIONAL JOURNAL OF MENTAL HEALTH NURSING |
| 595. | MPR | INTERNATIONAL JOURNAL OF METHODS IN PSYCHIATRIC RESEARCH |
| 596. | IJNA | INTERNATIONAL JOURNAL OF NAUTICAL ARCHAEOLOGY |
| 597. | NEM | INTERNATIONAL JOURNAL OF NETWORK MANAGEMENT |
| 598. | NVSM | INTERNATIONAL JOURNAL OF NONPROFIT & VOLUNTARY SECTOR MARKETING |
| 599. | JNM | INTERNATIONAL JOURNAL OF NUMERICAL MODELLING: ELECTRONIC NETWORKS, DEVICES AND FIELDS |
| 600. | IJN | INTERNATIONAL JOURNAL OF NURSING PRACTICE |
| 601. | IJNT | INTERNATIONAL JOURNAL OF NURSING TERMINOLOGIES AND CLASSIFICATION |
| 602. | OA | INTERNATIONAL JOURNAL OF OSTEOARCHAEOLOGY |
| 603. | IPD | INTERNATIONAL JOURNAL OF PAEDIATRIC DENTISTRY |
| 604. | IJPP | INTERNATIONAL JOURNAL OF PHARMACY PRACTICE |
| 605. | QUA | INTERNATIONAL JOURNAL OF QUANTUM CHEMISTRY |
| 606. | MMCE | INTERNATIONAL JOURNAL OF RF AND MICROWAVE COMPUTER-AIDED ENGINEERING |
| 607. | APL | INTERNATIONAL JOURNAL OF RHEUMATIC DISEASES |
| 608. | RNC | INTERNATIONAL JOURNAL OF ROBUST AND NONLINEAR CONTROL |
| 609. | SAT | INTERNATIONAL JOURNAL OF SATELLITE COMMUNICATIONS AND NETWORKING |

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| 610. | IJSA | INTERNATIONAL JOURNAL OF SELECTION AND ASSESSMENT |
| 611. | IJSW | INTERNATIONAL JOURNAL OF SOCIAL WELFARE |
| 612. | IJS | INTERNATIONAL JOURNAL OF STROKE |
| 613. | IJST | INTERNATIONAL JOURNAL OF SYSTEMATIC THEOLOGY |
| 614. | JTR | INTERNATIONAL JOURNAL OF TOURISM RESEARCH |
| 615. | IJTD | INTERNATIONAL JOURNAL OF TRAINING AND DEVELOPMENT |
| 616. | IJUR | INTERNATIONAL JOURNAL OF URBAN AND REGIONAL RESEARCH |
| 617. | IJU | INTERNATIONAL JOURNAL OF UROLOGY |
| 618. | ILR | INTERNATIONAL LABOUR REVIEW |
| 619. | IMIG | INTERNATIONAL MIGRATION |
| 620. | IMRE | INTERNATIONAL MIGRATION REVIEW |
| 621. | INR | INTERNATIONAL NURSING REVIEW |
| 622. | IPS | INTERNATIONAL POLITICAL SOCIOLOGY |
| 623. | IRFI | INTERNATIONAL REVIEW OF FINANCE |
| 624. | 2246 | INTERNATIONAL REVIEW OF HYDROBIOLOGY |
| 625. | IROM | INTERNATIONAL REVIEW OF MISSION |
| 626. | ISSJ | INTERNATIONAL SOCIAL SCIENCE JOURNAL |
| 627. | ISSR | INTERNATIONAL SOCIAL SECURITY REVIEW |
| 628. | INSR | INTERNATIONAL STATISTICAL REVIEW |
| 629. | INSP | INTERNATIONAL STUDIES PERSPECTIVES |
| 630. | ISQU | INTERNATIONAL STUDIES QUARTERLY |
| 631. | MISR | INTERNATIONAL STUDIES REVIEW |
| 632. | ITOR | INTERNATIONAL TRANSACTIONS IN OPERATIONAL RESEARCH |
| 633. | IWJ | INTERNATIONAL WOUND JOURNAL |
| 634. | IZY | INTERNATIONAL ZOO YEARBOOK |
| 635. | ISSG | INTERNATIONALE REVUE FUR SOZIALE SICHERHEIT |
| 636. | IVB | INVERTEBRATE BIOLOGY |
| 637. | IRD | IRRIGATION AND DRAINAGE |
| 638. | VOXS | ISBT SCIENCE SERIES: THE INTERNATIONAL JOURNAL OF INTRACELLULAR TRANSPORT |
| 639. | IAR | ISLAND ARC |
| 640. | JJNS | JAPAN JOURNAL OF NURSING SCIENCE |
| 641. | JPR | JAPANESE PSYCHOLOGICAL RESEARCH |
| 642. | JCMS | JCMS: JOURNAL OF COMMON MARKET STUDIES |
| 643. | DDG | JOURNAL DER DEUTSCHEN DERMATOLOGISCHEN GESELLSCHAFT |
| 644. | JECS | JOURNAL FOR EIGHTEENTH-CENTURY STUDIES |
| 645. | JHQ | JOURNAL FOR HEALTHCARE QUALITY |
| 646. | JSPN | JOURNAL FOR SPECIALISTS IN PEDIATRIC NURSING |
| 647. | JSSR | JOURNAL FOR THE SCIENTIFIC STUDY OF RELIGION |
| 648. | JTSB | JOURNAL FOR THE THEORY OF SOCIAL BEHAVIOUR |
| 649. | JAN | JOURNAL OF ADVANCED NURSING |
| 650. | JAAC | JOURNAL OF AESTHETICS AND ART CRITICISM |
| 651. | JOAC | JOURNAL OF AGRARIAN CHANGE |
| 652. | JAGE | JOURNAL OF AGRICULTURAL ECONOMICS |
| 653. | JAC | JOURNAL OF AGRONOMY AND CROP SCIENCE |
| 654. | JGS | JOURNAL OF AMERICAN GERIATRICS SOCIETY |
| 655. | JOA | JOURNAL OF ANATOMY |
| 656. | JBG | JOURNAL OF ANIMAL BREEDING AND GENETICS |
| 657. | JANE | JOURNAL OF ANIMAL ECOLOGY |

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| 658. | JPN | JOURNAL OF ANIMAL PHYSIOLOGY AND NUTRITION |
| 659. | JABR | JOURNAL OF APPLIED BIOBEHAVIORAL RESEARCH |
| 660. | JCR | JOURNAL OF APPLIED CRYSTALLOGRAPHY |
| 661. | JPE | JOURNAL OF APPLIED ECOLOGY |
| 662. | JAE | JOURNAL OF APPLIED ECONOMETRICS |
| 663. | JEN | JOURNAL OF APPLIED ENTOMOLOGY |
| 664. | JAI | JOURNAL OF APPLIED ICHTHYOLOGY |
| 665. | JAM | JOURNAL OF APPLIED MICROBIOLOGY |
| 666. | JAPP | JOURNAL OF APPLIED PHILOSOPHY |
| 667. | APP | JOURNAL OF APPLIED POLYMER SCIENCE |
| 668. | JAR | JOURNAL OF APPLIED RESEARCH IN INTELLECTUAL DISABILITIES |
| 669. | JASP | JOURNAL OF APPLIED SOCIAL PSYCHOLOGY |
| 670. | JAT | JOURNAL OF APPLIED TOXICOLOGY |
| 671. | JOAE | JOURNAL OF ARCHITECTURAL EDUCATION |
| 672. | JAV | JOURNAL OF AVIAN BIOLOGY |
| 673. | 2248 | JOURNAL OF BASIC MICROBIOLOGY |
| 674. | BDM | JOURNAL OF BEHAVIORAL DECISION MAKING |
| 675. | JBT | JOURNAL OF BIOCHEMICAL AND MOLECULAR TOXICOLOGY |
| 676. | JB | JOURNAL OF BIOGEOGRAPHY |
| 677. | JBM | JOURNAL OF BIOMEDICAL MATERIALS RESEARCH |
| 678. | JBFA | JOURNAL OF BUSINESS FINANCE & ACCOUNTING |
| 679. | JOCS | JOURNAL OF CARDIAC SURGERY |
| 680. | JCE | JOURNAL OF CARDIOVASCULAR ELECTROPHYSIOLOGY |
| 681. | JCB | JOURNAL OF CELLULAR BIOCHEMISTRY |
| 682. | JCP | JOURNAL OF CELLULAR PHYSIOLOGY |
| 683. | JCTB | JOURNAL OF CHEMICAL TECHNOLOGY & BIOTECHNOLOGY |
| 684. | CEM | JOURNAL OF CHEMOMETRICS |
| 685. | JCAP | JOURNAL OF CHILD AND ADOLESCENT PSYCHIATRIC NURSING |
| 686. | JOCP | JOURNAL OF CHINESE PHILOSOPHY |
| 687. | JCA | JOURNAL OF CLINICAL APHERESIS |
| 688. | JCLA | JOURNAL OF CLINICAL LABORATORY ANALYSIS |
| 689. | JOCN | JOURNAL OF CLINICAL NURSING |
| 690. | JCPE | JOURNAL OF CLINICAL PERIODONTOLOGY |
| 691. | JCPT | JOURNAL OF CLINICAL PHARMACY & THERAPEUTICS |
| 692. | JCLP | JOURNAL OF CLINICAL PSYCHOLOGY |
| 693. | JCU | JOURNAL OF CLINICAL ULTRASOUND |
| 694. | JCOM | JOURNAL OF COMMUNICATION |
| 695. | CASP | JOURNAL OF COMMUNITY & APPLIED SOCIAL PSYCHOLOGY |
| 696. | JCOP | JOURNAL OF COMMUNITY PSYCHOLOGY |
| 697. | JCC | JOURNAL OF COMPUTATIONAL CHEMISTRY |
| 698. | JCAL | JOURNAL OF COMPUTER ASSISTED LEARNING |
| 699. | JCC4 | JOURNAL OF COMPUTER-MEDIATED COMMUNICATION |
| 700. | JOCA | JOURNAL OF CONSUMER AFFAIRS |
| 701. | CB | JOURNAL OF CONSUMER BEHAVIOUR |
| 702. | JCCM | JOURNAL OF CONTINGENCIES AND CRISIS MANAGEMENT |
| 703. | JCAF | JOURNAL OF CORPORATE ACCOUNTING & FINANCE |
| 704. | JOCD | JOURNAL OF COSMETIC DERMATOLOGY |
| 705. | CUP | JOURNAL OF CUTANEOUS PATHOLOGY |
| 706. | CDD | JOURNAL OF DIGESTIVE DISEASES |

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| 707. | JEC | JOURNAL OF ECOLOGY |
| 708. | JOES | JOURNAL OF ECONOMIC SURVEYS |
| 709. | JEMS | JOURNAL OF ECONOMICS & MANAGEMENT STRATEGY |
| 710. | JEDM | JOURNAL OF EDUCATIONAL MEASUREMENT |
| 711. | JELS | JOURNAL OF EMPIRICAL LEGAL STUDIES |
| 712. | JERD | JOURNAL OF ESTHETIC AND RESTORATIVE DENTISTRY |
| 713. | JEP | JOURNAL OF EVALUATION IN CLINICAL PRACTICE |
| 714. | JEB | JOURNAL OF EVOLUTIONARY BIOLOGY |
| 715. | JFTR | JOURNAL OF FAMILY THEORY & REVIEW |
| 716. | JOFT | JOURNAL OF FAMILY THERAPY |
| 717. | JOFO | JOURNAL OF FIELD ORNITHOLOGY |
| 718. | ROB | JOURNAL OF FIELD ROBOTICS (FORMERLY JOURNAL OF ROBOTIC SYSTEMS) |
| 719. | JFB | JOURNAL OF FISH BIOLOGY |
| 720. | JFD | JOURNAL OF FISH DISEASES |
| 721. | JFBC | JOURNAL OF FOOD BIOCHEMISTRY |
| 722. | JFPE | JOURNAL OF FOOD PROCESS ENGINEERING |
| 723. | JFPP | JOURNAL OF FOOD PROCESSING AND PRESERVATION |
| 724. | JFQ | JOURNAL OF FOOD QUALITY |
| 725. | JFS | JOURNAL OF FOOD SAFETY |
| 726. | JFDS | JOURNAL OF FOOD SCIENCE |
| 727. | JFS3 | JOURNAL OF FOOD SCIENCE EDUCATION |
| 728. | FOR | JOURNAL OF FORECASTING |
| 729. | JFN | JOURNAL OF FORENSIC NURSING |
| 730. | JFO | JOURNAL OF FORENSIC SCIENCES |
| 731. | JGH | JOURNAL OF GASTROENTEROLOGY AND HEPATOLOGY |
| 732. | JGT | JOURNAL OF GRAPH THEORY |
| 733. | JOHS | JOURNAL OF HISTORICAL SOCIOLOGY |
| 734. | JHN | JOURNAL OF HUMAN NUTRITION & DIETETICS |
| 735. | JIEC | JOURNAL OF INDUSTRIAL ECOLOGY |
| 736. | JIPB | JOURNAL OF INTEGRATIVE PLANT BIOLOGY |
| 737. | JIR | JOURNAL OF INTELLECTUAL DISABILITY RESEARCH |
| 738. | JOID | JOURNAL OF INTERIOR DESIGN |
| 739. | JOIM | JOURNAL OF INTERNAL MEDICINE |
| 740. | JID | JOURNAL OF INTERNATIONAL DEVELOPMENT |
| 741. | JIFM | JOURNAL OF INTERNATIONAL FINANCIAL MANAGEMENT & ACCOUNTING |
| 742. | JOIC | JOURNAL OF INTERVENTIONAL CARDIOLOGY |
| 743. | JIP | JOURNAL OF INVESTIGATIVE PSYCHOLOGY AND OFFENDER PROFILING |
| 744. | JLC | JOURNAL OF LABELLED COMPOUNDS AND RADIOPHARMACEUTICALS |
| 745. | JLCA | JOURNAL OF LATIN AMERICAN & CARIBBEAN ANTHROPOLOGY |
| 746. | JOLS | JOURNAL OF LAW AND SOCIETY |
| 747. | JLS | JOURNAL OF LEADERSHIP STUDIES |
| 748. | JLSE | JOURNAL OF LEGAL STUDIES EDUCATION |
| 749. | JOLA | JOURNAL OF LINGUISTIC ANTHROPOLOGY |
| 750. | JMRI | JOURNAL OF MAGNETIC RESONANCE IMAGING |
| 751. | JOMS | JOURNAL OF MANAGEMENT STUDIES |
| 752. | JMFT | JOURNAL OF MARITAL AND FAMILY THERAPY |
| 753. | JOMF | JOURNAL OF MARRIAGE AND FAMILY |
| 754. | JMS | JOURNAL OF MASS SPECTROMETRY (INCORP BIOLOGICAL MASS SPECTROMETRY) |

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| 755. | ARA | JOURNAL OF MEDICAL IMAGING AND RADIATION ONCOLOGY |
| 756. | JMP | JOURNAL OF MEDICAL PRIMATOLOGY |
| 757. | JMV | JOURNAL OF MEDICAL VIROLOGY |
| 758. | JMG | JOURNAL OF METAMORPHIC GEOLOGY |
| 759. | JMI | JOURNAL OF MICROSCOPY |
| 760. | JMWH | JOURNAL OF MIDWIFERY AND WOMEN'S HEALTH |
| 761. | JMR | JOURNAL OF MOLECULAR RECOGNITION |
| 762. | JMCB | JOURNAL OF MONEY, CREDIT AND BANKING |
| 763. | JMOR | JOURNAL OF MORPHOLOGY |
| 764. | MCDA | JOURNAL OF MULTI CRITERIA DECISION ANALYSIS |
| 765. | JNC | JOURNAL OF NEUROCHEMISTRY |
| 766. | JNE | JOURNAL OF NEUROENDOCRINOLOGY |
| 767. | JON | JOURNAL OF NEUROIMAGING |
| 768. | JNP | JOURNAL OF NEUROPSYCHOLOGY |
| 769. | JNR | JOURNAL OF NEUROSCIENCE RESEARCH |
| 770. | JONM | JOURNAL OF NURSING MANAGEMENT |
| 771. | JNU | JOURNAL OF NURSING SCHOLARSHIP |
| 772. | JOGN | JOURNAL OF OBSTETRIC, GYNECOLOGIC & NEONATAL NURSING |
| 773. | JOG | JOURNAL OF OBSTETRICS AND GYNAECOLOGY RESEARCH (ELECTRONIC) |
| 774. | JOOP | JOURNAL OF OCCUPATIONAL AND ORGANIZATIONAL PSYCHOLOGY |
| 775. | JOP | JOURNAL OF ORAL PATHOLOGY & MEDICINE |
| 776. | JOOR | JOURNAL OF ORAL REHABILITATION |
| 777. | JOB | JOURNAL OF ORGANIZATIONAL BEHAVIOR |
| 778. | JOR | JOURNAL OF ORTHOPAEDIC RESEARCH |
| 779. | JPC | JOURNAL OF PAEDIATRICS AND CHILD HEALTH |
| 780. | PSC | JOURNAL OF PEPTIDE SCIENCE |
| 781. | JRE | JOURNAL OF PERIODONTAL RESEARCH |
| 782. | JOPY | JOURNAL OF PERSONALITY |
| 783. | JPG | JOURNAL OF PETROLEUM GEOLOGY |
| 784. | JPS | JOURNAL OF PHARMACEUTICAL SCIENCES |
| 785. | JPHP | JOURNAL OF PHARMACY AND PHARMACOLOGY: AN INTERNATIONAL JOURNAL OF PHARMACEUTICAL SCIENCE |
| 786. | JOPE | JOURNAL OF PHILOSOPHY OF EDUCATION |
| 787. | JPY | JOURNAL OF PHYCOLOGY |
| 788. | POC | JOURNAL OF PHYSICAL ORGANIC CHEMISTRY |
| 789. | JPH | JOURNAL OF PHYTOPATHOLOGY |
| 790. | JPI | JOURNAL OF PINEAL RESEARCH |
| 791. | 2045 | JOURNAL OF PLANT NUTRITION AND SOIL SCIENCE |
| 792. | PAM | JOURNAL OF POLICY ANALYSIS AND MANAGEMENT |
| 793. | JPPI | JOURNAL OF POLICY AND PRACTICE IN INTELLECTUAL DISABILITIES |
| 794. | POL | JOURNAL OF POLYMER SCIENCE (IN TWO SECTIONS) |
| 795. | JPMS | JOURNAL OF POPULAR MUSIC STUDIES |
| 796. | JOPR | JOURNAL OF PROSTHODONTICS |
| 797. | JPM | JOURNAL OF PSYCHIATRIC & MENTAL HEALTH NURSING |
| 798. | PA | JOURNAL OF PUBLIC AFFAIRS |
| 799. | JPET | JOURNAL OF PUBLIC ECONOMIC THEORY |
| 800. | JPHD | JOURNAL OF PUBLIC HEALTH DENTISTRY |
| 801. | JQS | JOURNAL OF QUATERNARY SCIENCE |
| 802. | JRS | JOURNAL OF RAMAN SPECTROSCOPY |

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| 803. | JORS | JOURNAL OF REGIONAL SCIENCE |
| 804. | JORE | JOURNAL OF RELIGIOUS ETHICS |
| 805. | JORH | JOURNAL OF RELIGIOUS HISTORY |
| 806. | JRIR | JOURNAL OF RESEARCH IN READING |
| 807. | TEA | JOURNAL OF RESEARCH IN SCIENCE TEACHING |
| 808. | JRS3 | JOURNAL OF RESEARCH IN SPECIAL EDUCATIONAL NEEDS |
| 809. | JORA | JOURNAL OF RESEARCH ON ADOLESCENCE |
| 810. | JORI | JOURNAL OF RISK AND INSURANCE |
| 811. | JOSH | JOURNAL OF SCHOOL HEALTH |
| 812. | JOSS | JOURNAL OF SENSORY STUDIES |
| 813. | 2259 | JOURNAL OF SEPARATION SCIENCE, JSS |
| 814. | JSR | JOURNAL OF SLEEP RESEARCH |
| 815. | JSAP | JOURNAL OF SMALL ANIMAL PRACTICE |
| 816. | JSBM | JOURNAL OF SMALL BUSINESS MANAGEMENT |
| 817. | JOSI | JOURNAL OF SOCIAL ISSUES |
| 818. | JOSP | JOURNAL OF SOCIAL PHILOSOPHY |
| 819. | JOSL | JOURNAL OF SOCIOLINGUISTICS |
| 820. | SMR | JOURNAL OF SOFTWARE MAINTENANCE AND EVOLUTION: RESEARCH AND PRACTICE |
| 821. | JSCM | JOURNAL OF SUPPLY CHAIN MANAGEMENT |
| 822. | JSCH | JOURNAL OF SUPREME COURT HISTORY |
| 823. | JSO | JOURNAL OF SURGICAL ONCOLOGY |
| 824. | JSY | JOURNAL OF SYNCHROTRON RADIATION |
| 825. | JTXS | JOURNAL OF TEXTURE STUDIES |
| 826. | JAAN | JOURNAL OF THE AMERICAN ACADEMY OF NURSE PRACTITIONERS |
| 827. | JACE | JOURNAL OF THE AMERICAN CERAMIC SOCIETY |
| 828. | ASI | JOURNAL OF THE AMERICAN SOCIETY FOR INFORMATION SCIENCE AND TECHNOLOGY |
| 829. | JAWR | JOURNAL OF THE AMERICAN WATER RESOURCES ASSOCIATION |
| 830. | JDV | JOURNAL OF THE EUROPEAN ACADEMY OF DERMATOLOGY & VENEREOLOGY |
| 831. | JHBS | JOURNAL OF THE HISTORY OF THE BEHAVIORAL SCIENCES |
| 832. | JNS | JOURNAL OF THE PERIPHERAL NERVOUS SYSTEM |
| 833. | RSSA | JOURNAL OF THE ROYAL STATISTICAL SOCIETY: SERIES A (STATISTICS IN SOCIETY) |
| 834. | RSSB | JOURNAL OF THE ROYAL STATISTICAL SOCIETY: SERIES B (STATISTICAL METHODOLOGY) |
| 835. | RSSC | JOURNAL OF THE ROYAL STATISTICAL SOCIETY: SERIES C (APPLIED STATISTICS) |
| 836. | JSFA | JOURNAL OF THE SCIENCE OF FOOD AND AGRICULTURE |
| 837. | JWAS | JOURNAL OF THE WORLD AQUACULTURE SOCIETY |
| 838. | JTSA | JOURNAL OF TIME SERIES ANALYSIS |
| 839. | JTS | JOURNAL OF TRAUMATIC STRESS |
| 840. | JTM | JOURNAL OF TRAVEL MEDICINE |
| 841. | JUAF | JOURNAL OF URBAN AFFAIRS |
| 842. | JVS | JOURNAL OF VEGETATION SCIENCE |
| 843. | VEC | JOURNAL OF VETERINARY EMERGENCY AND CRITICAL CARE |
| 844. | JVIM | JOURNAL OF VETERINARY INTERNAL MEDICINE |
| 845. | JVP | JOURNAL OF VETERINARY PHARMACOLOGY & THERAPEUTICS |
| 846. | VNL | JOURNAL OF VINYL & ADDITIVE TECHNOLOGY |

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| 847. | JVH | JOURNAL OF VIRAL HEPATITIS |
| 848. | JZS | JOURNAL OF ZOOLOGICAL SYSTEMATICS AND EVOLUTIONARY RESEARCH |
| 849. | JZO | JOURNAL OF ZOOLOGY |
| 850. | JFCJ | JUVENILE AND FAMILY COURT JOURNAL |
| 851. | KPM | KNOWLEDGE AND PROCESS MANAGEMENT: THE JOURNAL OF CORPORATE TRANSFORMATION |
| 852. | KYKL | KYKLOS INTERNATIONAL REVIEW OF SOCIAL SCIENCES |
| 853. | LABR | LABOUR |
| 854. | LRE | LAKES & RESERVOIRS: RESEARCH AND MANAGEMENT |
| 855. | LDR | LAND DEGRADATION AND DEVELOPMENT |
| 856. | LANG | LANGUAGE LEARNING |
| 857. | 2411 | LASER PHYSICS LETTERS |
| 858. | 2421 | LASER TECHNIK JOURNAL |
| 859. | LSM | LASERS IN SURGERY AND MEDICINE |
| 860. | LAMP | LATIN AMERICAN POLICY |
| 861. | LAPS | LATIN AMERICAN POLITICS AND SOCIETY |
| 862. | LAPO | LAW & POLICY |
| 863. | LSI | LAW & SOCIAL INQUIRY |
| 864. | LASR | LAW & SOCIETY REVIEW |
| 865. | LTL | LEADER TO LEADER |
| 866. | LDRP | LEARNING DISABILITIES RESEARCH & PRACTICE |
| 867. | LCRP | LEGAL AND CRIMINOLOGICAL PSYCHOLOGY |
| 868. | LEST | LEGAL STUDIES |
| 869. | LSQ | LEGISLATIVE STUDIES QUARTERLY |
| 870. | LET | LETHAIA |
| 871. | LAM | LETTERS IN APPLIED MICROBIOLOGY |
| 872. | LEVI | LEVIATHAN |
| 873. | 2472 | LIPID TECHNOLOGY |
| 874. | LIT | LITERACY |
| 875. | LIC3 | LITERATURE COMPASS (ELECTRONIC) |
| 876. | LIV | LIVER INTERNATIONAL |
| 877. | LT | LIVER TRANSPLANTATION |
| 878. | LS | LUBRICATION SCIENCE |
| 879. | BIO | LUMINESCENCE: THE JOURNAL OF BIOLOGICAL AND CHEMICAL LUMINESCENCE |
| 880. | 2127 | MACROMOLECULAR BIOSCIENCE |
| 881. | 2261 | MACROMOLECULAR CHEMISTRY AND PHYSICS |
| 882. | 2264 | MACROMOLECULAR MATERIALS & ENGINEERING |
| 883. | 2263 | MACROMOLECULAR RAPID COMMUNICATIONS |
| 884. | 2265 | MACROMOLECULAR SYMPOSIA |
| 885. | 2262 | MACROMOLECULAR THEORY AND SIMULATIONS |
| 886. | MRC | MAGNETIC RESONANCE IN CHEMISTRY |
| 887. | MRM | MAGNETIC RESONANCE IN MEDICINE |
| 888. | MAM | MAMMAL REVIEW |
| 889. | MORE | MANAGEMENT AND ORGANIZATION REVIEW |
| 890. | MARE | MANAGEMENT REPORT FOR NONUNION ORGANIZATIONS |
| 891. | MDE | MANAGERIAL AND DECISION ECONOMICS |
| 892. | MAEC | MARINE ECOLOGY |
| 893. | MMS | MARINE MAMMAL SCIENCE |

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| 894. | MAS | MASS SPECTROMETRY REVIEWS |
| 895. | 2010 | MATERIALS AND CORROSION/WERKSTOFFE UND KORROSION |
| 896. | 2012 | MATERIALWISSENSCHAFT UND WERKSTOFFTECHNIK |
| 897. | MAFI | MATHEMATICAL FINANCE |
| 898. | MMA | MATHEMATICAL METHODS IN THE APPLIED SCIENCES |
| 899. | 2239 | MATHEMATISCHE NACHRICHTEN |
| 900. | 2116 | MAUERWERK |
| 901. | MVE | MEDICAL AND VETERINARY ENTOMOLOGY |
| 902. | MAQ | MEDICAL ANTHROPOLOGY QUARTERLY |
| 903. | MEDU | MEDICAL EDUCATION |
| 904. | MED | MEDICINAL RESEARCH REVIEWS |
| 905. | MHW | MENTAL HEALTH WEEKLY |
| 906. | META | METAPHILOSOPHY |
| 907. | MAPS | METEORITICS & PLANETARY SCIENCE |
| 908. | MET | METEOROLOGICAL APPLICATIONS |
| 909. | MECA | METROECONOMICA |
| 910. | MIM | MICROBIOLOGY AND IMMUNOLOGY |
| 911. | MICC | MICROCIRCULATION |
| 912. | JEMT | MICROSCOPY RESEARCH AND TECHNIQUE |
| 913. | MICR | MICROSURGERY |
| 914. | MOP | MICROWAVE AND OPTICAL TECHNOLOGY LETTERS |
| 915. | MEPO | MIDDLE EAST POLICY |
| 916. | MISP | MIDWEST STUDIES IN PHILOSOPHY |
| 917. | MILT | MILTON QUARTERLY |
| 918. | MILA | MIND & LANGUAGE |
| 919. | 2224 | MITTEILUNGEN AUS DEM MUSEUM FUER NATURKUNDE IN BERLIN- DEUTSCHE ENTOMOLOGISCHE ZEITSCHRIFT |
| 920. | 2256 | MLQ- MATHEMATICAL LOGIC QUARTERLY |
| 921. | MODL | MODERN LANGUAGE JOURNAL |
| 922. | MOTH | MODERN THEOLOGY |
| 923. | MC | MOLECULAR CARCINOGENESIS |
| 924. | MEC | MOLECULAR ECOLOGY |
| 925. | MEN | MOLECULAR ECOLOGY RESOURCES |
| 926. | 2022 | MOLECULAR INFORMATICS |
| 927. | MMI | MOLECULAR MICROBIOLOGY |
| 928. | 2216 | MOLECULAR NUTRITION & FOOD RESEARCH (FORMERLY NAHRUNG/FOOD) |
| 929. | OMI | MOLECULAR ORAL MICROBIOLOGY |
| 930. | MPP | MOLECULAR PLANT PATHOLOGY |
| 931. | MRD | MOLECULAR REPRODUCTION & DEVELOPMENT |
| 932. | MONO | MONOGRAPHS OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT |
| 933. | MNR | MONTHLY NOTICES OF THE ROYAL ASTRONOMICAL SOCIETY |
| 934. | MNL2 | MONTHLY NOTICES OF THE ROYAL ASTRONOMICAL SOCIETY: LETTERS (ELECTRONIC) |
| 935. | MDS | MOVEMENT DISORDERS |
| 936. | MUS | MUSCLE AND NERVE |
| 937. | MSC | MUSCULOSKELETAL CARE |
| 938. | MUAN | MUSEUM ANTHROPOLOGY |
| 939. | MUSE | MUSEUM INTERNATIONAL |
| 940. | MUSF | MUSEUM INTERNATIONAL EDITION FRANCAISE |

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| 941. | MUSA | MUSIC ANALYSIS |
| 942. | MYC | MYCOSES |
| 943. | NCR | NATIONAL CIVIC REVIEW |
| 944. | NANA | NATIONS AND NATIONALISM |
| 945. | GAS | NATURAL GAS & ELECTRICITY (PREVIOUSLY : NATURAL GAS) |
| 946. | NRM | NATURAL RESOURCE MODELING |
| 947. | NARF | NATURAL RESOURCES FORUM |
| 948. | NEJ | NAVAL ENGINEERS JOURNAL |
| 949. | NAV | NAVAL RESEARCH LOGISTICS: AN INTERNATIONAL JOURNAL |
| 950. | NEJO | NEGOTIATION JOURNAL |
| 951. | NEP | NEPHROLOGY |
| 952. | NET | NETWORKS: AN INTERNATIONAL JOURNAL |
| 953. | NMO | NEUROGASTROENTEROLOGY & MOTILITY |
| 954. | NER | NEUROMODULATION |
| 955. | NEUP | NEUROPATHOLOGY |
| 956. | NAN | NEUROPATHOLOGY & APPLIED NEUROBIOLOGY |
| 957. | NAU | NEUROUROLOGY AND URODYNAMICS |
| 958. | NBFR | NEW BLACKFRIARS |
| 959. | ACE | NEW DIRECTIONS FOR ADULT & CONTINUING EDUCATION |
| 960. | CAD | NEW DIRECTIONS FOR CHILD & ADOLESCENT DEVELOPMENT |
| 961. | CC | NEW DIRECTIONS FOR COMMUNITY COLLEGES |
| 962. | EV | NEW DIRECTIONS FOR EVALUATION |
| 963. | HE | NEW DIRECTIONS FOR HIGHER EDUCATION |
| 964. | IR | NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH |
| 965. | SS | NEW DIRECTIONS FOR STUDENT SERVICES |
| 966. | TL | NEW DIRECTIONS FOR TEACHING & LEARNING |
| 967. | YD | NEW DIRECTIONS FOR YOUTH DEVELOPMENT |
| 968. | NPQU | NEW PERSPECTIVES QUARTERLY |
| 969. | NPH | NEW PHYTOLOGIST |
| 970. | NTWE | NEW TECHNOLOGY, WORK AND EMPLOYMENT |
| 971. | NZG | NEW ZEALAND GEOGRAPHER |
| 972. | NBM | NMR IN BIOMEDICINE |
| 973. | NML | NONPROFIT MANAGEMENT & LEADERSHIP |
| 974. | NAD2 | NORTH AMERICAN DIALOGUE (ELECTRONIC) |
| 975. | NOUS | NOUS |
| 976. | NLA | NUMERICAL LINEAR ALGEBRA WITH APPLICATIONS |
| 977. | NUM | NUMERICAL METHODS FOR PARTIAL DIFFERENTIAL EQUATIONS |
| 978. | NHS | NURSING & HEALTH SCIENCES |
| 979. | LIFE | NURSING FOR WOMENS HEALTH |
| 980. | NUF | NURSING FORUM |
| 981. | NICC | NURSING IN CRITICAL CARE |
| 982. | NIN | NURSING INQUIRY |
| 983. | NUP | NURSING PHILOSOPHY |
| 984. | NDI | NUTRITION & DIETETICS |
| 985. | NBU | NUTRITION BULLETIN |
| 986. | NURE | NUTRITION REVIEWS |
| 987. | OBR | OBESITY REVIEWS |
| 988. | OTI | OCCUPATIONAL THERAPY INTERNATIONAL |
| 989. | OIK | OIKOS |

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| 990. | OET | OIL AND ENERGY TRENDS |
| 991. | OPEC | OPEC ENERGY REVIEW |
| 992. | OPO | OPHTHALMIC AND PHYSIOLOGICAL OPTICS |
| 993. | OCA | OPTIMAL CONTROL APPLICATIONS AND METHODS |
| 994. | ODI | ORAL DISEASES |
| 995. | ORS | ORAL SURGERY |
| 996. | OLI | ORBIS LITERARUM |
| 997. | OCR | ORTHODONTICS & CRANIOFACIAL RESEARCH |
| 998. | OBES | OXFORD BULLETIN OF ECONOMICS & STATISTICS |
| 999. | OJOA | OXFORD JOURNAL OF ARCHAEOLOGY |
| 1000. | PAER | PACIFIC ECONOMIC REVIEW |
| 1001. | PAFO | PACIFIC FOCUS |
| 1002. | PAPQ | PACIFIC PHILOSOPHICAL QUARTERLY |
| 1003. | PACE | PACING AND CLINICAL ELECTROPHYSIOLOGY |
| 1004. | PTS | PACKAGING TECHNOLOGY AND SCIENCE |
| 1005. | PPE | PAEDIATRIC & PERINATAL EPIDEMIOLOGY |
| 1006. | PME | PAIN MEDICINE |
| 1007. | PAPR | PAIN PRACTICE |
| 1008. | PALA | PALAEONTOLOGY |
| 1009. | PIRS | PAPERS IN REGIONAL SCIENCE |
| 1010. | PIM | PARASITE IMMUNOLOGY |
| 1011. | PARH | PARLIAMENTARY HISTORY |
| 1012. | 2056 | PARTICLE & PARTICLE SYSTEMS CHARACTERIZATION |
| 1013. | PIN | PATHOLOGY INTERNATIONAL |
| 1014. | PECH | PEACE & CHANGE |
| 1015. | PAI | PEDIATRIC ALLERGY AND IMMUNOLOGY |
| 1016. | PAN | PEDIATRIC ANESTHESIA |
| 1017. | MPO | PEDIATRIC BLOOD & CANCER |
| 1018. | PDE | PEDIATRIC DERMATOLOGY |
| 1019. | PEDI | PEDIATRIC DIABETES |
| 1020. | PPUL | PEDIATRIC PULMONOLOGY |
| 1021. | PETR | PEDIATRIC TRANSPLANTATION |
| 1022. | PED | PEDIATRICS INTERNATIONAL |
| 1023. | PFI | PERFORMANCE IMPROVEMENT |
| 1024. | PIQ | PERFORMANCE IMPROVEMENT QUARTERLY |
| 1025. | PRD | PERIODONTOLOGY 2000 |
| 1026. | PPP | PERMAFROST AND PERIGLACIAL PROCESSES |
| 1027. | PERE | PERSONAL RELATIONSHIPS |
| 1028. | PEPS | PERSONNEL PSYCHOLOGY |
| 1029. | PPC | PERSPECTIVES IN PSYCHIATRIC CARE |
| 1030. | PSRH | PERSPECTIVES ON SEXUAL AND REPRODUCTIVE HEALTH |
| 1031. | PERS | PERSPEKTIVEN DER WIRTSCHAFTSPOLITIK |
| 1032. | PS | PEST MANAGEMENT SCIENCE (FORMERLY: PESTICIDE SCIENCE) |
| 1033. | PST | PHARMACEUTICAL STATISTICS: THE JOURNAL OF APPLIED STATISTICS IN THE PHARMACEUTICAL INDUSTRY |
| 1034. | PDS | PHARMACOEPIDEMIOLOGY AND DRUG SAFETY |
| 1035. | 2009 | PHARMAZIE IN UNSERER ZEIT (PHARMUZ) |
| 1036. | PHIL | PHILOSOPHICAL FORUM |
| 1037. | PHIN | PHILOSOPHICAL INVESTIGATIONS |

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| 1038. | PHIS | PHILOSOPHICAL ISSUES |
| 1039. | PHPE | PHILOSOPHICAL PERSPECTIVES |
| 1040. | PHPR | PHILOSOPHY AND PHENOMENOLOGICAL RESEARCH |
| 1041. | PAPA | PHILOSOPHY AND PUBLIC AFFAIRS |
| 1042. | PHC3 | PHILOSOPHY COMPASS (ELECTRONIC) |
| 1043. | PHP | PHOTOCHEMISTRY & PHOTOBIOLOGY |
| 1044. | PHPP | PHOTODERMATOLOGY, PHOTOIMMUNOLOGY & PHOTOMEDICINE |
| 1045. | PRE | PHYCOLOGICAL RESEARCH |
| 1046. | 2231 | PHYSICA STATUS SOLIDI (A) APPLICATIONS AND MATERIALS SCIENCE |
| 1047. | 2232 | PHYSICA STATUS SOLIDI (B) BASIC SOLID STATE PHYSICS |
| 1048. | 2133 | PHYSICA STATUS SOLIDI (C) - CURRENT TOPICS IN SOLID STATE PHYSICS |
| 1049. | 2007 | PHYSIK IN UNSERER ZEIT (PHIUZ) |
| 1050. | PPL | PHYSIOLOGIA PLANTARUM |
| 1051. | PHEN | PHYSIOLOGICAL ENTOMOLOGY |
| 1052. | PRI | PHYSIOTHERAPY RESEARCH INTERNATIONAL |
| 1053. | PCA | PHYTOCHEMICAL ANALYSIS |
| 1054. | PTR | PHYTOTHERAPY RESEARCH |
| 1055. | PCMR | PIGMENT CELL & MELANOMA RESEARCH |
| 1056. | PLB | PLANT BIOLOGY |
| 1057. | PBI | PLANT BIOTECHNOLOGY JOURNAL |
| 1058. | PBR | PLANT BREEDING |
| 1059. | PCE | PLANT CELL & ENVIRONMENT |
| 1060. | PPA | PLANT PATHOLOGY |
| 1061. | PSBI | PLANT SPECIES BIOLOGY |
| 1062. | 2410 | PLASMA PROCESSES AND POLYMERS |
| 1063. | POES | POE STUDIES |
| 1064. | PLAR | POLAR: POLITICAL AND LEGAL ANTHROPOLOGY REVIEW |
| 1065. | PSJ | POLICY STUDIES JOURNAL |
| 1066. | PINS | POLITICAL INSIGHT |
| 1067. | POPS | POLITICAL PSYCHOLOGY |
| 1068. | POST | POLITICAL STUDIES |
| 1069. | PSR | POLITICAL STUDIES REVIEW |
| 1070. | PONL | POLITICS |
| 1071. | POLP | POLITICS & POLICY |
| 1072. | PC | POLYMER COMPOSITES |
| 1073. | PEN | POLYMER ENGINEERING & SCIENCE |
| 1074. | PI | POLYMER INTERNATIONAL |
| 1075. | PAT | POLYMERS FOR ADVANCED TECHNOLOGIES |
| 1076. | PADR | POPULATION AND DEVELOPMENT REVIEW |
| 1077. | PSP | POPULATION, SPACE AND PLACE (PREVIOUSLY:-INT JOURNAL OF POPULATION GEOGRAPHY) |
| 1078. | PDI | PRACTICAL DIABETES INTERNATIONAL (INCORPORATING CARDIABETES) |
| 1079. | PD | PRENATAL DIAGNOSIS |
| 1080. | PSB | PRESCRIBER |
| 1081. | PSQ | PRESIDENTIAL STUDIES QUARTERLY |
| 1082. | 2130 | PROCEEDINGS IN APPLIED MATHEMATICS & MECHANICS |
| 1083. | PRA2 | PROCEEDINGS OF THE AMERICAN SOCIETY FOR INFORMATION SCIENCE & TECHNOLOGY (ELECTRONIC) |
| 1084. | PASH | PROCEEDINGS OF THE ARISTOTELIAN SOCIETY (HARDBACK) |

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| 1085. | PRS | PROCESS SAFETY PROGRESS |
| 1086. | POMS | PRODUCTION AND OPERATIONS MANAGEMENT |
| 1087. | PNP | PROGRESS IN NEUROLOGY AND PSYCHIATRY |
| 1088. | PIP | PROGRESS IN PHOTOVOLTAICS: RESEARCH & APPLICATIONS |
| 1089. | PMJ | PROJECT MANAGEMENT JOURNAL |
| 1090. | 2014 | PROPELLANTS, EXPLOSIVES, PYROTECHNICS |
| 1091. | PROT | PROTEINS: STRUCTURE, FUNCTION AND BIOINFORMATICS |
| 1092. | 2120 | PROTEOMICS |
| 1093. | PCN | PSYCHIATRY AND CLINICAL NEUROSCIENCES |
| 1094. | PSYG | PSYCHOGERIATRICS |
| 1095. | MAR | PSYCHOLOGY & MARKETING |
| 1096. | PAPT | PSYCHOLOGY AND PSYCHOTHERAPY: THEORY, RESEARCH AND PRACTICE |
| 1097. | PITS | PSYCHOLOGY IN THE SCHOOLS |
| 1098. | PON | PSYCHO-ONCOLOGY |
| 1099. | PSYP | PSYCHOPHYSIOLOGY |
| 1100. | PPI | PSYCHOTHERAPY AND POLITICS INTERNATIONAL |
| 1101. | PADM | PUBLIC ADMINISTRATION |
| 1102. | PAD | PUBLIC ADMINISTRATION & DEVELOPMENT |
| 1103. | PUAR | PUBLIC ADMINISTRATION REVIEW |
| 1104. | PBAF | PUBLIC BUDGETING AND FINANCE |
| 1105. | PHN | PUBLIC HEALTH NURSING |
| 1106. | NEWE | PUBLIC POLICY RESEARCH |
| 1107. | QRE | QUALITY AND RELIABILITY ENGINEERING INTERNATIONAL |
| 1108. | QAJ | QUALITY ASSURANCE JOURNAL |
| 1109. | RADM | R & D MANAGEMENT |
| 1110. | RSA | RANDOM STRUCTURES AND ALGORITHMS |
| 1111. | RCM | RAPID COMMUNICATIONS IN MASS SPECTROMETRY |
| 1112. | RATI | RATIO |
| 1113. | RAJU | RATIO JURIS |
| 1114. | REEC | REAL ESTATE ECONOMICS |
| 1115. | NSR | RECRUITING & RETAINING ADULT LEARNERS |
| 1116. | RSP3 | REGIONAL SCIENCE POLICY AND PRACTICE |
| 1117. | REGO | REGULATION & GOVERNANCE |
| 1118. | RSR | RELIGIOUS STUDIES REVIEW |
| 1119. | REM | REMEDIATION |
| 1120. | REST | RENAISSANCE STUDIES |
| 1121. | RDA | REPRODUCTION IN DOMESTIC ANIMALS |
| 1122. | NUR | RESEARCH IN NURSING & HEALTH |
| 1123. | RGE | RESOURCE GEOLOGY |
| 1124. | RESP | RESPIROLOGY |
| 1125. | REC | RESTORATION ECOLOGY |
| 1126. | RODE | REVIEW OF DEVELOPMENT ECONOMICS |
| 1127. | REEL | REVIEW OF EUROPEAN COMMUNITY & INTERNATIONAL ENVIRONMENTAL LAW |
| 1128. | ROIW | REVIEW OF INCOME AND WEALTH |
| 1129. | ROIE | REVIEW OF INTERNATIONAL ECONOMICS |
| 1130. | ROPR | REVIEW OF POLICY RESEARCH |
| 1131. | RURD | REVIEW OF URBAN & REGIONAL DEVELOPMENT STUDIES |
| 1132. | RMV | REVIEWS IN MEDICAL VIROLOGY |

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| 1133. | RIRT | REVIEWS IN RELIGION & THEOLOGY |
| 1134. | ISSS | REVISTA INTERNACIONAL DE SEGURIDAD SOCIAL |
| 1135. | ILRS | REVISTA INTERNACIONAL DEL TRABAJO |
| 1136. | ISSF | REVUE INTERNATIONALE DE SECURITE SOCIALE |
| 1137. | ILRF | REVUE INTERNATIONALE DU TRAVAIL |
| 1138. | RISA | RISK ANALYSIS |
| 1139. | RMIR | RISK MANAGEMENT AND INSURANCE REVIEW |
| 1140. | RRA | RIVER RESEARCH AND APPLICATIONS |
| 1141. | RUSO | RURAL SOCIOLOGY |
| 1142. | SCS | SCANDINAVIAN JOURNAL OF CARING SCIENCES |
| 1143. | SJI | SCANDINAVIAN JOURNAL OF IMMUNOLOGY |
| 1144. | SMS | SCANDINAVIAN JOURNAL OF MEDICINE & SCIENCE IN SPORTS |
| 1145. | SJOP | SCANDINAVIAN JOURNAL OF PSYCHOLOGY |
| 1146. | SJOS | SCANDINAVIAN JOURNAL OF STATISTICS |
| 1147. | SCPS | SCANDINAVIAN POLITICAL STUDIES |
| 1148. | SCA | SCANNING - THE JOURNAL OF SCANNING MICROSCOPIES |
| 1149. | SSM | SCHOOL SCIENCE AND MATHEMATICS |
| 1150. | SCE | SCIENCE EDUCATION |
| 1151. | SJPE | SCOTTISH JOURNAL OF POLITICAL ECONOMY |
| 1152. | SED | SEDIMENTOLOGY |
| 1153. | SDI | SEMINARS IN DIALYSIS |
| 1154. | SIGN | SIGNIFICANCE |
| 1155. | SJTG | SINGAPORE JOURNAL OF TROPICAL GEOGRAPHY |
| 1156. | SRT | SKIN RESEARCH AND TECHNOLOGY |
| 1157. | SBR | SLEEP AND BIOLOGICAL RHYTHMS |
| 1158. | SOCA | SOCIAL ANTHROPOLOGY |
| 1159. | SODE | SOCIAL DEVELOPMENT |
| 1160. | SIPR | SOCIAL ISSUES AND POLICY REVIEW |
| 1161. | SPOL | SOCIAL POLICY & ADMINISTRATION |
| 1162. | SSQU | SOCIAL SCIENCE QUARTERLY |
| 1163. | SORU | SOCIOLOGIA RURALIS |
| 1164. | SOCF | SOCIOLOGICAL FORUM |
| 1165. | SOIN | SOCIOLOGICAL INQUIRY |
| 1166. | SOME | SOCIOLOGICAL METHODOLOGY |
| 1167. | SOTH | SOCIOLOGICAL THEORY |
| 1168. | SHIL | SOCIOLOGY OF HEALTH & ILLNESS |
| 1169. | STVR | SOFTWARE TESTING, VERIFICATION & RELIABILITY |
| 1170. | SPE | SOFTWARE:PRACTICE AND EXPERIENCE |
| 1171. | SUM | SOIL USE AND MANAGEMENT |
| 1172. | SCD | SPECIAL CARE IN DENTISTRY |
| 1173. | 2092 | STAHLBAU |
| 1174. | 2041 | STARCH / STAERKE |
| 1175. | STAN | STATISTICA NEERLANDICA |
| 1176. | SIM | STATISTICS IN MEDICINE |
| 1177. | 2489 | STEEL CONSTRUCTION - DESIGN AND RESEARCH |
| 1178. | STEI | STEINBECK REVIEW |
| 1179. | STR | STRAIN |
| 1180. | JSC | STRATEGIC CHANGE: BRIEFINGS IN ENTREPRENEURIAL FINANCE |
| 1181. | SMJ | STRATEGIC MANAGEMENT JOURNAL |

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| 1182. | SMI | STRESS AND HEALTH (FORMERLY STRESS MEDICINE) |
| 1183. | STC | STRUCTURAL CONTROL AND HEALTH MONITORING INCORPORATING PROGRESS IN STRUCTURAL ENG/MATERIAL |
| 1184. | SAY | STUDENT AFFAIRS TODAY |
| 1185. | STUL | STUDIA LINGUISTICA |
| 1186. | SAPM | STUDIES IN APPLIED MATHEMATICS |
| 1187. | SENA | STUDIES IN ETHNICITY AND NATIONALISM |
| 1188. | SIFP | STUDIES IN FAMILY PLANNING |
| 1189. | SLTB | SUICIDE AND LIFE-THREATENING BEHAVIOR |
| 1190. | SUFL | SUPPORT FOR LEARNING |
| 1191. | SIA | SURFACE AND INTERFACE ANALYSIS |
| 1192. | ASH | SURGICAL PRACTICE |
| 1193. | SD | SUSTAINABLE DEVELOPMENT |
| 1194. | SPSR | SWISS POLITICAL SCIENCE REVIEW |
| 1195. | SYN | SYNAPSE |
| 1196. | SYNT | SYNTAX |
| 1197. | SDR | SYSTEM DYNAMICS REVIEW (THE JOURNAL OF THE SYSTEM DYNAMICS SOCIETY) |
| 1198. | SYEN | SYSTEMATIC ENTOMOLOGY |
| 1199. | SYS | SYSTEMS ENGINEERING |
| 1200. | SRBS | SYSTEMS RESEARCH & BEHAVIORAL SCIENCE |
| 1201. | TEST | TEACHING STATISTICS |
| 1202. | TETH | TEACHING THEOLOGY & RELIGION |
| 1203. | TELA | TELLUS A |
| 1204. | TEB | TELLUS B |
| 1205. | TER | TERRA NOVA |
| 1206. | AJAD | THE AMERICAN JOURNAL ON ADDICTIONS |
| 1207. | AR | THE ANATOMICAL RECORD : ADVANCES IN INTEGRATIVE ANATOMY AND EVOLUTIONARY BIOLOGY |
| 1208. | AERE | THE AUSTRALIAN ECONOMIC REVIEW |
| 1209. | TAJA | THE AUSTRALIAN JOURNAL OF ANTHROPOLOGY |
| 1210. | TBJ | THE BREAST JOURNAL |
| 1211. | BJOS | THE BRITISH JOURNAL OF SOCIOLOGY |
| 1212. | CBL | THE BROWN UNIVERSITY CHILD AND ADOLESCENT BEHAVIOR LETTER |
| 1213. | CPU | THE BROWN UNIVERSITY CHILD AND ADOLESCENT PSYCHOPHARMACOLOGY UPDATE |
| 1214. | DATA | THE BROWN UNIVERSITY DIGEST OF ADDICTION THEORY AND APPLICATION |
| 1215. | GPU | THE BROWN UNIVERSITY GERIATRIC PSYCHOPHARMACOLOGY UPDATE |
| 1216. | PU | THE BROWN UNIVERSITY PSYCHOPHARMACOLOGY UPDATE |
| 1217. | CAG | THE CANADIAN GEOGRAPHER/LE GEOGRAPHE CANADIEN |
| 1218. | CJCE | THE CANADIAN JOURNAL OF CHEMICAL ENGINEERING |
| 1219. | CJS | THE CANADIAN JOURNAL OF STATISTICS |
| 1220. | TCR | THE CHEMICAL RECORD |
| 1221. | CRJ | THE CLINICAL RESPIRATORY JOURNAL |
| 1222. | TCT | THE CLINICAL TEACHER |
| 1223. | DEVE | THE DEVELOPING ECONOMIES |
| 1224. | ECTJ | THE ECONOMETRICS JOURNAL |
| 1225. | EOJ | THE ECONOMIC JOURNAL |
| 1226. | ECOR | THE ECONOMIC RECORD |

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| 1227. | ECOT | THE ECONOMICS OF TRANSITION |
| 1228. | EREV | THE ECUMENICAL REVIEW |
| 1229. | FSFR | THE F. SCOTT FITZGERALD REVIEW |
| 1230. | GEOJ | THE GEOGRAPHICAL JOURNAL |
| 1231. | GEQU | THE GERMAN QUARTERLY |
| 1232. | HEYJ | THE HEYTHROP JOURNAL |
| 1233. | HISN | THE HISTORIAN |
| 1234. | HOJO | THE HOWARD JOURNAL OF CRIMINAL JUSTICE |
| 1235. | RCS | THE INTERNATIONAL JOURNAL OF MEDICAL ROBOTICS AND COMPUTER ASSISTED SURGERY |
| 1236. | IJP | THE INTERNATIONAL JOURNAL OF PSYCHOANALYSIS |
| 1237. | JERE | THE JAPANESE ECONOMIC REVIEW |
| 1238. | JACC | THE JOURNAL OF AMERICAN CULTURE |
| 1239. | JOAP | THE JOURNAL OF ANALYTICAL PSYCHOLOGY |
| 1240. | JCPP | THE JOURNAL OF CHILD PSYCHOLOGY AND PSYCHIATRY AND ALLIED DISCIPLINES |
| 1241. | CNE | THE JOURNAL OF COMPARATIVE NEUROLOGY |
| 1242. | CHP | THE JOURNAL OF CONTINUING EDUCATION IN THE HEALTH PROFESSIONS |
| 1243. | JDE | THE JOURNAL OF DERMATOLOGY |
| 1244. | JEU | THE JOURNAL OF EUKARYOTIC MICROBIOLOGY |
| 1245. | JEZ | THE JOURNAL OF EXPERIMENTAL ZOOLOGY |
| 1246. | JFIR | THE JOURNAL OF FINANCIAL RESEARCH |
| 1247. | FUT | THE JOURNAL OF FUTURES MARKETS |
| 1248. | JGM | THE JOURNAL OF GENE MEDICINE |
| 1249. | JOIE | THE JOURNAL OF INDUSTRIAL ECONOMICS |
| 1250. | JLME | THE JOURNAL OF LAW, MEDICINE & ETHICS |
| 1251. | PATH | THE JOURNAL OF PATHOLOGY |
| 1252. | TJP | THE JOURNAL OF PHYSIOLOGY |
| 1253. | JOPP | THE JOURNAL OF POLITICAL PHILOSOPHY |
| 1254. | JPCU | THE JOURNAL OF POPULAR CULTURE |
| 1255. | JPIM | THE JOURNAL OF PRODUCT INNOVATION MANAGEMENT |
| 1256. | JRH | THE JOURNAL OF RURAL HEALTH |
| 1257. | JHIS | THE JOURNAL OF THE HISTORICAL SOCIETY |
| 1258. | JRAI | THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE |
| 1259. | JWIP | THE JOURNAL OF WORLD INTELLECTUAL PROPERTY |
| 1260. | TLA | THE LATIN AMERICANIST |
| 1261. | MANC | THE MANCHESTER SCHOOL |
| 1262. | MTA | THE MARK TWAIN ANNUAL |
| 1263. | MILQ | THE MILBANK QUARTERLY |
| 1264. | MLR | THE MODERN LAW REVIEW |
| 1265. | MUWO | THE MUSLIM WORLD |
| 1266. | PHIQ | THE PHILOSOPHICAL QUARTERLY |
| 1267. | PHOR | THE PHOTOGRAMMETRIC RECORD |
| 1268. | TPJ | THE PLANT JOURNAL |
| 1269. | POQU | THE POLITICAL QUARTERLY |
| 1270. | PROS | THE PROSTATE |
| 1271. | QJ | THE QUARTERLY JOURNAL OF THE ROYAL METEOROLOGICAL SOCIETY |
| 1272. | RAND | THE RAND JOURNAL OF ECONOMICS |
| 1273. | RUSS | THE RUSSIAN REVIEW |

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| 1274. | SJOE | THE SCANDINAVIAN JOURNAL OF ECONOMICS |
| 1275. | TSQ | THE SOCIOLOGICAL QUARTERLY |
| 1276. | SORE | THE SOCIOLOGICAL REVIEW |
| 1277. | SAJE | THE SOUTH AFRICAN JOURNAL OF ECONOMICS |
| 1278. | SJP | THE SOUTHERN JOURNAL OF PHILOSOPHY |
| 1279. | TAL | THE STRUCTURAL DESIGN OF TALL AND SPECIAL BUILDINGS |
| 1280. | TSR | THE SUCCESSFUL REGISTRAR |
| 1281. | TWEC | THE WORLD ECONOMY |
| 1282. | YREV | THE YALE REVIEW |
| 1283. | THEO | THEORIA |
| 1284. | TAP | THERAPEUTIC APHERESIS AND DIALYSIS |
| 1285. | TIE | THUNDERBIRD INTERNATIONAL BUSINESS REVIEW |
| 1286. | TESG | TIJDSCHRIFT VOOR ECONOMISCHE EN SOCIALE GEOGRAFIE |
| 1287. | TAN | TISSUE ANTIGENS |
| 1288. | TOPS | TOPICS IN COGNITIVE SCIENCE |
| 1289. | TRA | TRAFFIC |
| 1290. | TGIS | TRANSACTIONS IN GIS |
| 1291. | TRAN | TRANSACTIONS OF THE INSTITUTE OF BRITISH GEOGRAPHERS |
| 1292. | TRPS | TRANSACTIONS OF THE PHILOLOGICAL SOCIETY |
| 1293. | TBED | TRANSBOUNDARY AND EMERGING DISEASES |
| 1294. | TRAA | TRANSFORMING ANTHROPOLOGY |
| 1295. | TRF | TRANSFUSION |
| 1296. | TATM | TRANSFUSION ALTERNATIVES IN TRANSFUSION MEDICINE |
| 1297. | TME | TRANSFUSION MEDICINE |
| 1298. | TID | TRANSPLANT INFECTIOUS DISEASE |
| 1299. | TRI | TRANSPLANT INTERNATIONAL |
| 1300. | TRE | TRENDS IN UROLOGY GYNAECOLOGY & SEXUAL HEALTH |
| 1301. | TMI | TROPICAL MEDICINE & INTERNATIONAL HEALTH |
| 1302. | UOG | ULTRASOUND IN OBSTETRICS AND GYNECOLOGY |
| 1303. | 2035 | VAKUUM IN FORSCHUNG UND PRAXIS |
| 1304. | VAA | VETERINARY ANAESTHESIA & ANALGESIA |
| 1305. | VCP | VETERINARY CLINICAL PATHOLOGY |
| 1306. | VDE | VETERINARY DERMATOLOGY |
| 1307. | VOP | VETERINARY OPHTHALMOLOGY |
| 1308. | VRU | VETERINARY RADIOLOGY & ULTRASOUND |
| 1309. | VSU | VETERINARY SURGERY |
| 1310. | VAR | VISUAL ANTHROPOLOGY REVIEW |
| 1311. | VOX | VOX SANGUINIS |
| 1312. | WEJ | WATER AND ENVIRONMENT JOURNAL |
| 1313. | WEA | WEATHER |
| 1314. | WBM | WEED BIOLOGY AND MANAGEMENT |
| 1315. | WRE | WEED RESEARCH |
| 1316. | WCM | WIRELESS COMMUNICATIONS & MOBILE COMPUTING |
| 1317. | WUSA | WORKINGUSA |
| 1318. | WOBA | WORLD BANKING ABSTRACTS |
| 1319. | WENG | WORLD ENGLISHES |
| 1320. | WVN | WORLD VIEWS ON EVIDENCE-BASED NURSING |
| 1321. | WRR | WOUND REPAIR AND REGENERATION |
| 1322. | XEN | XENOTRANSPLANTATION |

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| 1323. | XRS | X-RAY SPECTROMETRY |
| 1324. | YEA | YEAST |
| 1325. | 2260 | ZAAC-JOURNAL OF INORGANIC AND GENERAL CHEMISTRY |
| 1326. | 2233 | ZAMM-ZEITSCHRIFT FUR ANGEWANDTE MATHEMATIK UND MECHANIK |
| 1327. | ZOO | ZOO BIOLOGY |
| 1328. | ZSC | ZOOLOGICA SCRIPTA |
| 1329. | ZOJ | ZOOLOGICAL JOURNAL OF THE LINNEAN SOCIETY |
| 1330. | ZPH | ZOONOSES AND PUBLIC HEALTH |
| 1331. | 2240 | ZOOSYSTEMATICS AND EVOLUTION - MITTEILUNGEN AUS DEM MUSEUM FUR NATURKUNDE ZU BERLIN |
| 1332. | ZYGO | ZYGON |
| 1333. | EBC2 | EVIDENCE-BASED CHILD HEALTH: A COCHRANE REVIEW JOURNAL |
| 1334. | AYE2 | ACTA CRYSTALLOGRAPHICA SECTION E (ELECTRONIC) |
| 1335. | ANNE | ANTHROPOLOGY NEWS |
| 1336. | ACR | ARTHRITIS CARE AND RESEARCH |
| 1337. | CNCY | CANCER CYTOPATHOLOGY |
| 1338. | CMRB | CONCEPTS IN MAGNETIC RESONANCE PART B |
| 1339. | JCD | JOURNAL OF COMBINATORIAL DESIGNS |
| 1340. | JCWR | JOURNAL OF CONTEMPORARY WATER RESOURCE & EDUCATION |

APPENDIX B (e) – 2011 JOURNAL TITLES EXCLUDED FROM STANDARD AND CUSTOM COLLECTIONS

Participating ESIG Member: **BOISE STATE UNIVERSITY**

The following journal titles are excluded from Standard and Custom Collections but may be added to Core Collections as set forth in Appendices B (a) through B(d) above.

| | Code | Print ISSN | Electronic ISSN | 2011 Wiley Journal Titles Excluded from Standard Collections |
|-----|------|------------|-----------------|---|
| 1. | 2528 | 1614-6832 | 1614-6840 | ADVANCED ENERGY MATERIALS |
| 2. | 2266 | 1438-1656 | 1527-2648 | ADVANCED ENGINEERING MATERIALS |
| 3. | 2258 | 1615-4150 | 1615-4169 | ADVANCED SYNTHESIS & CATALYSIS (PREVIOUSLY: JOURNAL FUER PRAKTISCHE CHEMIE) |
| 4. | AOV | 2043-7323 | 2043-7331 | ADVANCES IN OPHTHALMOLOGY AND VISION SCIENCE |
| 5. | ALR | 2042-6976 | 2042-6984 | ALLERGY & RHINOLOGY |
| 6. | ASE | 1935-9772 | 1935-9780 | ANATOMICAL SCIENCES EDUCATION |
| 7. | ADI2 | - | 1753-5174 | ARCHIVES OF DRUG INFORMATION |
| 8. | ASJC | 1561-8625 | 1934-6093 | ASIAN JOURNAL OF CONTROL |
| 9. | ASES | 1758-5902 | 1758-5910 | ASIAN JOURNAL OF ENDOSCOPIC SURGERY |
| 10. | AJFS | 2041-9945 | 2041-6156 | ASIA-PACIFIC JOURNAL OF FINANCIAL STUDIES |
| 11. | APPY | 1758-5864 | 1758-5872 | ASIA-PACIFIC PSYCHIATRY |
| 12. | AUR | 1939-3792 | 1939-3806 | AUTISM RESEARCH |
| 13. | BKN | 1651-0534 | - | BARNLAKAREN |
| 14. | BMB | 1470-8175 | 1539-3429 | BIOCHEMISTRY AND MOLECULAR BIOLOGY EDUCATION |
| 15. | BIOF | 0951-6433 | 1872-8081 | BIOFACTORS |
| 16. | BBB | 1932-104X | 1932-1031 | BIOFUELS, BIOPRODUCTS AND BIOREFINING |
| 17. | BAB | 0885-4513 | 1470-8744 | BIOTECHNOLOGY AND APPLIED TECHNOLOGY |
| 18. | 2446 | 1860-6768 | 1860-7314 | BIOTECHNOLOGY JOURNAL |
| 19. | BTPR | 8756-7938 | 1520-6033 | BIOTECHNOLOGY PROGRESS |
| 20. | BAN | 1525-7878 | 1949-3215 | BOARD & ADMINISTRATOR FOR ADMINISTRATORS ONLY |
| 21. | BL | 1061-4249 | 1542-7862 | BOARD LEADERSHIP: POLICY GOVERNANCE IN ACTION |
| 22. | BPH | 0007-1188 | 1476-5381 | BRITISH JOURNAL OF PHARMACOLOGY |
| 23. | CAAC | - | 1542-4863 | CA: A CANCER JOURNAL FOR CLINICIANS |
| 24. | CESP | 0196-6219 | 1940-6339 | CERAMIC ENGINEERING AND SCIENCE PROCEEDINGS |
| 25. | 2268 | 1439-4227 | 1439-7633 | CHEMBIOCHEM |
| 26. | 2491 | 1867-3880 | 1867-3899 | CHEMCATCHCHEM |
| 27. | 2073 | 0931-7597 | 1522-2667 | CHEMINFORM |
| 28. | 2451 | 1861-4728 | 1861-471X | CHEMISTRY - AN ASIAN JOURNAL |
| 29. | 2452 | 1860-7179 | 1860-7187 | CHEMMEDCHEM |
| 30. | 2267 | 1439-4235 | 1439-7641 | CHEMPHYSICHEM |
| 31. | 2476 | 1864-5631 | 1864-564X | CHEMSUSCHEM CHEMISTRY AND SUSTAINABILITY, ENERGY & MATERIALS |
| 32. | 2404 | 1436-2597 | 0000-0000 | CITPLUS |
| 33. | CEN3 | - | 1759-1961 | CLINICAL AND EXPERIMENTAL NEUROIMMUNOLOGY |
| 34. | CTS | 1752-8054 | 1752-8062 | CLINICAL AND TRANSLATIONAL SCIENCE |
| 35. | CLC | 0160-9289 | 1932-8737 | CLINICAL CARDIOLOGY |
| 36. | COB | 1758-8103 | 1758-8111 | CLINICAL OBESITY |
| 37. | COAN | 1464-4630 | 2044-3862 | COMPANION ANIMAL |
| 38. | CHD | 1747-079X | 1747-0803 | CONGENITAL HEART DISEASE |
| 39. | CHF | 1527-5299 | 1751-7133 | CONGESTIVE HEART FAILURE |
| 40. | CON4 | - | 1755-263X | CONSERVATION LETTERS |

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| 41. | CPRT | 0885-8365 | 1949-3207 | CORPORATE PHILANTHROPY REPORT |
| 42. | DCH | 1049-3255 | 1936-4393 | DEPARTMENT CHAIR |
| 43. | DAT | 0090-2934 | 1932-6920 | DIALYSIS & TRANSPLANTATION |
| 44. | DTA | 1942-7603 | 1942-7611 | DRUG TESTING AND ANALYSIS |
| 45. | ECO | 1936-0584 | 1936-0592 | ECOHYDROLOGY |
| 46. | ECTA | 0012-9682 | 1468-0262 | ECONOMETRICA |
| 47. | 2484 | 1757-4676 | 1757-4684 | EMBO MOLECULAR MEDICINE |
| 48. | ENTT | 1559-4939 | 1932-5312 | ENT TODAY |
| 49. | EVE | 0957-7734 | 2042-3292 | EQUINE VETERINARY EDUCATION |
| 50. | EVJ | 0425-1644 | 2042-3306 | EQUINE VETERINARY JOURNAL |
| 51. | EVA | 1752-4571 | 1752-4571 | EVOLUTIONARY APPLICATIONS (ELECTRONIC) |
| 52. | FGC | 1949-3177 | 1949-3185 | FEDERAL GRANTS & CONTRACTS |
| 53. | FQU | 1092-7514 | - | FOOD QUALITY |
| 54. | GEC3 | - | 1749-8198 | GEOGRAPHY COMPASS (ELECTRONIC) |
| 55. | 2534 | 0172-6145 | 2190-6653 | GEOTECHNIK |
| 56. | GPOL | 17585880 | 17585899 | GLOBAL POLICY |
| 57. | GSJ | 2042-5791 | 2042-5805 | GLOBAL STRATEGY JOURNAL |
| 58. | GHG3 | - | 2152-3878 | GREENHOUSE GASES: SCIENCE AND TECHNOLOGY |
| 59. | HEFB | 1944-4478 | 1944-4486 | HIGHER EDUCATION FERPA BULLETIN |
| 60. | 2741 | 1863-866X | 1863-9526 | HUMAN ONTOGENETICS |
| 61. | IDSB | 0265-5012 | 1759-5436 | IDS BULLETIN |
| 62. | 2151 | 1439-4243 | 1863-7809 | IMAGING & MICROSCOPY (ELECTRONIC) |
| 63. | IOPS | 1754-9426 | 1754-9434 | INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY |
| 64. | IBD | 1078-0998 | 1536-4844 | INFLAMMATORY BOWEL DISEASES |
| 65. | IRV | 1750-2640 | 1750-2659 | INFLUENZA AND OTHER RESPIRATORY VIRUSES |
| 66. | INFM | 1750-4740 | - | INFOCUS MAGAZINE |
| 67. | ICAD | 1752-458X | 1752-4598 | INSECT CONSERVATION AND DIVERSITY |
| 68. | IJET | 1742-7355 | 1742-7363 | INTERNATIONAL JOURNAL OF ECONOMIC THEORY |
| 69. | OPN | 1748-3735 | 1748-3743 | INTERNATIONAL JOURNAL OF OLDER PEOPLE NURSING |
| 70. | IJUN | 1749-7701 | 1749-771X | INTERNATIONAL JOURNAL OF UROLOGICAL NURSING |
| 71. | IOP | 0886-1528 | - | INTERNATIONAL REVIEW OF INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY |
| 72. | 2525 | 0021-2148 | 1869-5868 | ISRAEL JOURNAL OF CHEMISTRY |
| 73. | IUB | 1521-6543 | 1521-6551 | IUBMB LIFE |
| 74. | JOAR | 0021-8456 | 1475-679X | JOURNAL OF ACCOUNTING RESEARCH |
| 75. | ATR | 0197-6729 | 2042-3195 | JOURNAL OF ADVANCED TRANSPORTATION |
| 76. | JACF | 1078-1196 | 1745-6622 | JOURNAL OF APPLIED CORPORATE FINANCE |
| 77. | 2475 | 1864-063X | 1864-0648 | JOURNAL OF BIOPHOTONICS |
| 78. | JBMR | 0884-0431 | 1523-4681 | JOURNAL OF BONE AND MINERAL RESEARCH |
| 79. | JCMM | 1582-1838 | 1582-4934 | JOURNAL OF CELLULAR AND MOLECULAR MEDICINE |
| 80. | JCH | 1524-6175 | 1751-7176 | JOURNAL OF CLINICAL HYPERTENSION |
| 81. | JDB | 1753-0393 | 1753-0407 | JOURNAL OF DIABETES |
| 82. | JDI | 2040-1116 | 2040-1124 | JOURNAL OF DIABETES INVESTIGATION |
| 83. | JBEM | 1756-5383 | 1756-5391 | JOURNAL OF EVIDENCE BASED MEDICINE |
| 84. | JFR3 | - | 1753-318X | JOURNAL OF FLOOD RISK MANAGEMENT |
| 85. | JHRM | 1074-4797 | 2040-0861 | JOURNAL OF HEALTHCARE RISK MANAGEMENT |
| 86. | JHET | 0022-152X | 1943-5193 | JOURNAL OF HETEROCYCLIC CHEMISTRY |
| 87. | JHM | 1553-5592 | 1553-5606 | JOURNAL OF HOSPITAL MEDICINE |
| 88. | JICD | 2041-1618 | 2041-1626 | JOURNAL OF INVESTIGATIVE AND CLINICAL DENTISTRY |
| 89. | JCI | 1752-9816 | 1752-9824 | JOURNAL OF NURSING AND HEALTHCARE OF CHRONIC ILLNESS: AN INTERNATIONAL INTERDISCIPLINARY JOURNAL |
| 90. | JPHS | 1759-8885 | 1759-8893 | JOURNAL OF PHARMACEUTICAL HEALTH SERVICES RESEARCH |

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| 91. | JPOC | 2041-8418 | 2041-8426 | JOURNAL OF PSYCHOLOGICAL ISSUES IN ORGANIZATIONAL CULTURE |
| 92. | JORC | 1755-6678 | 1755-6686 | JOURNAL OF RENAL CARE |
| 93. | JSE | 1674-4918 | 1759-6831 | JOURNAL OF SYSTEMATICS EVOLUTION |
| 94. | JEEA | 1542-4766 | 1542-4774 | JOURNAL OF THE EUROPEAN ECONOMIC ASSOCIATION |
| 95. | JTH | 1538-7933 | 1538-7836 | JOURNAL OF THROMBOSIS AND HAEMOSTASIS |
| 96. | TERM | 1932-6254 | 1932-7005 | JOURNAL OF TISSUE ENGINEERING AND REGENERATIVE MEDICINE |
| 97. | JWVG | | | JOURNAL OF WILDLIFE MANAGEMENT |
| 98. | 2414 | 1863-8880 | 1863-8899 | LASER & PHOTONICS REVIEWS |
| 99. | 2090 | 0937-1478 | 1521-3811 | LEBENSMITTELCHEMIE |
| 100. | LNC3 | - | 1749-818X | LINGUISTICS & LANGUAGE COMPASS (ELECTRONIC) |
| 101. | LABS | 0267-5498 | - | LINGUISTICS ABSTRACTS |
| 102. | LSNL | 0950-1096 | - | LINNEAN SOCIETY NEWSLETTER |
| 103. | LIS | 1464-262X | 2044-3870 | LIVESTOCK (ELECTRONIC) |
| 104. | LUTS | 1757-5664 | 1757-5672 | LUTS |
| 105. | 2269 | 1619-8662 | - | LVT |
| 106. | 2465 | 1862-832X | 1862-8338 | MACROMOLECULAR REACTION ENGINEERING |
| 107. | MCN | 1740-8695 | 1740-8709 | MATERNAL & CHILD NUTRITION |
| 108. | MEE3 | - | 2041-210X | METHODS IN ECOLOGY AND EVOLUTION |
| 109. | MBT2 | 1751-7907 | - | MICROBIAL BIOTECHNOLOGY |
| 110. | MAU | 2043-0639 | - | MICROSCOPY AND ANALYSIS - AMERICAS |
| 111. | MAA | 2043-0647 | - | MICROSCOPY AND ANALYSIS - ASIA/PACIFIC |
| 112. | MAE | 2043-0655 | - | MICROSCOPY AND ANALYSIS - EUROPE |
| 113. | MAG | 0958-1952 | - | MICROSCOPY AND ANALYSIS - UK |
| 114. | MBE | 1751-2271 | 1751-228X | MIND, BRAIN, AND EDUCATION |
| 115. | MSJ | 0027-2507 | 1931-7581 | MOUNT SINAI JOURNAL OF MEDICINE: A JOURNAL OF PERSONALIZED AND TRANSLATIONAL MEDICINE |
| 116. | NCMR | 1750-4708 | 1750-4716 | NEGOTIATION AND CONFLICT MANAGEMENT RESEARCH |
| 117. | NBA | 1531-5428 | 1949-3193 | NONPROFIT BUSINESS ADVISOR |
| 118. | NJB | 0107-055X | 1756-1051 | NORDIC JOURNAL OF BOTANY |
| 119. | OETS | 0953-1033 | - | OIL AND ENERGY TRENDS: ANNUAL STATISTICAL REVIEW |
| 120. | OS | 1757-7853 | 1757-7861 | ORTHOPAEDIC SURGERY |
| 121. | OES | 1752-5195 | 1752-5209 | OXONOMICS |
| 122. | PMH | 1932-8621 | 1932-863X | PERSONALITY AND MENTAL HEALTH |
| 123. | PFQ | 1531-2135 | - | PHARMACEUTICAL FORMULATION QUALITY |
| 124. | 2139 | 1862-6254 | 1862-6270 | PHYSICA STATUS SOLIDI - RAPID RESEARCH LETTERS |
| 125. | 2050 | 1617-9439 | 1521-3722 | PHYSIK JOURNAL |
| 126. | PENG | 0091-9578 | 1941-9635 | PLASTICS ENGINEERING |
| 127. | PRC | 1520-037X | 1751-7141 | PREVENTIVE CARDIOLOGY |
| 128. | PRO | 0961-8368 | 1469-896X | PROTEIN SCIENCE |
| 129. | 2456 | 1862-8346 | 1862-8354 | PROTEOMICS - CLINICAL APPLICATIONS |
| 130. | 2454 | 1862-3107 | - | PUZ - VERZEICHNIS |
| 131. | QAS | 1757-8361 | 1757-837X | QUALITY ASSURANCE & SAFETY OF CROPS & FOOD |
| 132. | QUAN | 1759-7323 | 1759-7331 | QUANTITATIVE ECONOMICS |
| 133. | REC3 | - | 1749-8171 | RELIGION COMPASS (ELECTRONIC) |
| 134. | JRSM | 1759-2879 | 1759-2887 | RESEARCH SYNTHESIS METHODS |
| 135. | RBF2 | - | 1940-5987 | REVIEW OF BEHAVIORAL FINANCE (ELECTRONIC) |
| 136. | RAQ | 1753-5123 | 1753-5131 | REVIEWS IN AQUACULTURE |
| 137. | SCIN | 0036-8423 | 1943-0930 | SCIENCE NEWS |
| 138. | SEC | 1939-0114 | 1939-0122 | SECURITY AND COMMUNICATION NETWORKS |
| 139. | SAE | 1758-5740 | 1758-5740 | SHOULDER AND ELBOW |
| 140. | 2296 | 1613-6810 | 1613-6829 | SMALL |

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| 141. | SPC3 | - | 1751-9004 | SOCIAL AND PERSONALITY PSYCHOLOGY COMPASS |
| 142. | SOC4 | - | 1751-9020 | SOCIOLOGY COMPASS |
| 143. | SE | 0966-0941 | - | SPECTROSCOPY EUROPE |
| 144. | SAM | 1932-1864 | 1932-1872 | STATISTICAL ANALYSIS AND DATA MINING |
| 145. | 2520 | 1611-3683 | 1869-344X | STEEL RESEARCH INTERNATIONAL |
| 146. | STEM | 1066-5099 | 1549-4918 | STEM CELLS |
| 147. | SEJ | 1932-4391 | 1932-443X | STRATEGIC ENTREPRENEURSHIP JOURNAL |
| 148. | SHM | 1553-085X | - | THE HOSPITALIST |
| 149. | JOFI | 0022-1082 | 1540-6261 | THE JOURNAL OF FINANCE |
| 150. | JSM | 1743-6095 | 1743-6109 | THE JOURNAL OF SEXUAL MEDICINE |
| 151. | LARY | 0023-852X | 1531-4995 | THE LARYNGOSCOPE |
| 152. | MLRB | 0026-7961 | | THE MODERN LAW REVIEW BOUND VOLUME |
| 153. | THR | 1931-3268 | 1931-3209 | THE RHEUMATOLOGIST |
| 154. | THEC | 1933-6837 | 1555-7561 | THEORETICAL ECONOMICS |
| 155. | TCA | 1759-7706 | 1759-7714 | THORACIC CANCER |
| 156. | 2488 | 1866-9328 | - | UNTERNEHMERBRIEF BAUWIRTSCHAFT |
| 157. | VCO | 1476-5810 | 1476-5829 | VETERINARY AND COMPARATIVE ONCOLOGY |
| 158. | VNJ | 1741-5349 | | VETERINARY NURSING JOURNAL |
| 159. | WSB4 | | | WILDLIFE BULLETIN (ELECTRONIC) |
| 160. | WILJ | 1759-6351 | 1759-636X | WILMOTT JOURNAL |
| 161. | WILM | 1540-6962 | 1541-8286 | WILMOTT MAGAZINE |
| 162. | WE | 1095-4244 | 1099-1824 | WIND ENERGY |
| 163. | WOT | 0950-1029 | - | WORLD OIL TRADE |
| 164. | JLCD | 1368-2822 | 1460-6984 | INTERNATIONAL JOURNAL OF LANGUAGE & COMMUNICATION DISORDERS |
| 165. | TOG | 1467-2561 | 1744-4667 | THE OBSTETRICIAN & GYNAECOLOGIST |
| 166. | JBL | | | JOURNAL OF BUSINESS LOGISTICS |

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| The Cochrane Library | Price In Year 1 |
|--|------------------------|
| Cochrane Database of Systematic Reviews (CDSR; contains Cochrane Systematic Reviews and Cochrane Methodology Reviews) | |
| Database of Abstracts of Reviews of Effects (DARE; Other Reviews) | |
| Cochrane Central Register of Controlled Trials (CENTRAL; Clinical Trials) | |
| Cochrane Methodology Register (CMR; Methods Studies) | |
| Health Technology Assessment Database (HTA; Technology Assessments) | |
| NHS Economic Evaluation Database (NHSEED; Economic Evaluations) | |
| About The Cochrane Collaboration (About; Cochrane Groups) | |
| Total | \$3,561.60 |

Price Increase Cap: 5%

Licensee's FTE Count: 13,868

Appendix Term: January 1, 2011 - December 31, 2013

APPENDIX L – ANTHROSOURCE

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|--|------------------------|
| American Anthropologist | |
| American Ethnologist | |
| Anthropology & Education Quarterly | |
| Anthropology & Humanism | |
| Anthropology News | |
| Anthropology of Consciousness | |
| Anthropology of Work Review | |
| Archeological Papers of the American Anthropological Association | |
| Bulletin of the National Association of Student Anthropologists | |
| Central Issues in Anthropology | |
| City & Society | |
| CSAS Bulletin Central States Anthropological Society | |
| Cultural Anthropology | |
| Culture & Agriculture | |
| El Mensajero | |
| Ethnographic Praxis in Industry Conference Proceedings | |
| Ethos | |
| General Anthropology Bulletin of the General Anthropology Division | |
| Journal of Latin American and Caribbean Anthropology | |
| Journal of Linguistic Anthropology | |
| Journal of the Society for the Anthropology of Europe | |
| Medical Anthropology Quarterly | |

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| Museum Anthropology | |
| National Association for the Practice of Anthropology Bulletin | |
| North American Dialogue | |
| Nutritional Anthropology | |
| PoLAR: Political and Legal Anthropology Review | |
| SOLGAN | |
| Teaching Anthropology: Society for Anthropology in Community Colleges Notes | |
| Transforming Anthropology | |
| Visual Anthropology Review | |
| Voices | |
| Total | \$1,537.00 |

Price Increase Cap: 5%

Appendix Term: January 1, 2011 - December 31, 2013

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Consortial Licensing Program
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Atlanta, GA 30309
Phone: 800.999.8558, ext. 4866
Fax: 404.892.7879
Email: nancy.harris@lyrsis.org
404.592.4866
Skype: nancyrharris1

Attn: Elaine Tomaselli
John Wiley & Sons, Inc.
111 River Street-MS 9-01
Hoboken, NJ 07030
Phone: 703.780.7022
Fax: 201-748-8800
Email: etomaselli@wiley.com

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AGREED AND ACCEPTED

BOISE STATE UNIVERSITY

By: 
[Authorized Signature]

Name: PEGGY S. COOPER

Title: ASSOCIATE DEAN / ALBERTSON'S LIBRARY

Date: May 6, 2011



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Online Terms and Conditions**

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- 8.7 LYRISIS shall send a fully executed original of the Online Terms and Conditions and **Attachment A-C** of the Individual Products to Springer within thirty (30) days of Springer's commencement of Participating Institution's access to the Individual Products or submission of these Online Terms and Conditions and the respective **Attachment A-C** of the Individual Products in its final agreed form to Licensee. In the event that the Participating Institution's acquires additional Individual Products, LYRISIS shall send a fully executed original of the respective **Attachment A-C** to Springer within thirty (30) days of Springer's commencement of access to the Individual Product or submission of the respective **Attachment A-C** in its final form. In the event that LYRISIS fails to do so, Springer is entitled to cut off access.

9. Fee

- 9.1 All fees for the Participating Institutions that are billed through Licensee are due and payable by Licensee sixty (60) days after the Licensors issues an accurate invoice referencing the LYRASIS purchase order (PO) number. Participating Institutions are entitled to pay part or all of their Fee through an intermediary. In such cases, Springer shall provide Licensee with access to the Individual Products when any such intermediary has paid the applicable invoice to Springer and provided Licensee is in full compliance with all other terms and obligations. Sections 9.1 to 9.5 of this Agreement also apply to any payments made by Participating Institutions through an intermediary.
- 9.2 Springer shall provide electronic access to the applicable Individual Product paid for by the Participating Institution once Springer has received the payment of the fee for such Individual Product.
- 9.3 In the event of non-payment by a Participating Institution for any Individual Product within thirty (30) days of Participating Institution receipt of the respective invoice, access to the content for the Institution shall cease. Access to the Content shall be reinstated upon receipt of full payment.
- 9.4 Licensee acknowledges that the Total Fee, or any portion thereof, may be invoiced by another Springer company, other than the contract party, that is part of the Springer Science + Business Media Group.
- 9.5 Springer will invoice Licensee in US Dollar currency. Licensee will remit payment in US Dollars.
- 9.6 If a Participating Institution's ability to pay its annual fee under a multi-year Agreement is reduced during the term of the Agreement, the Institution is given the option of opting out during the term of this Agreement. Notice of such termination must be given by 31st October of the preceding year. Termination must take effect on January 1st of calendar year. If the Participating Institution terminates after a calendar year begins they will not receive a refund of all or part of the license fee based on their subscriptions for that calendar year.

10. Termination

- 10.1 Access to the Individual Products may be terminated without further notice if either party materially breaches the terms of the Individual Products provided that (1) the non-breaching party has notified and specified the breach in writing to the other party and stated its intention to terminate the access to any or all of the Individual Products if the default is not cured and provided that (2) the breach is not cured within thirty (30) days.
- 10.2 In the event of termination or expiration of access to any or all of the Individual Products, all indemnification obligations herein shall survive such termination or expiration.
- 10.3 In the event of termination or expiration of access to any or all of the Individual Products, Participating Institutions and the Authorized Users shall continue to have access to any Individual Products set forth in **Attachment B** where the specific terms of such Individual Products allows the Institution to receive continuous or limited access.

11. Confidentiality

- 11.1 Licensee, Institutions, and Springer agree that, except with the prior written consent the other party, or as required by law or compelled by legal process, they may only disclose the terms of this Agreement to the Institutions. In the event Licensee or any of its authorized representatives or agents are required by law or compelled by legal process to disclose the terms of this Agreement to third-parties other than the Institutions, it shall provide Springer with prompt written notice of such requirement prior to the actual disclosure so that Springer may seek an appropriate protective order. In the event Springer is required by law or compelled by legal process to disclose the terms of this Agreement to third-parties other than the Licensee and its Institutions, it shall provide the Licensee with prompt written notice of such requirement prior to the actual disclosure so that the Licensee may seek an appropriate protective order.
- 11.2 Provision 11.1 shall survive the termination of this Agreement.

12. Representations, Warranties and Indemnities

- 12.1 Springer represents to Licensee and Participating Institutions that use of the Content by Participating Institutions in accordance with this Agreement does not infringe any copyrights of any third party under the laws of the United States.



- 12.2 Springer represents that it has all copyrights, ownership rights and/or utilization rights in and to the Content and that the execution of this Agreement does not violate any contract to which Springer is presently a party nor does it violate the rights or interests of any third party.
- 12.3 Springer represents that Springer has the requisite corporate authority to enter into this Agreement and to grant and/or accept the license hereunder, and that there are no outstanding assignments, grants, licenses, encumbrances, obligations or agreements that would prevent Springer from performing under the terms of this Agreement.
- 12.4 Notwithstanding the foregoing, however, Springer will not be responsible for any claim, loss or liability attributable to errors, inaccuracies or other defects in the Content or any part thereof arising from any act or omission or (to the maximum extent permitted by relevant laws) any negligence and BOTH PARTIES EXPRESSLY EXCLUDE ANY LIABILITY FOR BREACH OF ANY IMPLIED OR EXPRESS WARRANTY AS TO TITLE, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, NOR SHALL SPRINGER BE LIABLE FOR ANY DIRECT OR INDIRECT, INCIDENTAL, SPECIAL CONSEQUENTIAL OR PUNITIVE DAMAGES ARISING OUT OF USE OF THE CONTENT, save that Springer will use its best efforts to replace any defective part of the Content. Licensee and Participating Institutions shall not be liable to Springer for breach of the terms of this Agreement by any Authorized User so long as Licensee did not intentionally or through gross negligence or recklessness assist in or encourage such breach or permit such breach to continue after having actual notice thereof.
- 12.5 Participating Institutions represent to Springer that use of the Content by Participating Institutions in accordance with this Agreement does not infringe any valid intellectual property rights claimed by any third party under the laws of the U.S.
- 12.6 Licensee represents that Licensee has the requisite corporate authority to enter into this Agreement and to grant and/or accept the license hereunder, and that there are no outstanding assignments, grants, licenses, encumbrances, obligations or agreements that would prevent Licensee from performing under the terms of this Agreement.
- 12.7 Licensee represents that it is authorized to act on behalf of the Participating Institutions, and that there are no outstanding assignments, grants, licenses, encumbrances, obligations, agreements or other matters that would prevent Licensee from so acting on their behalf.
- 12.8 A Participating Institution warrants that it will use its best efforts to maintain the integrity of the Content and the security of its Network and proper use thereof and access thereto by its Authorized Users.

13. Indemnification

- 13.1 Springer agrees to indemnify, defend, and hold Licensee, Participating Institutions, their Authorized Users, clients, representatives, heirs, executors, attorneys, agents, partners, officers, shareholders, directors, employees, subsidiaries, affiliates, divisions, successors and assigns harmless from and against any and all claims, demands, obligations, costs, losses and liabilities, including reasonable attorney fees incurred by Licensee or Participating Institutions which arise out of a claim (1) resulting from a material breach of this Agreement by Springer or (2) alleging copyright infringement arising out of use of the Content pursuant to the terms of this Agreement.

14. General

- 14.1 No part of this Agreement shall be construed as limiting a Participating Institution's ability to acquire additional Content. If a Participating Institution acquires additional Content after the initial acquisition, these Terms and Conditions shall also be applicable to the Institution's acquisition of any such additional Content.
- 14.2 Springer may assign its rights or delegate its obligations, or any part thereof under this Agreement without prior consent from Licensee or Participating Institutions. Licensee and Participating Institutions may not assign, whether in conjunction with a change of ownership, merger, acquisition, sale or transfer of all, substantially all or any part of Licensee's business or assets or otherwise, either voluntarily, by operation of law or otherwise, any portion of Licensee's rights or obligations under this Agreement without the consent of Springer. Any attempt by Licensee to assign or delegate any duties or obligations set forth in this Agreement without Springer's prior written consent shall be null and void.
- 14.3 It is expressly understood and agreed that Springer and Licensee are separate legal entities, and the relationship established herein is that of an independent contractor. Nothing contained in this Agreement shall be deemed or construed by the parties hereto, nor by any third party, as creating any partnership or joint venture relationship between the parties hereto. Nothing in this Agreement shall constitute or permit either party to execute on behalf of the other any contract or other document, or to bind or otherwise obligate the other party. Neither party is an agent or employee of the other and neither has any right nor any authority to assume or create any obligation of any kind, express or implied, on behalf of the other, nor shall the acts or omissions of either create any liability for the other. The parties further agree that neither party shall obligate or purport to obligate the other by issuing or making any affirmations, representations, warranties or guaranties with respect to the Content.

- 14.4 The waiver or failure of any party to enforce any of its rights under this Agreement shall not be deemed to be a waiver of any of such party's rights in the event of any subsequent breach or breaches of any of the obligations of another party hereunder. No waiver by any party hereunder shall be effective unless in writing and signed by such party.
- 14.5 Springer's failure to perform any term or condition of this Agreement as a result of conditions beyond its control such as, but not limited to, war, strikes, fires, floods, governmental restrictions, power failures, or damage or destruction of any network facilities or servers, shall not be deemed a breach of this Agreement.
- 14.6 If any covenant or other provision of this Agreement is invalid, illegal or incapable of being enforced, by reason of any rule of law or public policy, all other conditions of this Agreement shall nevertheless remain in full force and effect, and no covenant or provision shall be dependent upon any other covenant or provision unless so expressed herein.
- 14.7 This Agreement and the rights and obligations of the parties hereto shall be construed, interpreted and determined in accordance with the laws of the State of the participating institutions without reference to the choice-of-law principles of this state or any other jurisdiction and without the aid of any rule, custom or canon requiring construction or interpretation of this Agreement against the draftsmen.
- 14.8 Intentionally Deleted.
- 14.9 All Attachments to this Agreement are incorporated into this Agreement by reference for all purposes and are binding upon Springer, Licensee, and Participating Institutions.
- 14.10 The parties agree to cooperate to effect the intent and terms of this Agreement and agree to execute such any and other papers or documents required or necessary to effect the terms and obligations contained in this Agreement.
- 14.11 This Agreement, along with the Attachments, contain the entire understanding of the parties and supersede all previous verbal and written agreements; there are no other agreements, representations or warranties other than as set forth herein. Any description sheets or other memoranda concerning this Agreement shall in no way supersede or be controlling over the terms and conditions of this Agreement.
- 14.12 This Agreement may be executed in one or more counterparts (whether facsimile or original), each of which shall be deemed to be an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument.



14.13 No modification of any provision of this Agreement shall be valid except by written amendment signed by authorized representatives of Springer and Licensee.

14.14 All amounts payable by Licensee shall be exclusive of any sales, use, withholding, value added or similar taxes, government fees or levies or other assessments which shall be the sole responsibility of the Licensee.

14.15 All notices given pursuant to this Agreement shall be in writing and may be hand delivered, or shall be deemed received within five (5) business days after mailing if sent by registered or certified mail, return receipt requested. If any notice is sent by facsimile, confirmation copies must be sent by mail or hand delivery to the specified address. Either party may from time to time change its notice address by written notice to the other party.

If to Springer:

Syed Hasan, President STM Sales Americas
Springer Science+Business Media, LLC
233 Spring Street
New York, NY 10013-1578

If to Licensee:

| | |
|-----------------|--|
| Name (Printed): | Tom Sanville |
| Position | Director of Licensing and Strategic Partnerships |
| Address | LYRISIS, 1438 West Peachtree Street NW, Suite 200, Atlanta, GA, 30309 USA |

This Agreement includes **Attachments A - C**, which are incorporated as if fully set forth herein:

Attachment A: Participating Institution Data and Fees

Attachment B: May include: eBooks, Bookseries, E-Reference Works, Journals, Online Journal Archives, Online Bookseries Archives, Online Archives Collection, SpringerProtocols, SpringerMaterials and/or SpringerImages

Attachment C: Total Fees



IN WITNESS WHEREOF, the parties have executed these Online Terms and Conditions by their respective, duly authorized representatives as of the date last written below.


Licensee: LYRASIS (on behalf of its members)

Signature:

Name (Printed):

Title:

Date:


Tom Saville
Sr Director Library Services
9/11/11

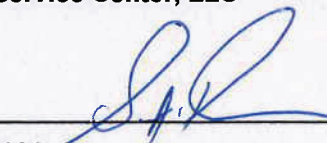
Springer: Springer Customer Service Center, LLC

Signature:

Name (Printed):

Title:

Date:


Syed Hasan
President, STM Sales Americas
9/26/11

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**CONSENT
JUNE 20, 2013**

BOISE STATE UNIVERSITY

SUBJECT

Contract Extension for Idaho Regional Optical Network (IRON)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In order to compete both regionally and nationally for grants, programs, students and faculty, Boise State University (BSU) requires broadband optical based research services. The services include high performance broadband optical networking and computing, middleware and advanced applications available only on private research and educational networks at other research institutions.

These services are available only from national research networks including Internet 2 and National Lambda Rail. Each network is funded with federal and higher education participant funds. In 2009, the Idaho State Division of Purchasing approved the sole source justification for the IRON contract and the Board Executive Director approved the 5-year, \$345,000 contract.

Due to an increase in research activity, Boise State University has increased its bandwidth from 200 Mbps/month to 600 Mbps/month. This increase led to a corresponding increase in cost as outlined below. In accordance with Board policy V.I.3.a., the Vice President for Finance and Administration approved the increase in contract price to \$408,684. The University now seeks to extend the agreement for an additional year during which time capacity needs will be reassessed and a new multi-year agreement negotiated.

IMPACT

The cost for the additional year of service will be \$126,000 for an aggregate total cost of \$534,684. A breakdown of cost per year is below:

| | |
|------|---------------------------|
| FY09 | \$ 40,000 actual |
| FY10 | \$ 60,000 actual |
| FY11 | \$ 60,000 actual |
| FY12 | \$120,500 actual |
| FY13 | \$128,184 actual |
| FY14 | <u>\$126,000</u> proposed |

Total \$534,684

ATTACHMENTS

Attachment 1 – FY14 IRON Service Order

Page 3

Attachment 2 – Executive Director Approval Memo

Page 4

CONSENT
JUNE 20, 2013

Attachment 3 – Boise State University VPFA FY13 Approval

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to extend its agreement with IRON for an additional year in accordance with the terms herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IRON Service Order

| | | | |
|---|--|--|---|
| Service Order Number | | Order Type | |
| 1000-3 | | <input type="checkbox"/> New <input type="checkbox"/> Move <input type="checkbox"/> Disco <input type="checkbox"/> Upgrade <input checked="" type="checkbox"/> Downgrade | |
| Customer Information | | | |
| Customer Name Boise State University | | IRON MSA # ### | |
| Order Contact Max Davis-Johnson | | Ckt ID for Disco, Up/Downgrade | |
| Tech / Design Contact Bryan McDevitt | | Phone 208-426-3033 | E-Mail MaxDavis-Johnson@boisestate.edu |
| Test / Tumup Contact | | Phone | E-Mail BryanMcDevitt@boisestate.edu |
| Billing Contact Margie Smith | | Phone 208-426-2743 | E-Mail MargieSmith@boisestate.edu |
| Billing Address 1910 University Drive | | Phone | E-Mail |
| City, State, Zip Boise, ID 83701 | | Order Date 4/1/13 | Due Date 7/1/13 |
| Customer Order No | | Requested Due Date 7/1/13 | |
| Form Completed By Victor E. Braud, III (Please type your name here) | | | |

| Layer 1 & 2 | | |
|--|--|---|
| Layer 1 Services <input type="checkbox"/> Copper TX <input type="checkbox"/> MM Fiber <input checked="" type="checkbox"/> SM Fiber | Connector Type <input type="checkbox"/> RJ45 <input type="checkbox"/> SC <input type="checkbox"/> LC | Transport Delivery Options <input type="checkbox"/> Unprotected <input type="checkbox"/> Protected Circuit 1 GigE Layer 2 CIDR Mb/s: VLAN Tags: |
| Local Access Vendor: BSU Fiber Vendor Contact Name: Brian McDevitt Vendor Contact Phone: Vendor Contact Email: | | |

| Layer 3 | |
|--|--|
| ASN# _____ Protocol (Static/EBGP) _____ ARIN Allocated IPs (Y/N) _____ If "Y", please specify below _____ IP Address Range Requested (i.e. /27) _____ | |
| Additional Instructions below: Existing connection. Change from 600 Mbps, burstable to 10 GigE to 600 Mbps, capped. | |

| Location Information | | |
|----------------------|----------------------------|---|
| Location | A | Z |
| Phys. Address | Existing Connection at BSU | Existing Connection at Syringa Networks |
| Suite | | |
| City | | |
| State / Zip Code | | |
| Site Contact | | |
| Site Phone No. | | |
| Maint. Contact | | |
| Maint. Phone No | | |

| Pricing and Charges | |
|---------------------------|--------------|
| Non-Recurring Charges | \$0.00 |
| Monthly Recurring Charges | \$10,500.00 |
| Contract Term (Months) | 12 MO |
| Not to exceed | \$126,000.00 |

| |
|--|
| Remarks - Please provide a narrative description of the service being ordered BSU is requesting monthly committed data rate previously established at 600 Mbps, burstable to 10 GigE, but capped at 600 Mbps. |
|--|

Customer approves and accepts this Service Order, which fully incorporates the IRON Standard Terms and Conditions or Master Services Agreement. Desired Installation Date is subject to IRON's internal provisioning intervals, which are specific to service type and facility availability. Provisioning interval begins after receipt of complete and any other required documentation. IRON will provide a firm due date to customer upon receipt of all required information. Customer acknowledges that the individual has full and complete authority to bind Customer.

| | |
|---|--|
| Idaho Regional Optical Network Signature: _____ Printed Name: Stacey Carson Title: President Date: _____ | Company: Boise State University Signature: _____ Printed Name: Stacey Pearson Title: _____ Date: _____ |
|---|--|



IDAHO STATE BOARD OF EDUCATION

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www.boardofed.idaho.gov

April 13, 2009

Stacy Pearson
Vice President for Finance and Administration
1910 University Drive
Boise, Idaho 83725

RE: Idaho Regional Optical Network (IRON) Purchase Order

Dear Stacy;

This letter is in response to your request to issue a purchase order to Idaho Regional Optical Network for Internet 2 and National Light Rail networking services to support the research infrastructure at Boise State University. The purchase order will cover a five year term with costs not to exceed \$345,000.

The State Board of Education requires approval for the purchase of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) pursuant to Board Policy V.I.3.a. Staff has reviewed the above request, and find it to be consistent with Board policy.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Rush".

Mike Rush
Executive Director

attachment
MEC



INTEROFFICE MEMORANDUM

TO: STACY PEARSON
FROM: TERRI SPINAZZA, PURCHASING DIRECTOR
SUBJECT: IDAHO REGIONAL OPTICAL NETWORK (IRON) CONTRACT
DATE: 6/6/2012

In April 2009, after Division of Purchasing authorized a sole source contract, Mike Rush approved the IRON contract for Internet 2 and NLR networking services for 5 years with costs not to exceed \$345,000. This dollar amount was based on the required capacity of 200 Mbps/month.

In FY12, OIT increased the capacity to 600 Mbps/month to support increased campus requirements. This has resulted in a need to increase the total dollar amount of the contract by \$61,500 to cover FY13 (the final year of the contract).

FY09 - \$40,000 actual
FY10 - \$60,000 actual
FY11 - \$60,000 actual
FY12 - \$120,500 actual
FY13 - \$126,000
Total \$406,500

SBOE Policy Section V. I. 3a indicates that approvals for a change under \$250,000 to a previously approved contract can be made at the Local Agency. Please sign the attached purchasing requisition as approval for the increase to the IRON contract.

Thank you.

ATTACHMENT 3

FOR PURCHASING USE ONLY

Req. # 15124 PO # 590669-5

Vendor IRON

Vendor Number 0000023821

BSU Department Name OIT TECHNOLOGY OPERATIONS & SUPPORT

Dept. Contact Person Esther Hoagland

Phone 65711 Fax 334-2166

End User Chris Hurst Phone. 61295

Delivery Bldg./Room OIT Business MS-1412

Delivery Date Requested PO requested by June 8, 2012

RUSH REQUEST ☐ Yes ☐ No

If yes, reason _____

APPROVAL SIGNATURES

0-\$5,000 • REQUESTER SIGNATURE Esther Hoagland 6/4/12
Date

Esther Hoagland, OIT Business Services

Print Name

\$5,000-\$25,000 • DEPT. MANAGER SIGNATURE _____ Date _____

Print Name Christine Hurst by EH 6/4/12
\$25,000 + • DEAN or DEPT. HEAD SIGNATURE Date

Christine Hurst, Director, OIT Technology Operations & Support

Print Name Gay Pearson 6/12/12
VPFA SIGNATURE Date

Print Name **CONSENT - BAHR - SECTION II**

| KEY | Quantity | UOM | Short Description | Price | Total |
|-----|---|-----|---|---------------|--------------|
| | Description or List of Attachments | | | | |
| | Department ID | | Account Code | Project/Grant | |
| 1 | 1 | YR | Annual renewal of bandwidth charges | \$ 60,000.00 | \$ 60,000.00 |
| | See attached Invoice 591 for Monthly minimum bandwidth for July 2012 - June 2013 | | | | |
| | 939A100030 | | 532000 | NOPJ | |
| | | | | | |
| 2 | 1 | YR | Annual renewal of IP Bandwidth increase | \$ 66,000.00 | 66,000.00 |
| | See attached Invoice 591 for Increase in monthly IP Bandwidth from 200 Mbps to 600 Mbps | | | | |
| | 939A100030 | | 532000 | NOPJ | |
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Additional Suggested Vendors and Phone & Fax Numbers

| | |
|----------|---------------------|
| 1. _____ | TOTAL \$ 126,000.00 |
|----------|---------------------|

2. _____

Comments _____

FY11 PO 590669-3 dated 5/20/11 & PO 590669-4 dated 8/19/11

TS09-076

CONSENT
JUNE 20, 2013

BOISE STATE UNIVERSITY

SUBJECT

Athletics Security and Services Staffing Contract

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) competitively bid a one year contract for guest and security services for athletic events. The contract provides personnel for taking tickets, entry gate bag inspection, crowd management and responsible alcohol service. The successful responsive respondent was MAV Event Services and the Board's executive director approved the one year agreement at a cost not to exceed \$287,760 over four (4) years. The contract had three one year renewal options.

After the contract was awarded, the scope of services was revised to include additional services at the Stueckle Sky Center and several other locations. The change came about as a result of a security task force review and corresponding recommendations. Due to the increase in service requirements, the University has spent a total of \$280,299 for the first two years of the contract. Athletics is pleased with the quality of service provided and seeks Board approval to increase the total dollar amount of the contract to \$574,300 to cover the final two years of the agreement. The total cost includes a 5% price increase effective July 1, 2013.

IMPACT

The total cost of the agreement for the initial term plus three renewal options follows:

| | |
|--------|----------------------------|
| Year 1 | \$142,191 actual |
| Year 2 | \$138,109 actual |
| Year 3 | \$147,000 projected |
| Year 4 | <u>\$147,000</u> projected |

| | |
|-------|-----------|
| Total | \$574,300 |
|-------|-----------|

ATTACHMENTS

| | |
|---|---------|
| Attachment 1 – Executive Director Contract Approval | Page 3 |
| Attachment 2 – Year 2 Purchase Order | Page 5 |
| Attachment 3 – MAV Cost Increase Notice | Page 41 |

CONSENT
JUNE 20, 2013

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve Boise State University's request to enter into an agreement with MAV for an additional two years for a total cost not to exceed \$574,300.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



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www.boardofed.idaho.gov

June 16, 2011

Stacy Pearson
Vice President for Finance and Administration
1910 University Drive
Administration Building, Room A-208
Boise, Idaho 83725-1200

RE: Patron Services/Event Supervisor Security Officer Staffing Contract

Dear Stacy;

This letter is in response to your request for issuance of a contract for Patron Services/Event Supervisor Security Officer Staffing to support the Athletic Department at Boise State University. The cost of these services is not to exceed \$287,760 for four years.

The State Board of Education requires approval for the purchase of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000). Staff has reviewed the above request, and pursuant to the authority delegated to the Executive Director under Board Policy V.1.3.a., this correspondence will confirm authorization to proceed with this purchase as requested.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Rush".

Mike Rush
Executive Director

attachment
MR/mec

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Purchase Order

Boise State University

BSU Purchasing
1910 University Drive
Boise ID 83725-1210
United States

Vendor: 0000027331
MAV Event Services LLC
1483 S Blue Jay Place
Eagle ID 83616-6335

Dispatch via Print

| Purchase Order | Date | Revision | Page |
|---------------------|---------------|----------|------|
| IDBSU-0000621051 | 06/06/2012 | | 1 |
| PO Reference | | | |
| Payment Terms | Freight Terms | Ship Via | |
| Net 30 | Destination | Best Way | |
| Buyer | Phone | Currency | |
| Michael Arthur Carr | 208/426-1802 | USD | |

Ship To: BSU Central Receiving
1453 University Drive
Boise ID 83706
United States

Bill To: BSU Accounts Payable
1910 University Drive
Boise ID 83725-1248
United States

Tax Exempt? Y Tax Exempt ID: 000012415-S

| Line-Sch | Item/Description | Quantity | UOM | PO Price | Extended Amt | Due Date |
|----------|--|----------|-----|-------------|--------------|------------|
| 1- 1 | Patron Services, Event Security, Officer Staffing for the 2012 / 2013 Athletic Season. Renewal of contract MC11-118 | 1.00 | EA | 140,000.000 | 140,000.00 | 06/06/2012 |

Item Total 140,000.00

Prices and specifications are as per contract MC11-118.

The State of Idaho STANDARD CONTRACT TERMS AND CONDITIONS and the State of Idaho COMPUTER SOFTWARE SPECIAL TERMS & CONDITIONS (if applicable) are incorporated herein by reference as though set forth in full. These terms and conditions and instructions are located on the Internet at <http://purchasing.idaho.gov>.

Total PO Amount

140,000.00

All shipments, shipping papers, invoices, and correspondence must be identified with our Purchase Order Number. Overshipments will not be accepted unless authorized by Buyer prior to shipment.

Authorized Signature



LETTER OF RENEWAL

May 29, 2012

MAV Event Services
Mark Vucinich:
1483 S. Blue Jay Way
Eagle, Idaho 83616

RE: Event Security Services LETTER OF RENEWAL

Dear Mark:

The current Contract with your company for Event Security Services will expire July 31, 2012. Boise State wishes to renew the contract for an additional one (1) year period, as provided for in the contract. The renewal period would be from August 1, 2012 through July 31, 2013.

Renewal action must be based on the following:

1. All contract terms and conditions remain the same as noted in the original contract.
2. All pricing remains the same as noted in the original contract.

If you agree or disagree to contract renewal, please circle Yes or No, sign this document and return it to Mike Carr by fax or e-mail at 426-1152 or mikecarr@boisestate.edu by July 1, 2012.

RENEWAL APPROVAL:

☒ YES

or

☐ NO

(Please Circle)

Mark Vucinich
Signature

Mark Vucinich
Name (Please Print)

6-3-2012
Date

Sincerely,

Micheal A. Carr
Senior Buyer
Boise State University

Boise State University

Patron Services/Event Supervisor Security Officer Staffing

BOISE STATE UNIVERSITY

Invitation to Bid

MC11-118

2011 MAY 15 PM 01:07

BOISE STATE PURCHASING

TABLE OF CONTENTS

| | <u>PAGE</u> |
|---|-------------|
| 1.0 TIME LINE | 3 |
| 2.0 STANDARD TERMS AND CONDITIONS | 3 |
| 3.0 CORRESPONDENCE, QUESTIONS AND ADDENDA | 4 |
| 4.0 INVOICING AND PAYMENT | 5 |
| 5.0 GENERAL OVERVIEW | 5 |
| 6.0 GENERAL INFORMATION AND INSTRUCTIONS | 6 |
| 7.0 SPECIAL TERMS AND CONDITIONS | 11 |
| 8.0 SERVICES | 13 |
| 9.0 BIDDER INFORMATION | 14 |
| 10.0 EVALUATION | 16 |
| 11.0 AWARD | 16 |
| APPENDIX A Bid Sheet | 17 |
| APPENDIX B Consolidated Balance Sheet | 18 |
| APPENDIX C Signature Page | 19 |

Invitation to Bid (ITB) MC11-118

Patron Services/Event Supervisor Security Officer Staffing

Boise State University ("the University") is seeking bids from qualified vendors for the purchase of Patron Services/Event Supervisor Security Officer Staffing ("the System"), to be used in the Athletics Department. The System must meet the technical specifications detailed below.

1 Timeline

- | | | |
|-----|----------------------------------|----------------|
| 1.1 | Questions Due | April 29, 2011 |
| 1.2 | Questions Answered (approximate) | May 3, 2011 |
| 1.3 | Closing Date | May 17, 2011 |

2 Standard Terms and Conditions

- 2.1 The State's Standard Contract Terms and Conditions and Solicitation Instructions to Vendors are incorporated by reference into this solicitation as if set forth herein in their entirety. The Terms and Conditions and Instructions to Vendors are located on the Internet at <http://www2.state.id.us/adm/purchasing/index.htm>. The Terms and Conditions and Instructions to Vendors shall apply to this solicitation and the State of Idaho Standard Contract Terms & Conditions shall apply to any contract resulting from this solicitation. Failure by any submitting vendor to obtain copies of these documents shall in no way constitute or be deemed a waiver by the University of either document, or any part of them. No liability will be assumed by the University for a submitting vendor's failure to consider the Terms and Conditions and Solicitation Instructions to Vendors in its response to the solicitation.
- 2.2 The successful contractor, and subcontractors, if any, shall indemnify, hold harmless and defend Boise State University and the State of Idaho, their officers, agents and employees from and against all claims, damages, losses and expenses for bodily injury, sickness, disease, or death, or injury to or destruction of tangible property including loss of use resulting therefrom, including but not limited to attorney's fees, arising out of or caused in whole or in part by the negligent acts, wrongful acts, errors or omissions of the successful contractor, a subcontractor, anyone directly or indirectly employed by them or anyone for whose acts they may be liable, but only to the extent caused in whole or in part by negligent act, wrongful acts or omissions of Indemnitor. The insurance company providing the general liability insurance certificate must have an insurance company rating of A by either A.M. Best or Standard and Poor's rating bureaus.

In addition, the successful contractor and subcontractors, if any, shall, at their sole cost and expense, procure and maintain through the term of this contract

Commercial General Liability Insurance with limits not less than \$1 million per occurrence for Property Damage and Bodily Injury Liability, including Products/Completed Operations Liability, Blanket Contractual Liability and Personal Injury Liability. If an annual aggregate is used each annual aggregate limit shall not be less than \$2 million when applicable and will be endorsed to apply separately to each job site or location;

Automobile Liability Insurance including non-owned and hired vehicles with limits not less than \$1 million per occurrence (CSL) for Property Damage and Bodily Injury; and

Workers Compensation and Employers' Liability Insurance as follows with limits not less than:

* Workers' Compensation - as required by State statute including occupational disease.

- The contractor must provide either a certificate of workers' compensation insurance issued by a surety licensed to write workers' compensation insurance in the State of Idaho, as evidence that the contractor has in effect a current Idaho workers' 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 contractor shall exonerate, defend, indemnify and hold Boise State University and the State of Idaho 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, workers' compensation and income tax laws with respect to the contractor or contractor's employees engaged in performance under this Agreement.

* Employers' Liability -

- Bodily Injury by Accident: \$100,000 each accident
- Bodily Injury by Disease: \$100,000 each employee
- Bodily Injury by Disease: \$500,000 policy limit

Prior to the commencement of the term of this contract, the successful contractor shall deliver or fax to the University:

A certificate of insurance with respect to ALL such insurance in a form reasonably satisfactory to the University. The general liability and automobile liability insurance certificate must name the University and the State of Idaho as Additional Insured. The certificate must contain a written provision that, should any of the above-described insurance policies be canceled or non-renewed before the expiration date thereof, the issuing company must notify the University in writing, by certified or registered mail, receipt requested, at least thirty (30) days prior to any cancellation or non-renewal of any such insurance.

3 Correspondence, Questions and Addenda

All correspondence will be in writing. In the event that it becomes necessary to revise any part of this ITB, addenda will be posted at:

http://cayusecreek.boisestate.edu/purchasing/purchasing_bidopportunities.php. It will be the responsibility of the Bidder to monitor

http://cayusecreek.boisestate.edu/purchasing/purchasing_bidopportunities.php for any updates or amendments. Any oral interpretations or clarifications of this ITB shall not be relied upon. All changes to this ITB must be in writing and posted at

http://cayusecreek.boisestate.edu/purchasing/purchasing_bidopportunities.php to be valid.

This solicitation is issued by the Boise State University Purchasing Department. The Purchasing Department is the only contact for this solicitation. Written questions must be submitted via email to:

Mike Carr, Senior Buyer
Boise State University
E-mail: mikecarr@boisestate.edu

The deadline for receipt of questions is April 29, 2011. To be considered, questions must be received via email by 5:00 p.m. Mountain Time, on that date. Answers to timely received vendor questions will be posted at http://cayusecreek.boisestate.edu/purchasing/purchasing_bidopportunities.php.

4 Invoicing and Payment

Payment terms shall be NET 30. Payment shall be made within 30 days after receipt of invoice.

Invoices are to be submitted to:

Boise State University
Ref. PO No. XXXXXX
1910 University Drive, M/S 1210
Boise, ID 83725

5.0 GENERAL OVERVIEW

5.1 PURPOSE

Boise State University seeks a Contractor to provide qualified and experienced Game & Event Workers and Supervisor Security Officer Management Staffing Services. This contract will be used by the Athletics Department. Personnel will be used to support Boise State University staff, for athletic events, concert events, special projects, or other event staffing needs as required. .

5.2 SCOPE

To provide qualified Event/Security Management Staffing Services to work on an as needed basis in the following categories/positions listed below:

- Game/ Event Support—Ushers/Ticket Takers/Gate Monitors Patron Services
- Game/Event Crowd Management/Patron Services Supervisors
- Game/Event Crowd Management Patron Services Director
- Provide all equipment and training to insure a turnkey operation

5.3 CURRENT ENVIRONMENT

Boise State University:

- Is a public, co-educational institution;
- Offers graduate, undergraduate, and non-degree programs;
- Serves approximately 20,000 students;
- Employs approximately 5,000 faculty, staff and student staff.

6.0 GENERAL INFORMATION AND INSTRUCTIONS

6.1 DEFINITIONS

The following definitions are meant to supplement the definitions found in the State of Idaho Standard Terms and Conditions, State of Idaho Solicitation Instructions to Vendors.

Accounting Period – A one-month period of time, closing on the last business day of the month

University - Boise State University

Evaluation Codes - Certain specifications have an evaluation code assigned, which are defined as follows:

M - Mandatory Specification – Failure to comply with any subsection with an M notation shall render the bid non-responsive and no further evaluation will occur. Bidder is required to respond to each subsection with an M notation with a statement outlining its understanding and agreement to comply.

Fixed Cost - In the Cost Bid Sheet, this means a “fully burdened fixed cost” including, but not limited to, time and materials, travel (excluding alcohol), lodging, per diem and administrative overhead.

In Writing or Written Notice – Any letter or memo sent via fax, U.S. Postal Service, United Parcel Service, FedEx, or via e-mail.

Normal Operation Hours – Unless otherwise stated, the normal operating hours of the University are to be considered to be 7:00 a.m. until 5:00 p.m. (6:00 p.m. - until on occasion) Mountain Time, Monday through Friday, and State holidays as needed.

Purchasing – Boise State University Purchasing Department

Responsive Proposer - A Bidder that has submitted a timely bid or offer that conforms in all material respects with the submission and format requirements of the solicitation, and that has not qualified or conditioned its bid or offer.

System - Refers to the entire package described in the ITB and the bid.

Time – All references to time refer to local Mountain Time in Boise, Idaho.

Bidder – The legal entity that submits a response to the ITB.

Working/Business Calendar Day - Monday through Friday, to include some legal holidays observed by the State of Idaho.

The following definitions are meant to define the entities and terminology related to the specifics of the requirements of this ITB:

Internal controls – a set of policies and procedures designed to reduce the risk of theft, loss or misuse of funds provided by the University. Internal controls may be a part of systems (such as utilizing username/password, key fob, etc.) or procedural (such as checking id's, etc.).

Game/Event Management Staff – Ushers, ticket takers, etc.

Game Event Venues – Bronco Stadium and other athletic department venues

6.2 SUBMISSION OF BIDS

In order to be considered for selection, Bidder must submit a complete response to this ITB. Each bid must be submitted with one (1) original and three (3) copies. The Bidder will make no other distribution of the bid.

Each bid package must be clearly marked "Event Management & Security Supervision Staffing Services for Boise State University" on the outside of the package. No bid will be accepted after 5:00 p.m. Mountain time, May 17, 2011 Bids submitted by facsimile, telegraph, mail-gram, and electronic mail will be rejected. Each bid must contain the manual signature of an authorized representative of the Bidder on the signature page provided. Bidders are strongly encouraged to sign the signature page in blue ink.

Each Bidder is responsible to examine this entire ITB, including the attachments, seek any required clarification in writing, and review its proposal for accuracy before submitting the bid. Once the submission deadline has passed, all bids will be final unless otherwise indicated in this ITB.

NOTE: THE FOLLOWING IS MANDATORY!

- **BIDS OR PARTS OF BIDS MUST NOT BE SUBMITTED ELECTRONICALLY. ELECTRONICALLY SUBMITTING THE BIDS OR ANY PART OF THE BIDS WILL RENDER THE BID NON-RESPONSIVE.**
- **BIDS MUST BE SUBMITTED MANUALLY PER INSTRUCTIONS TO FOLLOW.**
- **BIDS MUST BE HAND-DELIVERED, US MAILED, OR CARRIER SHIPPED. BIDS MUST BE RECEIVED AT THE OFFICES OF THE BOISE STATE UNIVERSITY PURCHASING DEPARTMENT AND TIME STAMPED USING THE DEPARTMENT'S TIME STAMP, NO LATER THAN THE DATE AND TIME SET FORTH FOR THE CLOSING OF THE SOLICITATION ON PAGE 3 OF THIS SOLICITAION.**
- **A SIGNED IDAHO SIGNATURE PAGE IS REQUIRED. APPENDIX 3.**

All bid materials should be shipped in a single shipping container, if possible.

NOTE: BIDS RECEIVED THAT QUALIFY THE BID BASED UPON THE STATE ACCEPTING BIDDERS TERMS SHALL BE FOUND NON-RESPONSIVE. QUESTIONS PERTAINING TO THE STATE TERMS AND CONDITIONS MUST BE ADDRESSED DURING THE Q&A PHASE.

(Should the Bidder have a web site address, please write it on the signature page.)

6.3 VALIDITY OF BIDS

Bids must remain valid for ninety (90) calendar days after the bid opening date. Bids submitted with a less than 90 day validity will be found non-responsive and will not be considered.

6.4 COMMUNICATION RESTRICTIONS

Bids must comply with all state laws, rules, and policies covering communication with state employees and officials during the ITB process. If a Bidder engages in any unauthorized communication, the University may reject its bid.

6.5 COST OF PREPARING THE BID

Costs of preparing a bid are the sole responsibility of the Bidder. The University will not provide reimbursement for such costs and shall not be liable for any bid preparation costs.

6.6 (M) BID FORMAT

Bids must follow the numerical order of the ITB starting at the beginning and continuing through the end of the ITB. ITB and bid sections and subsections must be identified with the corresponding numbers and headings used in the ITB. Each ITB section and subsection must be written and then followed with the Bidder's response (see examples below). Bidders are encouraged to use a different color font or other indicator that will clearly delineate the ITB section or subsection from the Bidder's response. Bids must also include a corresponding table of contents. All bid pages must be typed and sequentially numbered.

The University may reject any bid that does not meet this format.

6.7 (M) COVER LETTER

The cover letter must be in the form of a standard business letter, type written, containing the Bidder's name, address and telephone number and must be signed with an original signature, preferably in blue ink, by an individual authorized to legally bind the Bidder. The letter must contain the following information:

6.7.1 A statement describing the Bidder's legal structure (e.g., corporation, partnership) and providing federal tax identification number and principle place of business.

6.7.2 A statement that the person signing the proposal certifies that he or she is the person in the Bidder's organization who has actual authority to make decisions as to matters relating to this ITB and to bind the Bidder.

6.7.3 The name, telephone number, fax number and electronic mail (e-mail) address of a contact person who has authority to answer questions regarding the bid.

6.7.4 A statement that the bid meets the minimum qualifications set forth in this ITB and accepts all requirements and terms and conditions contained in this ITB.

6.7.5 A statement that the Bidder does not discriminate in its employment practice with regard to race, color, age, religion, sex, veteran status, sexual preference, national

origin, or disability (ACA Standards 4-4053, 4-4054, 4-4055, 4-4056, Equal Employment Opportunity).

6.7.6 A statement that no attempt has been made or will be made by the Bidder to induce any other person or firm to submit or not to submit a bid.

6.7.7 A statement that indicates whether the Bidder or any of its agents has a possible conflict of interest with any state employee involved in this Invitation to Bid and any ensuing Contract(s) or any other conflict of interest and, if so, an explanation of the conflict must be given.

6.7.8 A statement that the bid must be valid for ninety (90) days from the bid due date.

6.7.9 An acknowledgement of receipt of issued amendment(s) to this ITB.

6.8 INDEMNIFICATION AND INSURANCE

The Contractor must indemnify, hold harmless and defend **Boise State University and the State of Idaho**, their officers, agents and employees from and against all claims, damages, losses and expenses for bodily injury, sickness, disease, or death, or to injury to or destruction of tangible property including loss of use resulting therefrom, including but not limited to attorney's fees, arising out of or caused in whole or in part by the negligent acts or omissions of the Contractor, anyone directly or indirectly employed by them or anyone for whose acts they may be liable, but only to the extent caused in whole or in part by negligent acts or omissions of the Contractor.

The Contractor shall, at no additional cost to Boise State University, procure and maintain through the term of this Contract:

6.8.1 Commercial General Liability Insurance with limits not less than \$1,000,000 per occurrence Combined Single Limits (CSL) for Property Damage and Bodily Injury, including Products, Completed Operations, Blanket Contractual liability and Personal Injury Liability;

6.8.2 Automobile Liability Insurance including non-owned and hired vehicles with limits not less than \$1,000,000 per occurrence (CSL) for Property Damage and Bodily Injury; and Workers' Compensation and Employers' Liability Insurance with limits not less than;

6.8.3 Worker's Compensation - as required by State statute including occupational disease. 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.

6.8.4 Employer's Liability:

| | |
|----------------------------|-------------------------|
| Bodily Injury by Accident: | \$100,000 each accident |
| Bodily Injury by Disease: | \$100,000 each employee |
| Bodily Injury by Disease: | \$500,000 policy limit |

6.8.5 Prior to the commencement of the term of this Contract, the Contractor must deliver or fax to (208) 426-1152 to the Purchasing Department:

A certificate of Insurance with respect to **ALL** such insurance including worker's compensation in a form reasonably satisfactory to the University. **The general and automobile liability insurance certificate must name the University and the State of Idaho as additional insured** and must contain a written provision that, should any of the above-described insurance policies be canceled or non-renewed before the expiration date thereof, the issuing company must notify the University in writing, by certified or registered mail, receipt requested, at least thirty (30) days prior to any cancellation or non-renewal of any such insurance.

6.9 EVALUATION, INTENT TO AWARD LETTERS, AND AWARD PROCESS

As a general rule, the following procedure is followed:

Once the solicitation closing date and time have passed and bids have been opened, the copies of the bids are forwarded to the Athletic Department for evaluation and review. Once the department has completed its evaluation and review the bid results are forwarded to the Purchasing Department for review. The Purchasing Department verifies the fairness and integrity of the bid review process set forth in the ITB. Assuming the department does not require Best and Final Offers, the department sends its award recommendation to the Purchasing Department.

The University has the time set forth in the Validity of Bids to complete the review and award the purchase. To ensure the integrity and fairness of the bid process, during the review and up and until the time the Purchasing Department issues the award, no information regarding the content of the bids is released.

6.10 CONTRACT TERM

The initial term of the contract shall be one (1) Year with up to 3 annual renewal opportunities by mutual agreement. The bid shall include all licenses, insurance, and background checks.

6.11 PAYMENT

Payment will be made within 30 days after receipt of invoice by Boise State. The Bidder will be reimbursed for actual productive hours worked by the Bidder's personnel on work assignments at the agreed upon hourly rates. The Bidder shall submit an itemized invoice for services along with individual employee time sheets substantiating that work has been satisfactorily completed. Invoices must reference the name of the person who worked, the days and hours worked and the labor category.

Invoices shall be submitted to:

Boise State University Purchasing Office
Attn: Mike Carr
Ref: Contract No. MC11-118
1910 University Drive M/S 1210
Boise, Idaho 83725

7.0 SPECIAL TERMS AND CONDITIONS

7.1 (M) Bidder must not be restricted, prohibited, or precluded by legislation or court orders from participating in any public contract or contract procurement.

7.2 (M) All personnel must be physically able to perform all outlined tasks

7.3 (M) Bidder shall provide experienced individuals possessing the appropriate qualifications, knowledge and skills to support NCAA Division I large scale games and events as well as all of the required services outlined in this RFP.

7.4 (M) All positions must have the ability to work nontraditional days and hours in support of special events as well as eight (8) hours per day five (5) days a week (which could include some evenings, weekends and, holidays).

7.5 (M) Bidders must show demonstrated recent success in similar work managing NCAA Division I or NFL football games and/or successful work experience in public law enforcement

7.5 (M) Bidder personnel are subject to call-in for work with a two hour notice during special events including evenings and weekends. Typically, vendor shall be notified by 3:00 p.m. the day prior.

7.6 (M) Bidder personnel shall adhere to all OSHA safety standards and wear proper safety equipment at all times when exposed to chemicals, toxins, or blood borne pathogens.

7.7 (M) Bidder personnel shall assist the Athletic Department staff in out lined duties.

7.8 (M) Bidder shall maintain an adequate pool of qualified and available individuals to assure adequate and timely staffing capability to Boise State University upon 24 hours notification.

7.9 (M) Boise State University shall have the right to refer qualified potential applicants with experience in identified categories to the Contractor for screening and potential assignment to Boise State University

7.10 (M) Boise State University has the right to reject any individual deemed not suitable.

7.11 (M) Bidder shall certify that all individuals assigned to work on the Boise State University campus have completed and passed a criminal history background check prior to starting work. Any individual found to have any felony offenses or offenses of a sexual or violent nature shall not be allowed to work at Boise State University. The cost of the subject background checks shall be the sole responsibility of the Bidder.

- 7.12 (M) Bids must be submitted on a "mark-up basis". Example: \$8.00/hr. with 25% mark up = \$10.00/hr billed to the University.
- 7.13 (M) Bidder shall report any problems or difficulties in completing assignments.
- 7.14 (M) Bidder shall turn in weekly time sheets to the Boise State appointed Supervisor.
- 7.15 (M) Bidder and his employees may have access to and use of confidential data and information. The Bidder and his employees shall sign a written form of confidentiality prohibiting discussing with unauthorized persons any information obtained in the performance of an assignment under this contract.
- 7.16 (M) When providing bulk groups (ten or more) Bidder shall provide one (1) Manager from his firm to act as a management liaison for Boise State University.
- 7.17 (M) The Bidder and his employees shall conduct only such business as covered by this contract and work only the number of hours approved by the Boise State appointed Supervisor.
- 7.18 (M) Boise State University is a Drug Free and Smoke Free campus/workplace and the Bidder shall ensure all employees used in the performance of this contract shall adhere to these rules.
- 7.19 (M) The Bidder's status while performing the requirements of this contract is that of an Independent Contractor, and as such, is solely and personally liable for all labor, taxes, insurance, required bonding and other expenses, except as otherwise stated herein. This includes, but is not limited to damages in connection with operation of this contract. The Bidder warrants and represents that it has complied and will comply with all federal, state and local laws applicable to it and will make the necessary payments appropriate to Independent Contractor laws.
- 7.20 (M) The Bidder and their assigned staff performing the required services on the campus of Boise State University are not entitled to any benefits of employment provided by the University to its employees and are not an agent or employee of The University.
- 7.21 (M) The resulting contract shall be for quality of services and the final results to be achieved. No minimum number of hours can or will be guaranteed by The University.
- 7.22 (M) Bidder shall provide evidence of current & on-going training from nationally recognized large scale venue safety & crowd management organizations e.g., IAAM & NCS4 Courses.

8.0 SERVICES

Boise State University (the "University") seeks a Contractor to provide qualified Game/Event Workers and Supervisory Security Officer staff to work on an as needed basis. This contract shall be used by the Athletic Department. Temporary personnel shall be used to supplement shortages in Boise state University work forces, for special projects, concert events and sporting events. The subject contractor shall provide a full time staff member to supervise all assigned personnel.

All positions except otherwise noted shall have the ability to work 8 hours per day/5 days per week, includes some weekends and holidays and nontraditional hours as dictated by specific events.

8.1 (M) GAME/EVENT SUPPORT REQUIREMENTS:

Provide an experienced Game/Event Usher/Patron Services worker physically able to perform duties including but not be limited to the below:

- Routine Patron assistance functions
- Ticket taking
- Stadium ReEntry
- Baggage checks
- Checking entrance passes
- Basic directional information
- Monitoring perimeter doors and gates
- Refer Patron disputes and incidents to upper management
- Implement emergency crowd control/evacuation measures
- Understand & enforce all related policies & procedures
- Support parking control

8.2 (M) Game/Event Services Supervisors

Provide experienced Supervisor Security Officers to physically perform the below duties including but not be limited to:

Working knowledge of all relevant state, city & university laws, codes, and policies

Manage all critical Incident situations

Plan & supervise all crowd control management

Conduct training & brief all ushers and event staff

Oversee load-in, load-out, bags search, & re-entry

Supervise ticket taking, patron services, special needs

Coordinate with emergency medical staff & local law enforcement as needed

8.3 (M) GAME/EVENT SERVICES DIRECTOR:

Provide an experienced Supervisor Security Officer to physically perform the below duties including but not be limited to:

- **Supervisory:** plans and directs game/event support activities for special events to include traffic and crowd control, substance abuse awareness, and first aid; prepares training materials and conducts training for full- and part-time security staff; ensures that sufficient inventory of supplies and equipment is available for staff; completes payroll forms; computes cost to provide security at special events and bills responsible parties; participates in hiring of staff; schedules personnel to insure adequate security coverage; evaluates staff performance.
- **Asset Protection/Risk Management:** investigates venue incidents such as thefts, vandalism, and assaults; writes and files reports with authorities; participates with local law-enforcement officers in investigations; maintains chain-of-evidence in criminal cases by cataloging and securing evidence; escorts campus personnel transporting large sums of money; develops positive working relations with patrons and facility staff; may perform parking enforcement duties.
- **Additional Requirements:**
 - Working knowledge of self-defense measures, first aid, state, city, and university laws, codes, policies, and safety hazards as they relate to large complex arenas, venues, buildings and grounds, subdue and restrain resisting violators, making oral presentations.

- o Demonstrated evidence of ongoing training to insure currency in large scale athletic event management including emergency management, law enforcement, threat assessment, and critical incidents management.
- o Working knowledge & demonstrated success in operating fan notification systems including text messaging and email systems
- o Working knowledge and demonstrated success in event pager system operation for events with attendance in excess of 30,000 fans.
- o Demonstrated command & control experience including communications, command post operations and inter agency coordination.
- o Working knowledge of Universities Alcohol Policy
- o Event workers monitoring bar areas in Caven Williams and Sky Center will be TIPS trained
- o Experience monitoring and briefing TIPS trained game/event staff & active coordination with primary holders of game/event liquor licenses.

9.0 BIDDER INFORMATION

(Note: Providing this information is mandatory. Failure to provide any of this information will cause your Bid to be rejected.)

9.1 (M) Bidder must provide a general description of the company, its organizational structure, the number of employees in each major area of the company, and its overview/history including, years of operation providing banking services similar to that described in this ITB, and the annual rating of your financial institution by national rating agencies

9.2 (M) The Bidder must provide references or names and point of contact information from three (3) customers currently using the Bidder's services. All references must be current and have had a working relationship with your company within the last five (5) years.

Include the following information for each reference:

- 5.2.1 Client name and address;
- 5.2.2 Reference name, title, and phone number;
- 5.2.3 Brief overview of services provided;
- 5.2.4 Terms and conditions of services;
- 5.2.5 Dates work was performed for the reference;

The Bidder may add additional information or references.

9.3 (M) Provide a description of internal controls utilized by the Bidder intended to safeguard assets of the University.

9.4 (M) Provide evidence of financial stability and capability to fund all costs associated with providing the services throughout the term of the Contract. This information will be used in the evaluation your firms bid, so ensure completeness and accuracy.

NOTE: For publicly traded companies, provide copies of your SEC Form 10K for the last two years. Financial Information is mandatory and failure to provide it will cause the

response to be deemed non-responsive. In lieu of a SEC Form 10K, privately held companies must submit a consolidated financial statement that includes the information required in Appendix C. Regardless of whether the bidder is a privately held or publicly held company, the proposer must complete and return Appendix C with its proposal in addition to attaching its evidence of financial stability.

For Appendix C, all data elements must be filled in and accounted for. For example, if the Company has no interest payable, then indicate with a zero (0). Do not leave any item blank.

9.5 (M) Bidder must describe in detail its experience and qualifications performing services similar to those described in this solicitation.

9.6 (M) Provide resumes of Management personnel that will be assigned to this project. Resumes must be formatted as follows:

- 5.6.1 Name;
- 5.6.2 Position to be held in the project;
- 5.6.3 Current job function/title;
- 5.6.4 Current placement (work location);
- 5.6.5 Employment history;
- 5.6.6 Work history experience;
- 5.6.7 Education;
- 5.6.8 Certificates;
- 5.6.9 Licenses;
- 5.6.10 Special qualifications relevant to this project;

9.7 (M) Bidder must be registered with the Office of the Secretary of State for Idaho to do business in the state of Idaho.

10.0 EVALUATION

10.1 THE PROCESS

Upon opening the Purchasing Department will inspect the bids for the following (not necessarily limited to the following):

- 10.1.1 That the bid was timely per the published closing date and time;
- 10.1.2 That the bid includes an original signed State of Idaho Signature page (attached in Sicomm);
- 10.1.3 That the bid has not been qualified by the Bidder, meaning that the Bidder has not conditioned their bid based upon the University accepting terms or conditions established by the Bidder;
- 10.1.5 That the bid contains all required information;
- 10.1.6 Other unforeseen conditions that might deem the bid non-responsive upon opening.

Purchasing will forward all responsive bids to the Athletic Department for review and evaluation. Athletics will evaluate and review the bid based upon the requirements of the ITB.

11.0 AWARD

Any intent to award will be made to the responsive, responsible Bidder whose bid meets all the mandatory requirements of the ITB and provides the best value to the University. Additional cost points may be awarded for sponsorship/discount proposals. The University reserves the right to implement part or all of the bid items and to phase implementation as best meets the needs of the University.

The University reserves the right to cancel this ITB at any time prior to a contract being established, if it is determined to be in the best interest of the University.

6.6 (M) BID FORMAT: Mark Vucinich (owner / operator of MAV Event Services) states he has read and understands section 6.6 (M) BID FORMAT as described within the ITB (2011).

6.7 (M) COVER LETTER: Mark Vucinich (owner / operator of MAV Event Services) states he has read and understands section 6.7 (M) COVER LETTER. See the attached COVER LETTER regarding subsections 6.7.1 thru 6.7.9

6.7.1 Mark Vucinich, (owner / operator of "MAV Event Services").

- Federal tax identification number is #80-0404453.
- Principle place of business, 1483 S. Blue Jay Pl., Eagle, Idaho.

6.7.2 Mark Vucinich (owner / operator of "MAV Event Services") is the only person employed by MAV Event Services who has authority to make decisions as to matters relating to this ITB and to bind the Bidder (Mark Vucinich).

6.7.3 Contact information for: Mark Vucinich (owner / operator of "MAV Event Services")
Phone: 208-573-9514. Fax: 208-939-3230.
Electronic E-Mail: mav1@cableone.net / mvucinich@cityofboise.org

6.7.4 Mark Vucinich (owner / operator of "MAV Event Services") states that this bid meets the minimum qualifications set forth in this ITB and accepts all requirements and terms and conditions contained in this ITB.

6.7.5 Mark Vucinich (owner / operator of "MAV Event Services") states that he does not discriminate in employment practices with regard to race, color, age, religion, sex, veteran status, sexual preference, national origin, or disability (AVA Standards 4-4053, 4-4054, 4-4055, 4-4056; Equal Employment Opportunity).

6.7.6 Mark Vucinich (owner / operator of "MAV Event Services") states that he has made no attempt or will not make an attempt to induce any other person or firm to submit or not to submit a bid.

6.7.7 Mark Vucinich (owner / operator of "MAV Event Services") states that he (himself) or any agent of MAV Event Services does not have a conflict of interest with any state employee involved in this Invitation to Bid and any ensuing Contract (s) or any other conflict of interest.

6.7.8 Mark Vucinich (owner / operator of "MAV Event Services") states that he understands that the bid must be valid for ninety (90) days from the bid due date.

6.7.9 Mark Vucinich (owner / operator of "MAV Event Services") acknowledges the receipt of issued amendments to this ITB

7.0 (M) SPECIAL TERMS AND CONDITIONS

7.1 Mark Vucinich (owner / operator of MAV Event Services) is not restricted, prohibited, or precluded by legislation or court orders from participating in any public contract or contract procurement.

7.2 Mark Vucinich (owner / operator of MAV Event Services) states that all personnel employed by MAV Event Services will be physically able to perform all outlined tasks.

7.3 Mark Vucinich (owner / operator of MAV Event Services) shall provide experienced individuals possessing the appropriate qualifications, knowledge and skills to provide the required services outlined in this ITB (and NCAA Division 1 large scale games).

7.4 Mark Vucinich (owner / operator of MAV Event Services) states that all positions will have the ability to work eight (8) hours per day five (5) days a week (including some evenings, weekends and holidays).

7.5 Mark Vucinich (owner / operator of MAV Event Services) states that he and his company have had recent success within similar work managing NCAA Division 1 sporting events and within the field of law enforcement.

7.5 Mark Vucinich (owner / operator of MAV Event Services) states that all personnel are subject to call-in for work with two hour notice during special events including evenings and weekends, knowing that typically, the vendor shall be notified by 3:00 p.m. the day prior.

7.6 Mark Vucinich (owner / operator of MAV Event Services) states the all personnel shall adhere to all OSHA safety standards and wear proper safety equipment at all times when exposed to chemicals, toxins, or blood borne pathogens.

7.7 Mark Vucinich (owner / operator of MAV Event Services) states that all personnel shall assist the Athletic Department staff in outlined duties.

7.8 Mark Vucinich (owner / operator of MAV Event Services) states that May Event Services shall maintain an adequate pool of qualified and available individuals to assure adequate and timely staffing capability to Boise State University upon 24 hours notification.

7.9 Mark Vucinich (owner / operator of MAV Event Services) understands and accepts that Boise State University shall have the right to refer qualified potential applicants with experience in identified categories to the Contractor for screening and potential assignment to Boise State University.

7.10 Mark Vucinich (owner / operator of MAV Event Services) states that he understands that Boise State University has the right to reject any individual deemed not suitable.

7.11 Mark Vucinich (owner / operator of MAV Event Services) shall certify that all individuals assigned to work on the Boise State University campus have completed and passed a criminal history background check prior to starting work. Any individual found to have any felony offenses or offenses of a sexual or violent nature shall not be allowed to work at Boise State University. The cost of the subject background checks shall be the sole responsibility of Mark Vucinich (owner / operator of MAV Event Services).

7.12 Mark Vucinich (owner / operator of MAV Event Services) states that he understands that the bid must be submitted on a "mark-up basis". Example: \$8.00/hr. with 25% mark up = \$10.00/hr billed to the University.

7.13 Mark Vucinich (owner / operator of MAV Event Services) states that he understands that he shall be responsible for reporting any problems or difficulties in completing assignments.

7.14 Mark Vucinich (owner / operator of MAV Event Services) understands that he shall turn in weekly time sheets to the Boise State appointed Supervisor.

7.15 Mark Vucinich (owner / operator of MAV Event Services) states that he understands that he and his employees may have access to and use of confidential data and information. That he and his employees shall sign a written form of confidentiality prohibiting discussing with unauthorized persons any information obtained in the performance of an assignment under this contract.

7.16 Mark Vucinich (owner / operator of MAV Event Services) states that he understands that when providing bulk groups (ten or more) that he shall provide one (1) Manager from his firm to act as a management liaison for Boise State University.

7.17 Mark Vucinich (owner / operator of MAV Event Services) states that he understands that he and his employees shall conduct only such business as covered by this contract and work only the number of hours approved by the Boise State appointed Supervisor.

7.18 Mark Vucinich (owner / operator of MAV Event Services) States that he understands that Boise State University is a Drug-Free and Smoke Free campus/workplace and that he shall ensure all employees used in the performance of this contract shall adhere to these rules.

7.19 Mark Vucinich (owner / operator of MAV Event Services) states that he understands that his status while performing the requirements of this contract is that of an Independent Contractor, and as such, is solely and personally liable for all labor, taxes, insurance, required bonding and other expenses, except as otherwise stated herein. He understands that this includes, but is not limited to damages in connection with operation of this contract. Mark Vucinich (Owner / Operator of MAV Event Services) stated that he warrants and represents that he has complied and will comply with all federal, state and local laws applicable to it and will make the necessary payments appropriate to Independent Contractor laws.

7.20 Mark Vucinich (owner / operator of MAV Event Services) states that he understands that he and his assigned staff performing the required services on the campus of Boise State University are not entitled to any benefits of employment provided by the University to his employees and are not an agent or employee of the University.

7.21 Mark Vucinich (owner / operator of MAV Event Services) states that he understands that the resulting contract shall be for quality of services and the final

results to be achieved. And, that no minimum number of hours can or will be guaranteed by the University.

7.22 Mark Vucinich (owner / operator of MAV Event Services) is certified by the Internationally known and recognized "International Association of Assembly Managers Academy for Venue Safety and Security", ICS (Incident Command System) sponsored by the Department of Homeland Security (DHS),

8.0 (M) SERVICES

8.1 Mark Vucinich (owner / operator of MAV Event Services) states that he and his company will provide experienced event workers physically able to perform duties including but not be limited to the below:

Routine Patron assistance functions

- Ticket taking
- Stadium re-entry
- Baggage checks
- Checking entrance passes
- Basic directional information
- Monitoring perimeter doors and gates
- Refer patron disputes and incidents to upper management
- Implement emergency crowd control/evacuation measures
- Understand & enforce all related policies & procedures
- Support parking control

8.2 Mark Vucinich (owner / operator of MAV Event Services) states that he read the above paragraphs and will provide an experienced supervisor security officer to physically perform the below duties including but not limited to:

- Working knowledge of all relevant state, city & university laws, codes, and policies
- Manage all critical incident situations
- Plan & supervise all crowd control management
- Conduct training & briefing of all ushers and event staff
- Oversee load-in, load-out, bags search, & re-entry
- Supervise ticket taking, patron services, special needs
- Coordinate with emergency medical staff & local law enforcement as needed.

8.3 Mark Vucinich (owner / operator of MAV Event Services) states that he read the above paragraphs and will provide experienced supervisor security officers that will physically perform the duties listed below including but are not limited to:

- **Supervisory:** plans and directs event support activities for special events to include traffic and crowd control, substance abuse awareness, and first aid; prepares training materials and conducts training for full- and part-time security staff; ensures that sufficient inventory of supplies and equipment is available for staff; completes payroll forms; computes cost to provide security at special events and bills responsible parties; participates in hiring of staff; schedules

- personnel to insure adequate security coverage; evaluates staff performance.
- **Asset Protection/Risk Management:** investigates venue incidents such as thefts, vandalism, and assaults; writes and files reports with authorities; participates with local law-enforcement officers in investigations; maintains chain-of-evidence in criminal cases by cataloging and securing evidence; escorts campus personnel transporting large sums of money; develops positive working relations with patrons and facility staff; may perform parking enforcement duties.
- **Additional Requirements:**
 - Working knowledge of self-defense measures, first aid, state, city, and university laws, codes, policies and safety hazards as they relate to large complex arenas, venues, buildings and grounds, subdue and restrain resisting violators, making oral presentations.
 - Demonstrated evidence of ongoing training to insure currency in large scale athletic event management including emergency management, law enforcement, threat assessment, and critical incidents management.
 - Working knowledge & demonstrated success in operating fan notification systems including text messaging and email systems.
 - Working knowledge and demonstrated success in event pager system operation for events with attendance in excess of 30,000 fans.
 - Demonstrated command & control experience including communications, command post operations and inter agency coordination.
 - Working knowledge of Universities Alcohol Policy.
 - Event workers monitoring bar areas in Caven Williams and Sky Center will be TIPS trained.
 - Experienced monitoring and briefing TIPS trained game/event staff & active coordination with primary holder of game/event liquor license.

9.0 (M) BIDDER INFORMATION

9.1 The following is Mark Vucinich's (owner / operator of MAV Event Services) general description of his company and its organizational structure as well as history and experience. MAV Event Services is a new company moving into its third year of existence (Mark Vucinich has 25 years experience in this field). MAV Event Services employs over 300 employees in the area of ushers and crowd control, 20 supervisors and one director. The company specializes in patron services for large and small scale events, to include but not limited to, large scale Division 1 NCAA Athletic sporting events, major concerts such as Elton John, Eagles, Kenny Chesney etc., local high school athletic sporting events, graduations etc. The duties offered are crowd management and crowd control, ticket-taking, ushering, perimeter control of ingress / egress locations, bag / patron inspections for unauthorized contraband, large scale Evacuation procedures related to natural or human caused disasters / incidents.

MAV Event Services organizational structure is centered on a controlled form of command which relies heavily on the ability and leadership of the Managers and supervisor in charge. Mark Vucinich is the founder and director of the company and appoints the aforementioned command.

Supervisor (those that have obtained their positions through years of experience and

who have proven their skills; knowledge of crowd control; knowledge of crowd psychology / dynamics and have the ability to lead others) are placed in charge of teams and assigned various duties (as listed in the above ITB stated paragraph. Supervisors will lead teams that consist of up to 10 employees in any given area of assignment.

MAV Event Services was founded in 2009 based on the demand for qualified event management needs in and around Boise, Idaho. The founder, Mark Vucinich, has approximately 25 years of experience in the crowd management arena that dates back to his college days at Boise State University, between 1982-'84. While attending Boise State University, Mark worked part-time as an event security officer, at the then newly built Taco Bell Arena, previously known as the Boise State Pavilion. He also worked security for Bronco stadium during that time.

From Boise State University, Mark moved to Los Angeles California where he worked for the Los Angeles Police Department from 1987 until 1994. During his tenure he worked large scale special events at the Los Angeles Coliseum, then home of the Los Angeles Raiders. That was a police related uniformed detail that focused on crowd management at the games. Mark also worked off-duty for private companies which focused on high profile VIP, celebrity, and dignitary protection, movie set production sites (where the focus was crowd management and property protection), the college campus of USC (University of Southern California) working large scale fraternity parties, as well as many other similarly related off-site areas employment.

From Los Angeles, California, Mark moved back to Boise in 1996 to raise his family and to pursue a career with the Boise Police Department. Mark has worked for the Boise Police Department for over seventeen years. He also began working, almost immediately after moving back to Boise, at Boise State University, as an event crowd manager at both Bronco Stadium and the Taco Bell Arena. Mark's responsibilities were that of supervision, crowd management, and training.

Over Mark's past seventeen plus years employed by Boise State, he focused his efforts, ability and knowledge in building an effective and efficient crowd management program. He continues to find ways to promote and build a quality team environment which equates into family, fun-filled events including large scale athletic events such as the men and women's NCAA Division 1 Basketball Tournament, the Humanitarian Bowl, legendary concerts, etc. Mark was also involved in building the event security programs at other Boise area venues such as the Idaho Center and Qwest Arena. In addition, Mark has been in charge of security at businesses such as RC Willey, the Hillcrest Country Club and the Apple Store located in the Boise Town Square Mall.

Due to Mark's experience, the opportunity to become the Director of security for events at both the Taco Bell Arena and Bronco Stadium opened and he was selected for that position back in 1999. He currently holds that position.

Throughout Mark's career in both his professional and private endeavors he's had the ability to obtain a copious amount of experience in the areas of leadership, crowd management/control, patron services, security planning and implementation, large scale crowd management situations such as riotous and unruly crowd scenarios, as well as major disasters to include large scale earthquakes and fires (Los Angeles, California).

Mark also has an extensive training portfolio related to the job description of Event

Manager. He holds various certificates such as one from ICS (Incident Command System) sponsored by the Department of Homeland Security (DHS), Riot and Unruly crowd control techniques (through both the Los Angeles Police Department and the Boise Police Department), IAAM (International Association of Assembly Managers), CPR/AED bi-annual certifications, plus an additional 1000 plus hours of like training.

MAV Event Services is a newly developed company. My banking services are with the Idaho Independent Bank, branch of Eagle, Idaho, which has an annual rating in the top 10% of community banks by US Bankers Magazine and ranked in 2008 between superior and good by Bauer Financial Incorporated.

9.2 Mark Vucinich (owner / operator of MAV Event Services) states he read and understands that he's been asked to supply three (3) references or names and point of contact information from three (3) customers currently using his services and that **(Boise State University may not be used as a reference)**. All references must be current and have had a working relationship with his company within the last five (5) years.

In response to this statement, MAV Event Services currently contracts with RC Willey, Apple (at the Boise Town Square Mall), and with the Eagle River Pavilion (Land of Rock Productions), as well as other large scale broadcasting organization such as Peak Broadcasting of Boise and the Boise Rec. Festival.

In the past we have contracted with Hillcrest Country Club and the Idaho Center (where we still have an open relationship with those entities and hope to continue to assist them with special events). We have assisted Boise Park and Rec and Boise Arts to name a couple more. In addition, we have scheduled contracts for services for this year with the Boise School District for several events that require crowd management.

Mark was also second in charge of security at the Idaho Center during its first few years of existence assisting in establishing a security program. He also assisted at Quest Arena during its first few years of existence prior to taking over the role at Boise State University.

The following is a combination of personal references for Mark Vucinich and MAV Event Services as pertaining to experience in event management.

9.2.1

1. RC Willey, 3301 E. Landmark, Meridian, Idaho 83642
2. Eagle River Pavilion, 827 E. Riverside Dr. Eagle, Idaho 83616
3. Apple Store, Boise Town Square Mall, 350 N. Milwaukee, Boise, Idaho 83704

9.2.2

1. Todd Booth, Store Manager, 288-4100
2. Creston Thorton, Owner / Promoter, 938-2933
3. Kiersten Cooper, Manager 377-6500

9.2.3

1. Security coordinator - coordination / scheduling of security services / personnel

2. Patron Services coordinator (parking, crowd management, ushering, ticking, searching)
3. Crowd Management, Asset Protection

9.2.4

1. Hourly wage, coordination / scheduling of patron services personnel
2. Hourly wage, coordination / scheduling of patron services personnel
3. Hourly wage, coordination / scheduling of asset protection personnel

9.2.5

1. Continuous employment since 1999
2. 2010 / 2011 concert season
3. 2010 – present

9.3 Mark Vucinich (owner / operator of MAV Event Services) states that the following is a description of internal controls that will be utilized by him and his company which are intended to safeguard assets of the University.

- * Knowledge of state, city and University laws, codes and regulations.
- * Knowledge and skills related to crowd management / crowd control, patron services, evacuations procedures, training and management.
- * Continued training through IAAM (International of Association of Assembly Managers)
- * The implementation / care / utilization of the JTECH Paging system
- * ICS (Incident Command system) certified
- * CPR/AED certified

9.4 Mark Vucinich (owner / operator of MAV Event Services) states that in reference to the years of operation and the ability to provide banking services, he has been in operation for 2.5 years and banking information has been provided. Mark's banking services are with the Idaho Independent Bank, Eagle, Idaho branch.

9.5 Mark Vucinich is currently a Boise Police Detective and has been since 1994. Prior to that, he was police officer with the Los Angeles Police Department specializing in gang enforcement since 1987.

Mark Vucinich, has been the Director of Security for Boise State University Taco Bell Arena and Bronco Stadium since 1999. Prior to, he worked security details from 1994 - present and between 1984-1982.

Mark Vucinich, has been the Director of Security at RC Willey since 1999.

Additionally, Mark Vucinich has worked security at Falcon Crest Golf Club, Hillcrest Country Club, Idaho Center, Qwest Arena, and the Western Idaho Fair.

In Los Angeles, Mark Vucinich worked large scale special events at the Los Angeles Coliseum, home of the Los Angeles Raiders. That was a police related uniformed detail, crowd control. He also worked off-duty for private companies which focused on high profile VIP, celebrity, and dignitary protection and movie set production sites. He also worked on the college campus of USC (University of Southern California) working large

scale fraternity parties, as well as many other similarly related off-site employment details in and around the Los Angeles Metropolitan area.

Most recently Mark Vucinich and his newly developed company, MAV Event Service, has been contracted out over the past couple of years to manage a variety of concerts and special events in and around the Treasure Valley to include, but not limited to, the Eagle River Pavillion, Idaho Center, The Boise School District and several major radio station's from within the Boise area.

9.6 Mark Vucinich (owner / operator of MAV Event Services) states that he will provide resumes for management personnel that will be assigned to this project.

9.6.1 Mark Vucinich

9.6.2 Owner / Director of MAV Event Services

9.6.3 Boise Police Department / Detective, Boise State University / Director of Security

9.6.4 City of Boise
Boise State University

9.6.5 Boise Police Department 1994 – Present
Boise State University 1994 – Present
RC Willey 1999 – present
Apple 2010 – present
Boise School District July 2010 - present
Eagle River Pavillion 2010 - present
Falcon Crest Golf Club 2001 – present
Hillcrest Country Club 2006-2007
Idaho Center 1997 – 2000
Quest Arena 1997 – 1998
Western Idaho Fair 1994-1998
Los Angeles Police Department 1987-1994
RJ Electric 1985-1987
Leighton Home Builders 1983-1985
Boise State University 1982-1984

9.6.6 Boise Police Department – Detective (Child Abuse / Special Victims Unit)
Boise State University – Director of Security
RC Willey – Director of Security
Falcon Crest Golf Club – Security Officer
Hillcrest Country Club – Director of Security
Idaho Center – Assistant Security Director
Quest Arena – Security Officer
Western Idaho Fair – Security Officer
Los Angeles Police Department - Gang Suppression Task Force
RJ Electric – Electrician
Leighton Home Builders – Carpentry

9.6.7 High School 1981

Boise State University 1982-1984
College of the Canyons, Valencia, California 1992 / Associate Degree
Idaho Post Certified Basic / Advanced 1994

9.6.8 Idaho Post

IAAM (International Association of Assembly Managers) (Basic and Advanced)
ICS (Incident Command System)
CPR / AED

9.6.9 LLC – MAV Event Service / LLC# W81981 / Federal EIN #80-0404453

9.6.10 * Knowledge of state, city and University laws, codes and regulations.
* Knowledge and skills related to crowd management, crowd control, patron services, evacuation procedures, training and management.
* IAAM (International of Association of Assembly Managers)
* The implementation / care / utilization of the JTECH Paging system
* ICS (Incident Command system) certified
* CPR/AED certified

9.7 (M) MAV Event Services is a registered LLC in the State of Idaho (LLC # W81981).

Bid Outline - Mav Event Services

| | Min Per Hour | | Max Per Hour | | |
|-------------------------------------|--------------|----------|--------------|----------|--|
| | Base | After OH | Base | After OH | |
| Usher / Ticketing / Patron Services | \$ 7.50 | \$ 10.89 | \$ 10.00 | \$ 14.38 | *TIPS/Fake ID Trained |
| Game Event Services Supervisors | \$ 10.25 | \$ 14.73 | \$ 22.00 | \$ 31.12 | include Tips/fake ID trained) 10.89 Final pay |
| Game Event Services Director | \$ 38.50 | \$ 54.14 | \$ 38.50 | \$ 54.14 | |

Note:

Calculations for labor charges within this bid are as Follows:

Base Rate (noted) Plus Fed/state and Co Match, Plus Workmans Comp) = Subtotal

Subtotal Time 30% upcharge, plus OH Allocation per employee per hour of \$.79 = After OH

After OH charge per employee is the Billable Amount per employee per event

| Employee Cost | | | | | | |
|------------------|---------|-------|----------|---------|---------|------------------|
| Labor s/f | | | | | | |
| Rate | Costs | Wcomp | Subtotal | 20% | OH | Total |
| 10.89 | 0.88575 | 0.333 | 1.21875 | 8.71875 | 10.4625 | 10.89 |

BSU SET UP COST ESTIMATE

| | | |
|--|--------------------|---|
| UNIFORMS | \$ 875.00 | |
| TRAINING | \$ 2,829.75 | 1.5 hrs training 175 employees x \$10.78 |
| TRAINER COST | \$ 150.00 | |
| SEASON SET UP COST - MARK | \$ 385.00 | 10 hours x \$38.50 |
| TIPS TRAINING | \$ 210.00 | |
| TOTAL ESTAMATED COST | \$ 4,449.75 | |
| 60 % OF ESTIMATED SET UP COST - BSI | \$ 2,669.85 | |
| 60% OF SET UP COST PER GAME | \$ 0.43 | Estimated set up cost divided by 1027 hrs per game divided by 6 games to be added to billing rate |
| SUM OF PAY RATES | \$96.98 | |
| AVERAGE RATE FOR TRAINING | \$10.78 | Sum of pay rates divided by 9 |
| AVERAGE TRAINING COST | \$2,829.75 | |

Appendix A – Fixed Cost Bid Sheet. Bidders should add or delete lines as necessary to provide a comprehensive outline of costs to provide Event Management & Supervisory Security Staffing services for review by the University. For any lines added, the bidder must enter a quantity and unit as well as a cost.

– Fixed Cost Bid Sheet

| Section | Item Number | Item Description | Min per Hr. | Max per Hr. |
|---------|-------------|---------------------------------|-------------|-------------|
| 4.1 | 001 | Usher/Ticketing/Patron Services | \$10.89 | \$14.38 |
| 4.2 | 002 | Game/Event Services Supervisors | \$14.73 | \$31.12 |
| 4.3 | 003 | Game/Event Services Director | \$54.14 | \$54.14 |

*include the anticipated cost of turnkey operation in hourly rate bid (equipment, training, etc)

Appendix B – Consolidated Balance Sheet

| | December 31, 2009 | December 31, 2010 |
|---|----------------------|----------------------|
| Assets | | |
| Current Assets | | 52,079.39 |
| Cash | | 15,409.39 |
| Receivable Net | | |
| Inventories | | |
| Prepaid Expenses | | |
| Total Current Assets | 23,258.20 | 1,563.77 |
| Fixed Assets Net | 859.00 | |
| Total Assets | 24,117.20 | |
| Liabilities and Shareholders' (Owners') Equity | | |
| Current Liabilities | | |
| Accounts Payable | | 1,480.00 |
| Income Tax Payable | 8,507.33 | 7,118.95 |
| Interest Payable | | |
| Current Portion of Long Term Debt | | |
| Total Current Liabilities | 8,507.33 | 5,638.95 |
| Long Term Debt | | |
| Bonds Payable | | |
| Shareholders' (Owners') Equity | 15,609.87 | |
| Common Stock (\$1.00 per value) | | |
| Retained Earnings | | |
| Total Shareholder's (Owner's) Equity | | 48,004.21 |
| Total Liabilities and Shareholders' (Owner's) Equity | 24,117.20 | 53,643.16 |

10:59 AM
05/16/11
Accrual Basis

MAV EVENT SERVICES
Summary Balance Sheet
As of December 31, 2010

| | <u>Dec 31, 10</u> |
|---------------------------------------|-------------------------|
| ASSETS | |
| Current Assets | |
| Checking/Savings | <u>52,079.39</u> |
| Total Current Assets | <u>52,079.39</u> |
| Fixed Assets | <u>1,563.77</u> |
| TOTAL ASSETS | <u><u>53,643.16</u></u> |
| LIABILITIES & EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | -1,480.00 |
| Other Current Liabilities | <u>7,118.95</u> |
| Total Current Liabilities | <u>5,638.95</u> |
| Total Liabilities | <u>5,638.95</u> |
| Equity | <u>48,004.21</u> |
| TOTAL LIABILITIES & EQUITY | <u><u>53,643.16</u></u> |

11:05 AM
05/16/11
Accrual Basis

MAV EVENT SERVICES
Summary Balance Sheet
As of December 31, 2009

| | <u>Dec 31, 09</u> |
|---------------------------------------|-------------------------|
| ASSETS | |
| Current Assets | |
| Checking/Savings | <u>23,258.20</u> |
| Total Current Assets | <u>23,258.20</u> |
| Fixed Assets | <u>859.00</u> |
| TOTAL ASSETS | <u><u>24,117.20</u></u> |
| LIABILITIES & EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Other Current Liabilities | <u>8,507.33</u> |
| Total Current Liabilities | <u>8,507.33</u> |
| Total Liabilities | <u>8,507.33</u> |
| Equity | <u>15,609.87</u> |
| TOTAL LIABILITIES & EQUITY | <u><u>24,117.20</u></u> |

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.

Respond by fax or email to: Mike Carr @ (208) 426-1152
mikecarr@boisestate.edu

Disclosure Pursuant to Executive Order 2007-09, State of Idaho

Applies to Bids, Quotes or Proposals offering services or the development, sale or lease/licensing of software. If you Bid, Quote or Proposal does not involve one of these, do not complete.

Name of Vendor: MAV EVENT SERVICES

BID or RENEWAL NUMBER: MC 11 - 118

Pursuant to Executive Order 2007-09, the vendor named above hereby discloses:

By Vendor: Services under any resulting contract, or related to the development sale or lease/licensing of computer software under any resulting contract will be performed by vendor in the following countries (including the United States):

| <u>Country</u> | <u>Description of work</u> |
|-----------------------|--|
| <u>United States</u> | <u>usher / ticketing / patron services</u> |
| _____ | _____ |

By subcontractor(s): Services under any resulting contract, or related to the development, sale or lease/licensing of computer software under any resulting contract will be performed by subcontractors of vendor in the following countries (including the United States):

| <u>Country</u> | <u>Description of work and subcontractor name</u> |
|----------------|---|
|----------------|---|

| | |
|-----------|--|
| <u>NA</u> | |
| | |

The selected exceptions to Executive Order 2007-09 should apply.

_____The vendor or its subcontractor provides a unique service or software and no comparable domestically provided service or software can adequately match the unique features of that provided by the vendor or its subcontractor; or

_____The vendor or its subcontractor is a foreign firm hired to market Idaho services or products to a foreign country; or

_____The vendor or its subcontractor maintains a significant business presence in the United States and will perform only a de minimus portion of work under the contract outside the United States.

Please provide a brief narrative to explain each of the exceptions identified. Add additional pages as necessary.

Please complete the following information:

VENDOR (Company Name) MAV EVENT SERVICES
 ADDRESS 1483 S. BLUE JAY PL.
 CITY Eagle STATE ID. ZIP CODE 83616
 TOLL-FREE # NA PHONE # 208-573-9514
 FAX # 208-939-3230 EMAIL nav1@cableone.net
 FEDERAL TAX ID / SSN # 80-0404453

SIGNATURE PAGE MUST BE SIGNED & RETURNED FOR RESPONSE TO BE CONSIDERED.

Mark Vucinich

Signature

Date May 16, 2011

Mark Vucinich

Please type or print name

owner

Title

Mr. Mike Carr,

May 7, 2013

In response to your email, I have composed this letter to clarify our rate increase request. In January 2013, I purposed a 7% rate increase against my current contract. After I met with Boise State's Athletic Department (Bob Carney, Assistant Athletic Director) we have come to a compromise and agreed to a 5% increase.

Thank you very much for your assistance in this matter,

Mark Vucinich

Owner – MAV Event Services

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IDAHO STATE UNIVERSITY

SUBJECT

Upgrade of Pocatello campus telephone system to Voice over Internet Protocol (VoIP)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University's (ISU) legacy phone switch, serving the Pocatello and Idaho Falls campuses, is 26 years old and is no longer supported by the vendor. Used parts to maintain this switch are purchased via used equipment resellers.

In addition to being outdated technology, should the switch have a catastrophic failure, the Pocatello campus would be without phone service for weeks, if not months. Although the risk might be low, the impact is high.

ISU has already deployed VoIP phone systems in Meridian, Twin Falls, Continuing Education, Research and Innovation in Science and Engineering (RISE) Complex, and several other small outlying facilities. In 2007 the University also installed Cisco VoIP at the core of its Pocatello campus telephone infrastructure:

- every call to or from campus goes over a VoIP infrastructure
- all Voice Mail is VoIP
- all call processing "menu trees" is VoIP
- the University Conference Bridge is VoIP

VoIP has been installed in locations where re-cabling was not cost prohibitive or where the University moved into a new building.

IMPACT

ISU began detailed planning for this upgrade several years ago by hiring a consultant to do a comprehensive campus survey/evaluation, including cost. Their recommendation had a price tag of \$9.8M. Through technology changes, ISU has developed an acceptable alternative for a cost not to exceed \$3 million. Implementation will not exceed two years. All hardware and software are available via state contract.

ISU has reserves set aside to upgrade this system. Not replacing the current phone system could potentially put ISU at risk of losing all phone service for a significant period of time.

**CONSENT
JUNE 20, 2013**

ATTACHMENTS

Attachment 1 – Budget

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to upgrade the Pocatello campus telephone system for a cost not to exceed \$3 million.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Budget Estimate for VoIP Equipment, Licensing, Maintenance, and Cabling

| Description | |
|--------------------|----------------|
| Licensing | \$471,863.40 |
| Equipment | \$1,140,284.10 |
| Cabling | \$888,097.00 |
| Maintenance | \$226,600.68 |
| Contingency | \$273,154.82 |
| | \$3,000,000.00 |

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CONSENT
JUNE 20, 2013

UNIVERSITY OF IDAHO

SUBJECT

Football air charter service contract approval for the 2013 Football season

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2(a).

BACKGROUND/DISCUSSION

The University of Idaho is seeking a motion from the Board to approve the University entering into an air charter service contract with Shorts Travel Management for the 2013 Football team's away games.

IMPACT

The total cost of the air charter service agreement is \$606,355 which exceeds the Executive Director's approval limit of \$500,000 and requires the Board's approval. The source of funding comes from program funds as described in section V.X.2 (c) of the Boards governing policies and procedures. The charges are paid against the football budget.

ATTACHMENTS

Attachment 1 – Proposed Contract

Page 3

Attachment 2 – Vendor Proposal

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to enter into an air charter service contract for the 2013 Football team's away games for an amount not to exceed \$606,355, and to authorize the vice president for finance and administration to execute the contract in substantial conformance with the form submitted to the Board as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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UNIVERSITY OF IDAHO
AGREEMENT NUMBER UI-720

The University of Idaho (hereinafter called the University) hereby awards to Short's Travel Management (hereinafter called the Contractor) Agreement number UI-720 to furnish Football Air Charter to the University, as specified in University of Idaho Request for Proposals Number 13-33V, in accordance with the terms and conditions of the Request for Proposals.

This Agreement is supplemented by a) University of Idaho Request for Proposals Number 13-33V; b) Short's Travel Management's response dated March 5, 2013; c) Exhibit A: travel schedule and pricing breakdown; and d) University of Idaho General Terms and Conditions, which have been agreed to by the parties and by this reference are made a part hereof as though fully set forth herein. To the extent such terms, conditions, or provisions may be in conflict or be inconsistent, their order of authority shall be as follows: 1) University of Idaho Agreement Number UI-720 ; 2) University of Idaho Request for Proposals Number 13-33V; 3) Short's Travel Management's response dated March 5, 2013; and 4) University of Idaho General Terms and Conditions.

1.1 NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, 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: | University of Idaho Purchasing Services 875 Perimeter Drive MS2006 Moscow, Idaho 83844-2006 Attn.: Doug Vandenboom Phone: (208) 885-6116 Fax: (208) 885-6060 |
|-----------------|--|

| | |
|-----------------|--|
| the Contractor: | Short's Travel Management 1203 W. Ridgeway Avenue Waterloo, IA 50701 Attn: Ryan Dohmen Phone : (319) 433-0856 Fax: (319) 234-2490 |
|-----------------|--|

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 whomever received, shall always be effective.

1.2 SEVERABILITY

The terms and conditions of this Agreement are declared severable if any term or condition of this Agreement or the application thereof to any person(s) or circumstance(s) is held invalid. Such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application.

1.3 BID PRICE

The bid price shall include everything necessary for the prosecution and completion of this Agreement, including, but not limited to, furnishing all materials, equipment, management, superintendence, labor, and service, except as otherwise provided in this Agreement. In the event of a discrepancy between the unit price and the total price, the unit price will govern and the total price will be adjusted accordingly.

Total fees for the 2013 football season shall be \$606,355.00. This agreement shall not exceed \$3,100,000.00 over the entire term.

1.4 TERM OF AGREEMENT

The initial term of this agreement shall be two (2) years, commencing upon the date of execution by the University. The term of this agreement may, if mutually agreed, be extended by one (1) year increments for a total of three (3) additional years, provided the Contractor receives written notice of each extension at least thirty (30) days prior to the expiration date of such term or extension. During extension periods, all terms and conditions of this Agreement shall remain in effect.

1.5 CONTINUATION DURING DISPUTES

The Contractor agrees that, notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

1.6 INVOICES

All invoices must contain the name of the University department, purchase order number, itemization of materials and services, and correct Agreement pricing. A packing slip referencing current pricing must accompany each order.

Invoices for payment must be submitted by the Contractor to:

University of Idaho
Accounts Payable
875 Perimeter Drive MS 4244
Moscow, ID 83844-4244

1.7 ENTIRE AGREEMENT

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by the University and the Contractor.

The effective date of this contract is July 1, 2013.

**For the Regents of the
UNIVERSITY OF IDAHO**

**SHORT'S TRAVEL
MANAGEMENT**

| | | | |
|-------|--|-------|-------|
| SIGN | _____ | SIGN | _____ |
| PRINT | <u>Doug Vandenboom</u> | PRINT | _____ |
| TITLE | <u>Buyer, Contracts & Purchasing</u> | TITLE | _____ |
| DATE | _____ | DATE | _____ |

Exhibit A: 2013 Football Air Charter Schedule and Pricing Breakdown:

| 2013 | | | | |
|--|-----------------------------|--------------------------|--------------------|--------------|
| Football Air Charter Schedule | | | | |
| Trip | Departure Date (Airport) | Return Date (Airport) | Equipment on Board | Trip Cost |
| North Texas | 8/30/2013 LWS / DFW | 8/31/2013 DFW / LWS | Yes | \$93,903.00 |
| Wyoming | 9/6/2013 LWS/CYS | 9/7/2013 LAR/LWS | No | \$79,912.00 |
| Arkansas State | 10/11/2013* LWS/MEM | 10/12/2013 MEM/LWS | Yes | \$109,895.00 |
| Mississippi | 10/25/2013* LWS/MEM | 10/26/2013 TUP/LWS | Yes | \$107,623.00 |
| Florida State | 11/22/2013* LWS/TLH | 11/23/2013 TLH/LWS | Yes | \$130,838.00 |
| New Mexico State | 11/29/2013 LWS/ELP | 11/30/2013 ELP/LWS | Yes | \$84,184.00 |
| *Denotes late morning departures. Total Cost: | | | | \$606,355.00 |



W. Ridgeway Ave
Waterloo, Iowa 50701

Request for Proposals No. 13-33V

for

University of Idaho

Football Air Charter Service

Due: March 14th, 2013 by 4:00pm



Purchasing Services
1028 West Sixth Street
Moscow, Idaho 83844-2006

REQUEST FOR PROPOSALS NO. 13-33V

for

University of Idaho Football Air Charter Service

PLEASE NOTE: TO ENSURE ON-TIME, DESKTOP DELIVERY, PROPOSERS
ARE STRONGLY ENCOURAGED TO MAIL PROPOSALS VIA **FEDERAL**
EXPRESS OVERNIGHT SERVICE TO THE ADDRESS INDICATED ABOVE.

For Additional Information, Please Contact:

Doug Vandenboom, Buyer

Phone (208) 885-6115

Fax (208) 885-6060

doug@uidaho.edu

www.purchasing.uidaho.edu

Date Issued: February 12, 2013
Proposals Due: March 14, 2013 by 4:00 p.m.

UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 13-33V

PROPOSAL RESPONSE CERTIFICATION

3/5/2013
DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers ____ to ____ have been received and were examined as part of the RFP document.

Marcus Kelly

Name

Marcus Kelly

Signature

Charter Coordinator

Title

STM Charters, Inc.

Company

1203 W. Ridgeway Ave.

Street Address

Waterloo, IA 50701

City, State, Zip

319-433-0852 / 319-234-2490

Telephone Number and Fax Number

513-451-8104

Cell Phone Number

mkelly@stmcharters.com

E-mail Address

Iowa

State of Incorporation

27-1998329

Tax ID Number

Business Classification Type (Please check mark if applicable):

| | |
|---|-------|
| Minority Business Enterprise (MBE) | _____ |
| Women Owned Business Enterprise (WBE) | _____ |
| Small Business Enterprise (SBE) | _____ |
| Veteran Business Enterprise (VBE) | _____ |
| Disadvantaged Business Enterprise (DBE) | _____ |

SECTION 1 - INSTRUCTIONS TO PROPOSERS

1-1 SCOPE OF WORK

The University of Idaho (herein referred to as the University) is soliciting proposals for Football Air Charters Service.

1-2 PROPOSAL SUBMISSION

Proposal must be **SEALED and CLEARLY IDENTIFIED** with the Request for Proposals' number, due date and time, Proposer's name and address, and submitted no later than 4:00 p.m., on March 14, 2013 to University of Idaho Purchasing Services, 1028 West Sixth Street, Moscow, Idaho 83844-2006.

Proposers are strongly encouraged to use Federal Express Overnight delivery service to ensure prompt, desktop delivery of proposal.

A facsimile response or an electronic response to this Request for Proposals does not meet the requirement of a sealed proposal and will not be accepted.

The proposal must be signed by such individual or individuals who have full authority from the Proposer to enter into a binding Agreement on behalf of the Proposer so that an Agreement may be established as a result of acceptance of the proposal submitted. By reference, the terms and conditions set forth in the Request for Proposals shall serve as the Agreement terms and conditions. In addition, the laws of the State of Idaho shall apply. No other terms and conditions will apply unless submitted as a part of the proposal response and accepted by the University.

Proposals received after the exact time specified for receipt will not be considered.

1-3 REQUEST FOR PROPOSAL SCHEDULE

| | |
|----------|------------------------------|
| 02/12/13 | Request for Proposals issued |
| 03/14/13 | Proposals Due by 4:00 p.m. |

1-4 INQUIRIES

All inquiries concerning this request shall be submitted in writing and received by Purchasing Services no later than 03/01/13 to:

Doug Vandenboom, Buyer
E-mail: doug@uidaho.edu

Proposers should consider Purchasing Services as the first and prime point of contact on all matters related to the procedures associated with this RFP. If additional information is needed from any source, Purchasing Services will work with the Proposer and with the various offices of the University to gather that information.

1-5 INTERPRETATION, CORRECTIONS, OR CHANGES IN RFP

Any interpretation, correction, or change in the RFP will be made by addendum by the University. Interpretations, corrections, or changes to the RFP made in any other manner will not be binding, and no Proposer may rely upon any such interpretation, correction, or change.

1-6 MODIFICATION OR WITHDRAWAL OF PROPOSALS

A Proposer may modify or withdraw a proposal at any time prior to the specified time and date set for the proposal closing. Such a request for modification or withdrawal must be in writing, and executed by a person with authority as set forth under paragraph 1-2 above, or by facsimile notice subsequently confirmed in writing.

1-7 ERASURES AND INTERLINEATIONS

Erasures, interlineations, or other changes in the proposal must be initialed by the person(s) signing the proposal.

1-8 ACKNOWLEDGMENT OF ADDENDUMS TO RFP

Receipt of an addendum to this RFP must be acknowledged by a Proposer on the Proposal Response Certification (Attachment A).

1-9 PROPOSAL COPIES

Four (4) complete copies of the proposal shall be submitted to the University.

1-10 OFFER ACCEPTANCE PERIOD

A proposal shall constitute an offer to contract on the terms and conditions contained in this RFP and the proposal. Said proposal shall constitute an irrevocable offer for ninety (90) calendar days from the proposal opening date, even if the University makes one or more counter offers.

1-11 REJECTION OF PROPOSALS

The University in its sole discretion, expressly reserves the right to reject any or all proposals or portions thereof, to reissue a Request for Proposal, and to waive informalities, minor irregularities, discrepancies, and any other matter or shortcoming.

1-12 PROPOSAL PRICE

The prices submitted in the proposal shall include everything necessary for the prosecution and completion of the Agreement including, but not limited to, furnishing all materials and all management, supervision, labor and service, except as may be provided otherwise in the Agreement Documents. In the event of discrepancy between the unit prices and their extensions, the total price will be adjusted accordingly. In the event of discrepancy between the sum of the extended total prices, the Total Proposal Price will be adjusted accordingly. The proposal price shall not include any allowance for Idaho State sales/use tax.

The University will evaluate the total price for the basic requirements with any options(s) exercised at the time of award. Evaluation of options will not obligate the University to exercise the option(s).

The University may reject an offer if it is materially unbalanced as to process for the basic requirements and the option quantities. An offer is unbalanced when it is based on prices significantly less than cost for some work and prices that are significantly overstated for other work.

1-13 TERM OF AGREEMENT

The initial term of this agreement shall be two (2) years, commencing upon the date of execution by the university. The term of this agreement may, if mutually agreed upon in writing, be extended by one (1) year increments for a total of three (3) additional years, provided written notice of each extension is given to the bidder at least thirty (30) days prior to the expiration date of such term or extension. In the event funding approval is not obtained by the University, this Agreement shall become null and void effective the date of renewal. During extension periods, all terms and conditions of this Agreement shall remain in effect.

1-14 AWARD OF AGREEMENT

The University shall make the award to the responsible Proposer whose proposal will be most advantageous to the University with respect to price, conformance to the specifications, quality, and other factors as evaluated by the University. The University is not required or constrained to award the Agreement to the Proposer proposing the lowest price.

The University may award an Agreement on the basis of initial offers received, without discussion; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

1-15 PUBLIC AGENCY

The Contractor has agreed to extend contract usage to other public agencies, such as any city or political Subdivision of this state, including, but not limited to counties; school districts; highway districts; port authorities; instrumentalities of counties, cities or any political subdivision created under the laws of the State of Idaho; any agency of the state government; or any city or political subdivision of another state.

1-16 PROPOSAL CONFIDENTIALITY

Each Proposer agrees that the contents of each proposal submitted in response to this RFP is Confidential, proprietary, and constitutes trade secret information, as defined in Idaho Code 9-340D(1), as to all technical and financial data **LABELED CONFIDENTIAL BY THE PROPOSER**, and waives any right of access to such information, except as provided for by law. Except as determined by the University's Office of Purchasing Services, in its sole discretion, no information will be given regarding any proposals or evaluation progress until after an award is made, except as provided by law.

1-17 F.A.R. REQUIREMENT

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that supplier or its principals are presently debarred, suspended or proposed for debarment by the Federal Government.

1-18 RECORD OF PURCHASES

Contractor will provide Purchasing Services a detailed usage report of items/services ordered, quantities, and pricing under this Agreement upon request.

1-19 APPEAL OF AWARD

A Proposer aggrieved by the award of an Agreement may file an appeal by writing to the Manager of Purchasing Services. The appeal must be received by the Manager of Purchasing Services within five working days after the award is made, must describe the basis for the appeal, and must include all argument and evidence the Proposer wishes the Manager of Purchasing Services to consider. Keeping track of the date an award is made is the responsibility of the Proposer(s).

SECTION 2 - INSTRUCTIONS FOR PREPARING PROPOSALS

2-1 GENERAL

To aid in the evaluation process, it is required that all responses comply with the items and sequence as presented in paragraph 2-2, RFP Response Outline. Paragraph 2-2 outlines the minimum requirements and packaging for the preparation and presentation of a response. Failure to comply may result in rejection of the response. The proposal should be specific and complete in every detail, prepared in a simple and straight-forward manner.

Proposers are expected to examine the entire Request for Proposals, including all specifications, standard provisions, and instructions. Failure to do so will be at the Proposer's risk. Each Proposer shall furnish the information required by the invitation. It is required that proposal entries be typewritten. Periods of time, stated in number of days, in this request or in the Proposer's response, shall be in calendar days. Propose your best price on each item.

2-2 RFP RESPONSE OUTLINE

- A. Response Sheet: The proposal Response Certification (page 5) shall be attached to the front of the proposal and shall contain the Proposer's certification of the submission. An official who has full authority to enter into an Agreement shall sign it.
- B. Background and History: Describe the company, organization, officers or partners, number of employees, and operating policies that would affect this Agreement. State the number of years your organization has been continuously engaged in business.
- C. References: The Proposer shall provide a minimum of three (3) references including names of persons who may be contacted, title of person, addresses, phone numbers, and e-mail, where products or services similar in scope to the requirements of this RFP have been provided.
- D. Experience and Support: Describe Proposer's experience in performing the requested services.
- E. Costs: Include itemized costs for all components and features to be delivered. Costs should be identified as one-time or continuing. Purchase prices, lease prices, installation charges, and maintenance charges must be identified. All equipment prices must be stated as FOB: Moscow, ID.
- F. Warranties: Describe warranties provided by the Proposer. Include discussions of any additional support provided after the sale.
- G. Proposer Exceptions: Describe any exceptions to the terms and conditions contained within this document.

SECTION 3 - TECHNICAL SPECIFICATIONS & BID FORM

The University of Idaho is currently an independent member of NCAA Football Bowl Sub-division (FBS). Away game schedules are established every season and locations will vary from year to year. The University of Idaho has traditionally had between five and seven air charters per football season.

The 2013 Football Air Charter schedule will include six trips: Dallas, TX; Cheyenne, WY; Memphis, TN (twice); Tallahassee, FL; and El Paso, TX. The University of Idaho reserves the right to fly commercial or elect alternative ground travel whichever is in its best interest. Post-season travel will be addressed on an as-needed basis.

3.2 Desired Outcomes

Equipment:

- a. Ability to contract directly with commercially scheduled airlines, particularly West coast companies that have the ability to provide back-up aircraft in case of difficulties with team flight.
- b. Boeing 737-800 or equivalent Airbus aircraft, or newer equipment capable of flying out of the Lewiston Idaho Regional Airport (LWS) under all weather conditions. Once the departure airport has been established at the beginning of the season it is unacceptable to require weather related changes to scheduling. Proposer shall provide type of aircraft, the number of seats available, and seating layout or manifest for aircraft.
- c. Non-stop travel is preferred.
- d. The University of Idaho has consistently traveled at 32,000 pounds; consisting of equipment, personnel and carry-ons.
- e. Ability to guarantee that the airline will not carry multiple teams. Flexibility shall be available in departure times post-game. In the event the Contractor is carrying multiple teams, Idaho shall be "first out" (outbound and return).
- f. All Friday departures shall be based on the ability to arrive at the destination city by 3-5 pm local time (Unless otherwise noted or requested). Return departures shall be based on game time.
- g. Flexibility shall be available in departure times post-game. In the event the Contractor is carrying multiple teams, Idaho shall be "first out" (outbound and return).
- h. Preferred departure is out of the Lewiston Idaho Regional Airport (LWS).
- i. Charters must have the ability to load and off-load on the tarmac.

Services and Support:

- a. Demonstrated ability to successfully provide a timely response, problem solving and solutions to unplanned and unforeseen events.
- b. Contractor shall have its charter company service representative fly with the team on both outgoing and return flights to provide onsite resolution or other liaison assistance.
- c. To facilitate loading, we require the aircraft to be on the ground no later than 90 minutes prior to scheduled departure. We request that the aircraft stays on the ground overnight with us if at all possible. Please describe.

Security Provision:

- a. Security Plan that ensures the safety, security, and welfare of all crew and passengers as well as equipment and personal belongings.
- b. Minimum of four (4) TSA Screeners and one (1) name checker.
- c. Cost and mark-up of security service (security services shall be factored into the flight pricing and shall not be charged separately to Idaho).
- d. Efficient and expedient security checks

Contingency Planning:

- a. Please provide written Contingency Plan to continue service in the event of unforeseen equipment failure, pilot hour limitations or other circumstances.
- b. Source of replacement aircraft and ability to obtain replacement aircraft that is the same seating capacity or greater as scheduled aircraft.
- c. Normal aircraft availability during proposed times of travel.
- d. In the event of an inability to return team on date and time of scheduled departure, please include a brief outline all contingency plans to provide transportation and/or housing of the Idaho team group.
- e. Return flight is particularly critical to return student-athletes in order to obtain normal rest and preparation for classes. The maximum delay time in the event of equipment failure shall not be greater than two (2) hours.

2013 Scheduled Pricing:

Please complete and return the pricing sheet below for the 2013 season.

1. The approximate travel party for each flight is 125.
2. Price quotes must include fuel priced at **\$3.15/gallon**.
3. Price quotes must also include all PFCs, taxes, fees, and **athletic beverage service** for outgoing and incoming flights.
4. All game dates and times are tentative and subject to change. A final schedule will be sent to the successful bidder.
5. All Friday departures shall be based on the ability to arrive at the destination city by 3-5 pm local time. Return departures shall be based on game time.
6. Flexibility shall be available in departure times post-game. In the event the Contractor is carrying multiple teams, Idaho shall be "first out" (outbound and return).

2013 Air Charter Tentative Schedule and Price Quote Response FormTrip 1:at North Texas on Saturday, August 31, 2013Out Bound: 08/30/2013 Lewiston Regional Airport (LWS) to Dallas, TX (DFW)*Departing LWS at 11:45 AM PST*

Note: Equipment on Plane

In Bound: 08/31/2013 (DFW) to (LWS) *departing after the game*

Note: Equipment on Plane

\$ 93,903.00Trip 2:at Wyoming on Saturday, September 7, 2013Out Bound: 09/06/2013 Lewiston Regional Airport (LWS) to Cheyenne, WY (CYS)*Departing LWS at 1:30 PM PST*In Bound: 09/07/2013 Departing from Laramie, WY (LAR) to (LWS) *departing after the game*\$ 79,912.00Trip 3:at Arkansas State on Saturday, October 12, 2013Out Bound*: 10/11/2013 Lewiston Regional Airport (LWS) to Memphis, TN (MEM)*Departing PUW at 10:00 AM PST with an optional departure of Thursday 10/10/13 at 10:00 AM PST*

Note: Equipment on Plane

In Bound: 10/02/2010 (MEM) to (LWS) *departing after the game*

Note: Equipment on Plane

Thursday 10/10/2013 Out Bound Departure \$ 129,553.00Friday 10/11/2013 Out Bound Departure \$ 109,895.00Trip 4:at Mississippi on Saturday, October 26, 2013Out Bound*: 10/25/2013 Lewiston Regional Airport (LWS) to Memphis, TN (MEM)*Departing LWS at 10:00 AM PST with an optional departure of Thursday 10/24/13 at 10:00 AM PST*

Note: Equipment on Plane

In Bound: 10/26/2013 Departing from Tupelo, MS (TUP) to (LWS) *departing after the game*

Note: Equipment on Plane

Thursday 10/24/2013 Out Bound Departure \$ 139,239.00Friday 10/25/2013 Out Bound Departure \$ 107,623.00

Trip 5:at Florida State on Saturday, November 23, 2013Out Bound*: 11/22/2013 Lewiston Regional Airport (LWS) to Tallahassee, FLA (TLH)*Departing LWS at 10:00 AM PST with an optional departure of Thursday 11/21/2013*

Note: Equipment on Plane

In Bound: 11/23/2013 (THL) to (LWS) *departing after the game*

Note: Equipment on Plane

Thursday 11/21/2013 Out Bound Departure \$ 104,320.00Friday 11/22/2013 Out Bound Departure \$ 144,192.00

\$ 130,830 + Revised
Per Email
By R.D.
3/28/2013

Trip 6:at New Mexico State on Saturday, November 30, 2013Out Bound: 11/28/2013 Lewiston Regional Airport (LWS) to El Paso, TX (ELP)*Departing LWS at 2:00 PM PST*

Note: Equipment on Plane

In Bound: 11/30/2013 (ELP) to (LWS) *departing after the game*

Note: Equipment on Plane

\$ 84,184.00

SECTION 4 - PROCUREMENT PROCESS

4-1 PROPOSER LIST AND QUALIFICATION EVALUATION

After the established date for receipt of proposals, a listing of Proposers submitting proposals will be prepared, and will be available for public inspection.

Qualifications and proposals submitted by interested Proposers will be reviewed and evaluated based on the evaluation factors set forth in the RFP.

4-2 PROPOSAL CLASSIFICATION

For the purpose of conducting discussions with individual offerers, if required, proposals will initially be classified as:

- A. Potentially Acceptable
- B. Unacceptable

Discussions may be conducted with any or all of the Proposers whose proposals are found acceptable or potentially acceptable. Offerers whose proposals are unacceptable will be notified promptly. The Manager of Purchasing will establish procedures and schedules for conducting oral and/or written discussions.

Proposers are advised that the University may award an Agreement on the basis of initial offers received, without discussions; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

4-3 PROPOSER INVESTIGATION

The University will make such investigations as it considers necessary to obtain full information on the Proposers selected for discussions, and each Proposer shall cooperate fully in such investigations.

4-4 FINAL OFFERS AND AWARD OF AGREEMENT

Following any discussions with Proposers regarding their technical proposals, alternative approaches, or optional features, a number of the firms may be requested to submit best and final offers. The committee will rank the final Proposers for the project, giving due consideration to the established evaluation criteria. The committee will propose award to the proposal which is found to be most advantageous to the University, based on the factors set forth in the Request for Proposals.

SECTION 5 - EVALUATION PROCESS

The University reserves the right to reject any or all proposals, or portions thereof. The selection of a successful Proposer, if any, will be made based upon which proposal the University determines would best meet its requirements and needs.

5-1 EVALUATION CRITERIA

The evaluation criteria are listed below:

- a. Management Services Experience
- b. Past Performance and References
- c. Security Plan
- d. Flight Schedules
- e. Contingency Plan
- f. Commercial Aircraft
- g. 2013 season pricing and ability to maintain "best value" pricing in future years.

Not necessarily listed in order of importance. The University may at its discretion use life cycle or best value analysis.

SECTION 6 - GENERAL CONTRACTUAL TERMS AND CONDITIONS

6-1 AGREEMENT TERMS AND CONDITIONS

The submission of a proposal herein constitutes the agreement of any Proposer that any Agreement to be drawn as the result of an award herein shall be prepared by the University and shall include at a minimum, all terms and conditions set forth in this RFP. The submission of a proposal shall further constitute the agreement of each Proposer that it will not insist on the use of standard contract agreements, documents, or forms, and that it waives any demand for the use of its standard agreements. The Agreement between the parties shall consist of, in order of precedence: the agreement document signed by the Parties subsequent to submission of the proposal, and any attachments thereto and incorporations therein, the terms and conditions in the RFP, and the Proposer's response to the RFP.

6-2 ASSIGNMENT

No assignment of this Agreement or of any right accruing under this Agreement shall be made, in part or in whole, by Contractor without the written consent of the University. Notwithstanding any assignment, Contractor shall remain fully liable on this Agreement and shall not be released from performing any of the terms, covenants, and conditions of this Agreement.

6-3 TERMINATION FOR CONVENIENCE

The University may terminate this Agreement, in whole or in part, at any time by written notice to the Contractor. The Contractor shall be paid its reasonable costs, including reasonable close-out costs and a reasonable profit on work performed up to the time of termination. The Contractor shall promptly submit its termination claim for payment. If the Contractor has any property in its possession belonging to the University, the Contractor will account for the same and dispose of it in the manner the University directs.

6-4 TERMINATION FOR DEFAULT

If the Contractor does not deliver the materials in accordance with the Contract delivery schedule, or if the Contract is for services and the Contractor fails to perform in the manner called for in the Contract, or if the Contractor fails to comply with any other provisions of the Contract, the University may terminate this Contract for default. Termination shall be effected by serving on the Contractor a notice of termination setting forth the manner in which the Contractor is in default. The Contractor will be paid a reasonable price for materials delivered and accepted, or services performed in accordance with the manner of performance set forth in the Contract.

6-5 INDEMNIFICATION

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

6-6 APPLICABLE LAW AND FORUM

This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

6-7 LAWS, REGULATIONS AND PERMITS

The Contractor shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the conduct of the work. The Contractor shall be liable for all violations of the law in connection with work furnished by the Contractor, including the Contractor's subcontractors.

6-8 GENERAL QUALITY

All of the Contractor's work shall be performed with the highest degree of skill and completed in accordance with the Agreement Documents.

6-9 PROOF OF COMPLIANCE WITH AGREEMENT

In order that the University may determine whether the Contractor has complied with the requirements of the Agreement Documents, the Contractor shall, at any time when requested, submit to the University properly authenticated documents or other satisfactory proofs as to compliance with such requirements.

6-10 PAYMENT AND ACCEPTANCE

Except as otherwise provided herein, payments shall be due and payable within (30) days after acceptance of such goods or services or after receipt of properly completed invoice, whichever is later. No advance payment shall be made for goods or services furnished pursuant to this Agreement.

6-11 CONTINUATION DURING DISPUTES

The Contractor agrees that notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

6-12 SEVERABILITY

If any term or condition of this Agreement or the application thereof to any person(s) or circumstances is held invalid, such invalidity shall not affect other terms, conditions or applications which can be given effect without the invalid term, condition or application; to this end the terms and conditions of this Agreement are declared severable.

6-13 INTEGRATION

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless in writing communicated in the stipulated manner, and signed by the University and the Contractor.

6-14 BINDING EFFECT

This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties hereto and their respective heirs, legal representatives, successors, and assigns.

6-15 APPROPRIATIONS CLAUSE

If the term of this Agreement is longer than one year, the University's obligations and liabilities hereunder are subject to the appropriation of funds from the State of Idaho, which appropriation shall be in the State of Idaho's sole discretion, from revenues legally available to the University for the ensuing fiscal year for the purposes of this

Agreement. If the State of Idaho does not appropriate the funds for the purpose of this Agreement, the Agreement shall terminate and neither party shall have any further obligations hereunder.

6-16 IRS SECTION 501(C)(3) AND SECTION 115 CONSIDERATIONS

If any provision of this Agreement may cause the University to lose its status as an Internal Revenue Code Section 501(c)(3) corporation, this Agreement shall be voidable. In the alternative, at the sole option of the University, the offending provision(s) shall be modifiable such that the provision(s) will no longer cause the University to lose its status as a 501(c)(3) corporation. The terms of the modification shall be subject to agreement in writing by all parties.

6-17 COMPLIANCE WITH GOVERNOR'S EXECUTIVE ORDER

In the event any provision of this Agreement shall cause the University to be in violation of any of the Governor of Idaho's Executive Orders, then this Agreement shall be voidable at the sole option of the University.

6-18 DEBARRED, SUSPENDED OR EXCLUDED

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that neither supplier or its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

6-19 NON-USE OF NAMES AND TRADEMARKS

Contractor shall not use the name, trade name, trademark, or other designation of the University, or any contraction, abbreviation, or simulation any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

6-20 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor.

6-21 CONTRACTOR REPRESENTATIONS

Contractor represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations required hereunder; (b) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder and perform all of its obligations hereunder and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law; and (d) that it has visited the site of the project and familiarized itself with the local conditions under which this Agreement is to be performed.

6-22 REGENTS' APPROVAL

This Agreement may be subject to approval by the Regents of the University of Idaho, and if it is and if such approval is not granted this Agreement shall be void and neither party shall have any further obligations or liabilities hereunder.

6-23 SURVIVAL OF TERMS

The terms and provisions hereof, and all documents being executed hereunder, if any, including, without limitation, the representations and warranties, shall survive this Agreement and shall remain in full force and effect thereafter.

6-24 HEADINGS

The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6-25 ADDITIONAL ACTS

Except as otherwise provided herein, in addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by the parties, the parties hereby agree to perform, execute and/or deliver or cause to be performed, executed and/or delivered any and all such further acts, deeds and assurances as any party hereto may reasonably require to consummate the transaction contemplated hereunder.

6-26 TIME OF ESSENCE

All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

6-27 WAIVER

No covenant, term or condition or the breach thereof shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term or condition shall not be deemed to be a waiver of any other covenant, term or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default of any such covenant, term or condition unless otherwise expressly agreed to by the first party in writing.

6-28 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 (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.

6-29 NO JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

6-30 INFORMATION TRUE AND CORRECT

All documents, agreements and other information provided to the University by Contractor or which Contractor has caused to be provided to the University are true and correct in all respects and do not omit to state any material fact or condition required to be stated, necessary to make the statement or information not misleading, and there are no other agreements or conditions with respect thereto.

6-31 EQUAL OPPORTUNITY

Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any

matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

6-32 PUBLIC RECORDS

The University is a public agency. All documents in its possession are public records. Proposals are public records and will be available for inspection and copying by any person upon completion of the RFP process. If any Proposer claims any material to be exempt from disclosure under the Idaho Public Records Law, the Proposer will expressly agree to defend, indemnify and hold harmless the University from any claim or suit arising from the University's refusal to disclose any such material. No such claim of exemption will be valid or effective without such express agreement. The University will take reasonable efforts to protect any information marked "confidential" by the Proposer, to the extent permitted by the Idaho Public Records Law. Confidential information must be submitted in a separate envelope, sealed and marked "Confidential Information" and will be returned to the Proposer upon request after the award of the contract. It is understood, however, that the University will have no liability for disclosure of such information. Any proprietary or otherwise sensitive information contained in or with any Proposal is subject to potential disclosure.

6-33 UNIVERSITY'S RULES, REGULATIONS, AND INSTRUCTIONS

Contractor will follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

SECTION 7 – INDEMNITY, RISKS OF LOSS, INSURANCE

7-1 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor and its subcontractors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor. Contractors shall require its subcontractors of any tier to bear the same risk of loss and .

7-2 INDEMNIFICATION

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

7-3 Insurance

7.3.1 General Requirements

7.3.1.1 Contractor and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in this insurance clause, section 8.0, and to provide University with a Certificate of Insurance ("certificate"). All certificates shall be coordinated by the Contractor and provided to the University within seven (7) days of the signing of the contract by the Contractor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section 8.0. Exhibit A of this Agreement contains a Request for Certificate of Insurance which shall be given to the insurance broker or agent of the Contractor and its subcontractor(s) of any tier, upon award of bid to Contractor.

7.3.1.2 Additionally and at its option, Institution may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

7.3.1.3 All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV 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 University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

7.3.1.4 All policies except Workers Compensation and Professional Liability shall name University as Additional Insured. The Additional Insured shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificate Holder shall read: "University of Idaho." Certificates shall be mailed to: University of Idaho, Risk Management, P.O. Box 443162, Moscow, ID 83844-3162.

7.3.1.5 Failure of University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Contractor and its subcontractor(s) of any tier to maintain such insurance.

7.3.1.6 No Representation of Coverage Adequacy. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Contractor and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Contractor and its subcontractor(s) of any tier under the indemnities granted to University in this Agreement.

8.1.7 Contractor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

7.3.2 Required Insurance Coverage.

Contractor and its subcontractor(s) of any tier shall at its own expense obtain and maintain:

7.3.2.1 Commercial General and Umbrella / Excess Liability Insurance. Contractor and its subcontractor(s) of any tier shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than \$1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$1,000,000. 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, and liability assumed under a contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

7.3.2.2 Commercial Auto Insurance. Contractor and its subcontractor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

7.3.2.3 Business Personal Property. Contractor and its subcontractor(s) of any tier shall purchase insurance to cover Business Personal Property of Contractor and its subcontractor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Contractor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Waiver of subrogation language shall be included.

7.3.2.4 Workers' Compensation. Contractor and its subcontractor(s) of any tier shall maintain all coverage statutorily required of the Contractor and its subcontractor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Contractor and its subcontractor(s) of any tier shall maintain Employer's Liability with limits of not less than \$100,000 / \$500,000 / \$100,000.

7.3.2.4 Professional Liability. If professional services are supplied to Institution, Contractor and its subcontractor(s) of any tier, Contractor and its subcontractor(s) of any tier shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

UNIVERSITY OF IDAHO

GENERAL TERMS AND CONDITIONS

1. THIS ORDER EXPRESSLY LIMITS ACCEPTANCE TO THE TERMS AND CONDITIONS STATED HEREIN. ALL ADDITIONAL OR DIFFERENT TERMS PROPOSED BY CONTRACTOR ARE OBJECTED TO AND ARE HEREBY REJECTED, UNLESS OTHERWISE PROVIDED FOR IN WRITING BY THE PURCHASING MANAGER, UNIVERSITY OF IDAHO.
2. CHANGES: No alteration in any of the terms, conditions, delivery, price, quality, quantity or specifications of this order will be effective without the written consent of the University of Idaho Department of Purchasing Services.
3. PACKING: No charges will be allowed for special handling, packing, wrapping, bags, containers, etc., unless otherwise specified.
4. DELIVERY: For any exceptions to the delivery date as specified on the order, Contractor shall give prior notification and obtain approval thereto from the University of Idaho Department of Purchasing Services. With respect to delivery under this order, time is of the essence and order is subject to termination for failure to deliver within the timeframe specified in this order.
5. SHIPPING INSTRUCTIONS: Unless otherwise instructed, all goods are to be shipped prepaid and allowed, FOB Destination.
6. ORDER NUMBERS: Agreement order numbers or purchase order numbers shall be clearly shown on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.
7. REJECTION: All goods, materials, or services purchased herein are subject to approval by the University of Idaho. Any rejection of goods, materials, or services resulting from nonconformity to the terms, conditions or specifications of this order, whether the goods are held by the University of Idaho or returned, will be at Contractor's risk and expense.
8. QUALITY STANDARDS: Brand names, models, and specifications referenced in herein are meant to establish a minimum standard of quality, performance, or use required by the University. No substitutions will be permitted without written authorization of the University of Idaho Department of Purchasing Services.
9. WARRANTIES: Contractor warrants that all products delivered under this order shall be new, unless otherwise specified, free from defects in material and workmanship, and shall be fit for the intended purpose. All products found defective shall be replaced by the Contractor upon notification by the University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Contractor.
10. PAYMENT, CASH DISCOUNT: Invoices will not be processed for payment nor will the period of computation for cash discount commence until receipt of a properly completed invoice or invoiced items are received and accepted, whichever is later. If an adjustment in payment is necessary due to damage or dispute, the cash discount period shall commence on the date final approval for payment is authorized. Payment shall not be considered late if a check or warrant is available or mailed within the time specified.
11. LIENS, CLAIMS AND ENCUMBRANCES: Contractor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.
12. TERMINATION: In the event of a breach by Contractor of any of the provisions of this Agreement, the University of Idaho reserves the right to cancel and terminate this Agreement forthwith upon giving written notice to the Contractor. Contractor shall be liable for damages suffered by the University of Idaho resulting from Contractor's breach of Agreement.
13. TRADEMARKS: Contractor shall not use the name, trade name, trademark, or any other designation of the University, or any contraction, abbreviation, adaptation, or simulation of any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

14. OSHA REGULATIONS: Contractor guarantees all items, or services, meet or exceed those requirements and guidelines established by the Occupational Safety and Health Act.
15. TAXES: The University of Idaho is exempt from payment of Idaho State Sales and Use Tax. In addition, the University is generally exempt from payment of Federal Excise Tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon written request by Contractor. If Contractor is required to pay any taxes incurred as a result of doing business with the University of Idaho, it shall be solely responsible for the payment of those taxes. If Contractor is performing public works construction, it shall be responsible for payment of all sales and use taxes.
16. 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.
17. ASSIGNMENTS: No Agreement, order, or any interest therein shall be transferred by Contractor to any other party without the approval in writing of the Purchasing Manager, University of Idaho. Transfer of an Agreement without approval may cause the rescission of the transferred Agreement at the option of the University of Idaho.
18. WAIVER: No covenant, term or condition, or the breach thereof, shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term, or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default unless otherwise expressly agreed to in writing.
19. 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 thereof, 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 by such party for a period equal to any such prevention, delay or stoppage.
20. NO JOINT VENTURE: Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.
21. PRICE WARRANTY FOR COMMERCIAL ITEMS: Contractor warrants that prices charged to the University of Idaho are based on Contractor's current catalog or market prices of commercial items sold in substantial quantities to the general public and prices charged do not exceed those charged by Contractor to other customers purchasing the same item in like or comparable quantities.
22. NONDISCRIMINATION: Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.
23. UNIVERSITY REGULATIONS: Contractor shall follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel.
24. GOVERNING LAW: This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

UNIVERSITY OF IDAHO - REQUEST FOR PROPOSAL

Exhibit A – Request for Certificate of Insurance from Contractor****If bid is awarded to Contractor****Page 1 of 2****Give this form to your insurance agent / broker****Agents/ Brokers: RETURN A COPY OF THESE INSTRUCTIONS WITH YOUR CERTIFICATE.****Certificates without a copy of these instructions will not be accepted.**

Contractor and its subcontractors of any tier ("Insured") are required to carry the types and limits of insurance shown in this Request, and to provide University of Idaho ("Certificate Holder") with a Certificate of Insurance within seven (7) days of the signing of this Contract.

- * Certificate Holder shall read:

State of Idaho and the Regents of the University of Idaho
 Attn: Risk Management
 P.O. Box 443162
 Moscow, ID 83844-3162

- * Description area of certificate shall read: Attn: Contract for Services
- * All certificates shall provide for thirty (30) days' written notice to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate.
- * All insurers shall have a Best's rating of AV 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.
- * All policies (except Workers Compensation and Professional Liability) shall name the following as Additional Insured: The 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.
- * Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Insured's obligation to maintain such insurance.
- * Failure to maintain the required insurance may result in termination of this grant or contract at the Certificate Holder's option.
- * By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Insured, and such coverage and limits shall not be deemed as a limitation on Insured's liability under the terms of the grant or contract.
- * A copy of this certificate request must be sent with the Certificate.

UNIVERSITY OF IDAHO - REQUEST FOR PROPOSAL

Exhibit A – Request for Certificate of Insurance from Contractor****If bid is awarded to Contractor****Page 2 of 2**

Required Insurance Coverage. Insured shall obtain insurance of the types and in the amounts described below:

- * Commercial General and Umbrella Liability Insurance. Insured 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. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$1,000,000. 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, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.
- * Commercial Auto Insurance. Insured shall maintain a Commercial Automobile Policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$5,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.
- * Business Personal Property and/or Personal Property. Insured shall purchase insurance to cover Insured's personal property. In no event shall Certificate Holder be liable for any damage to or loss of personal property sustained by Insured, whether or not insured, even if such loss is caused by the negligence of Certificate Holder, its employees, officers or agents.
- * Workers' Compensation. Where required by law, Insured shall maintain all statutorily required Workers Compensation coverages. Coverage shall include Employer's Liability, at minimum limits of \$100,000 / \$500,000 / \$100,000.
- * Professional Liability. If professional services are supplied to the Institution, Insured shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

If you have additional questions, please contact:

Carry Salonen, Risk Specialist, University of Idaho.
PH (208) 885-7177. FAX (208) 885-9490
csalonen@uidaho.edu



U.S. Department
of Transportation
**Federal Aviation
Administration**

Air Carrier Certificate

This certifies that

MN Airlines, LLC
1300 Mendota Heights Road
Mendota Heights, MN 55120

has met the requirements of the Federal Aviation Act of 1958, as amended, and the rules, regulations, and standards prescribed thereunder for the issuance of this certificate and is hereby authorized to operate as an air carrier and conduct common carriage operations in accordance with said Act and the rules, regulations, and standards prescribed thereunder and the terms, conditions, and limitations contained in the approved operations specifications.

This certificate is not transferable and, unless sooner surrendered, suspended, or revoked, shall continue in effect indefinitely.

By Direction of the Administrator

Kathleen B. Thomson
KATHLEEN B. THOMSON
(Signature)

MANAGER, MINNEAPOLIS FSDO
(Title)

GREAT LAKES REGION, AGL-15
(Region/Office)

Certificate number: SCNA220K

Effective date: APRIL 15, 2002
REISSUED: MAY 28, 2002

Issued at: MSP - FSDO

FAA Form 8430-18 (6-87)



University of Idaho RFP Response

Company Background:

Short's Travel Management, a full-service travel management company, was established as a traditional travel agency in Waterloo, IA in 1946 and purchased by its current ownership in 1979. With over 66 years of Travel Management Experience, Short's Travel continues to be one of the top 20 Corporate Travel Companies in the industry. STM Charters, Inc., in association with Short's Travel Management has been contracted with the NCAA to handle all championship travel since 2003. The company has approximately 100 employees and coordinates over 750 air charters each year for collegiate athletic travel while maintaining high standards in customer service. STM Charters, Inc. will have the following key positions dedicated to the successful operation of the flight

Resumes:

Ryan Dohmen, President, STM Charters, Inc.

Background—aviation management, professional pilot experience, contract negotiations, supplier relationships, customer service, trip fulfillment

Sue Stilwell, Charter Relationship Manager

Background—account management, contract negotiations, supplier relationships, customer service, trip fulfillment

Marcus Kelly, Charters Coordinator

Background—Excellent customer service, attention to detail, marketing expertise

Security Plan:

Travelers will present ID's to crew member upon arrival at airport. Names will be compared against manifest. Also, items being brought onto the aircraft will go through detection systems and then passengers will then be allowed to board the plane.

Contingency Plan:

Sun Country Airlines operates fifteen 129+ seat jets that would be available as backup if technical difficulties were to occur. As our client, you can plan on a replacement jet arriving at your destination between 2 and 4 hours after Sun Country is notified. This is all at no additional cost to our clients.

FAA Charter Certificate:

STM Charters, Inc. has access to multiple planes from multiple carriers. All aircraft quoted are operated and maintained under their appropriate aircraft carriers of awarded air carrier will be provided.

**References:****University of Nevada- Las Vegas**

Las Vegas, NV

Terry Cottle

(702) 895-3454

terry.cottle@unlv.edu

All athletic charter services (2011-present)

Louisiana State University

Baton Rouge, LA

Daniel Skal

(225) 578-1894

dskal@lsu.edu

All athletic charter services (2010-present)

University of Montana

Missoula, MT

James Gibson

(406) 243-6926

james.gibson@mso.umt.edu

Football charter services (2010-present)

Itemized Costs:**Included:**

-Federal Excise Tax (7.5%)

-Passenger Flight Segment Tax (\$3.90 per enplaned passenger)

-Passenger Facility Charges (up to \$4.50 per segment)

-Screening Fees (up to \$3.50 per segment)

-Athletic beverages

Excluded:

-Fuel Surcharge (Fuel Base at \$3.15 per gallon). Excluded costs will be invoiced upon trip completion

Services and Support:

STM Charters will work with Sun Country to try and schedule the aircraft into Lewiston no later than 90 minutes prior to the departure time. It is our preference to have the aircraft remain overnight with the team; however, we cannot guarantee this due to circumstances beyond the control of STM Charters and Sun Country. All schedule changes will be communicated to the team as soon as they are known.

Monday, April 1, 2013 3:44 PM

Subject: Re: Idaho FB RFP
Date: Wednesday, March 27, 2013 2:10 PM
From: Ryan Dohmen <rdohmen@stmcharters.com>
To: Doug Vandenboom <doug@uidaho.edu>

Doug,

If we are able to go non-stop on the return from Florida St, and the team elects to go Fri-Sat, the revised price will be \$130,838. All other terms and conditions remain the same as originally proposed.

Let me know if you have any additional questions.

Thanks!

Ryan

On 3/27/13 3:43 PM, "Doug Vandenboom" <doug@uidaho.edu> wrote:

Hi Ryan -

Thanks for getting back to me. I know that Mark shares your sentiments as well and has enjoyed your working relationship in the past. I am confused on the Florida State price though as the new cost is higher than the original proposal (\$144,192). Did I miss something?

Thanks,
Doug

On 3/27/13 8:30 AM, "Ryan Dohmen" <rdohmen@stmcharters.com> wrote:

Doug,

The price for the Florida St trip would be \$151,943 if we are able to remove the stop on the return.

Happy to help any way I can. Mark Vaught is one of my favorite people to work with on charters!

Page 1 of 5

CONSENT
JUNE 20, 2013

SUBJECT

Approval of Higher Education Research Council (HERC) FY14 Budget

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W.3., Higher Education Research Council Policy
Senate Bill 1186 (2013) – College and Universities - Systemwide

BACKGROUND/DISCUSSION

The State Board of Education was appropriated \$1,435,500 for FY 2014 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, 21 proposals in FY13 and 13 proposals for FY14. Seven proposals were awarded in FY11, FY12, and FY13. HERC is currently administering the FY14 cycle of the Idaho Incubation Fund Program and anticipates making 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 amounts for each proposal range from \$10,000 - \$50,000, with the majority of the awards at or near \$50,000.

IMPACT

Approving the HERC FY14 Budget allocation will allow for the funds to be distributed to the institutions based on the various funding categories.

ATTACHMENTS

Attachment 1 – FY14 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

CONSENT
JUNE 20, 2013

administration of HERC grant programs and activities. For FY13 a new funding category was 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, FY14 will be the fourth 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 has applied for the next round of NSF EPSCoR awards, should Idaho receive the award the state match responsibility would be \$800,000.

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_____

FY 2014 Allocation of HERC Funds

| <u>Amount to be Awarded</u> | <u>Total</u> | <u>Proposed Allocation</u> |
|--|--------------------|----------------------------|
| \$1,435,500 (HERC Mission) | | |
| \$2,000,000 (IGEM Initiative) | \$3,435,500 | |
| <hr/> | | |
| IGEM Funds | | |
| IGEM Proposals | | \$2,000,000 |
| Total IGEM Initiative | | \$2,000,000 |
| <hr/> | | |
| Infrastructure Funds | | |
| BSU | | \$125,000 |
| ISU | | \$125,000 |
| UI | | \$200,000 |
| LCSC | | \$50,000 |
| Total Infrastructure | | \$500,000 |
| <hr/> | | |
| Matching Award Grants | | |
| NSF-EPSCoR (Research Infrastructure Improvement Award) | | \$600,000 |
| (Water Resources in a Changing Climate - 5-year \$15M award) | | |
| (September 1, 2008 - August 31, 2013) | | |
| Total Matching Grants | | \$600,000 |
| <hr/> | | |
| Targeted Research | | |
| Idaho Incubation Fund (third round) | | \$333,000 |
| Total Targeted Research | | \$333,000 |
| <hr/> | | |
| Research Centers | | |
| Total Research Center | | \$0 |
| <hr/> | | |
| Administrative Costs | | |
| FY12 Administrative Costs | | \$2,500 |
| Total Administrative Costs | | \$2,500 |
| <hr/> | | |
| Total Budget / Allocation | | \$3,435,500 |

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CONSENT AGENDA
JUNE 20, 2013

SUBJECT

Appointment of Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Members

REFERENCE

| | |
|---------------|---|
| April 2012 | Board appointed Gynii Gilliam's to the Idaho EPSCoR Committee |
| August 2012 | Board appointed Dave Tuthill to the Idaho EPSCoR Committee |
| February 2013 | Board reappointed Doug Chadderdon and Jean'ne Shreeve to the Idaho EPSCoR Committee |

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy. The Idaho National Laboratory (INL) has one seat on the committee. Board policy requires the committee to forward recommendations for vacancies to the Board office within 30 days. The past representative for INL left the laboratory in October of 2012 creating a vacancy on the committee. Due to changes in staff at INL the Committee had not been able to meet this timeline.

ATTACHMENTS

Attachment 1 – Current Committee Membership

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Dr. Hill also serves as a member of the Board's Higher Education Research Council. He has been an active participant on the council and a valued asset.

Board staff recommends approval.

CONSENT AGENDA
JUNE 20, 2013

BOARD ACTION

I move to appoint Dr. David Hill to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative of the Idaho National Laboratory, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT AGENDA
JUNE 20, 2013

Dr. Hill, Biography

Dr. David J. Hill An internationally acknowledged expert on nuclear reactor and fuel cycle issues, Dr. Hill has extensive experience in the area of international nuclear cooperation, working with the countries of both Western Europe and the former Soviet Union. He joined Idaho National Laboratory in 2005 from Oak Ridge National Laboratory, where he was associate laboratory director, energy and engineering sciences. Previously, Hill served at Argonne National Laboratory, where he was deputy associate laboratory director of engineering research, having held positions as director of the divisions of reactor analysis and engineering, reactor engineering, and the International Nuclear Safety Center. He holds a bachelor's degree in mathematics and a doctorate in mathematical physics from Imperial College, London University, and an MBA from the University of Chicago.

CONSENT AGENDA
JUNE 20, 2013

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UNIVERSITY OF IDAHO

SUBJECT

Changes in Constitution and Bylaws of the University Faculty.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boar 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 Faculty is set out in Faculty Staff Handbook (FSH) Section 1520 and the Bylaws are set out in FSH 1580.

The University is proposing the following changes:

A - The university faculty proposes to change FSH 1520 Article V (Faculty Senate) Section 2 Clause A (Elected Members) Sub-clause 6 (Students) to add a law student as a voting member of the faculty senate;

B – The university faculty proposes to change FSH 1580 Article VI Section 3 to call for election by the Student Bar Association of a law student to serve as a voting member of the faculty senate.

In accordance with University of Idaho policies, the constitution and bylaw 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 27, 2013, 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 specific fiscal impact from the change in FSH 1520.

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 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes to the Faculty Constitution recognize the Student Bar Association as a separate student association from the Graduate and

CONSENT
JUNE 20, 2013

Professional Student Association and provides for them to have their own representation on the Faculty Senate. The proposed changes to the By-laws bring them into alignment with the change to the Faculty Senate membership proposed in the Faculty Constitution.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed changes to University of Idaho Faculty constitution and by-laws as set forth in the materials submitted to the Board as attachment 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2012

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-20th 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). In 2011 Clinical faculty rank was added and language with respect to associated faculty voting was clarified. In 2012 Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two and the required annual venue determination was removed. 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, 7-11, 7-12]*

CONTENTS:

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

ARTICLE I-IV – unchanged.

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 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. [add. 7-09, rev. 7-12]

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

(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 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 two employees who do not have faculty status to serve with vote in the senate. *[ed. & ren. 7-09, rev. 7-12]*

(6) **Students.** Two undergraduate students, ~~and~~ one graduate student, and one law student 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]*

Comment [IG1]: This revision recognizes the SBA as a separate student association from the GPSA, and will allow the SBA to contribute to discussion and participate in matters that come before the Senate.

Clause B. Members *Ex Officiis*. The president or the president's designated representative and the secretary of the faculty are members *ex officio* 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, the staff representatives shall serve for staggered two 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, rev. 7-12]*

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]*

Section 8. Recall. and ARTICLE VI-VII – unchanged.

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2012

1580

BYLAWS OF FACULTY SENATE

PREAMBLE: This section contains the bylaws of Faculty Senate which serve to expand on Article V of the Faculty Constitution (1520). This section first appeared in the 1979 edition of the Handbook and has remained substantially the same, minor title changes aside, ever since. In January 2010 the Faculty Council changed its name to Faculty Senate. In 2011 the requirements for publishing senate meeting minutes were revised to reflect changes in publishing processes across the university. In July 2012 the election process for the graduate student representative on Senate was clarified. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-10, 7-11, 7-12]

CONTENTS:

- Article I. Function and Membership
- Article II. Duties of Officers
- Article III. Terms of Office
- Article IV. Election of Officers
- Article V. Meetings
- Article VI. Student Members
- Article VII. Executive Committee
- Article VIII. Other Committees

ARTICLE I—V are unchanged.

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.

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 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. The election of one law-student representative is entrusted to the Student Bar Association. [ed. 7-10, rev. 7-12]

Section 4. Vacancies. Vacancies occurring in student positions are filled by the ASUI and GPSA as appropriate. [rev. 7-12]

ARTICLE VII—X are unchanged.

Comment [IG1]: This revision reflects the changes requested in policy 1520.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS

JUNE 20, 2013

EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Eastern Idaho Technical College (EITC) Advisory Council Appointment

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

Consistent with Idaho Code 33-2212, the State Board for Professional-Technical Education may appoint an Eastern Idaho Technical College (EITC) Advisory Council consisting of not less than twelve (12), nor more than fifteen (15), persons. State Board of Education policy states that the EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the State Board for Professional-Technical Education, each to a term of three years. A council member is eligible for reappointment to consecutive terms. In the event the incumbent is interested in reappointment, the Board may choose to reappoint the incumbent without soliciting other candidates. For an open appointment the EITC Advisory Council is required to advertise the vacancy in regional newspapers. The Advisory Council reviews all applications received and forwards only the most highly qualified applicants, in order of preference, to the Board for consideration. EITC advertised the vacancy and received only one qualified applicant.

One (1) person is presented by the EITC Advisory Council to the State Board of Education in order to fill a vacancy created in 2012, by resignation. The EITC Advisory Council requests the State Board of Education appoint Carrie Scheid to the EITC Advisory Council. Her term will begin upon State Board of Education approval and continue through December 2015.

IMPACT

This will bring the EITC Advisory Council membership to fifteen (15).

ATTACHMENTS

Attachment 1 – Carrie Scheid, Letter of Interest

Page 2

Attachment 2 – Carrie Scheid, Resume

Page 3

BOARD ACTION

Motion to approve the appointment of Carrie Scheid to the Eastern Idaho Technical College Advisory Council for a term effective immediately, and ending December 31, 2015.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 20, 2013



Carrie Getty Scheid

**Carrie Getty Scheid
10701 S. 1st E
Idaho Falls, ID 83404
208-206-9506**

December 4, 2012

To Whom It May Concern:

I am interested in joining EITC' advisory board because I am a strong believer that education can change the world. Earlier in my career, I spent seven years as a professional in higher education when I lived in New York. During that time, I helped develop some "vocationally oriented" degree programs in electronics, computer and nuclear technology. Aside from that, every position I've held has been with an organization which provided some type of education, whether it be the arts here in Idaho Falls or consumer education when I worked at the NYC Better Business Bureau. Although I am retired and shouldn't be terribly busy, I have managed to get involved with a number of activities which puts some limits on my time. Both Frank Just and Renee Magee have assured me that the volunteer commitment required would be for four meetings (quarterly) per year and, I suspect, being a general ambassador for the school.

Sincerely,

Carrie G. Scheid

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

JUNE 20, 2013

Carrie Getty Scheid

10701 S. 1st E
Idaho Falls, ID 83404
208-206-9506

Full Time Volunteer & Retiree

11/09 – present

After retiring from the Arts Council, I created and implemented the project to install 21 artistic benches on the Snake River Greenbelt in 2010-11. For nine weeks in 2011, I served as interim Executive Director for the Idaho Falls Symphony while the Board searched for a permanent replacement. On a volunteer basis, I currently provide free management advice to local nonprofit organizations. In addition, I write guest editorials with my husband Jerry for the *Post Register*, provide commentary on local and state political affairs via an email distribution list of 250+ local community and business leaders, and serve on the Board of Directors for the Idaho Nonprofit Center, the statewide association of nonprofit organizations. In March 2012, I served on grants panel for the Idaho Commission on the Arts “Arts in Education” grant applications.

Executive Director, Idaho Falls Arts Council, Willard Arts Center/Colonial Theater,

01/97 – 11/09

Directed the Idaho Falls Arts Council (IFAC), a private nonprofit arts organization which promotes, presents and advocates for visual and performing arts in eastern Idaho. IFAC owns and operates the Willard Arts Center, a visual and performing arts facility comprised of art galleries, classrooms and the 990 seat historic “Colonial Theater. As Executive Director, I managed all operations, determined strategies, developed its budget, raised funds, worked with the Board and committees to set policy, hired and supervised all staff and volunteers, booked shows and handled all community, government and press relations. Annual budget grew from \$90,000 to \$850,000 in ten years. Also founded and directed activities for the Idaho Falls Downtown Cultural District. In September 2002, I was one of two arts administrators in the State of Idaho to receive the Governor’s Award for Excellence in Arts Administration. This award is given only once every two years.

Campaign Director, Willard Arts Center, Idaho Falls Arts Council

11/94 - 01/97

Successfully coordinated a \$4.5 million capital campaign to renovate a historic Idaho theater and adjacent building into a major visual and performing arts center. Developed the fundraising plan, established a campaign committee of local business and community leaders, recruited and trained volunteers, implemented a major gift prospecting and solicitation program, developed all fundraising materials including campaign brochure, video, pledge cards, etc., devised naming opportunities and launched a “buy a seat” program in the theater, conducted community phonathons and face-to-face solicitation campaigns, helped organize fundraising benefits and worked with a local TV station to produce a major telethon. Also handled media relations with local TV, newspaper and radio and wrote weekly campaign column for newspaper.

The Better Business Bureau of Metropolitan New York, New York City, NY

Vice President 9/90 - 10/94

Managed all programs, operations and external relations for the New York City Better Business Bureau, the second largest private consumer protection and business membership organization in

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

JUNE 20, 2013

the country. Supervised twenty staff and 60 volunteers. Responsibilities included developing reliability ratings on 45,000 businesses and charities, conducting investigations of scams, mediating and arbitrating 20,000 disputes per year, and advising over 200,000 consumers annually on the BBB's Helpline. Also served as a primary BBB spokesperson with government agencies, industry groups and national TV, radio and print media. Have discussed important consumer/business issues on *NBC Nightly News*, *CNN*, *CBS This Morning*, *48 Hours*, and in *The New York Times*, *Wall Street Journal*, *US News and World Report*, etc.

Director of Development 12/84 - 9/90

Increased the Bureau's development income from \$600,000 to over \$1.2 million without significantly increasing costs. Launched a major business co-op advertising program which generated over \$250,000 annually. Worked closely with NYC business leaders to raise funds from corporations and foundations. Revitalized the BBB Foundation to raise funds for special projects. Was instrumental in developing a strategic planning process which was successfully adopted by the Board. Produced BBB fundraising literature, newsletters, annual reports, and press releases. Strengthened member communications which improved retention.

Associate Director of External Affairs, Simmons College, Boston MA 7/84 - 12/84

Managed external relations and development activities for Simmons Graduate School of Management which offered an MBA and professional development programs.

Excelsior College (formerly Regents College), Albany, NY

Director of Corporate Marketing and Development 7/80 - 7/84

Directed corporate marketing and development activities for a major nonresidential university serving 15,000 adult students. Marketed university programs with industry and government, developed new income generating products and services, increased student enrollments, and raised funds from corporations. Developed six new university degree programs in electronics, computer science, and nuclear technologies.

Director of Financial Aid 3/79-7/80

Directed federal and state financial aid programs for the university's 15,000 students. Developed and codified program policies, improved student communications, and instituted new record keeping which dramatically decreased the university's over award? and student default rates.

Academic Programs Advisor 7/78-3/79

Provided academic and career advisement to students in five associate and baccalaureate degree programs in liberal arts and business. Designed and prepared academic and career advising materials.

Administrative Assistant, Hudson-Mohawk Association of Colleges & Universities 3/77 - 7/78

Assisted in the expansion of a continuing education referral service for a consortium of fourteen colleges. Promoted local college programs, established community contacts and assisted in training workshops.

Education

M.S. in Communication, Rensselaer Polytechnic Institute (RPI) 1982

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

JUNE 20, 2013

B.A. Colby College, Waterville, ME 1976, Phi Beta Kappa
Doshisha University, Kyoto, Japan, Cultural Exchange Student 1975

Professional Affiliations & Awards

Member of Grants Panel for Idaho Commission on the Arts, March 2012
Board of Directors, Idaho Nonprofit Center, June 2011 – present
Board of Directors, Idaho Falls Historic Downtown Foundation, Dec. 2004 to 2009
Chairman, Downtown Idaho Falls Cultural District Committee, Jan. 2003 to 2009
2002 Recipient of the Idaho State Governor's Award in the Arts for Outstanding Arts Administrator
Vice President, Idaho Falls Downtown Development Corporation Feb. 1996 – May 2005
Board of Directors, Idaho Falls Rotary Club, 2007-08
Member, Idaho Falls Rotary Club, August 1996 - present
Member of Association of Performing Arts Presenters, 2000-2008
Member of Western Arts Alliance 1998-2008
Member of Arts Northwest 1998 – 2009
Member of NYC Bar Association Committee on Consumer Affairs 1992-94
Founder and Former President, High Desert Brewers Association 1995-1997
National Beer Judge, Beer Judge Certification Program 1992 – 1997
Vice President, NYC Homebrewers Guild 1990-1994

CONSENT AGENDA
JUNE 20, 2013

SUBJECT

Accountability Oversight Committee (Committee) Appointment

REFERENCE

| | |
|---------------|--|
| April 2010 | Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee |
| June 2011 | Board approved reappointments for Senator Goedde and Jackie Thomason to the Accountability Oversight Committee |
| June 2012 | Board approved Christine Donnell's reappointment to the Accountability Oversight Committee |
| October 2012 | Board approved first reading to Board Policy III.AA. |
| December 2012 | Board approved second reading to Board Policy III.AA. |
| February 2013 | Board approved Spencer Barzee's appointment to the Accountability Oversight Committee |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA.
Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Accountability Oversight Committee was established in April 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 to the Board.

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
- is staffed by the Board's Accountability Program Manager.

Senator John Goedde has served on the committee as one of the four at-large members since the committee's inception. The Senator's current appointment ends June 30, 2013 and he is seeking reappointment.

IMPACT

Approval of Senator John Goedde will fill all the seats on the Committee through June 30, 2014.

CONSENT AGENDA
JUNE 20, 2013

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval

BOARD ACTION

I move to approve the reappointment of Senator John Goedde to the Accountability Oversight Committee for a term of 2-years commencing July 1, 2013 and ending on June 30, 2015.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
JUNE 20, 2013

SUBJECT

Appointments to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252 Idaho Code sets forth the criteria for membership on the Professional Standards Commission. Of the eighteen member commission, seven are required to be certificated classroom teachers. Nominations were sought for the Secondary Classroom Teacher position from the Idaho Education Association and Northwest Professional Educators. The nomination is submitted for appointment by the State Board of Education to fill the term that has become vacant as a result of a retirement/resignation of the current incumbent. Resumes for the interested individuals are attached.

The following individuals were nominated for the position.

Dawn Anderson, Madison School District
Angela Lakey-Campbell, Cambridge Joint School District
Lynda LeBlanc, Coeur d'Alene School District
Charlotte McKinney, Mountain View School District
Aliene (Ali) Shearer, Meridian Joint School District

ATTACHMENT

| | |
|---|---------|
| Attachment 1 – Resume for Dawn Anderson | Page 3 |
| Attachment 2 – Resume for Angela Lakey-Campbell | Page 5 |
| Attachment 3 – Resume for Lynda LeBlanc | Page 9 |
| Attachment 4 – Resume for Charlotte McKinney | Page 13 |
| Attachment 5 – Resume for Aliene (Ali) Shearer | Page 15 |

BOARD ACTION

I move to appoint Angela Lakey-Campbell as a member of the Professional Standards Commission for the remainder of a three year term effective immediately and expiring June 30, 2015, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

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CONSENT
JUNE 20, 2013

Dawn Jeppesen Anderson

324 South 3rd East

Rexburg, ID 83440

208-356-4815 cell: 208-313-6512

davedawn@srv.net

Professional Profile

- Current Idaho Teacher Certification in Secondary Education (English emphasis)
- Master of Education Degree with major emphasis in Reading
- Twenty-five years experience teaching writing, literature, and reading education classes

Education, Honors, and Certifications

M Ed

Idaho State University, Pocatello, ID. 1995

Bachelor of Arts in Secondary Education (Honors)

Idaho State University, Pocatello, ID. 1987

Reading Endorsement K-12

Phi Kappa Phi Honor Society

Honorary Adjunct Teacher of the Year Award 2000-2001

Qualifications & Experience

- Taught 8th graders state standards content, including language use, literature analysis, vocabulary, and writing
- Taught freshman composition and advanced writing classes for many years, instructing students how to develop ideas, clarify concepts, defend arguments and master coherent writing skills.
- Taught children's literature and young adult literature to elementary and secondary education majors
- Developed a wide variety of curricula for use in the classroom, employing peer-editing, small group writing assignments, brainstorming activities, dynamic class discussions, and research instruction.
- Helped develop a clinical program where education majors visited local Madison schools and worked with remedial reading students.

Computer Skills

- Microsoft Windows® Office software, including Word, Power Point, and Publisher
- **Internet research**
- Adept in grading programs Blackboard and PowerTeacher

Employment

Brigham Young University-Idaho Adjunct Faculty English Dept. Fall 1987 -2008

Madison Junior High School -8th Grade English 2008 - present

Professional Development

Conference workshop presenter

Attended various conferences and workshops related to writing and teaching

Served on several scholarship and academic committees

CAT team member for Madison Junior High

Related Experience

Edited and published English Department newsletter for seven years

Regularly publish education editorials in the *Post Register* and *Standard Journal* newspapers

Worked as advocate for educators and education, serving as currently as president of the Rexburg

Education Association

References available upon request

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CONSENT
JUNE 20, 2013

Angela D. Lakey-Campbell

P.O. Box 213 (70 N 5th Street)
Cambridge, Idaho 83610
(208)257-3612
mrslc@cambridge432.org

Objective Obtain position on Idaho State Professional Standards Commission

Summary Twenty-five years employment in public education. Instructional levels have ranged from eighth to twelfth grade. Administrative levels have ranged from sixth to twelfth grade. Coaching positions have ranged from grade school to head coaching positions in volleyball and basketball.

Teaching and Administrative Experience

Cambridge High School, Cambridge, Idaho
Present

2000-

Half-time Principal

- *Completed and submitted appropriate reports to State Department of Education
- *Administered and recorded discipline of students grade seven through twelve
- *Interviewed, hired and evaluated teaching, para-professional, secretarial and janitorial staff
- *Served as liaison between school district and community
- *Facilitated staff development
- *Developed class schedule

Half-time Teacher

- *Taught courses in algebra, geometry, calculus, physics and integrated mathematics
- *Participated in alignment of curriculum with state standards

Athletic Director, junior varsity and varsity volleyball coach

- *Scheduled athletic competitions for junior high and high school teams
- *Coordinated scheduling and payment of officials for athletic competition
- *Coordinated travel for junior high and high school teams
- *Completed and submitted appropriate reports to state activities association

Cambridge High School, Cambridge, Idaho

1989-

2000 *Math/Science Teacher*

- *Taught courses in mathematics in grades eight through twelve and physical science

Athletic Director, Head girls= basketball coach, JV volleyball coach

- *Scheduled athletic competitions for junior and high school teams
- *Administered scheduling and payment of officials for athletic competition
- *Coordinated travel for junior high and high school teams
- *Completed and submitted appropriate reports to state activities association

Garden Valley High School, Garden Valley, Idaho

1988-

1989 *Math Teacher, JV girls' basketball coach*

- *Taught math courses for grades seven through twelve

CONSENT
JUNE 20, 2013

Cambridge High School, Cambridge, Idaho
1988 *Math Teacher*

1987-

*Taught math courses for grades nine through twelve, physics and computer programming

Education

B.S. in Mathematics, University of Idaho, Moscow, Idaho, 1986

MEd in Educational Leadership, Northwest Nazarene University, Nampa, Idaho, 2000

Ed Specialist in Educational Leadership, Northwest Nazarene University, Nampa, Idaho, 2012

Certification

Idaho standard secondary certification with endorsements in mathematics and physics (6-12)

Idaho administrative certificate, school principal (K-12)

Idaho State Technology Competency

Idaho State Comprehensive Literacy

Selected Related Experiences

*Girls= coaches representative to the Idaho High School Activities Association District III Board of Control, 1994 to 2006

*Chairman for Cambridge School District strategic planning committee from 2000 to present

*Judge for National FFA Organization proficiency award finals July 2002

*Lector and Eucharistic minister for Holy Rosary and St. Jude churches from 2000 to 2003

*Parish Council member for Holy Rosary Mission, Cambridge, Idaho from 2000 to 2003

*President of the Cambridge Commercial Club (Chamber of Commerce) 2003 to 2005

*Treasurer of the Cambridge Commercial Club January 2006 to 2008

*Professional Standards Commission new teacher preparation committee

Conferences and Training

Teaching for Intelligence Conference, San Francisco, California, April 1999

Data, Not Guesswork Conference, Boise, Idaho, June 2000

Principal=s Academy, Big Sky, Montana, June 2000

Reasonable Suspicion training, November 2000

Train the Trainer workshop in implementing ICAT videos, December 2001

Curriculum Designer Leadership Academy, San Diego, California, February 2002

Project Leadership, November 2003 to 2006

Five-Day Grantsmanship Center Training Program

Leaders of Learners, December 2005 to 2007

Crucial Conversations, June 2006

Love and Logic, August 2008

Love and Logic Parent Facilitator Training 2010

Network of Instructional School Leaders 2012 to present

Danielson Framework for Teaching Train the Trainer 2012 to present

Professional Affiliations

Idaho State Coaches= Association

Idaho Association of School Administrators

National Association of Secondary School Principals

Northwest Professional Educators

CONSENT
JUNE 20, 2013

Administrative Accomplishments

- *Implemented homeroom for grades 7-12
- *Increased parent/teacher conference attendance to ninety-four percent
- *Decreased discipline referrals from 124 students with 154 occurrences to 53 students with 62 occurrences from 2001-02 first semester to 2002-03 first semester
- *Idaho Safe and Drug Free Schools Competitive Grant to fund half-time school resource officer
- *Secured funding for and implemented PLATO software for credit recovery
- *Implemented Idaho Digital Learning Academy for adult learners, credit recovery and enhancement of curriculum
- *School approved with Merit Status when accredited during 2003-04 school year.
- *Implemented Power of I grading system 2008-09 to present

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CONSENT
JUNE 20, 2013

Lynda L. LeBlanc, D.A.
lleblanc@cdacharter.org
2225 S. Madison St.
Spokane, WA 99203
(509) 981-1922

EDUCATION:

**Doctor of Arts in English
with interdisciplinary focus in French**

**Idaho State University, Pocatello, ID
May 2008**

Doctoral Theses:

“Listening to the Lives of Hospice Staff and Volunteers through Their Poems:
Participatory Action Research Study of a Six-Week Poem-Making Workshop for Hospice
of Spokane’s Caregivers”

“Listening to the Awakening: Robert Lebrun’s and Adèle Ratignolle’s Narrative
Approach with Edna Pontellier”

Masters of Education in Teaching

**Gonzaga University, Spokane, WA
May 1989**

Masters Thesis:

“Teaching French to Elementary School Students: A Curriculum for Kindergarten through Sixth Grade”

**Bachelor of Arts in Journalism
Minor: French**

**Louisiana State University, Baton Rouge, LA
May 1981**

HONORS:

| | |
|----------------------|--|
| 2011 | Grant Recipient for a project entitled Ya Ya Haiti, Professional Standards Commission for Idaho’s Department of Education (With this grant money, a community garden has been constructed at Coeur d’Alene Charter Academy. Future plans include selling the produce and using its proceeds to fund small projects in Haiti.) |
| 2011 | Northwest Inland Writing Project’ Summer Institute Fellow |
| 2010 | Classroom Mini-Grant Recipient, Northwest Professional Educators (NWPE) |
| 2002-2004, 1999-2000 | Graduate Teaching Fellow, Idaho State University |
| 2000-2001 | Graduate Teaching Assistant, Idaho State University |
| 1987-1989 | Assistantship for Masters in Education, Gonzaga University |
| 1984-1985 | Assistante, one-year assistantship to teach English at Collège Paul Bert and Collège Denfert Rochereau in Auxerre, France |
| Summer 1982 | Summer scholarship recipient to study French at Laval University, Quebec City, Canada |

PUBLICATIONS:

Co-author for *C'est Parti: French Level One*. Eurydice Lafferayrie, ed. Paris: Lelivrescolaire.fr, 2012.

“Une Petite Reverie about False Teeth,” *Rendezvous*. 37(2003): 17-20.

HIGH SCHOOL AND JUNIOR HIGH TEACHING EXPERIENCE:

High school French teacher, high school and junior high English teacher, Coeur d’Alene Charter Academy

2009- present, Coeur d’Alene, Idaho

Developing and teaching a French program for high school students; teaching ninth grade English (Ancient Literature) and seventh grade English.

French teacher, Center for Talented Youth (CTY)

Summer 2009, Chestertown, MD

Created and taught a French curriculum for middle school students at the Chestertown, MD site. CTY is a summer program through Johns Hopkins University and focuses on the needs of students with exceptionally high academic abilities.

Junior high and high school French teacher, Saint George’s School

1993-1997, Spokane, WA

Planned and taught French classes to students in seventh, eighth, and ninth grade; designed and modified assignments for beginning and intermediate students of French.

English as a Second Language and French high school teacher, Leysin American School- Summer in Switzerland

Summers 2002 and 1991, Leysin, Switzerland

Planned and taught intermediate ESL and French classes to international students living at Leysin American School during its summer program.

English as a Second Language high school teacher and curriculum designer, Coeur d’Alene School District

Summers 1994-1999, Coeur d’Alene, ID

Designed three-week summer curriculum for beginning-level Japanese high school students and hired teachers for the summer program. Focus was on basic communication skills: learning dialogues for afternoon field trips and conversations with host families, writing thank you letters, etc.

COLLEGE TEACHING EXPERIENCE:

French Instructor, Eastern Washington University

Winter 2006 and Spring 2006, Spokane, WA

Planned and taught Elementary French II (French 102) and Elementary French III (French 103).

English Instructor, Idaho State University

2000-2004, Pocatello, ID

Planned and taught Basic Writing (English 90), English Composition (English 101), and Introduction to Literature (English 110); designed and modified assignments for beginning composition and literature students. For composition classes, met regularly with students in formal conferences and informal meetings to provide one-on-one guidance. For literature classes, presented lectures and facilitated student-led discussions on short stories, poetry, plays, and novels.

Instructor of English as a Second Language for Taiwanese Junior Officers in the Ministry of Foreign Affairs, Idaho State University

2001-2004, Pocatello, ID

Developed and taught an ESL curriculum specifically chosen for Taiwanese junior diplomats. Class met twice weekly with emphasis on augmentation of speaking abilities. Junior officers memorized and recited historical American speeches as well as delivered self-written speeches. Lessons also included study on American literature, grammar, current events, American music, and journal writing. Students selected points of interest for monthly field trips.

Instructor of French, Idaho State University

1999-2000, Pocatello, ID

Planned and taught elementary French I (French 101) and Elementary French II (French 102)

English as a Second Language Instructor for a three-week immersion program for Japanese junior college students, North Idaho College

1989-1992, Coeur d'Alene, ID

Developed and taught an ESL class for female Japanese junior college students with beginning English language skills. Class met half a day, every day, for three weeks. Lessons focused speaking and listening activities; writing instruction included daily journal writing and dialogue writing to prepare students for campus field trips where students interacted with NIC students.

ADDITIONAL PROFESSIONAL EXPERIENCES:

Writers' Workshop Instructor, Institute for Extended Learning, Community Colleges of Spokane

Winter 2008- Spring 2009, Spokane, WA

Taught weekly writing workshops for seniors (55+), introduced texts from various literary genres for writer-response activities, and presented informal lessons on grammar usage.

Community Representative, USAuPair

October 2008- December 2012, Spokane, WA

Provided assistance to Spokane au pairs and their host families. Monitor and support au pairs' progress during their year in the cultural exchange program and maintain regular contact with host family.

Assistant to the Academic Dean, Center for Talented Youth

Summer 2007, Palo Alto, CA

Assisted academic dean of a summer program designed for gifted middle school students. Led weekly training sessions for teaching assistants, served as their support system, and, if necessary, evaluated their classroom skills. Often observed class sessions to make sure a beneficial environment existed for all parties, students, teaching assistants, and teachers.

POETRY AS THERAPY WORKSHOPS:

"Listening to Stories during a Week of Pediatric Fieldwork"

February 7, 2008- February 21, 2008

Developed a reflective writing component to a fieldwork experience for second-year occupational therapy students at Eastern Washington University. Focus was on students practicing listening skills, with themselves and pediatric clients. Stories written by and centered around caregivers were read and used as springboards for student-generated poetry.

“Writing as Self-Care for a Dystonia Support Group”

February 16, 2008

Developed and taught a writing workshop to individuals diagnosed with dystonia. Emphasis was on writing techniques that helped participants articulate their pain and use writing as a tool for healing.

“Living through Grief: Tools for Transition,” Immaculate Heart Retreat Center

June 2, 2007

Developed and taught a poem-making workshop at a weekend “Living through Grief” retreat geared for those who had lost loved ones in the previous year. Focus was on the healing power of writing and giving voice to participants’ pain.

“Poetry Therapy: Exploring the Sacred,” Hospice of Spokane

March 23, 2007

Developed and taught a luncheon workshop to Spokane clergy where participants read and wrote poetry on the value of being listened to and their sentiments of the sacred.

“Self-discovery through Poem Making,” Hospice of Spokane

Winter 2007, Spokane, WA

Developed and taught a weekly six-week poetry therapy class for Hospice of Spokane staff and volunteers. Participants read accessible poetry on childhood, pain, and death and used resonant phrases to trigger self-generated poetry. Focus was on the therapeutic process rather than the poetic product.

PRESENTATIONS

“The Therapeutic Use of Poetry: Listening to the Stories of Our Lives through Poetry,” Naked Lunch Series. Eastern Washington University, Spokane, WA, March 8, 2012.

“The Therapeutic Use of Poetry for Teachers,” Northwest Inland Writing Project Spring Conference, Spokane, WA, March 7, 2012.

“Using Program Evaluation Strategies to Develop and Improve Healing Arts Programs,” Society for Arts in Healthcare, Annual International Conference, Minneapolis, MN, April 28-29, 2010. (poster)

“Listening to the Lives of Hospice Staff and Volunteers through Their Poems,” Society for Arts in Healthcare, Annual International Conference, Buffalo, NY, April 23-24, 2009. (poster)

“The Point of Point of View,” Inland Northwest Writers Guild. Auntie’s Bookstore, Spokane, WA, March 18, 2008.

COMMUNITY ACTIVITIES

Assistant to dance instructor for Dance for Parkinson’s, Spokane, WA, 2011-present

Charter member of Blazen Divaz, a Coeur d’Alene women’s dance/drill team, 2009- 2012.

PROFESSIONAL MEMBERSHIP

Pi Delta Phi, National French Honor Society

Charlotte McKinney

644 Wall Creek Road.
Clearwater, ID 83552

208-926-4676
mckinneyc@sd244.org

Position Sought:

A position on the Professional Standards Commission

Professional Qualifications:

Experienced working with students in classroom and non classroom situations

- Managed a staff up to 100 people
- Actively involved with local community and students
- Proven organizational skills
- Elected and appointed various positions for several community and professional organizations

Education: Lewis-Clark State College Lewiston, ID
 PACE secondary teaching endorsements 2009
 Passing Praxis scores-Social Studies, History, English, Completed the required
 courses for secondary certification

 The Ohio State University Columbus, OH
 B.A. Communications 1995
 President Griffin Honor Society, Dean's List, Emerge Program for returning adult
 students, Cultural Optimist Club, Mentoring program for 'at-risk'
 elementary/middle school students

Experience: Clearwater Valley High School Kooskia, ID
 Teacher Aug 2010 to present
 Classroom English teacher. As the one of the Title I teachers I work closely with
 other teachers and parents to help with struggling students be successful.
 Various school activities including Health Council, Anti-Bulling, Fundraising and
 after school tutoring

 Clearwater Valley High School Kooskia, ID
 Plato Aide August 2004 to August 2010
 Credit recovery and online courses not offered at the school. Program
 administrator for PLATO

 Lifework Prospect, OH
 Vocational Rehabilitation Counselor November 1999 to February 2002
 Assisted injured workers on re-entering the workforce; Assessed each client
 needs and matched skills and abilities with jobs; Dealt with employers on hiring
 and job applications in addition to tax credits;

References: Available upon request

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CONSENT
JUNE 20, 2013

Aliene (Ali) A. Shearer

2886 N Mule Deer Wy, Meridian, ID 83646
(208)887-6925 hm (208)631-1771 cell
Shearer.ali@meridianschools.org

PROFILE

Classroom teacher with 16 years of experience in the high school setting. Solid reputation as an effective instructor, devoted professional and supportive colleague. Demonstrates passion for learning, teaching, and the teaching profession. Excellent organizational and communication skills.

STRENGTHS

- Collaborative
- Professional
- Reflective
- Inquisitive
- Able to compromise
- Excellent written and oral communication skills

EXPERIENCE

Centennial High School, Boise, Idaho, Joint School District #02 1998-Present
Teacher of French, English, Language Arts Lab, and Student Council

- Managed student loads of approx. 180 students per school year
- Prepared and presented lessons to classes in French, levels 1-3
- Collaborated with colleagues to create common assessments, establish curricular goals, analyze student data, and improve instruction
- Mentored two student teachers
- Developed and implemented school-wide Response to Intervention plan as part of Faculty Advisory Council
- Formulated and implemented school-wide late work policy as part of Faculty Advisory Council
- Wrote portion of school accreditation report as World Language Department Chair
- Wrote district concept-based curriculum for Junior level Language Arts
- Wrote district End-of-Course exams for French, levels 1, 2, and 3

Skyview High School, Nampa, Idaho, Nampa School District #131 1996-1998
Teacher of English, Journalism, and Newspaper Advisor

- General Classroom Duties

EDUCATION

Master's of Educational Leadership, *Northwest Nazarene University, Nampa, Idaho* 2006
Bachelor of Arts, Secondary English Education, *Idaho State University, Pocatello, Idaho* 1998

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CONSENT
JUNE 20, 2013

SUBJECT

Requests for Approval to transport students less than one and one-half miles for the 2012-2013 school year.

BACKGROUND/DISCUSSION:

Section 33-1006, Idaho Code states that 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: "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 is 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 must be submitted on the Safety Busing form found on the Pupil Transportation Web site. Reminders e-mailed to all Districts and Charter Schools prior to March 31. All requests being recommended for approval are compliant with section 33-1006, Idaho Code.

CONSENT
JUNE 20, 2013

Attachment #1 contains a list of one hundred (100) school districts and fifteen (15) charter schools that applied for safety busing using correct form affecting 27,928 students with recommendation for approval.

ATTACHMENTS

Attachment 1- Memorandum requesting transport of students Page 3
Attachment 2- List of safety busing requests recommended for approval Page 5

BOARD ACTION

I move to approve the requests by one hundred school districts (100) and twelve (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
JUNE 20, 2013



DEPARTMENT OF EDUCATION

P.O. Box 83720
BOISE, IDAHO 83720-0027

MR. TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

MEMORANDUM

To: Luci Willits, Chief of Staff
Idaho Department of Education

From: K. Brad Jensen, Director, Student Transportation

Date: April 30, 2013

Subject: **Item to State Board of Education Requests for Approval to Transport Students Less than One and One-half Miles**

The attached requests to transport students less than one and one-half (1½) miles are submitted to the State Board of Education for approval.

The attachment contains recommendations for approval for the following school districts that applied for safety busing.

Office Location
650 West State Street

Telephone
208-332-6800

Speech/Hearing Impaired
1-800-377-3529

FAX
208-334-2228

CONSENT
JUNE 20, 2013

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CONSENT
JUNE 20, 2013

Request to Transport Students Less than One and One-half Miles with Recommendation 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 1,094 students attending grades K through 9.

Meridian Jt. School District No. 2

This request involves 2,456 students attending grades K through 12.

Kuna Jt. School District No. 3

This request involves 250 students attending grades K through 6.

Council School District # 13

This request involves 28 students attending grades K through 12.

Marsh Valley Jt. School District No. 21

This request involves 90 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,440 students attending grades K through 12.

Bear Lake Co. School District No. 33

This request involves 125 students attending grades K through 5.

St. Maries Jt. School District No. 41

This request involves 30 students attending grades K through 8.

Plummer/Worley Jt. School District No. 44

This request involves 49 students attending grades K through 12.

CONSENT
JUNE 20, 2013

Snake River School District No. 52

This request involves 227 students attending grades K through 12.

Blackfoot School District No. 55

This request involves 620 students attending grades K through 12.

Aberdeen School District No. 58

This request involves 142 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 269 students attending grades K through 8.

Blaine Co. School District No. 61

This request involves 445 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 15 students attending grades K through 12.

Basin School District No. 72

This request involves 25 students attending grades K through 12.

Horseshoe Bend School District No. 73

This request involves 43 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 71 students attending grades K through 12.

Lake Pend Oreille School District No. 84

This request involves 241 students attending grades K through 6.

Idaho Falls School District No. 91

This request involves 1,309 students attending grades K through 12.

CONSENT
JUNE 20, 2013

Bonneville Jt. School District No. 93

This request involves 2,327 students attending grades K through 12.

Boundary County School District No. 101

This request involves 223 students attending grades K through 12.

Butte County Jt. School District No. 111

This request involves 35 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 2,154 students attending grades K through 12.

Caldwell School District No. 132

This request involves 1,212 students attending grades K through 12.

Wilder School District No. 133

This request involves 95 students attending grades K through 12.

Middleton School District No. 134

This request involves 319 students attending grades K through 12.

Notus School District No. 135

This request involves 61 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 32 students attending grades K through 12.

Parma School District No. 137

This request involves 58 students attending grades K through 5.

Vallivue School District No. 139

This request involves 789 students attending grades K through 12.

CONSENT
JUNE 20, 2013

Grace Jt. School District No. 148

This request involves 28 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 78 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 495 students attending grades K through 12.

Clark Co. School District No. 161

This request involves 45 students attending grades K through 12.

Orofino Jt. School District No. 171

This request involves 24 students attending grades K through 8.

Challis Jt. School District No. 181

This request involves 21 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 46 students attending grades K through 12.

Glenns Ferry Jt. School District No. 192

This request involves 197 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 266 students attending grades K through 12.

Preston Jt. School District No. 201

This request involves 276 students attending grades K through 8.

West Side Jt. School District No. 202

This request involves 96 students attending grades K through 12.

CONSENT
JUNE 20, 2013

Fremont Co. Jt. School District No. 215

This request involves 247 students attending grades K through 12.

Emmett Independent School District No. 221

This request involves 170 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 291 students attending grades K through 12.

Wendell School District No. 232

This request involves 68 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 20 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 40 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 48 students attending grades K through 8.

Salmon River Jt. School District No. 243

This request involves 2 students attending grades K through 9.

Mountain View School District No. 244

This request involves 79 students attending grades K through 12.

Jefferson Co. Jt. School District No. 251

This request involves 652 students attending grades K through 12.

Ririe School District No. 252

This request involves 75 students attending grades K through 12.

West Jefferson School District No. 253

This request involves 80 students attending grades K through 12.

CONSENT
JUNE 20, 2013

Jerome Jt. School District No. 261

This request involves 289 students attending grades K through 8.

Coeur d'Alene School District No. 271

This request involves 372 students attending grades K through 8.

Lakeland School District No. 272

This request involves 109 students attending grades K through 12.

Post Falls School District No. 273

This request involves 841 students attending grades K through 12.

Kootenai School District No. 274

This request involves 7 students attending grades K through 12.

Moscow School District No. 281

This request involves 237 students attending grades K through 12.

Genesee School District No. 282

This request involves 35 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 68 students attending grades K through 12.

Salmon School District No. 291

This request involves 130 students attending grades K through 12.

Kamiah Jt. School District No. 304

This request involves 104 students attending grades K through 12.

Shoshone Jt. School District No. 312

This request involves 160 students attending grades K through 12.

CONSENT
JUNE 20, 2013

Dietrich School District No. 314

This request involves 6 students attending K through 11.

Richfield School District No. 316

This request involves 25 students attending K through 12.

Madison School District No. 321

This request involves 429 students attending grades K through 7.

Sugar-Salem Jt. School District No. 322

This request involves 152 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 515 students attending grades K through 8.

Lapwai School District No. 341

This request involves 79 students attending grades K through 12.

Culdesac School District No. 342

This request involves 4 students attending grades K through 12.

Oneida Co. School District No. 351

This request involves 122 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 140 students attending grades K through 7.

Homedale Jt. School District No. 370

This request involves 292 students attending grades K through 8.

Payette Jt. School District No. 371

This request involves 696 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 71 students attending grades K through 10.

CONSENT
JUNE 20, 2013

Fruitland School District No. 373

This request involves 197 students attending grades K through 12.

American Falls Jt. School District No. 381

This request involves 116 students attending grades K through 8.

Rockland School District No. 382

This request involves 17 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 203 students attending grades K through 8.

Wallace School District No. 393

This request involves 116 students attending grades K through 12.

Teton Jt. School District No. 401

This request involves 77 students attending grades K through 5.

Twin Falls School District No. 411

This request involves 756 students attending grades K through 12.

Buhl Jt. School District No. 412

This request involves 203 students attending grades K through 12.

Filer School District No. 413

This request involves 126 students attending grades K through 12.

Kimberly School District No. 414

This request involves 254 students attending grades K through 12.

Hansen School District No. 415

This request involves 110 students attending grades K through 11.

CONSENT
JUNE 20, 2013

Castleford Jt. School District No. 417

This request involves 19 students attending grades K through 12.

McCall-Donnelly Jt. School District No. 421

This request involves 199 students attending grades K through 12.

Cascade School District No. 422

This request involves 2 students attending grades K through 12.

Weiser School District No. 431

This request involves 263 students attending grades K through 12.

Midvale School District No. 433

This request involves 11 students attending grades K through 12.

Victory Charter No. 451

This request involves 4 students attending grades K through 12.

Compass Public Charter No. 455

This request involves 27 students attending grades K through 8.

Falcon Ridge Charter No. 456

This request involves 17 students attending grades K through 8.

Liberty Charter No. 458

This request involves 7 students attending grades K through 12.

Vision Charter No. 463

This request involves 108 students attending grades K through 9.

White Pine Charter No. 464

This request involves 26 students attending grades K through 8.

North Valley Academy No. 465

This request involves 34 students attending grades K through 8.

CONSENT
JUNE 20, 2013

Wings Charter Middle No. 467

This request involves 19 students attending grades K through 8.

Idaho Science and Tech Charter School No. 468

This request involves 18 students attending grades 6 through 8.

Legacy Charter No. 478

This request involves 4 students attending grades 1 through 2.

Heritage Academy Charter No. 479

This request involves 196 students attending grades K through 6.

Heritage Community Charter No. 481

This request involves 81 students attending grades K through 12.

North Star Charter No. 481

This request involves 1 students attending grades 9 through 12.

Thomas Jefferson Charter No. 787

This request involves 26 students attending grades K through 11.

Idaho Arts Charter No. 788

This request involves 51 students attending grades K through 12.

CONSENT
JUNE 20, 2013

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for Four School Districts.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. 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 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 29, 2013, there were twenty two school districts and/or charter schools negatively affected by the pupil transportation funding cap: Meadows Valley (\$20,009), Garden Valley (\$38,975), Nampa (\$385,330), Caldwell (\$165,288), Wilder (\$773), Middleton (\$45,749), Soda Springs (\$21,151), Orofino (\$10,421) Wendell (\$32,733), Moscow (\$32,658), Salmon (\$24,061), Highland (\$8,005), Kellogg (\$42,629), Wallace (\$3,318), Murtaugh (\$917), McCall-Donnelly (\$115,832), Compass Charter (\$4,015), Falcon Ridge Charter (\$5,927), Liberty Charter (\$1,026), Taylor’s Crossing Charter (\$15,286), Heritage Community Charter (\$2,480), and Idaho Arts Charter (\$10,398).

Of these 22, only four districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include Garden Valley, Moscow, Orofino, and Highland school districts. All four of these districts have applied for a waiver from the student transportation funding cap.

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%.

Highland School District submitted two school bus routes that met the required criteria. This represents 20.0% 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 123%.

CONSENT
JUNE 20, 2013

Orofino School District submitted two school bus routes that met the required criteria. This represents 41.2% 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 144%.

ATTACHMENTS

| | |
|---|---------|
| Attachment 1 - Garden Valley Funding Cap Appeal Application | Page 5 |
| Attachment 2 - Moscow Funding Cap Appeal Application | Page 7 |
| Attachment 3 - Orofino Funding Cap Appeal Application | Page 9 |
| Attachment 4 - Highland Funding Cap Appeal Application | Page 11 |

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 2013 of 116% for a total of \$29,376 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 2013 of 143% for a total of \$34,154 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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 2013 of 123% for a total of \$7,208 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **Orofino School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year

CONSENT
JUNE 20, 2013

2013 of 144% for a total of \$9,413 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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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

2012

District Name: Garden Valley

Number: 71

Date: January 3rd, 2013

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 January 15, 2013.

Include or attach narrative documentation:

Garden Valley school district Loman route meets the requirements for the funding cap appeal as checked above. This route averages 26 riders per 155 miles daily run which equals .17 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Loman 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 SDE officials. This is a hardship route. We have 5 routes; therefore, this route represents 20% of our routes.

Garden Valley school district Southfork route meets the requirements for the funding cap appeal as checked above. This route averages 24 riders per 32 miles daily run which equals .75 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Southfork route travels 32 miles a day, of which 5 miles has a slope of 5% or greater which equals 15% 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 5 routes; therefore, this route represents 20% of our routes.

Superintendent Signature:

Date:

1-9-13

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.

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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

2012

District Name: **Moscow School District**

Number: **281**

Date: **January 8, 2013**

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 **13.00** % 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 January 15, 2013.**

Include or attach narrative documentation: Moscow school district route 101 meets the requirements for the funding cap appeal as checked above. This route averages 25 riders per 82 miles daily run which equals .30 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 101 has 82 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 55 riders per 66 miles daily run which equals .83 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: **1-9-13**

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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

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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

2012

District Name: Orofino Jt. School dist.

Number: 171

Date: Jan. 3, 2013

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 41.18 % 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 January 15, 2013.**

Orofino school district route 3 meets the requirements for the funding cap appeal as checked above. This route averages 45 riders per 100 miles daily run which equals .45 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 3 has 100 miles total with 68 miles at 5% slope or more, which is over the 10% requirement (10). These conditions were verified by SDE officials. This is a hardship route, we have 17 routes, and this represents 5.587% of our routes.

Orofino school district route 4 meets the requirements for the funding cap appeal as checked above. This route averages 35 riders per 60 miles daily run which equals .57 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 4 has 60 miles total with 28 miles at 5% slope or more, which is over the 10% requirement (6). These conditions were verified by SDE officials. This is a hardship route, we have 17 routes, and this represents 5.587% of our routes.

Orofino school district route 19 meets the requirements for the funding cap appeal as checked above. This route averages 23 riders per 68 miles daily run which equals .34 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 19 has 68 miles total with 24 miles at 5% slope or more, which is over the 10% requirement (6.8). These conditions were verified by SDE officials. This is a hardship route, we have 17 routes, and this represents 5.587% of our routes.

Orofino school district route 6,10,15,22 also meet the requirements for the funding cap appeal as checked above.

Superintendent Signature:

Robert Van

Date:

01/08/13

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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.

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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

2012

District Name: Highland Joint

Number: 305

Date: January 7, 2013

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 January 15, 2013.

Include or attach narrative documentation: Highland school district route 5 meets the requirements for the funding cap appeal as checked above. This route averages 14 riders per 110 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). Route 5 has 110 miles of road with 94 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:

Andy Dee

Date:

1-7-13

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.

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | COLLEGE OF SOUTHERN IDAHO - PROGRESS REPORT | Information Item |
| 2 | PRESIDENTS' COUNCIL REPORT | Information Item |
| 3 | IDAHO PUBLIC TELEVISION - ANNUAL REPORT | Information Item |
| 4 | WORKFORCE DEVELOPMENT COUNCIL REPORT | Motion to Approve |
| 5 | UNIVERSITY OF IDAHO CEO SEARCH - STATUS UPDATE | Information Item |
| 6 | TASKFORCE FOR IMPROVING EDUCATION - STATUS UPDATE | Information Item |
| 7 | SALMON SCHOOL DISTRICT – DISTRICT SUPERVISOR APPOINTMENT | Motion to Approve |
| 8 | 2013 LEGISLATIVE IDEAS | Motion to Approve |
| 9 | INSTITUTION STRATEGIC PLANS | Motion to Approve |
| 10 | BOISE STATE UNIVERSITY - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES – STUECKLE SKY CENTER | Motion to Approve |
| 11 | BOISE STATE UNIVERSITY - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES – CARVEN WILLIAMS COMPLEX | Motion to Approve |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

| | | |
|----|---|-------------------|
| 12 | IDAHO STATE UNIVERSITY - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES | Motion to Approve |
| 13 | UNIVERSITY OF IDAHO - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES – PRE GAME EVENTS | Motion to Approve |
| 14 | UNIVERSITY OF IDAHO - ALCOHOL PERMITS FOR 2013 HOME FOOTBALL GAMES – CLUB SEATING | Motion to Approve |
| 15 | PRESIDENT APPROVED ALCOHOL PERMITS | Information Item |
| 16 | PROPOSED RULES – IDAPA 08.01.05, IDAPA 08.01.06, AND IDAPA 08.01.12, SCHOLARSHIPS REPEAL | Motion to Approve |
| 17 | PROPOSED RULE – IDAPA 08.01.09, GEAR UP IDAHO SCHOLARSHIP | Motion to Approve |
| 18 | PROPOSED RULE – IDAPA 08.01.13, OPPORTUNITY SCHOLARSHIP | Motion to Approve |
| 19 | TEMPORARY PROPOSED RULES – IDAPA 08.02.04, RULES GOVERNING CHARTER SCHOOLS AND IDAPA 08.03.01, RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION | Motion to Approve |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

College of Southern Idaho (CSI) 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 the College of Southern Idaho 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 Beck will provide a 15-minute overview of CSI's progress in carrying out the University's strategic plan.

IMPACT

The College of Southern Idaho'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.

ATTACHMENT

Attachment 1 – Progress Report - Draft

Page 3

BOARD ACTION

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

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College of Southern Idaho Progress Report



Idaho State Board of Education

June, 2013



CSI Board of Trustees



Mr. Bob Keegan
Clerk



Dr. H. Thad Scholes
Chairman



Mr. Karl Kleinkopf
Vice Chairman



Jan Mittleider
Foundation Representative



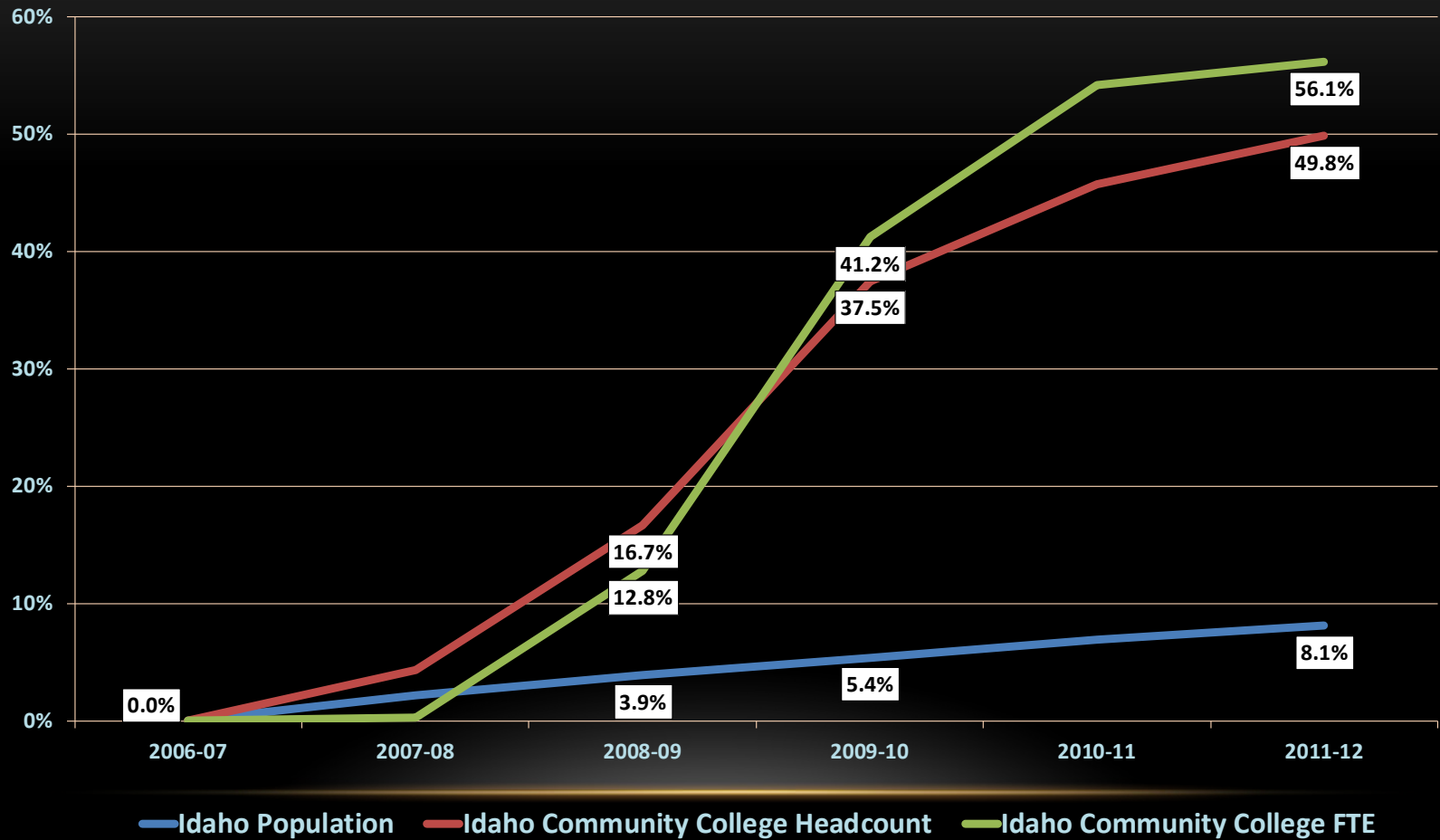
Mr. Laird Stone

- **Transfer Education:** Prepare students to successfully complete baccalaureate degrees and beyond.
- **Basic Skills Education:** Prepare students to successfully complete post-secondary courses and programs.
- **Professional-Technical Education:** Prepare students to successfully participate in the regional workforce.
- **Community Connections:** Support and promote the social, cultural and economic development of the region.



Draft

Idaho Community College Enrollment and Population Growth Since 2006

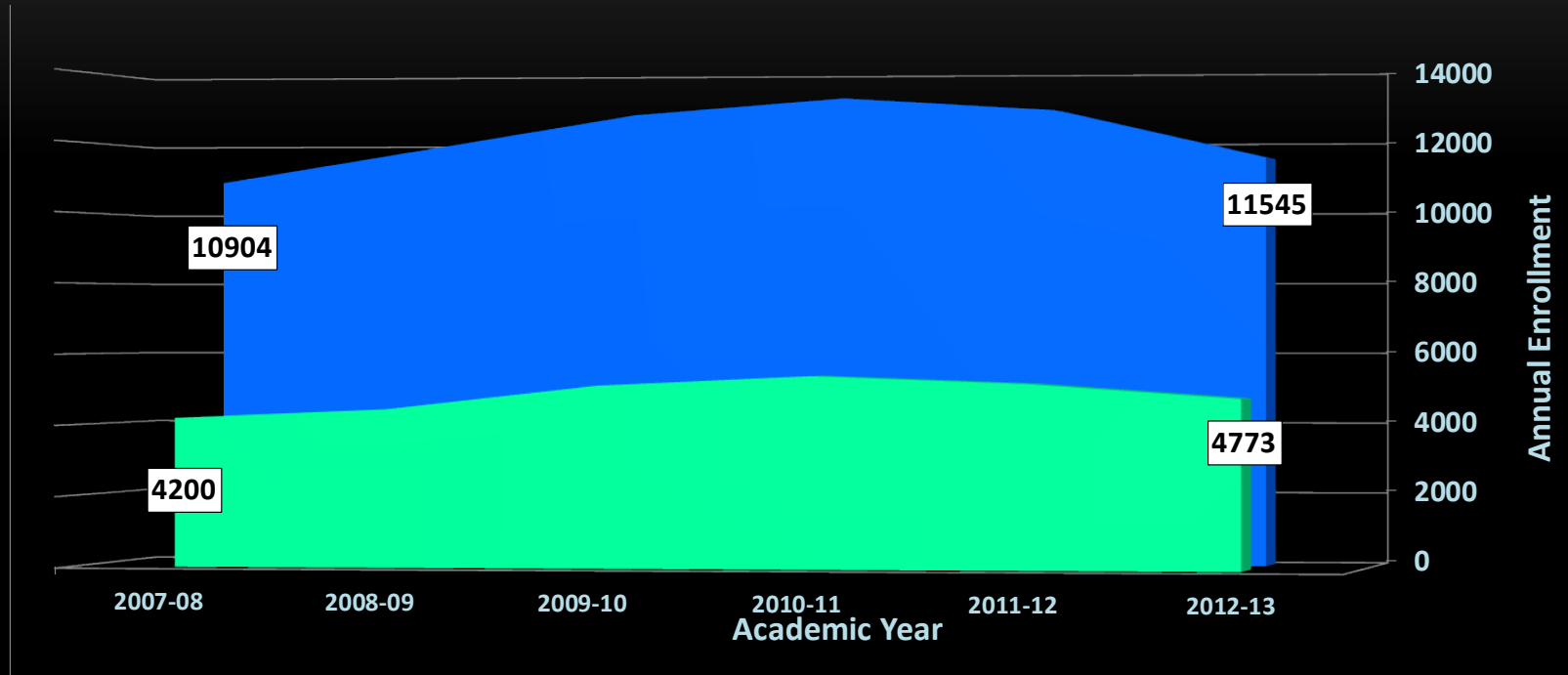


Graphic includes both Academic and Professional-Technical students.



Draft

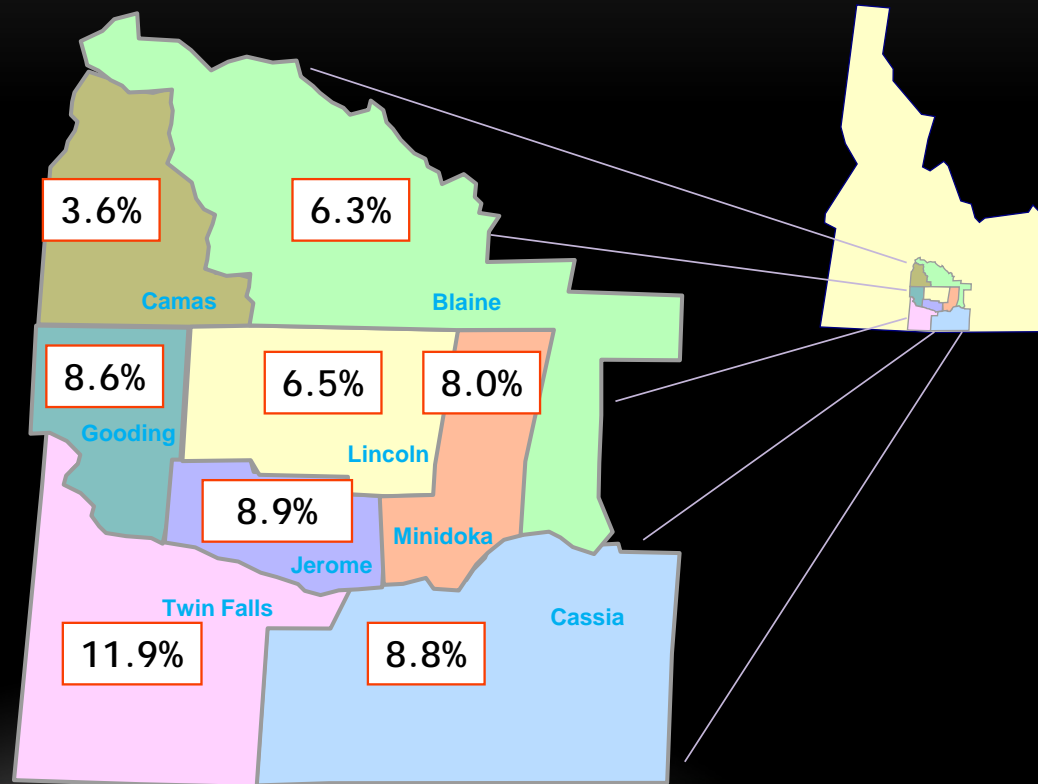
Annual Student Headcount and FTE



Graphic displays annual enrollment growth at CSI since 2007-08 academic year; headcount growth has been 6% and full-time equivalent growth has been 14% during that period of time.

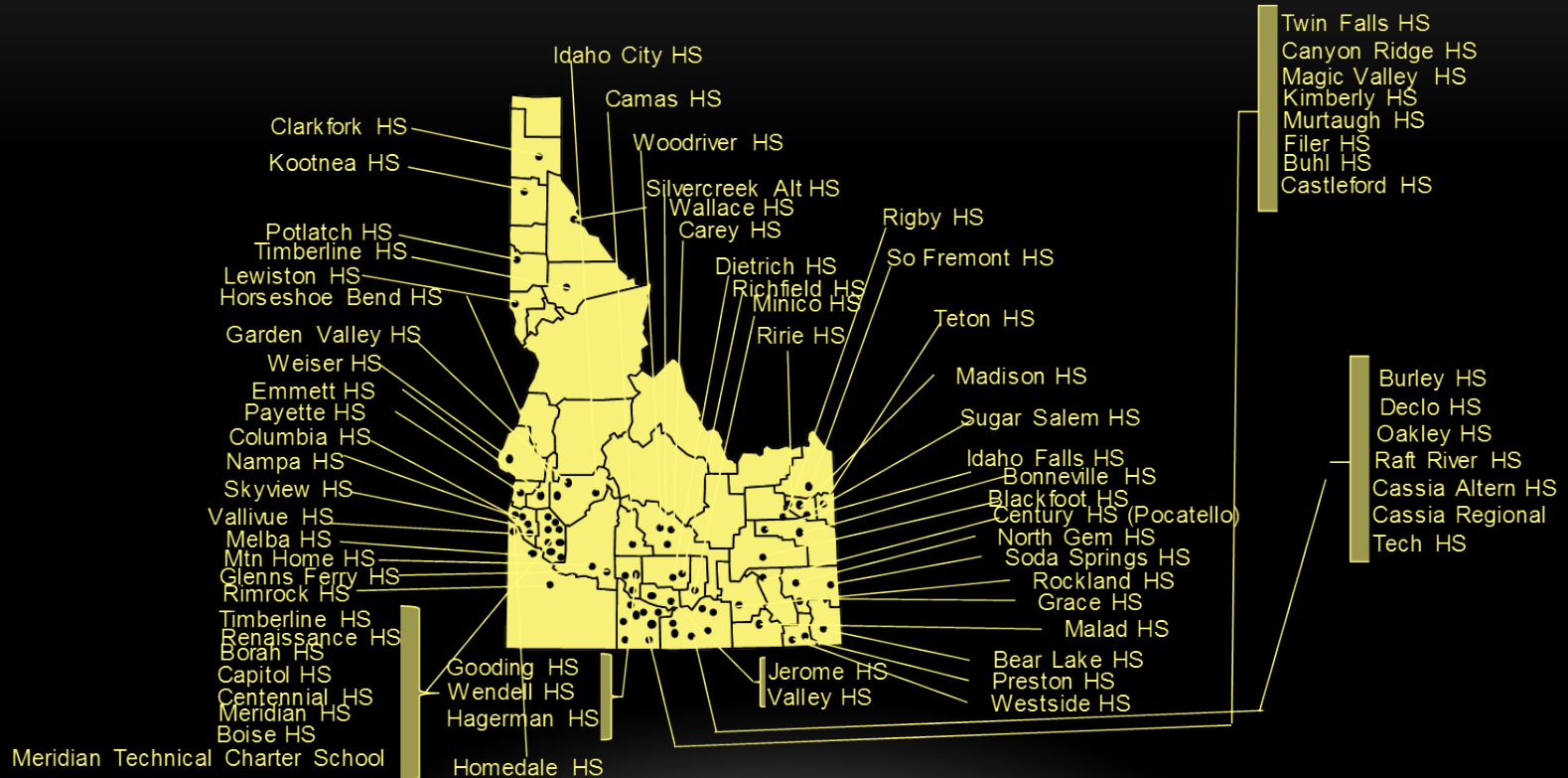
Student Participation

Overall, of the regional population aged 16 and older in CSI's eight-county service area, 9.6% participated in CSI coursework during the 2011 calendar year. CSI's service region is approximately the physical size of the state of Maryland.





Dual Credit Outreach



Graphic displays location of high schools served through CSI's dual credit programs over the past eight semesters.

Remediation Rate

| Student Group | FY2009 | FY2010 | FY2011 | FY2012 |
|---|--------|--------|--------|--------|
| First-Time, First-Year Students Attending High School within Last 12 Months | 74.9% | 74.7% | 72.3% | 67.2% |
| All Other First-Time, First-Year Students | 72.3% | 75.5% | 76.1% | 70.1% |
| All Other Students | 42.2% | 49.0% | 53.4% | 52.5% |



CSI Foundation Scholarships

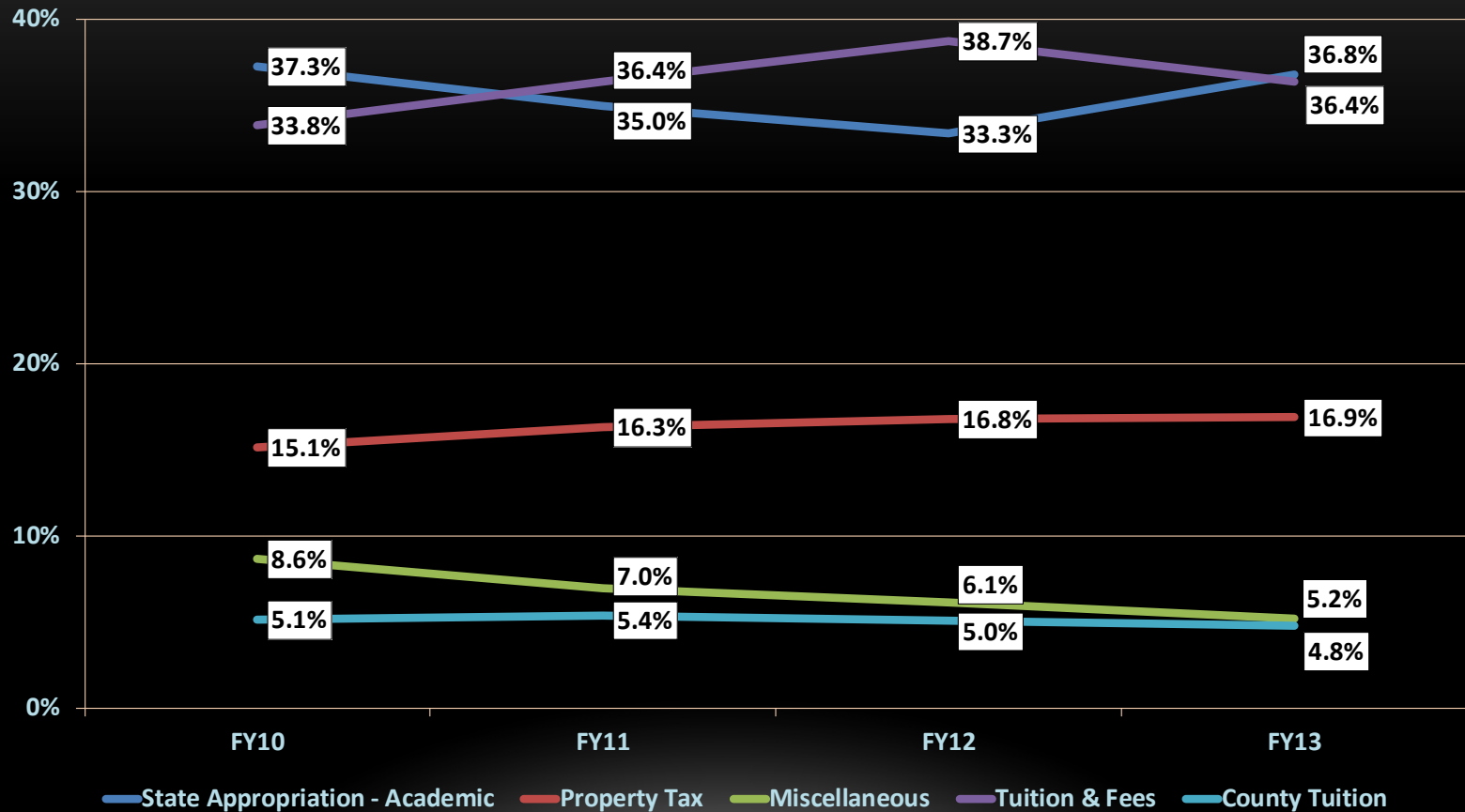


Graphic displays CSI Foundation scholarships
awarded by fiscal year since 2005.



Draft

Academic Revenue Source Proportions

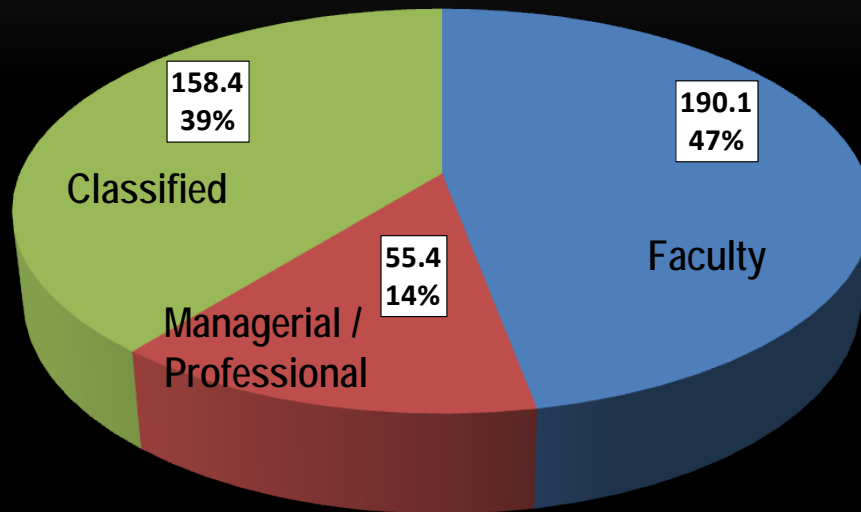


Graphic displays academic revenue sources since FY2010.



CSI Employee Profile

Total Employee FTE by Classification



| Classification | Employee FTE | | |
|---------------------------|--------------|-------------|--------------|
| | Academic | Technical | Total |
| Faculty | 137.0 | 53.1 | 190.1 |
| Managerial / Professional | 52.4 | 3.0 | 55.4 |
| Classified | 140.9 | 17.5 | 158.4 |
| Total | 330.3 | 73.6 | 403.9 |

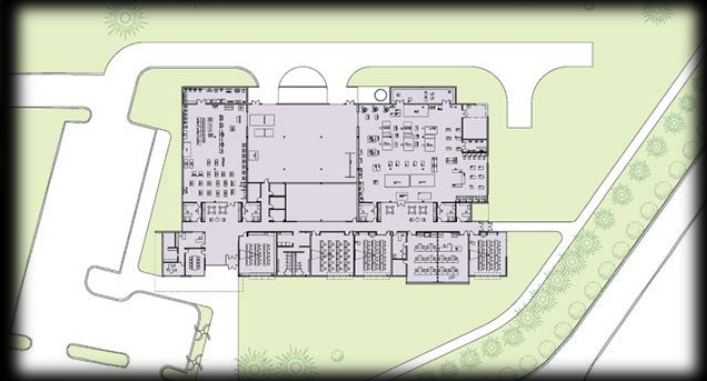


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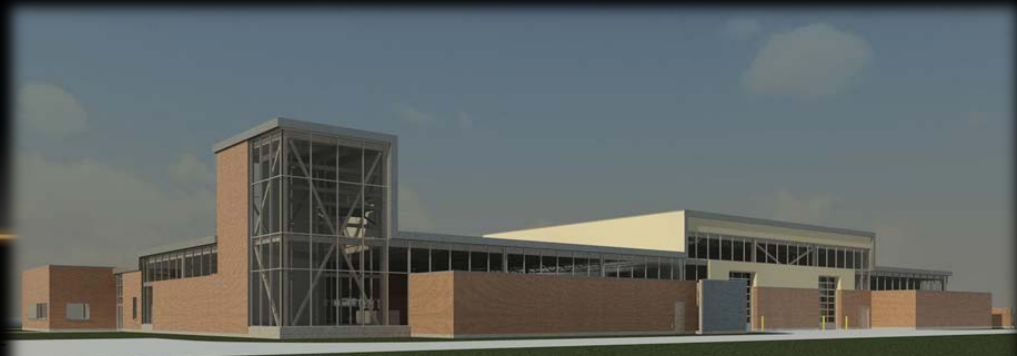
Applied Technology and Innovation Center



41, 650 sq. feet



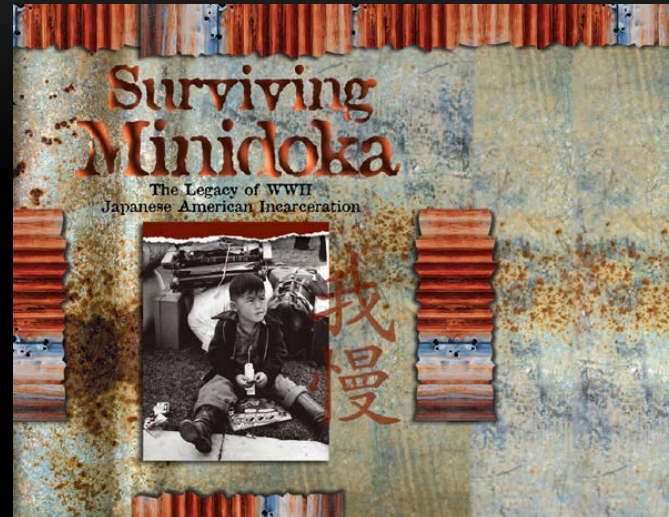
Total Cost:
\$8,519,800





Draft

Campus Accomplishments





Strategic Plan





Draft

Partnership with Sage Truck Driving School

Professional Truck Driver Training

5 Week-Day Session Available

Classes Start Weekly, Day or Evening

One-on-One Driver Training

Job Placement Assistance





Industrial Maintenance Training

- Newest addition to the Workforce Training Network.
- Also known as Millwright Training.
- Industries include food processing, manufacturing and mining.





CSI Dairy Training

- Partnership with University of Idaho Extension
- Provides successful participants with a Certificate of Completion
- 13 currently employed workers participated in a pilot Milker Certification course
- Possible future courses include Animal Welfare and Milker Training 1 and 2





Training Partnership with Chobani

- CSI has established a partnership with Chobani, America's leading Greek yogurt producer, to be the primary provider of training for the new workforce in Twin Falls
- CSI has worked with Chobani to develop a training plan with the flexibility to accommodate staff schedules and startup activity
- Initial training with the Chobani Leadership Team has begun





The students, faculty and staff
at the College of Southern Idaho
thank you for your ongoing support.

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PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Don Burnett, University of Idaho President, and incoming chair of the Presidents' Council will give a report on the recent activities of the Presidents' Council and answer questions. The Presidents Council met on June 4th and May 7th. At the June 4th meeting, Board Member Terrill was invited to discuss the culture of alcohol use on campus and receive the preliminary update from the University of Idaho's taskforce on the subject.

At the Council's June 4, 2013 meeting major topics discussed, among others included:

- Annual President's Retreat
- UI Taskforce Update, Alcohol Use Policy
- Update on the Web Portal
- Program Prioritization Process

At the Council's May 7, 2013 meeting major topics discussed, among others included:

- Progress and next steps on alcohol issues
- Alternative Statewide Degree
- Principles of institutional business enterprises
- Voluntary Framework of Accountability
- CEC Budget Request

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

Idaho Public Television (IPTV)

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 IPTV to provide a progress report on the agency'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.

Peter Morrill, General Manager of the Division of Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

BOARD ACTION

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

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SUBJECT

Workforce Development Council Educational Attainment Task Force

BACKGROUND/DISCUSSION

A strategic goal of the Workforce Development Council (WDC) is that: Sixty percent of Idaho workers will have a degree, certificate, industry recognized credential, or apprenticeship beyond high school by 2020. While this is similar to the goal established by the Idaho State Board of Education of having sixty percent of Idahoans ages 25-34 having a degree or certificate by 2020, the WDC goal is not restricted to a specific age group and encompasses a larger potential range of individuals.

In July, 2012, the WDC established an Educational Attainment Task Force to recommend policies and strategies to the Governor and the State Board of Education to assure Idaho achieves the WDC goal.

The Task Force, comprised of members representing community colleges, four year institutions, school districts, business, industry, the Departments of Commerce and Labor, Professional-Technical Education, and the Board of Education, met to generate topics and ideas. Four subcommittees were formed:

1. Credit and Credentialing,
2. Funding Issues,
3. Industry Engagement, and;
4. System Improvement.

The subcommittees met during January and February 2013 to flesh out ideas and create a prioritized list of their top three recommendations for the full task force.

The final report is now ready for presentation to the Governor and the State Board of Education.

IMPACT

Acceptance of the report would indicate Board support of the recommendations

ATTACHMENTS

Educational Attainment Task Force Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Educational Attainment Task Force has developed eight (8) recommendations designed to increase the number of workers in Idaho who have a degree, certificate, industry recognized credential, or apprenticeship beyond high school. The credit for prior learning recommendation would be in alignment with the Board's goal 1, objective C: Adult learner re-integration, and has the potential of increasing the number of students who return to the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

educational system to complete their degrees. The education transparency metrics recommendation is in alignment with the Board's goal 3, objective B: data-informed decision making, and is the intent of the state longitudinal data system (SLDS). Additional analysis would need to be done to assure the type of data that WDC envisions being collected can, and is going to be, collected in the SLDS. The career and college counseling recommendation is in alignment with the strategies within the Complete College Idaho plan and has been identified as having the potential to advance many of the Board's goals. The credential benchmark survey has the potential to identifying what industry recognized credentials and how they can be tracked. With this information, the Board may be able to identify additional performance measures to incorporate into the Board's strategic plan that are specific to workforce needs. The career readiness tools recommendation also has the potential to lend support to many of the Board's strategic plan objectives; it may be duplicative of efforts currently taking place with the Smarter Balance Consortium assessment. One of the outcomes of the proposed assessment is that it will be able to assess not only college readiness, but also career readiness. The industry advisory committee improvement recommendation is in alignment with national best practices and has the potential of standardizing the operation of the various councils around the state. The WDTE "Industry Sector Grant" and Industry/Education Partnership Event both have the potential of helping to bring the industry sector and education together to develop meaningful partnerships. The partnerships may also be an opportunity for the institutions to collaborate rather than having their own separate Economic Summits.

The Board's deliberations would be enhanced by referring the recommendations to the appropriate Board committee for analysis and the development of any potential future action items for the Board.

BOARD ACTION

I move to refer the recommendations to the Planning, Policy and Governmental Affairs Committee for further analysis.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Educational Attainment Task Force

April 2013



Workforce Development Council

Tim Komberec, Chair • **B. J. Swanson**, Vice Chair

317 W. Main St., Boise, Idaho 83735-0510



TABLE OF CONTENTS

Executive Summary page 3

Task Force Report

Purpose..... page 5

Membership..... page 7

Process..... page 8

Recommendations

Credit Process for Prior Learning..... page 9

Education Transparency Metrics..... page 10

Career and College Counseling..... page 12

WDTF Industry Sector Grant page 13

Career Readiness Tools..... page 14

Industry Advisory Committees..... page 15

Credential Benchmark Survey..... page 16

Industry/Education Partnership Event page 17

Appendix

A -- Other Task Force Ideas page 18

B -- Workforce Development Council Goals..... page 19



Executive Summary

Purpose

In 2012 the Workforce Development Council established an Educational Attainment Task Force to recommend policies and strategies to the governor and the State Board of Education to assure Idaho achieves the following goal:

Sixty percent of Idaho workers will have a degree, certificate, industry recognized credential, or apprenticeship beyond high school by 2020.

The council has established this goal to address the following critical issues:

- **Skilled Workforce = High Wage Job Growth**

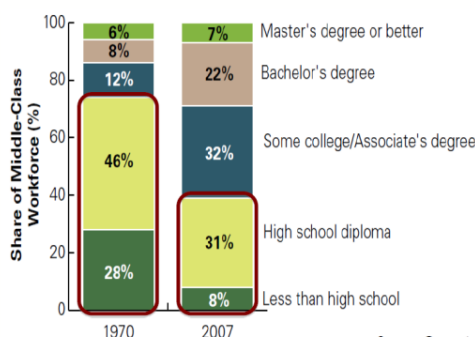
We are witnessing deep and long-term impacts from stagnant job growth. There is a direct link between expanding a skilled workforce and increasing higher wage jobs.

- **Skills Mismatch**

At the same time we have been experiencing historically high unemployment rates, a recent McKinsey Survey finds 64 percent of companies cannot find qualified applicants for management, scientific, engineering or technical positions. A National Manufacturing Institute survey finds that 67 percent of small and midsize manufacturers report moderate to severe workforce shortages, and they predict this will get worse, not better.

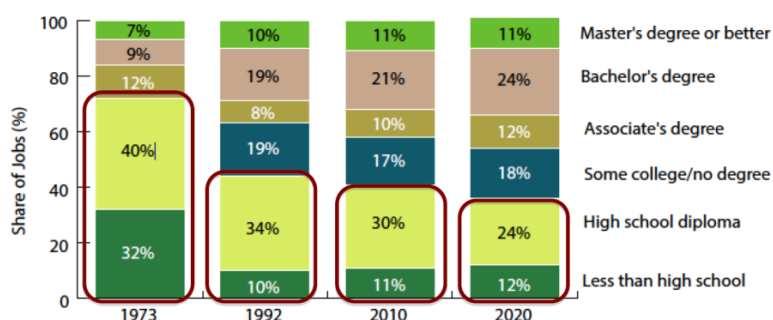
High School-Educated Workers Represent a Decreasing Share of the Middle Class

(Middle class includes all workers with annual income between \$35,000 and \$70,000)



Source: Georgetown Center on Education and the Workforce, "Career and Technical Education: Five Ways That Pay Along the Way to the B.A."

By 2020, nearly two out of every three U.S. jobs will require some postsecondary education and training.



Source: Georgetown Center on Education and the Workforce, "Career and Technical Education: Five Ways That Pay Along the Way to the B.A."

Membership

The task force was co-chaired by Tim Komberec, the president of Empire Airlines, and Bert Glandon, president of the College of Western Idaho. Task force members included 22 leaders from across the state in business, education and government.



Process

The task force's four subcommittees developed a number of recommendations and the task force decided to recommend eight. These eight recommendations were adopted by the Workforce Development Council. This report containing those recommendations will be presented to the governor and the State Board of Education for consideration and action. A brief summary of the recommendations is followed by a more detailed discussion in this task force report.

Summary of Recommendations

- **Credit for Prior Learning** - Create a statewide portfolio approval process for awarding credits based on prior learning and experience.
- **Education Transparency Metrics** - Develop, publish and deliver to students, parents and policymakers data on employment and wage outcomes of graduates by degree and by educational institution.
- **Career and College Counseling** - Support innovative and evidence-based career and college counseling programs.
- **WDTF "Industry Sector Grant"** - Establish a grant program using the state's Workforce Development Training Fund to create incentives for partnerships between employers in specific industry sectors and academic institutions to train workers for specific employment opportunities.
- **Career Readiness Tools** - Establish a team to determine if and how a career readiness tool could or should be adopted in Idaho. The team could explore 1) available tools such as ACT National Career Readiness Certification, 2) costs of adopting such tools, and 3) effectiveness in other states.
- **Industry Advisory Committees** - Improve the existing Professional-Technical Education industry advisory committees at secondary and postsecondary schools by 1) standardizing approach and guidelines and 2) assuring best practices for meaningful industry participation and influence in setting curriculum.
- **Credential Benchmark Survey** - Create and implement a survey to provide a benchmark for industry recognized credentials and details on "some college" attainment.
- **Industry/Education Partnership Event** - Create an annual Industry/Education Partnership event to better connect education and training to business needs.



TASK FORCE REPORT

PURPOSE

Background

The Workforce Development Council is established by a governor's Executive Order to oversee and coordinate federal training dollars in Idaho and to advise the governor and the State Board of Education on state workforce policy. The council has established specific goals and benchmarks to mark progress towards those goals (Appendix B). In 2012 the council established an Educational Attainment Task Force to recommend policies and strategies to the governor and the State Board of Education to assure Idaho achieves the following goal:

Sixty percent of Idaho workers will have a degree, certificate, industry recognized credential, or apprenticeship beyond high school by 2020.

The State Board of Education has established a complimentary goal: 60 percent of Idahoans age 25 to 34 will have a degree or certificate of one year or greater by 2020.

The Challenge

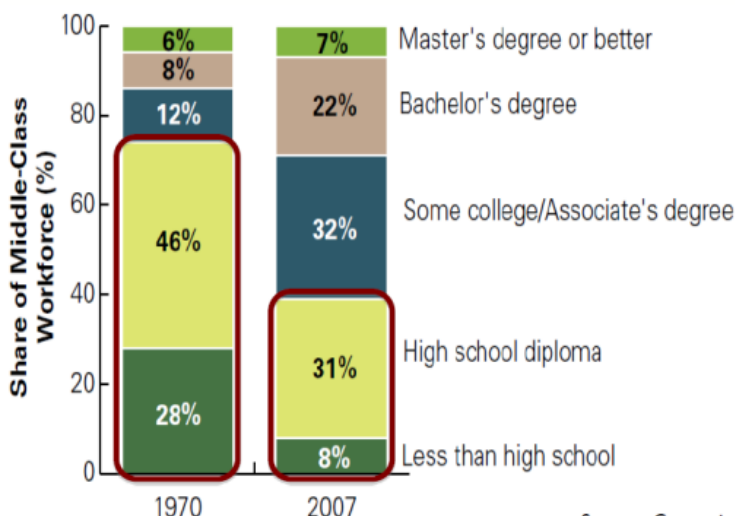
The council and state board have established these goals to address the following critical issues:

- **Skilled Workforce = High-Wage Job Growth**

We are witnessing deep and long-term impacts from stagnant job growth. There is a direct link between expanding a skilled workforce and increasing higher wage jobs. As outlined in the graph below, high school-educated workers represent a decreasing share of the middle class - those with annual incomes between \$35,000 and \$70,000. Some postsecondary training is becoming increasingly necessary for workers to obtain higher-wage jobs.

High School-Educated Workers Represent a Decreasing Share of the Middle Class

(Middle class includes all workers with annual income between \$35,000 and \$70,000)

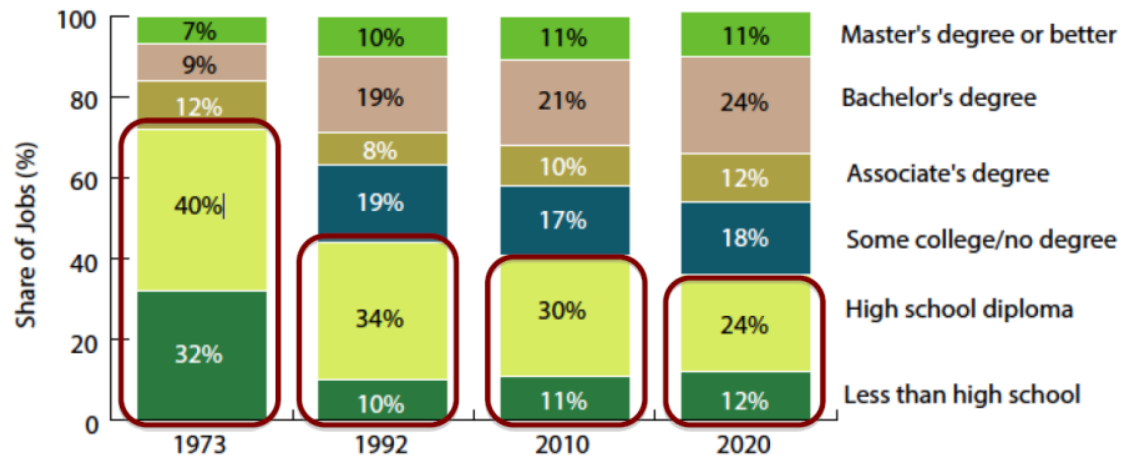




- Skills Mismatch

At the same time we have been experiencing historically high unemployment rates, a recent McKinsey Survey finds 64 percent of companies cannot find qualified applicants for management, scientific, engineering or technical positions. A National Manufacturing Institute survey finds that 67 percent of small and midsize manufacturers report moderate to severe workforce shortages, and they predict this will get worse, not better. As outlined in the graph below, by 2020 nearly two out of every three jobs in the United States will require some postsecondary education or training.

By 2020, nearly two out of every three U.S. jobs will require some postsecondary education and training.



Source: Georgetown Center on Education and the Workforce, "Career and Technical Education: Five Ways That Pay Along the Way to the B.A."



MEMBERSHIP

In selecting members to serve on the task force, the Workforce Development Council identified 22 leaders from across the state in business, education and government to assure a balanced approach.

Co-Chairs:

Tim Komberec – President, Empire Airlines and Chair, Workforce Development Council

Bert Glandon – President, College of Western Idaho

Business Members:

Margaret Henbest – Executive Director, Idaho Alliance of Leaders in Nursing

Richard Holman – Manager of Energy Workforce, Idaho National Lab

Diana Lachiondo – Executive Director, Idaho Business for Education

Jay Larsen – President, Idaho Technology Council

Bob Lokken – President, White Cloud Analytics

Jamie Jo MacMillan – Executive Director, J.A. & Kathryn Albertson Foundation

Mike Nelson – Human Resources Director, Premier Technology

Karla Robinson – Human Resource Director, High Desert Milk

Jason Ronk – Vice President, Idaho Association of Commerce & Industry

Education Members:

Steve Albiston – President, Eastern Idaho Technical College

Jerry Beck – President, College of Southern Idaho

Linda Clark – Superintendent, Meridian School District

Joe Dunlap – President, North Idaho College

Rob Lohrmeyer – Dean, Professional-Technical Programs, Lewis Clark State College

Scott Rasmussen – Dean, College of Technology, Idaho State University

Mike Rush – Executive Director, State Board of Education

Todd Schwarz – State Administrator, Division of Professional Technical Education

Government & Labor Members:

Roger Madsen – Director, Idaho Department of Labor

Jeff Sayer – Director, Idaho Department of Commerce

Rian Van Leuven – President, Idaho AFL-CIO



PROCESS

The task force held its first meeting on Nov. 14, 2012. Through a professionally facilitated process, the members brainstormed multiple ideas to increase educational attainment in the state. These ideas were organized into four broad categories and assigned to four corresponding subcommittees. Co-chairs, members and agency staff were selected to participate and support each subcommittee as outlined below:

Credit and Credentialing

Co-chairs: Richard Holman/ Rob Lohrmeyer

Members: Scott Rassmussen, Linda Clark, Karla Robinson, Aaron White

Staff: Gordon Graff, Idaho Department of Labor

Funding Issues

Co-chairs: Margaret Henbest/ Mike Rush

Members: Jay Larsen, Jerry Beck, Russ Gee, Bert Glandon

Staff: Allison McClintick, State Board of Education

Industry Engagement

Co-chairs: Bob Lokken/ Joe Dunlap

Members: Jeff Sayer, Mike Nelson, Diana Lachiondo, Tim Komberec

Staff: Dave Barnes, Idaho Department of Labor

System Improvement

Co-chairs: Jamie MacMillan/ Todd Schwarz

Members: Steve Albiston, Roger Madsen, Rian Van Leuven, Jayson Ronk

Staff: Tammy Ackerland, Division of Professional-Technical Education

The subcommittees met multiple times between December 2012 and March 2013. They developed 15 recommendations that were presented at the task force meeting on March 12, 2013. After careful consideration the task force prioritized eight recommendations.

Those recommendations were presented to the Workforce Development Council on March 13. The council reviewed each recommendation and voted to accept the eight recommendations outlined in this report. The other seven recommendations are listed in Appendix A.

The recommendations will be presented to the governor and the State Board of Education for their consideration and action. Because the council has policy oversight over the Workforce Development Training Fund, it voted to implement the recommendation to establish an Industry Sector Grant program using WDTF resources.

**RECOMMENDATION — Credit Process for Prior Learning**

Create a statewide portfolio approval process for awarding credits based on prior learning and experience.

Improve access to higher education for adults with life and work experiences

Key to meeting the economy's labor force demands is providing mechanisms for adults to obtain degrees and credentials from institutions of higher education. Many of these adults have significant knowledge gained through on-the-job experience, corporate and online training, and military service or life experience. Making it easier to incorporate those experiences into a college degree can accelerate the time to completion, motivate adults to further their education, make it easier for companies to support educational opportunities for employees and provide a better workforce. A transparent, standardized portfolio process for awarding credit would simplify the process for higher education as well as the consumer.

Strategies for implementing a portfolio process

One strategy that is already being implemented is a class in which a student could enroll and receive guidance and mentoring in completing a portfolio. The portfolio would then be submitted to a review board for assignment of credit. Involvement of industry in advisory boards and portfolio review teams would be key to keeping this process timely and up to date.

**RECOMMENDATION — Education Transparency Metrics**

Develop, publish and deliver to students, parents and policymakers data on employment and wage outcomes of graduates by degree and by educational institution.

Information critical to career decisions

Publicizing employment and wage outcomes of all graduates from Idaho public educational institutions by degree or certificate including the number and percentage of graduates who obtain employment and the mean or median salary received by those graduates, would provide critical information for individual students and workers seeking to make good career and education decisions.

Important for policy makers

This information would help educational institutions be more responsive to workforce demand and supply. By using the data to understand the number of unfilled jobs by category and the salaries expected to be attached to those jobs, policy makers could better understand the demonstrated need for various programs of study. This would help determine funding priorities among degrees, increasing and decreasing capacity based on industry demand. This metric could be coordinated with current activities by Idaho technical colleges to develop data tools on Gainful Employment. The Professional-Technical Education strategic plan calls for developing an annual or quarterly gap analysis providing information about where to commit resources and which programs to open or close.

The data could be used to develop economic scenarios based on the multiplier effects of expanding specific industry sectors, communicating to policy makers the economic impact if we develop intervention strategies that help expand specific sectors at a faster rate than our current projections indicate.

Make it easy to access

While some of this information is available now from different sources, it is critical that individuals know where to access the data. Making them accurate, easy to understand and easy to access is critical in making their use effective.

Points of distribution could include:

- High school, college and university guidance counselors;
- Multiple business, education, and government websites including Idaho's Career Information System;
- Students receiving financial aid, who would be required to sign that they have reviewed this information when making decisions on selection of majors;
- A required one-credit orientation course at every state-supported institution of higher learning; and
- Early career guidance and career exploration in grade school and junior high to create interest in the high-demand careers of the future.

***Development of data system***

The State Board of Education and Idaho Department of Labor have received federal Longitudinal Data grants and are developing the data necessary for the Educational Transparency Metric that match educational outcomes with wage and employment data. They estimate this new system will be operational by spring 2015.

An additional enhancement to this system would be requiring businesses to report hours worked by their employees with their quarterly unemployment tax filing. This would provide more accurate measurement and analyses of earnings power and wealth creation by occupation, industry and career path. Currently earnings are only reported in a lump sum per quarter. With hours attached the system could calculate earnings per hour adding significantly more value to the data.

A September 2012 study, "Career & Technical Education: Five Ways that Pay" by the Center in Education and the Workforce, Georgetown University (<http://cew.georgetown.edu/ctefiveways/>) stated:

"[I]n the interest of transparency, employers and government need to collaborate in establishing a Learning & Earning Exchange—an information system. . . The core information feedstock in developing a coherent Learning & Earning Exchange is transcript and wage record data already available, but relatively underdeveloped . . .

"Connecting these data would afford officials the ability to determine whether specific programs of study are effective in promoting positive employment outcomes, such as employment in a worker's field of study, higher wages, hours worked, and duration of employment. . . Additionally, such an exchange could show students how much it would cost them in long-term wages if they drop out of school and how much they could gain, based on their ultimate course of action. Although many states have made the connection between wage and transcript data, relatively few use the data effectively to inform current or prospective students or to encourage program accountability. . .

"By encouraging more informed decisions, transparent information systems that link wage and transcript data likely would increase graduation rates, reduce student loan defaults, lower the cost of unemployment insurance, and lower the cost of other government programs that support education and training."

**RECOMMENDATION — Career and College Counseling****Support innovative and evidence-based career and college counseling programs.*****Importance of career counseling***

Providing early career counseling for students and their families is critical to help them make good decisions. However, through no fault of their own, school counselors are increasingly spending their days handling large caseloads of students, mainly for disciplinary reasons. This debilitates the counselor's opportunity to help their students plan for the future.

Exploring different models

Recognizing that we have limited resources to expand career counseling capacity in schools with the current counseling model, this recommendation is to explore and adopt innovative models to increase our ability to meet this critical need.

Idaho should use the work done in the Albertson Foundation's "Go On Schools" and other model career development programs, which adopt the approach of "every teacher as a career counselor". This model trains and uses all teachers in daily contact and conversations with students as career mentors. The "teacher as career counselor" model facilitates a holistic career development approach in schools. The program seeks to better equip teachers with business terminology and information that will prove helpful to guiding future students. This model could fully leverage Idaho's Career Information System and the Education Transparency Metrics developed in the previous recommendation by integrating the valuable information and tools they contain into this new approach.

Business can be a crucial partner to create the linkages from the classroom to the job market for students and teachers. The Idaho Career Information System has an "Idaho Career Connect" tool that helps interested businesses effectively engage with local schools. Businesses and chambers of commerce can provide opportunities such as giving tours of their facilities, making classroom presentations and helping teachers and students understand the on-the-job application of their teaching and learning.

Proven success in other states

The Career Coaches strategy that originated in Virginia and is now active in Alabama has shown remarkable success. The go-on-to-college rate is over 80 percent among economically disadvantaged students served by career coaches in Alabama schools where it has been adopted.



RECOMMENDATION – WDTF Industry Sector Grant

Establish a grant program using the state's Workforce Development Training Fund to create incentives for partnerships between industry sectors and academic institutions to train workers for specific employment opportunities.

Goal

The goal is to tap the unused balance of the Workforce Development Training Fund administered by the Idaho Department of Labor to encourage educational institutions to build more partnerships with industry to more effectively meet industry's employee skill-shortage needs.

Proposal

Idaho public postsecondary institutions would be eligible to apply for a two-year WDTF grant of up to \$1 million if they partner with multiple businesses in a single, qualified industry sector to provide identified training to create a pipeline of skilled workers for the industry. Funds from this grant program would be awarded competitively through a periodic Request for Proposal process. The criteria and RFP guidelines would be developed along the following concepts:

- The industry partnership would be required to provide at least a 25 percent cash match;
- The current WDTF requirements of providing \$12/hour or better jobs with employer supported health benefits and selling their services or products outside the area would apply;
- Training would be provided to develop a pipeline of workers for the industry involved to help the industry expand;
- The fiscal agent for the grant would be the public school in the partnership;
- Administrative costs could not exceed 5 percent of the grant amount; and
- A labor market analysis of the industry sector would be required as part of the grant application to demonstrate the need for the training.

Advantages

This program would:

- Give industries access to workforce training resources that are targeted to meet their workforce needs while encouraging them to invest in their workforce;
- Facilitate the state's sector strategy approach by providing a financial incentive for businesses in our targeted industry sectors to build partnerships with public education to provide workforce pipelines to meet identified industry workforce needs;
- Provide a financial incentive to encourage educational institutions to be more responsive to industry training needs;
- Leverage these WDTF grants by making schools with these funds more competitive in applying for federal training grants;
- Promote the Workforce Development Council goal of growing high-wage, high-skill jobs in Idaho and increasing industry recognized credentials;
- Increase the use of currently unused WDTF resources; and
- Improve Idaho workforce skills to better attract new businesses to the state.

**RECOMMENDATION — Career Readiness Tools**

Establish a team to determine if and how a career readiness tool could or should be adopted in Idaho. The team could explore 1) available tools such as ACT National Career Readiness Certification, 2) costs of adopting such tools, and 3) effectiveness in other states.

Importance of career readiness credential

A career readiness certificate could be of significant value to employers, educational institutions at both secondary and postsecondary levels and the prospective employees. If adopted by the state, such a credential could provide a tool for employers to identify potential employees with a commonly understood set of skills and abilities. It could provide a tool for educators to understand what skills and abilities businesses are expecting from their employees as they prepare students for their future careers.

Further study needed

This recommendation would be to explore the advantages of providing a uniform measure of core competencies required for workplace success in areas such as decision making, teaming, mathematics and reading comprehension. There are currently several career readiness tools being used in various states such as the ACT National Career Readiness Certificate.

The variety and breadth of the tools available requires study to determine the effectiveness of these tools in accurately measuring the actual workforce readiness characteristics of those taking the evaluation. Such a study would culminate in a final report including:

- Implementation issues as gathered from current states, agencies and industries;
- Detailed cost of implementation;
- Perception from current users regarding effectiveness and value, including benefit analysis; and
- Analysis of current and future testing required by the state and how this tool might or might not complement these efforts.

In light of the far-reaching impact of such a system, this study should be done by a team comprised of industry representatives from different market segments common to Idaho, members from the professional-technical college leadership and the departments of Labor, Commerce, Education and the Division of Professional-Technical Education.

**RECOMMENDATION — Industry Advisory Committees**

Improve the existing Professional-Technical Education industry advisory committees at secondary and postsecondary schools by 1) standardizing approach and guidelines and 2) assuring best practices for meaningful industry participation and influence in setting curriculum.

Opportunity for meaningful industry input

Currently all Professional-Technical Education programs at public, secondary and postsecondary institutions are required to have advisory committees. The task force recognizes the good work many of these advisory committees are doing and wants to assure this industry resource is being used effectively. These committees can be a meaningful venue for industry to communicate skill needs and appropriately influence curriculum development at education and training institutions. Not all advisory committees are being used to their maximum potential.

Standardized guidelines based on national best practices

The task force recommends that standardized approaches and guidelines for meaningful industry participation in these advisory committees be developed and adopted by all public postsecondary institutions in Idaho. These guidelines should be based on national best practices.

**RECOMMENDATION — Credential Benchmark Survey**

Create and implement a survey to provide a benchmark for industry recognized credentials and details on “some college” attainment.

Missing information

Currently Idaho has data for associate degrees and above, but has limited or no data on any experience less than that, including industry recognized credentials. Those data are critical to knowing if we are succeeding in reaching our 60 percent goal. The census data provides information about how many people have “some college,” but that category includes everything from a person who took one class to a person who might have a two-year technical certificate in a specific field.

Key questions

There are three key questions that need to be answered:

- How many people hold a certificate?
- What industry credentials exist?
- What value do those certificates contribute to employability and to the economy?

Funding source

The State Board of Education and Idaho Department of Labor, each received “Longitudinal Data” grants in 2012 from the U.S. Department of Education. With this recommendation from the task force, the grant outcomes will be modified to include the development and implementation of a survey to help answer these questions.

**RECOMMENDATION — Industry/Education Partnership Event**

Create an annual Industry/Education Partnership event to better connect education and training to business needs.

Opportunity to have industry communicate workforce needs to training providers

Currently there are too few established processes or mechanisms for businesses to effectively communicate their workforce training needs to colleges and universities. While educational institutions have made worthwhile attempts to do this in the past, an annual event would help establish a “cadence” or “rhythm of business cycle” to enhance business and education participation by promoting a high-level, highly visible way to partner on workforce pipeline issues within targeted industries.

This conference would be a catalyst to ensuring Idaho’s postsecondary education system is responsive to identified business/industry workforce needs. Breakout sessions during the conference could focus on specific industry clusters or industry sectors. This would provide a regular opportunity for businesses in those industries to communicate their common workforce needs to educational and training institutions.

Next step for Project 60

The task force recommends Gov. C. L. “Butch” Otter sponsor this annual Industry/Education Partnership conference as the next step in increasing employment toward fulfilling his Project 60 goal. This high-level support would give the conference a high public visibility and ensure good participation. It further recommends that the state’s leading business organizations, industry groups and public colleges and universities be encouraged to co-sponsor the event along with the Workforce Development Council, the Department of Commerce, the Department of Labor, the State Board of Education, and the Division of Professional-Technical Education.

Additional benefits

This annual event could be used to publish and promote the use of Education Transparency metrics and gap analysis included in a previous recommendation. For example, the “Top 10 Hot Degrees” that have the most demand and highest wages in Idaho could be published for the conference. It could also highlight the economic impact of greater skill attainment by the workforce in specific occupations and promote the website where students and families can gain this information in making good career decisions.



APPENDIX A

SEVEN OTHER IDEAS FROM THE TASK FORCE

- Support current State Board of Education and Professional-Technical Education on Career Ready system improvements and Complete College initiatives in furthering the 60 percent goal.
- Increase focus on badge certification for industry skills and authentication.
- Investigate membership in the national “Pathways to Prosperity” network.
- Offer compressed-time classes and training.
- Influence regional accreditation standards and processes to streamline awarding of credits for alternative learning.
- Investigate tools to aggregate credit.
- Improve connection between districts and colleges to increase dual credit and other Advanced Learning Opportunities.

APPENDIX B

Workforce Development Council

VISION • MISSION • GOALS

VISION

Idaho will sustain a workforce development system that will produce an innovative and skilled workforce that allows business to thrive and provides economic opportunity to Idaho workers and their families.

MISSION

The Workforce Development Council, understanding the unique needs of business, workers and students, will make policy recommendations to the Governor and the Board of Education and will facilitate coordination of an integrated Idaho workforce development system.

GOALS

- | | |
|---------------|--|
| GOAL 1 | Create jobs that sustain Idaho workers and grow the economy |
| GOAL 2 | Facilitate development of an Idaho workforce that is highly skilled, committed to continuous learning and aware of opportunities available in the marketplace |
| GOAL 3 | Support a comprehensive education and workforce delivery system |
| GOAL 4 | Improve awareness of the workforce system among employers, workers, partners and policy makers and expand its use and effectiveness |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

GOAL 1 CREATE JOBS THAT SUSTAIN IDAHO WORKERS AND GROW THE ECONOMY

Measure Reduce Idaho's unemployment rate by 40 percent by 2015.

Benchmark: February 2011 Unemployment Rate* of 8.9 percent (2010 annual average: 8.8 percent)

**Idaho's official, published "Unemployment Rate" is defined as the total unemployed as a percent of the civilian labor force.*

Measure Reduce Idaho's underemployment rate by 40 percent by 2015.

Benchmark: The 2010 Underemployment Rate* was 16.4 percent.

**The "Underemployment Rate" is defined as total unemployed, plus all marginally attached workers, plus total employed part time for economic reasons, as a percent of the civilian labor force.*

Measure Create 40,000 jobs with at least two-thirds at \$12/hour or better wage rates and health benefits by 2015.

Benchmark: Annual average number of jobs for 2010: 603,600

Measure Attain the Governor's "Project 60" goal by 2015.

Benchmark: \$53.7 billion in GDP for 2009

Strategies

- A. Align workforce and education services to business needs and priorities by adopting a "sector strategy" approach that:
 - Targets key industries
 - Builds partnership among employers, education and workforce providers
 - Identifies and addresses training needs of business
 - Leverages public and private resources
 - Establishes expansion targets for each industry
- B. Support the creation of a longitudinal data system and other initiatives to improve workforce information for critical business decision-making within targeted industries (i.e., primary care initiative, green initiative) and selected sectors (health care, advanced manufacturing, energy and technology as it relates to renewable energy, software, agri-science and health science).
- C. Promote policies for the Workforce Development Training Fund to assist with the creation of jobs and retention of Idaho's workforce.
- D. Support adoption of incentives that encourage the hiring of new employees.
- E. Engage employers to expand work-based learning opportunities such as internships, on-the-job training, work experiences and apprenticeships to improve workplace readiness and occupational skills.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

- F. Maintain a quality One-Stop Career Center system that connects employer and workers to workforce services.
- G. Encourage employers to increase hiring by promoting the Governor's "Hire One" initiative and consider opportunities for other campaigns such as a "180 Degree Turn-around Campaign" or a "Using Technology to Turn 180 Degrees" campaign that builds on Project 60, increasing the attainment of degrees and credentials for 60 percent of the workforce and reducing unemployment to 60 percent of current levels.
- H. Adopt practices such as promotion of the quality Idaho workforce to create opportunities to retain Idaho's under-employed workers.
- I. Expand opportunities for innovation and employment in emerging industries such as technology, innovation and green through the "Grow Green" sector and other initiatives.
- J. Support the efforts of the Idaho Technology Council in their development of iGEM (Idaho Global Entrepreneurial Mission) to create a more dynamic research and tech transfer infrastructure that enables the growth and success of innovation in our state by identifying and connecting resources geared toward the development, transfer and implementation of advanced technology.

GOAL 2 FACILITATE DEVELOPMENT OF AN IDAHO WORKFORCE THAT IS HIGHLY SKILLED, COMMITTED TO CONTINUOUS LEARNING, AND AWARE OF OPPORTUNITIES AVAILABLE IN THE MARKET-PLACE

Measure Increase Idaho's "go-to-college" rate, including all postsecondary education, by 30 percent by 2018.

Benchmark: Currently, 49 percent of Idaho's secondary students go to postsecondary education. *Source: National Center for Higher Education Management Systems*

Measure Reduce the need for remediation for new college entrants by 50 percent by 2020.

Benchmarks:

- Students who have been out of high school less than 12 months who need remediation – 45% (2010-2011)
- Students who have been out of high school over 12 months who need remediation - 75.7% (2010-2011)
- All other students who need remediation –54.8% (2010-2011)

Source: National Center for Higher Education Management Systems

Measure Ensure that 60 percent of Idaho workers obtain a certificate, industry recognized credential, apprenticeship or degree beyond high school by 2020.

Benchmarks:

- 2009, 30 percent of Idahoans 18 to 64 years old have an Associate's degree or more in educational attainment. *Source: American Community Survey*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- 2009 30 percent had “some college, no degree.” *Source: American Community Survey.*

Strategies

- A. Ensure that students and adults are aware of career choices available to them:
 - 1. Make e-CIS and other career information universally available
 - 2. Provide access to trained career facilitators and counselors to assist in career decision making
 - 3. Encourage students and adults to consider careers where they are under-represented
 - 4. Expand the use of technology to train facilitators, counselors and other staff who provide guidance to students and career changers
 - 5. Expand access/awareness through career fairs, on-site or guided exploration, mentoring or other career showcase opportunities
 - 6. Utilize senior executives, trade associations and others to expand awareness of need for further learning
 - 7. Explore use of the Idaho Education Network and social media to expand awareness of careers and job opportunities
- B. Promote strategies that ensure students are college and career ready by:
 - 1. Increasing access to quality early childhood education
 - 2. Expanding access and use of technology, including the Idaho Education Network and online learning to bring a more robust range of academic and career education services to all students
 - 3. Increasing access to advanced placement, dual credits and other opportunities to encourage college attendance
 - 4. Providing a safety net to retain or return at risk students to the classroom
 - 5. Align high school graduation requirements with postsecondary entrance requirements
- C. Enhance opportunities for lifelong learning by expanding delivery options such as stackable credentials, compressed scheduling, on-line and distance learning, modularized curriculum and other alternative learning modalities.
- D. Identify and promote career pathways within occupations to enhance career options and ease transitions.
- E. Support entrepreneurial workforce expansion to spur innovation and increase employment.
- F. Expand articulation agreements to increase transitions among secondary and postsecondary programs.
- G. Increase options to integrate adult basic skills and English language training with occupational/technical training to facilitate entry of students to postsecondary education and technical training programs.
- H. Support reforms to increase skills in STEM subjects (science, technology, engineering and math) including applied academics.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

- I. Encourage students and adults to obtain continuing education by providing information and supporting such efforts as the Albertson Foundation's "Go-On" campaign.
- J. Provide access to low-skilled and at-risk youth and adults, dislocated workers and others with barriers to a full range of information and supports to prepare for work that leads to economic self-sufficiency.
- K. Explore alternatives to improve employment rates for unemployment insurance claimants through initiatives such as a "work share" or other options.
- L. Encourage the use of workplace flexibility options such as job sharing, job restructuring, part-time worker pools, flex-time and telecommuting to increase employment opportunities and retain quality workers.
- M. Promote employment practices and workplace environments that encourage a culture of diversity and inclusiveness.

GOAL 3 SUPPORT A COMPREHENSIVE EDUCATION AND WORKFORCE DELIVERY SYSTEM

Measure Idaho's Workforce Development System will meet or exceed program performance measures.

Measure Establish sector partnerships for each of the targeted industries (health care, technology, energy and advanced manufacturing) by 2012.

Strategies

- A. Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services and information.
- B. Enhance coordination among workforce system partners and streamline services by eliminating duplication and ineffective or unnecessary practices.
- C. Continue to expand opportunities to partner with libraries, foundations and others to increase access to information and services in all communities across the state.
- D. Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training leading to employment.
- E. Coordinate a system of work supports for low-income workers to help them stay employed and move toward economic self-sufficiency (e.g. food stamps, child care, housing) and provide safety nets to those who are in transition in the workforce.
- F. Support bridge program development for underprepared youth and adults.
- G. Support a comprehensive educational system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.

- H. Improve the effectiveness of the workforce system through the creation of an accountability system that includes:
 - 1. Implementation of common core measures in K-12 education
 - 2. Implementation of a longitudinal data system that interfaces with the workforce system to track outcomes of Idaho student achievements and program success
- I. Identify the short and long-term implications of Idaho's aging workforce, associated pipeline issues and potential solutions.
- J. Increase the civic engagement of Idahoans in volunteer activities to ameliorate the impact of budget shortfalls in education, social services and other critical areas.

**GOAL 4 SHOWCASE THE WORKFORCE SYSTEM AMONG EMPLOYERS, WORKERS, PARTNERS
AND POLICY MAKERS LEADING TO EFFECTIVE USE OF ITS RESOURCES**

Measure Establish a measure of Idahoans who are aware of the resources available through the Workforce system.

Benchmark: The Department of Labor is conducting a survey of Idahoans during 2013 to establish a benchmark, via process measures, of awareness of the workforce system

Measure Increase the use of the *IdahoWorks* labor exchange system to list jobs by employers as a percentage of all new hires by 10 percent by 2015.

Benchmark: During calendar year 2010 employers listed 49,319 job openings within the Idaho Works system and reported 141,108 new hires during the same calendar year. This is a 34.95 percent "penetration rate" of job openings compared to new hires.

Strategies

- A. Conduct periodic surveys to assess access, awareness, perceptions and use of the workforce system.
- B. Review and report use rates of the workforce system.
- C. Develop and implement an outreach plan for the workforce system.
- D. Meet regularly with the Governor, State Board of Education and other policy makers to present progress reports and make recommendations for improvements.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

University of Idaho CEO Search – Status Update

REFERENCE

March 5, 2013 Board approved the Acting President to appoint a chair or co-chairs for a screening committee for the University of Idaho Presidency and to authorize the chair to select a screening committee.

BACKGROUND/DISCUSSION

Staff will give a brief update on the status of the Presidential Search Committee. Additionally, at their first meeting on April 19, 2013, the Presidential Search Committee for the University of Idaho raised the issue of the current residence provided by the University for the President. The Committee suggested considering renovation of the existing residence based on the age, condition, and design of the current building. While the public area of the house provides an adequate and acceptable venue for entertaining, the living quarters of the house are not desirable.

The University has worked with an architect to explore possible renovation of the existing building or a replacement with new construction. They have determined that renovation is neither feasible nor cost effective long-term.

The University has also met with the University of Idaho Foundation to discuss financial assistance the Foundation might provide for a renovation or replacement.

IMPACT

Early estimates indicate new construction to include both private living quarters and public/event space could cost as much as \$2 million (10,000 sf @ \$200/sf). The Foundation has indicated it may be able to fund construction of the private living quarters, which is approximately one-half the cost of the project.

STAFF COMMENTS AND RECOMMENDATIONS

The Presidential residence is a factor in the current search. Addressing and resolving this question before finalists for the position are interviewed will be beneficial to the search.

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 20, 2013

SUBJECT

Update on the Task Force for Improving Education

BACKGROUND/DISCUSSION

The Task Force for Improving Education has met five (5) times since January to gather information and discuss ideas for improvement initiatives. In April, the Task Force held seven community forums around the state to gather feedback and suggestions from education stakeholders. Three subcommittees – Structural Change, Fiscal Stability, and Effective Teachers and Leaders – will meet in June, July, and August to further develop recommendations to be submitted to the Board and the Governor in September.

IMPACT

The Task Force recommendations may require changes to Board policy, Idaho Administrative rules, or legislative proposals.

ATTACHMENTS

Attachment 1 – List of Task Force Members

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 20, 2013

Task Force for Improving Education
Members and Affiliation

| | |
|---------------------------|--|
| Richard Westerberg, Chair | State Board of Education |
| Laurie Boeckel | Idaho Parent Teacher Association |
| Roger Brown | Office of the Governor |
| Corinne Mantle-Bromley | University of Idaho |
| Cheryl Charlton | Idaho Digital Learning Academy |
| Linda Clark | Idaho Association of School Administrators (IASA), Joint School Dist. No. 2 (Meridian) |
| Penni Cyr | Idaho Education Association (IEA) |
| Reed DeMordaunt (R) | Idaho House of Representatives |
| Karen Echeverria | Idaho School Boards Association (ISBA) |
| Ken Edmunds | State Board of Education |
| Wayne Freedman | ISBA Past President |
| John Goedde (R) | Idaho State Senate |
| Steve Higgins | IASA, Grangeville School District |
| Mary Huff ISBA, | Melba School Board Member |
| Teresa Jackman | IEA, Pocatello |
| Alex LaBeau | Idaho Association of Commerce & Industry |
| Mike Lanza | Idaho Parents & Teachers IPATT |
| Rod Lewis | State Board of Education |
| Bob Lokken | Idaho Business for Education |
| Tom Luna | Superintendent of Public Instruction |
| Alan Millar | Idaho Charter School Network |
| Phyllis Nichols | New Plymouth School District Counselor |
| Katie Pemberton | Coeur d'Alene School District |
| Roger Quarles | Idaho Leads Project |
| Mary Ann Ranells | IASA, Lakeland School District |
| Anne Ritter | ISBA, Meridian School Board |
| Brian Smith | IEA, Sandpoint |
| Geoffrey Thomas | IASA, Madison School District |
| Janie Ward-Engelking (D) | Idaho House of Representatives |
| Cindy Wilson | IEA, Meridian |
| Rob Winslow | IASA Executive Director |

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SUBJECT

Appointment of District Supervisor

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-909, Idaho Code

BACKGROUND/ DISCUSSION

In 2006, Section 33-909, Idaho Code established the Public School Facilities Cooperative Funding Program. The intent of the program is to: 1) provide an ongoing means of providing funds for the purpose of assisting school districts to fund repair and replacement of unsafe school facilities; 2) establish an ongoing School Facilities Cooperative Funding Program whereby the state initially funds the total cost of repair and replacement that school districts are unable to fund themselves; and 3) establish within the Office of the State Board of Education the Idaho Public School Facilities Cooperative Funding Program panel.

The panel consists of the administrator of the Division of Building Safety, the Division of Public Works, and the Executive Director for the State Board of Education. The panel is assigned the duty of considering all applications made to the fund and to either approve, modify, or reject an application based on the most economical solution to the problem (as analyzed over a projected twenty (20) year timeframe). Applications may be submitted to the panel by any school district that has failed to approve at least one (1) or more bond levies for the repair, renovation, or replacement of an existing unsafe facility within the two years preceding submission of the application; or by the administrator of the Division of Building Safety for a school district that has failed to address identified unsafe facilities as provided in Chapter 80, Title 39, Idaho Code. Once the panel approves the application, the community is given another opportunity to approve a bond. If this bond fails, then the provisions for state funding of the local building are implemented including the State Board of Education appointing a district supervisor to supervise the entire project.

The Salmon School District submitted an application to replace the buildings due to imminent safety hazards. The District had run three failed bond elections within a two-year period. The panel found that the District had indeed met the conditions specified in Idaho Code for the fund and unanimously approved an amended application submitted by the District. The amendments limited the scope of the project to replacing the roofs of both the elementary and middle schools. The amount approved by the Panel was \$3.6M. The District then held a fourth bond election for that amount, which failed. Consequently, the panel met June 5, 2013, to certify the results of the bond election and discuss the selection of a District Supervisor to be recommended to the Board.

ATTACHMENTS

Attachment 1 – Dave Teater Proposal
Attachment 2 – Project Assumptions

Page 3
Page 26

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Dave Teater as the Salmon School District Supervisor and to authorize the Executive Director to negotiate and sign a contract with the District Supervisor on behalf of the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

JUNE 20, 2013

**Teater Consulting, LLC**
Educational Specialists

May 24, 2013

Dr. Mike Rush, Executive Director
Idaho State Board of Education
Len B. Jordan Building
650 W. State Street
Boise, ID 83720-00952

Dr. Rush:

On behalf of Teater Consulting, I am pleased to submit this proposal in response to your request for assistance in the management of the upcoming facility improvement project for the Salmon School District. Teater Consulting looks forward to the prospect of participating in this significant project. The submission of this proposal for Teater Consulting may well be the only one showing expertise and experience in all the necessary skill areas needed. Our team has successful experience in all these areas: school administration, project management, construction management, fiscal management, school board relations, and public relations. We are the only firm to successfully perform as a district supervisor in a similar Idaho project.

We understand how critical the project management and construction management activities are as you approach the upcoming capital improvement project. We will make this project a high priority within our office. During my professional career as a school superintendent, I served as the owner's representative in seven major school construction projects. As an educational consultant and school facility planner, I have been involved in over 180 school improvement projects in 25 states. As a result, I'm very familiar with the leadership requirements. Therefore, the State Board and the School Repair Fund Committee will find our understanding of the project and our experience make Teater Consulting ideally suited to perform these services for you.

I view construction projects through the eyes of an educational practitioner and school facility planner, recognizing that all work must be carried out cooperatively with District personnel, the community, and the design team. Because I have spent a majority of my career as a school administrator, I know that resources and budgets are not unlimited. Therefore, my approach to the project has been developed in a thoughtful and fiscally responsible manner. In the end, I want our work to stand up to your high expectations, and for you to know that you received fair value for the tax dollars spent. To that end, I will be personally involved in project management from the beginning until the end of all close-out activities.

I look forward to hearing from you on this important project. Please call me at (208) 818-0357 if you have any questions or comments about the proposal.

Sincerely

A handwritten signature in cursive script that reads "David Teater".

David Teater
Teater Consulting, LLC

8128 N. Stone Haven Dr.
Hayden, ID 83835
208-818-0357
dave@teaterconsulting.com

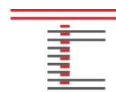


IDAHO STATE BOARD OF EDUCATION

Proposal for the Management of the Salmon School District Capital Improvement Project



May 24, 2013



Teater Consulting LLC
8128 N Stone Haven Dr.
Hayden, ID 83835

Section 1. Company Profile

- Firm Description and History
- Qualifications and Capabilities
- Philosophy, Independence, and Objectivity
- Availability and Capacity
- Knowledge of Local Conditions

***Section 2. Representative Projects
and Project Approach***

- Project Management and Approach
- Representative Projects
- Draft Work Plan

Section 3. Professional Team

Section 4. Fee Proposal

Section 5. Reference and Resumes



SECTION 1 – COMPANY PROFILE

Name of Firm

Teater Consulting LLC
8128 N. Stone Haven Dr.
Hayden, ID 83835

Telephone

208-818-0357

Contacts

David Teater, President
dave@teaterconsulting.com

Firm Description and History

Teater Consulting, LLC is a regional educational consulting firm specializing in educational facilities planning and project management. The majority of its services are in project management, the development of educational specifications, facilities master planning, educational facility assessments, and concept plan development. Teater Consulting was established in 2007 by Mr. Dave Teater after nine years as a managing partner in two facility planning firms – one regional and one national. He brings 27 years of school administration experience and nearly 180 successful client engagements in 25 states over the past 15 years.

“Dave has lead teams of educators, business partners, and patrons through complex processes and provided a “cool head” when difficult issues arose. With such a broad range of professional knowledge and his interpersonal skills, Dave provides the necessary leadership to his fellow educators and to the community as a whole.”

*- Fred Forrer, Former CEO
MGT of America*

Qualifications and Capabilities

Dave Teater, the owner of Teater Consulting, has personally managed scores of school improvement projects, guided over 60 school districts as they created long range facility plans, developed over 53 educational specifications for school districts around the United States, and participated in over 40 school facility improvement audits. Much of Teater Consulting’s work has been in Idaho and the Pacific Northwest. Teater Consulting served as the “district supervisor” for the Idaho State Board of Education in the construction of the new Lakeside Elementary School in Plummer, Idaho. As part of that project, Mr. Teater provided “boots on the ground” suggestions to the School Repair Fund Committee on how to further improve the management of similar projects in the future.



Philosophy, Independence, and Objectivity

With a deep background in education, the Teater Consulting prides itself on its ability to understand the realities and complexities of facility planning and project management. Working closely with administrators, educators, and community members characterizes our projects and is the core of our service philosophy. As a result, Teater Consulting will, from day one, understand many of the unique challenges, terminology, workplace issues and other aspects necessary to make your projects successful. Often, the elements of solutions can be found by listening carefully.

Our firm recognizes the sensitive nature of client projects and the events leading to the request for proposals for services. In order for the final work products to be credible, all work must be carried out objectively and with close communications to the State and District. Teater Consulting guards itself against undue influence from anyone outside the team.

Availability and Capacity

Dave Teater, who will lead the project management team, is available during the scheduled time frame to complete the required tasks. Jim Christensen, who has a deep background in school construction and school construction funding in Idaho and the Pacific Northwest, will assist in the more technical aspects of construction management. Contracted analysts and clerical help are also available if needed. The firm is fully cognizant of the necessity to be on-site for interviews, other field work, and presentations. Even though analytical work, editing, and writing, are typically done in off-site offices, both Mr. Teater and Mr. Christensen are readily available by phone and email during those times.

“I found Dave's work to be of such quality that I employed him as an expert witness in a global school finance trial in Wyoming. Several years ago, the state was sued in a multi-billion dollar action which challenged, among other things, the system by which school facilities were built in the state. Dave was instrumental in the state ultimately prevailing in that litigation.”

*- Mike O'Donnell, State's Counsel
School Finance and Facilities
Cheyenne, Wyoming*

Knowledge of Local Conditions

Mr. Teater and Mr. Christensen both grew up in small, tightly-knit communities and have worked in numerous small, rural school districts. We understand many of the dynamics of small communities, their governance systems, and the pride they take in their independent thinking. Our proven success in small community school improvement projects makes us uniquely qualified.



SECTION 2 – REPRESENTATIVE PROJECTS AND PROJECT APPROACH

Project Management and Approach

Teater Consulting believes a successful project depends on establishing clear expectations for building users, designers, and financial managers, in order to manage

“The process began with much apprehension and suspicion on the part of the faculty. Dave handled this apprehension very well. He was calm and open. The faculty was very pleased to have someone listen to their needs and incorporate their expert opinions into the plans. The process ended with excitement and trust.”

*- Dr. Vera McCrink
Dean, College of Western Idaho
(Presently Associate Administrator,
Division of Professional Technical
Education, ID)*

the project and achieve high expectations. The firm applies these fundamental concepts of successful project management that includes a concise work plan, clearly assigned responsibilities, a common vision of the final product, frequent communications between team members, and periodic progress meetings with the client. Schedules and timelines are monitored and updated as needed.

The project approach is based on years of experience conducting similar projects for school districts around the country. Although Teater Consulting proposes to

independently represent the State of Idaho in this school facility improvement project, our project approach emphasizes cooperation and collaboration with the State, the District, the various State and local jurisdictions involved, the design professionals, and the construction team.

Representative Projects

- Idaho State Board of Education, Program and Project Management Services
- Lake Washington School District, Redmond WA, RFQ for Project Management Services
- Seattle Public Schools, Seattle, WA, Capital Projects Management Review
- Spokane Public Schools, Spokane, WA, Capital Projects Management Review
- Wyoming School Finance Litigation Div., Cheyenne WY, Statewide Capacity Study
- Central Valley School District, Greenacres, WA, Enrollment and Capacity Analysis
- Tonasket School District, Tonasket, WA, Facility Assessment and Planning
- Ocosta School District, Westport, WA, Facility Planning and Assessment
- Pendleton School District, Pendleton, OR, Facility Planning and Assessment
- Walla Walla Skills Center, Walla Walla School District, Walla Walla, WA, Educational Specifications and Funding
- Brewster School District, Brewster, WA, Facility Planning and Assessment



- Seattle Public Schools, Seattle, WA, Master Planning
- Anacortes School District, Anacortes, WA, Facility Assessment and Facility Planning
- Goldendale School District, Goldendale, WA, Facility Space Utilization Analysis
- College Place Public Schools, College Place WA, Facility Plan Update
- Chehalis School District, Chehalis, WA, Facility Assessment and Facility Planning
- Central Valley School Dist., Greenacres, WA, Facility Planning & Attendance Zones
- College of Western Idaho, Nampa ID, Facility Planning and Assessment
- West Valley School District, Kalispell MT, Long Range Facility Planning
- Southeast (WA) Area Educational Cooperative Skills Center Pre-Design Study
- Othello School District, Othello WA, Long Range Facility Planning
- Walla Walla Public Schools, Walla Walla WA, Grade 9-12 Long Range Facility Plan
- Norfolk Public Schools, Norfolk VA, Long Range Facility Plan
- Bigfork School District, Bigfork MT, Long Range Facility Plan
- North Idaho College, Coeur d'Alene ID, Site Selection Study
- Anne Arundel County Public Schools, Annapolis MD, Long Range Facilities Plan
- Lake Pend Oreille School District, Sandpoint ID, Long Range Facility Plan Update
- College Place Public Schools, College Place WA, Long Range Facilities Plan
- Clarke County School District, Athens GA, Long Range Facilities Plan
- North Idaho College, Coeur d'Alene, ID, Facility Planning/Educational Specifications
- Coulee-Hartline School District, Coulee City, WA, Facility Planning
- Walla Walla Public Schools, Walla Walla, WA, Facility Planning
- Wyoming State School Facilities Commission, Cheyenne, WY, Facilities Planning
- Nebraska Public Schools, Lincoln, NE, Comprehensive District Master Plan
- Wyoming Department of Education, Cheyenne, WY, Facilities Planning
- Metropolitan Board of Public Educ., Nashville, TN, Comprehensive Facilities Plan
- Idaho State Division of Professional Education, Boise, ID, Educational Specifications
- Head Start Program, Nashville Public Schools, Nashville, TN, Facilities Planning
- Moscow School District, Moscow, ID, Facility Planning
- Whitefish School District, Whitefish, MT, Facilities Planning
- Lake Pend Oreille School District No. 84, Sandpoint, ID, Facilities Planning
- Indianapolis Public Schools, Indianapolis, IN, Facilities Master Planning
- Wallace School District, Wallace, ID, Facilities Long-Range Planning
- Melba School District, Melba, ID, Facilities Long-Range Planning
- Athena-Weston School District, Athena, OR, Facilities Long-Range Planning
- Riverbend Consortium, Post Falls, ID, Feasibility Study
- Harney County School District, Burns, OR, Facilities Long-Range Planning
- Morrow County School District, Irrigon, OR, Facilities Long-Range Planning
- Lake Pend Oreille School District, Sandpoint, ID, Facility Planning
- Lewiston School District, Lewiston, ID, Facilities Long-Range Planning
- Moscow School District, Moscow, ID, Facilities Long-Range Planning
- Milton-Freewater School District, Milton-Freewater, OR, Facilities Long-Range Planning
- Grant County School District, John Day, OR, Facilities Long-Range Planning
- Ronan School District, Ronan, MT, Facilities Long-Range Planning



- Kellogg School District, Kellogg, ID, Facilities Long-Range Planning
- Avery School District, Avery, ID, Facilities Long-Range Planning
- Chariho School District, Chariho, RI, Facilities/Financing Planning
- Hermiston School District, Hermiston, OR, Facilities Long-Range Planning

Draft Work Plan

Teater Consulting has developed a detailed draft work plan that complies with most project requirements and is typically adapted prior to the commencement of work.

1.0 Project Start

Purpose: To help create a shared understanding of the project and how the project will meet the owner's objectives. It provides an opportunity for modifications to the work plan, schedule, and deliverables. It ensures ongoing communication with the State designated representative.

- 1.1 Meet with the State designated representative to establish working relationships, determine lines of communication, and finalize contractual arrangements.
- 1.2 Make logistical arrangements for the project and future on-site visits.
- 1.3 Perform ongoing program management including informing the project director of open issues throughout the project via periodic verbal and email communication and conference calls. In addition, perform contract management, invoicing and other logistical issues.
- 1.4 Review the handling and storage of project work papers with the designated representative and subsequently with the project team.
- 1.5 Obtain pertinent reports and background materials relevant to the project from the district.

Deliverables: Revised organizational chart, work plan and schedule

2.0 Data Gathering and Management Interviews

Purpose: To obtain and review exiting data, reports, agreements, contracts, requirements, and processes.

- 2.1 Gather existing data and reports.
- 2.2 Gather budgets
- 2.3 Gather hazmat and geotechnical reports
- 2.4 Examine standard agreements & family of contracts, general conditions of construction, and general requirements
- 2.5 Develop an interview schedule to include:
 - 2.5.1 State Board of Education representatives



- 2.5.2 IPSFCFP members
- 2.5.3 State Department of Education accounting and finance staff
- 2.5.4 Salmon Board of Trustee members
- 2.5.5 Salmon Administrators
- 2.6 Conduct interviews with A/E firm, staff, and consultants
- 2.7 Review interview information with the State designated representative, and conduct follow-up interviews as necessary.

Deliverables: Summary of Interviews

3.0 General Administration and Supervision

Purpose: To assist the State and District with overall management, development, execution, coordination, and administration of the construction program.

- 3.1 Interface and communicate with State staff, District personnel, and contractor staff.
- 3.2 Interface and communicate with representatives of outside organizations.
- 3.3 Periodically, informally assess the effectiveness of communication for 3.1 and 3.2 above.
- 3.4 Assist the State staff, District personnel, and contractors in identifying lines of authority, organization and communication to effectively manage the program.
- 3.5 Assist the State staff, District personnel, and contractors in evaluating and revising current procedures and developing new procedures as necessary.
- 3.6 Tabulate, compile and review expenditures associated with the program based on information provided by State staff, District personnel, and contractors.
- 3.7 Assist the District personnel in the management, supervision, oversight, and evaluation of performance of the separately hired architectural/engineering (A/E) firms.
- 3.8 Assist the District personnel in the management, supervision, oversight, and evaluation of performance of the separately hired specialty consultants.

“Dave has outstanding compassion for learning and student achievement. He knows the global education expectations and he is well prepared to be excellent counsel for transforming school systems into true learning centers for today and for tomorrow’s students.”

*- Jerry House, Superintendent (Retired)
Whitefish School District, MT*



- 3.9 Assist the District personnel in the management, supervision, oversight, and evaluation of performance of the separately contracted general contractors.
- 3.10 Assist the State's and District's Risk and Safety Manager to head off potential problems/risk management including digitizing of archival documents.
- 3.11 Review activities with the State designated representative and adjust as necessary.

Deliverables: NA

4.0 Planning: Drawings and Budget

Purpose: To use the existing documentation to identify the facility and site layout in conceptual form and to identify the costs necessary to accomplish the work identified in the conceptual drawings.

- 4.1 Review the process for selection of an A/E firm, including developing lists of potential firms, developing selection criteria, preparing and transmitting requests for qualifications, and conducting interviews. Repeat the process if necessary. (See Assumptions for the Work Plan.)
- 4.2 Assist the District in the preparation and review of a contract with the A/E firm.
- 4.3 Assist the A/E firm in the preparation of drawings that address the facility needs for the schools based on the data gathered in previous studies .
- 4.4 Assist the A/E firm in refining the concept drawings based on discussion and input from appropriate State and District personnel.
- 4.5 Present the final concept drawing to the appropriate State and District personnel.
- 4.6 Assist the A/E firm in the review of existing building cost information using local historical data and the R.S. Means cost estimating publication.
- 4.7 Assist the A/E firm in the preparation of a detailed line item cost estimates for the conceptual drawing.
- 4.8 Based on discussions with the A/E firm, State staff, and District staff develop an opinion of probable costs to construct the project, including site and soft costs.
- 4.9 Share the cost estimate report with the State designated representative and appropriate District leaders.

Deliverables: Drawings and Cost Estimate Report



5.0 Schedule Development

Purpose: To develop a project schedule that conforms to State requirements.

- 5.1 Identify software used by the A/E firm for use in coordinating and maintaining schedules that document the sequence and time frame for each project and/or bid package;
- 5.2 Assist the A/E firm to develop and maintain an updated task matrix for each project
- 5.3 Assist the A/E firm in the development of a preliminary detailed project implementation schedule and critical dates list. Typical activities include, but are not limited to:
 - 5.3.1 Programming
 - 5.3.2 Pre-Design Analysis meeting
 - 5.3.3 Geotechnical exploration & recommendations
 - 5.3.4 Surveying
 - 5.3.5 Design phases
 - 5.3.6 State and District review and approvals
 - 5.3.7 Permitting requirements
 - 5.3.8 Phase estimates and reviews
 - 5.3.9 Advertisement, bidding, evaluation and award
 - 5.3.10 Early bid packages
 - 5.3.11 Construction Notice to Proceed
 - 5.3.12 Substantial Completion
 - 5.3.13 Occupancy Permit
 - 5.3.14 Move-In
 - 5.3.15 Close-out
- 5.4 In conjunction with the State designated representative, finalize the schedule and share it with appropriate District leaders.

Deliverables: Task Matrix and Schedule

6.0 Construction Management

Purpose: To coordinate and supervise the construction manager in those related areas of planning, design, procurement, schedule, construction, and post-construction activities.

- 6.1 During the planning phase:
 - 6.1.1 In cooperation with the A/E firm, consultants, and general contractor, meet with local jurisdictions and service groups as owner representative during design;



- 6.1.2 In cooperation with the A/E firm, consultants, and general contractor, assist with selection of testing, geotechnical, traffic studies, surveying, asbestos abatement, consultants, etc.
- 6.2 During the design phase:
 - 6.2.1 In cooperation with the A/E firm, consultants, and general contractor, assist with the development of schedules.
 - 6.2.2 Conduct periodic progress meetings between the District, the A/E firm, and others. These meetings shall serve as a forum for the exchange of information regarding the project and a review of the design progress.
 - 6.2.3 If requested by the State and District, compile and convey the State and District review comments to the A/E firm.
- 6.3 During the procurement phase:
 - 6.3.1 Conduct a telephone and correspondence campaign to attempt to increase interest among qualified bidders.
 - 6.3.2 Assist the District in preparing and placing notices and advertisements to solicit bids for the project.
 - 6.3.3 In conjunction with the District and A/E firm, attend pre-bid conferences. These conferences shall be forums for the District and A/E firm to explain the project requirements to the bidders, include information regarding schedule requirements, time and cost control requirements, access requirements, District administrative requirements, and technical information.
 - 6.3.4 Receive from the A/E firm a copy of all addenda; review addenda for effect on the project budget, schedule, and for clarity and coordination in documentation.
 - 6.3.5 Assist the District in bid opening and evaluation of bids for responsiveness and price; make recommendations to the District concerning the acceptance or rejection of bids, including alternate bid prices.
 - 6.3.6 Conduct a post-bid conference to review contract award procedures, schedule, and project staffing, and other pertinent issues.
 - 6.3.7 In consultation with the District and A/E firm, participate in a pre-construction conference to review project reporting procedures and other rules.
- 6.4 Time and Schedule Management
 - 6.4.1 On a monthly basis, review with the contractor the progress of construction, and evaluate the percentage complete of each construction as indicated in the contractor's construction schedule. This review will compare actual progress compared to scheduled progress and shall serve as the basis for progress payments to the contractor. Further, this review shall serve as input into the periodic



- construction schedule report that shall be distributed to the State, District, A/E firm, and contractor.
- 6.4.2 As necessary, recommend the District require the contractor to prepare and submit a recovery schedule as specified in the contract documents.
- 6.5 During the construction phase:
- 6.5.1 In cooperation with the A/E firm, consultants, and general contractor, conduct periodic on site construction observations.
- 6.5.2 Periodically conduct coordination meetings at the project site with each contractor and the A/E firm.
- 6.5.3 Review the minutes (prepared by the A/E firm) from the coordination meetings and report any errors.
- 6.5.4 Review the status of shop drawings, test reports, samples and other documents that have been submitted to and received from other entities.
- 6.5.5 In cooperation with the A/E firm, consultants, and general contractor, track project expenditures and budgets.
- 6.5.6 In cooperation with the A/E firm, consultants, and general contractor, participate in the change order process.
- 6.5.7 In cooperation with the A/E firm, consultants, and general contractor, prepare and present monthly status reports to the State and District, including schedule and financial updates.
- 6.5.8 Receive from the contractor, all maintenance and operations manuals, warranties and guarantees for materials and equipment installed in the project. These materials shall be reviewed for completeness and forwarded to the A/E firm for copying and delivering to the District.
- 6.5.9 In cooperation with the A/E firm, consultants, and general contractor, assist the District with owner provided furnishings and equipment procurement (if required), and installation (if required).
- 6.5.10 In cooperation with the A/E firm, consultants, and general contractor, keep necessary records related to the construction project.
- 6.5.11 Review and approve the A/E firm's determination that the project and contractor's work is substantially complete. Review and approve the A/E firm's list of incomplete work or work that does not conform to the requirements of the contract documents, such list to be attached to the certificate of substantial completion.
- 6.5.12 Review and approve the A/E firm's determination of final project completion and provide to the State and District a written recommendation regarding final payment to the contractor.



- 6.6 During the post-construction phase:
 - 6.6.1 In cooperation with the A/E firm, consultants, and general contractor, participate in close-out and commissioning activities (if applicable), including warranties.
 - 6.6.2 Prior to final completion of the project, review and approve the A/E firm's indexed binders of manufacturer's maintenance and operations manuals, warranties and guarantees, and certificates to be delivered to the District.
 - 6.6.3 Assist the A/E firm's efforts in obtaining an occupancy permit by coordinating final testing, preparing and submitting final documentation to governmental agencies and accompanying governmental officials during inspections of the project.
 - 6.6.4 Coordinate an 11-month, on-site warranty review with the District and A/E firm to document work to be completed or corrected by the contractor.
 - 6.6.5 Prepare and deliver to the District, final project accounting and close out reports.
 - 6.6.6 Prepare and deliver to the Panel, summary report upon completion of project.

Deliverables: Periodic progress reports, Schedules, Budget reports

7.0 Financial Management

Purpose: To provide staff with the development of processes that provide cost control and timely, accurate measurement and reporting of expenditures.

- 7.1 Help establish overall budgets, hard costs, and soft costs.
- 7.2 Assist with the tracking of overall project budgets and costs with the State fiscal team, the District's fiscal team, and the A/E firm/engineering team.
- 7.3 Supervise the preparation of periodic summaries of program revenues and expenditures.
- 7.4 Review current budget information and assist the State and District in refining its overall program budget, including fees, permits, etc.
- 7.5 Assist the District in revising budgets to reflect actual expenditures and to reallocate available funds as necessary.
- 7.6 Assist the District in maintaining all records for the annual audit.
- 7.7 Assist in the management of grants, rebates etc., from public agencies and utilities, etc. associated with the capital project.
- 7.8 Share the fiscal reports with the State designated representative, the State Panel, and appropriate District leaders.

Deliverables: Periodic fiscal reports



8.0 Communications

Purpose: To actively convey project information to the public through a variety of means.

- 8.1 Communicate to the different stakeholders through:
 - 8.1.1 Media contacts
 - 8.1.2 Regularly scheduled Board meetings
 - 8.1.3 District newsletters
 - 8.1.4 Project-related ad hoc committees
 - 8.1.5 Other informative options as they become available
- 8.2 Share communications with the State designated representative as appropriate.

Deliverables: Media reports, minutes, newsletters, etc.

Throughout the process identified above, Teater Consulting believes that it has a duty to look for opportunities to make the building more efficient and cost-effective. If there are opportunities to reduce costs through effective and efficient use of space, they will be identified and shared with the State.



SECTION 3 – PROFESSIONAL TEAM

PROFESSIONAL TEAM

Project Director: Mr. J. David Teater. Mr. Teater has 42 years of experience as a classroom teacher, counselor, principal, assistant superintendent, superintendent, consultant, and educational planner for schools. Mr. Teater served as a principal and superintendent in small rural schools as well as an administrator in larger school systems. He has taught graduate classes on school facilities, school finance, curriculum development, learning theory, and supervision at Albertson College and the University of Idaho. He has extensive experience in working with parents, staff, students, teachers, administrators, school boards and citizen advisory committees. He was Chairman of both the State Legislative Committee and the Executive Development Committee for the Idaho Association of School Administrators. Mr.

“Dave Teater’s understanding and insights into all aspects of educational specifications allow him the authority to help my district move in new directions so that we keep our community and staff knowledgeable about what classrooms and teaching should look like in the twenty-first century.”

*- Dr. Richard Carter
Superintendent (Retired)
Walla Wall Public Schools*

Teater served as the State Executive Director for Project Leadership, a school executive renewal program, and was awarded the Distinguished Service Award by the Idaho Association of School Administrators.

Consultant: Mr. Jim Christensen.

Mr. Christensen retired several years ago from a 36 year career in the architectural profession the past 12 years as President of a regional architectural firm. Almost all of his experience is in the PK-12 facility planning and design arena in the states of Washington, Idaho, Oregon and Montana. Jim has a deep understanding of design standards and has developed scores of product specifications. His consulting business is focused on various aspects of educational facilities including Study and Survey reports, OSPI funding analysis, facility planning, value engineering, project management, and other related aspects of facility

“We have had an outstanding working relationship with Jim Christensen for almost 15 years. The thing that stands out in his work with the District is his responsiveness to our needs and concerns. Through every stage of the process, from educational specification to construction oversight, he has listened and incorporated our input into his work.

We highly recommend him to you for your school construction project.”

*- Dr. Peter Ansingh
Superintendent (Retired)
West Valley School District*



development. His long career and established record of successful projects in the inland northwest region are the foundation of his successful practice. Serving as either the principal in charge or project architect on scores of projects has prepared Jim in the art of managing and working collaboratively with small groups, school boards and consultant teams. This experience provides Jim with a large resource pool of design professionals from which to draw as needed to add specialty expertise to the project.

SECTION 4 –FEE PROPOSAL

Teater Consulting is pleased to present this cost proposal for the consulting services proposed in Section 2 of this proposal. Our total fee to complete the entire project is \$74,940. This includes all expenses and overhead. Expenses include travel, postage, telephone, copying, and other miscellaneous expenses. Our professional fees include personnel costs, fringe benefits, and insurance.

SECTION 5 –REFERENCES AND RESUMES

References

Judi Sharrett, Superintendent
Plummer-Worley School District
1157 E Street
Plummer, ID 83851
208-686-1621

Dr. Richard Carter (Retired)
Walla Walla School District
2141 School Lane
Walla Walla, WA 99362
509-520-6123

Doug Nichols, Director
Construction Services Group
2500 NE 65th Avenue
Vancouver, WA 98661-6812
360-750-7500

Gina Bullis, Assistant Superintendent
Othello School District
615 East Juniper Street
Othello, WA 99344
509-488-2659

Dr. Jerry Gee
Gee Consulting
2627 Packsaddle Drive
Coeur d'Alene, ID 83815
208-755-0732

Dr. Pam Veltri, Superintendent
Medical Lake School District
West 116 Third Street
Medical Lake, WA 99022-0128
509-565-3100

Michael O'Donnel, State's Counsel
School Finance and Facilities
Herschler Building, First Floor East
Cheyenne, Wyoming 82002
307-777-8935

Dan Murray, Assistant Superintendent
Wapato School District
212 W 3rd St
Wapato, WA 98951
509-877-4181



J. DAVID TEATER

Educational Specialist

EDUCATION

Educational Specialist, University of Idaho, 1986
M. Ed., Idaho State University, 1977
B.A., University of Montana, 1973

RANGE OF EXPERIENCE

Mr. Teater has 42 years experience as a classroom teacher, counselor, principal, assistant superintendent, superintendent, consultant, and educational facility planner for schools. He has had direct supervisory responsibility for eight major construction or renovation projects and has provided long-range school facility planning services to dozens of school districts. Mr. Teater taught graduate classes on curriculum development, learning theory, supervision, and school finance at Albertson College of Idaho and the University of Idaho. He is a stalwart advocate of public education and is a frequent speaker at conferences and workshops in a variety of local and state level venues. Some of the educational services Mr. Teater provides are long-range facility planning, educational specifications, enrollment projections/forecasting, financial services, and energy management services. He has extensive experience in working with parents, staff, students, teachers, administrators, school boards, and citizen advisory committees.

PROFESSIONAL AND BUSINESS HISTORY

Educational Consultant and School Facility Planner, January 2007 to present
MGT of America, Principal, April 2002–December 2006; Sr. Associate, December 2000–March 2002
The Matrix Group, Partner, Educational Specialist and School Facility Planner, 1997–2000
Assistant Superintendent for Finance, Coeur d'Alene School District, 1990–1997
Superintendent, Filer School District, 1987–1990
Elementary Principal, Filer School District, 1980–1987
School Counselor and Special Services Director, Filer School District, 1974–1980
Elementary Teacher and Principal, Fauquier, British Columbia, 1970–1973

PRESENTATIONS AND PUBLICATIONS

Presented at the 63rd Annual Conference of the National School Boards Association on "Capital Planning & Energy Conservation—An Approach to Maintaining Your District's Fiscal Integrity."

HONORS AND AWARDS

State of Idaho Head Start – 2010 Corporate Volunteer of the Year
Distinguished Service Award, Idaho Association of School Administrators, 1996

J. DAVID TEATER
PAGE 2

CURRENT AND PAST PROFESSIONAL AFFILIATIONS

Idaho Standard Elementary
Idaho Pupil Personnel Services
Idaho Elementary Principal
Idaho Superintendent
American Association of School Administrators, Member
Idaho Association of School Administrators, Member
Idaho School Superintendent's Association, Member
Association of School Business Officials International, Member
Council of Educational Facility Planners, International, Member
Association for Supervision and Curriculum Development, Member
President of the Fourth District Elementary Principals Association
President of the Idaho Society of Individual Psychology
Chairman of the Idaho Association of School Administrators' Legislative Committee
Chairman, Idaho Association of School Administrators' Executive Development Committee
Region I representative on the Superintendent's Finance Committee
State Director for Project Leadership

Representative Projects:

Planning

- Central Valley School District, Greenacres, WA, Enrollment and Capacity Analysis
- Tonasket School District, Tonasket, WA, Facility Assessment and Planning
- Ocosta School District, Westport, WA, Facility Planning and Assessment
- Pendleton School District, Pendleton, OR, Facility Planning and Assessment
- Walla Walla Skills Center, Walla Walla School District, Walla Walla, WA, Educational Specifications and Funding
- Brewster School District, Brewster, WA, Facility Planning and Assessment
- Seattle Public Schools, Seattle, WA, Master Planning
- Anacortes School District, Anacortes, WA, Facility Assessment and Facility Planning
- Goldendale School District, Goldendale, WA, Facility Space Utilization Analysis
- College Place Public Schools, College Place WA, Facility Plan Update
- Chehalis School District, Chehalis, WA, Facility Assessment and Facility Planning
- Central Valley School District, Greenacres, WA, Facility Planning and Attendance Zones
- College of Western Idaho, Nampa ID, Facility Planning and Assessment
- West Valley School District, Kalispell MT, Long Range Facility Planning
- Southeast (Washington) Area Educational Cooperative Skills Center Pre-Design Study
- Othello School District, Othello WA, Long Range Facility Planning
- Walla Walla Public Schools, Walla Walla WA, Grade 9-12 Long Range Facility Plan
- Norfolk Public Schools, Norfolk VA, Long Range Facility Plan
- Bigfork School District, Bigfork MT, Long Range Facility Plan
- North Idaho College, Coeur d'Alene ID, Site Selection Study
- Anne Arundel County Public Schools, Annapolis MD, Long Range Facilities Plan
- Lake Pend Oreille School District, Sandpoint ID, Long Range Facility Plan Update
- College Place Public Schools, College Place WA, Long Range Facilities Plan
- Clarke County School District, Athens GA, Long Range Facilities Plan
- North Idaho College, Coeur d'Alene, ID, Facility Planning/Educational Specifications

J. DAVID TEATER
PAGE 3

- Coulee-Hartline School District, Coulee City, WA, Facility Planning
- Walla Walla Public Schools, Walla Walla, WA, Facility Planning
- Wyoming State School Facilities Commission, Cheyenne, WY, Facilities Planning
- Nebraska Public Schools, Lincoln, NE, Comprehensive District Master Plan
- Wyoming Department of Education, Cheyenne, WY, Facilities Planning
- Metropolitan Board of Public Education, Nashville, TN, Comprehensive Facilities Plan
- Head Start Program, Nashville Public Schools, Nashville, TN, Facilities Planning
- Moscow School District, Moscow, ID, Facility Planning
- Whitefish School District, Whitefish, MT, Facilities Planning
- Lake Pend Oreille School District No. 84, Sandpoint, ID, Facilities Planning
- Indianapolis Public Schools, Indianapolis, IN, Facilities Master Planning
- Wallace School District, Wallace, ID, Facilities Long-Range Planning
- Melba School District, Melba, ID, Facilities Long-Range Planning
- Athena-Weston School District, Athena, OR, Facilities Long-Range Planning
- Riverbend Consortium, Post Falls, ID, Feasibility Study
- Harney County School District, Burns, OR, Facilities Long-Range Planning
- Morrow County School District, Irrigon, OR, Facilities Long-Range Planning
- Lake Pend Oreille School District, Sandpoint, ID, Facility Planning
- Lewiston School District, Lewiston, ID, Facilities Long-Range Planning
- Moscow School District, Moscow, ID, Facilities Long-Range Planning
- Milton-Freewater School District, Milton Freewater, OR, Facilities Long-Range Planning
- Grant County School District, John Day, OR, Facilities Long-Range Planning
- Ronan School District, Ronan, MT, Facilities Long-Range Planning
- Kellogg School District, Kellogg, ID, Facilities Long-Range Planning
- Avery School District, Avery, ID, Facilities Long-Range Planning
- Chariho School District, Chariho, RI, Facilities/Financing Planning
- Hermiston School District, Hermiston, OR, Facilities Long-Range Planning

Educational Specifications

- Ocosta School District, Westport, WA, Educational Specifications (New Elementary)
- College Place School District, College Place, WA, Educational Specifications (two schools)
- Wapato School District, Wapato, WA, Educational Specifications (High School)
- Seattle Public Schools, Seattle, WA, Educational Specifications
- Othello School District, Othello WA, Educational Specifications (New Elementary)
- Medical Lake School District, Medical Lake WA, Educational Specifications
- Plummer-Worley School District, Plummer ID, Educational Specifications
- Norfolk Public Schools, Norfolk VA, K-8 Educational Specifications
- College of Western Idaho, Nampa, ID, CTE Educational Specifications
- West Valley Yakima SD, Yakima WA, 9th Grade Center Educational Specifications
- West Valley School District, Yakima WA Educational Specifications
- St. Anthony Tri-Parish School, Casper WY, PK-9 Educational Specifications
- Norfolk Public Schools, Norfolk VA, Center for Continuous Learning Educ. Specifications
- Nine Mile Falls SD, Nine Mile Falls WA, Educational Specifications (Nine Mile Falls ES)
- Nine Mile Falls SD, Nine Mile Falls WA, Educational Specifications (Lake Spokane ES)
- Othello School District, Othello WA, Educational Specifications (3 ES Renovations)
- Othello School District, Othello WA, Middle School Educational Specifications
- Wyoming School Finance Litigation Division, Cheyenne WY, Analysis Space Guidelines
- Coulee-Hartline School District, Coulee City WA, Educational Specifications
- Wyoming School Finance Litigation Div., Cheyenne WY, Excess Square Footage Study

- Moses Lake School District, Moses Lake, WA, Educational Specifications (CTE School)
- Whitefish School District, Whitefish MT, Middle School Educational Specifications
- West Valley Public Schools, Yakima WA, High School Educational Specifications
- Clarke County School District, Athens GA, Long Range Facilities Plan, Ed. Specs.
- Metropolitan Nashville Head Start, Nashville, TN, Educational Specifications
- Wahluke School District, Mattawa, WA, Educational Specifications
- Echo School District, Echo, OR, Educational Specifications
- Whitefish School District, Whitefish MT, Educational Specifications
- Kittitas School District, Kittitas, WA, Educational Specifications
- Wyoming School Facilities Commission, Cheyenne, WY, Educational Specifications
- Echo School District, Echo, OR, Educational Specifications
- Whitefish School District, Whitefish, MT, Educational Specifications
- Medical Lake School District, Medical Lake WA, ES Educational Specifications
- Ronan Middle School, Ronan, MT, Educational Specifications
- Davenport School District, Davenport, WA, Educational Specifications
- Moses Lake School District, Moses Lake, WA, Educational Specifications
- Coeur d'Alene School District, Coeur d'Alene, ID, Educational Specifications
- Idaho State Division of Professional Education, Boise, ID, Educational Specifications
- White Pine School District, Ely, NV, Educational Specifications
- Walla Walla School District, Walla Walla, WA, Educational Specifications
- Clarkston School District, Clarkston, WA, Educational Specifications
- Stanfield School District, Stanfield, OR, Educational Specifications
- Granger School District, Granger, WA, Elementary Educational Specifications
- Granger School District, Granger, WA, Middle School Educational Specifications
- Granger School District, Granger, WA, High School Educational Specifications
- Medical Lake School District, Medical Lake, WA, High School Educational Specifications
- Post Falls School District, Post Falls, ID, High School Educational Specifications
- Umatilla School District, Umatilla, OR, High School Educational Specifications

Functional Adequacy Assessments

- (Nearly all Facility Planning projects listed above included functional adequacy assessments.)
- Oroville School District, Oroville, WA, Facility Assessment
- Wyoming School Finance Litigation Div., Cheyenne WY, Statewide Capacity Study
- Ft. Worth Independent School District, Ft. Worth TX, School Size Efficiency Study
- Wyoming School Facilities Commission, Cheyenne WY, School Facilities Assessment
- Wyoming School Facilities Commission, Cheyenne WY, Facility Assessment
- Wyoming Legislature Service Office, Cheyenne, WY, Functional Adequacy
- Wyoming Department of Education, Cheyenne, WY, Functional Adequacy
- Wyoming Legislature Service Office, Cheyenne, WY, Functional Adequacy
- Wyoming Department of Education, Cheyenne, WY, Functional Adequacy
- Legislative Service Office, Cheyenne, WY, Functional Adequacy
- Parkrose School District, Portland, OR, Facilities Assessment

Other Projects

- Moorcroft School District, Moorcroft, WY, Value Analysis (Educational)
- Seattle Public Schools, Seattle, WA, Capital Projects Management Review
- Spokane Public Schools, Spokane, WA, Capital Projects Management Review
- Spokane Public Schools, Spokane, WA, Custodial Services Management Review
- Coleman Engineering, Numerous WA School Districts, Value Analysis (Educational)

J. DAVID TEATER
PAGE 5

- Idaho State Board of Education, Program and Project Management Services
- Lake Washington School District, Redmond WA, RFQ for Project Management Services
- Lake Washington School District, Redmond WA, Capital Projects Management Review
- State of Wyoming, Educational Components of Value Engineering
- MGT of America, Tallahassee FL Staff Development Plan
- Idaho County School District, Grangeville ID, School Deconsolidation Plan
- Idaho Division of Prof. Technical Education, Boise ID, Tech Prep Articulation Study
- Albertson's Foundation, Boise ID Technology Planning for Student Information System
- Idaho School Boards Associations, Boise, ID, Project Director School Board Training
- Washington Department of Transportation, Olympia, WA, Business Process Mapping
- Whitepine School District, Deary, ID, Deconsolidation Plan
- Fremont County School District, St. Anthony, ID, Demographic Study
- Bonner County School District, Priest River, ID, Deconsolidation Plan



M. James Christensen

EDUCATIONAL BACKGROUND

WASHINGTON STATE
UNIVERSITY, BACHELOR
OF ARCHITECTURE, 1974

WASHINGTON STATE
UNIVERSITY, B.S.
ARCHITECTURAL
STUDIES, 1974

REGISTRATION:

CERTIFICATE, NCARB

LICENSED ARCHITECT
IN THE STATES OF
IDAHO, WASHINGTON,
OREGON, MONTANA, AND
WYOMING.

PROFESSIONAL EXPERIENCE:

ACUMEN
2010 TO PRESENT

ARCHITECTS WEST
1977 TO 2010

GESSEL-SMITH-MOSMAN
1974 - 1977

ORGANIZATIONS:

CEFPI, COUNCIL
OF EDUCATIONAL
FACILITY PLANNERS
INTERNATIONAL, REFP

Mr. Christensen recently retired from a 36 year career in the Architectural Profession. Much of his experience is in the PK-12 facility Planning and Design arena, in the states of Washington, Idaho, Oregon and Montana. Acumen Enterprises is a consulting business focused on various aspects of Educational Facilities. Areas of emphasis will be Study and Survey reports, Facility Planning, Value Engineering, Project Management, and other related aspects of Facility development.

Representative Projects with Acumen:

Lakeside Elementary School, Project Management, Plummer, ID
Goldendale School District, Pre-Bond Planning, Goldendale, WA
College of Western Idaho, Facilities Planning, Nampa, ID
Woodland High School, Conceptual Design, Woodland, WA
CSG - ESD 112, Facilities Planning/Cost Estimating, WA
Spokane District 81 Facilities Department, Management Review, Spokane, WA
Deer Park School District, Study & Survey, Deer Park, WA
CSG - ESD 112, Value Engineering, WA
Wapato High School, Conceptual Design, Wapato, WA

Representative Architectural Projects:

Medical Lake School District Study & Survey, Medical Lake, WA
West Valley 9th Grade Center Modernizations, Yakima, WA
McFarland Middle School Additions & Modernizations, Othello, WA
Lutacaga Elementary School Additions & Modernizations, Othello, WA
Davenport School District Study & Survey, Davenport, WA
Almira-Coulee-Hartline School Repairs, Hartline, WA
West Valley High School, Yakima, WA
Nine Mile School District Pre-Bond, Nine Mile Falls, WA
Chewelah School District Study & Survey, Chewelah, WA
Okanogan School District Study & Survey, Okanogan, WA
Wahluke High School, Mattawa, WA
Central Middle School, Whitefish, MT
Michael Anderson Elementary School, Medical Lake, WA
Ronan Middle School, Ronan, MT
University of Idaho FMO/AES/PD Complex, Moscow, Idaho
Kellogg High School Modernization & Sunnyside Elementary, Kellogg, ID
Medical Lake High School Modernization, Medical Lake, WA
Sharpstein Elementary School, Walla Walla, WA
Riverside Middle & Elementary Schools Modernization, Riverside, WA
Lakeside Middle School, Nine Mile Falls, WA
Frontier Middle School, Moses Lake, WA
West Valley Middle School, Yakima, WA
Wilson Middle School, Yakima, WA

State of Idaho - District Supervisor Salmon School District Capital Project Assumptions for the Work Plan and Cost

The work plan and budget for this project were developed with several key assumptions about the project. Changes to these assumptions may impact both the methodology and project costs. I welcome the opportunity to meet with the State's Project Manager to review these assumptions, validate or adjust them based on more complete information, and adjust the work plan and/or budget accordingly. Below, I present our assumptions. – Dave Teater

General:

1. The scope of work is limited to the issues identified in Tasks #1 through #8. Some tasks will be conducted concurrently, when possible.
2. All products from this project (for example, interview questions, draft reports, etc.) will become the property of the District. The State may have copies of all products upon request.
3. The State has the right to review and reject any staff proposed for or assigned to this engagement.
4. The State and District will provide timely access to necessary documents, personnel, and explanations of data if needed.
5. For any project work that must be conducted on-site, in the State's offices, or the Salmon School District, project staff will be provided with workspace and access to a photocopier, telephone, and internet connection.

Project Manager:

6. The State will assign its own Project Manager to this engagement. This person will function as the single point of contact for the project, and coordinate and facilitate the flow of information and communication between the State Panel and State Board and me.

Meetings:

7. I will meet monthly with the Project Manager to discuss project status.
8. On-site meeting rooms, associated equipment, and refreshments will be arranged for, and used at the expense of, the Salmon School District.
9. I will attend monthly project update meetings with State and District. When practical, meetings and follow-up communications may be conducted via phone, video conferencing, and/or email.
10. The Consultant team assigned to this project under the work plan will meet periodically with design and/or construction professionals. When practical, meetings and follow-up communications may be conducted via phone, video conferencing, and/or email.

Data:

11. I will rely on district Fiscal Year 2013 data (FY 2012 if FY 2013 is not available).

Timeline and Schedule:

12. The District Supervisor and consultant's construction manager will not provide full-time on-site construction observations.
13. Delays in the project start date or changes in the deliverable requirements may result in changes to the proposed project schedule.
14. My timeframe for this project is based on the assumption that the State has a clear concept of the functional requirements for data collection, planning, design, analysis, reporting, and construction. If this is not the case, then the Project Manager will need to reevaluate and adjust the timelines accordingly.

Travel:

15. All expenses incurred by me and my project team are included in the contract amount, including travel and operating expenses.
16. The project amount assumes one project initiation meeting, 11 monthly meetings with the State Project Director, 12 District Supervisor on-site visits, 10 consultant construction manager on-site visits, 4 Panel/SBOE meetings, 12 District Board meetings, and one close-out visit.

Reports:

17. I will provide monthly written project status reports if requested.
18. Design professionals will conduct and/or supervise inspections and provide reports.

Terms:

19. Costs associated with the following project expenditures will be borne by the State and/or District are not included in this work plan's budget: legal publications and notices not directly associated with legal project procurement practices, material and meeting translation services (e.g., English to Spanish); facility rentals; travel costs for the State's or District's staff/committee members, including transportation, lodging, and food; meeting refreshments; audio/visual services; other meeting support equipment.
20. Costs associated with the following will be borne by the State and/or District and are not included in this work plan's budget: (a) re-bidding or re-RFQ costs, (b) costs associated with legal disputes (court, depositions, mediation, arbitration, or legal dispute efforts), (c) District operational issues outside the scope of this construction project, and (d) architect and/or general contractor contract termination costs. Additional fees associated with the above will be assessed at \$120 per hour plus expenses.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

Legislative Ideas - 2014 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. |
| June 2012 | The Board approved six (6) legislative ideas to be submitted through the Governors Executive Agency Legislation process. |

BACKGROUND/ DISCUSSION

As an Executive Agency, the State Board of Education is required to submit electronically all Legislative Ideas 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 that process. If approved by the Board and the Governor, the actual legislative language will be brought back to the Board at the October Board meeting for final approval prior to submittal to the legislature for consideration during the 2014 Legislative Session.

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 three (3) legislative ideas from the institutions. Board staff has identified an additional six (6) potential pieces of legislation. A seventh legislative idea is being proposed as a place holder for any potential legislative changes that may be recommended by Taskforce for Improving Education.

The following are descriptive summaries of the ten (10) legislative ideas that are being proposed:

1. Board of Education Member Appointments

Statement of Purpose

Section 33-102, Idaho Code specifies that Board member appointments must be made on the first day of March and that the appointments must be confirmed by the Senate. Due to the timing of the appointments, and the other demands on the Governor and the legislature during this time frame, it is often difficult for an appointment to be made during this time frame. The result has been a break in service of Board members that were reappointed or vacant seats on the Board. The proposed change would amend section 33-102, Idaho Code to specify that the appointment must be made by the first day of January.

Fiscal Note

There will be no fiscal impact from this change

2. Residency Determination

Statement of Purpose

Section 33-3717B, Idaho Code specifies the residency requirements for any public institution of higher education in Idaho for the purposes of determining tuition rate. Section 33-2110B, Idaho Code specifies the residency requirements for Community Colleges. These two sections of code were in alignment at one time, with the exception of those categories of students that are only applicable at either the Community Colleges or the four year institutions. Change over the years has caused these two sections of code to be out of alignment. The proposed amendments would bring the two sections back into alignment for those sections that are applicable to all institutions. Additionally, changes are proposed to section 33-3717B, to recognize the Eastern Shoshone tribe as a tribe whose “traditional and customary boundary” was within the state of Idaho. The tribal boundaries meet the definition in subsection (k), however, the tribe is not listed in the statute.

Fiscal Note

There will be no fiscal impact from this change

3. Registration of Postsecondary and Proprietary Schools

Statement of Purpose

Section-2406, Idaho Code specifies the as a condition of registration, a proprietary school must obtain a surety bond. Changes were made to this section of Code during the 2013 legislative session that would allow, under certain circumstances, proprietary schools to use alternate financial instruments, approved by the Board’s Executive Director, as a means of satisfying this requirement. The proposed amendment would correct a technical error in the language that has been brought to our attention.

Fiscal Note

There will be no fiscal impact from this change

4. Postsecondary Enrollment

Statement of Purpose

Chapter 51, Title 33, Idaho Code outlines the options for secondary students to attend postsecondary institutions for either secondary credit, for postsecondary credit, or for dual credit and is the foundational statute that allows for secondary students to take dual credit courses. Proposed changes to this Chapter would eliminate the requirement that each individual school district have an MOU with the governing Board of each institution from which students take courses from as well as update terms used within the Chapter to better reflect the options student have today.

Fiscal Note

There will be no fiscal impact from this change

5. Enrollment Workload Adjustment

Statement of Purpose

The Enrollment Workload Adjustment (EWA) is currently established and defined only in Board policy. The purpose of this legislation is to codify EWA, such that it would be treated similar to the enrollment growth formula for public schools. Just as the state does not fund school districts based on the number of students but rather on the number of support units, the state does not provide funding to the colleges and universities based on the number of students but rather weighted student credit hours. Generally speaking, however, there is recognition among policymakers that in either case the state needs to provide some measure of funding for costs associated with enrollment growth.

Fiscal Note

Similar to support units, EWA is formula driven. Therefore, the fiscal impact will vary from year-to-year based on weighted student credit hour growth.

6. Liquor Funds Disbursement to Community Colleges

Statement of Purpose

This legislation would revise Idaho Code to provide that disbursement of liquor funds to the community colleges shall be authorized by the State Board of Education instead of the Liquor Division.

Fiscal Note

This legislation would have no fiscal impact. The current statutory transfer of liquor funds for the benefit of the community colleges would continue. The funds are subject to appropriation, and once appropriated, the State Board of Education would disburse the funds to the community colleges.

7. Charter Commission

Statement of Purpose

Section 33-5213, Idaho Code establishes the Public Charter School Commission and designates the Executive Director of the State Board of Education to enforce the provisions of the Charter School laws and serve as the secretary to the commission. The proposed changes would move the Public Charter School Commission out from under the Board. The Charter Commission would become a self-governing agency, similar to the changes that were made when the Idaho Commission for Libraries and Idaho Historical Society were moved out from under the Board. This separation would address any potential conflicts that arise when the Board must hear appeals from schools authorized by the Commission.

Fiscal Note

It is anticipated there may be a slight increase in the Charter Commission budget from operational expenses that are currently covered by them being housed within the Office of the State Board of Education. Any additional costs would be covered by the Authorizer Fee revenue.

8. Recommendations of the Education Taskforce

Statement of Purpose

Due to timing issues with the requirements for legislative ideas to be submitted and the anticipated timeframe for recommendations of the Taskforce, this proposal is a place holder for any recommendation that come forward from the taskforce that may require legislative changes.

Fiscal Note

Unknown

LEGISLATIVE IDEAS SUBMITTED BY THE INSTITUTIONS:

9. Boise State University - Autonomy

Statement of Purpose

The purpose of this legislation is to provide efficiency and accountability in Idaho higher education and to provide equal status to the four state institutions of higher education. This bill will provide increased flexibility to the state board to govern the state college and universities.

This bill also codifies the Supreme Court ruling of the independent legal status of the University of Idaho, Idaho State University, Lewis-Clark State College and Boise State University from *State v. Continental Casualty Company*, 121 Idaho 938, 829 P.2d 528 (1992), and clarifies existing statutes that already so state (such as Idaho Code §§ 33-2804, 33-3003, 33-3102, and 33-4005).

This legislation provides that the state board may allow colleges and universities to utilize State Departments for services when it makes sense to do so and the state board cannot allow the institutions to exit existing participation in those programs without providing at least 18 months' notice. If the institutions wish to rejoin the programs for such services, then it will be via mutual written agreement and those agreements may be on a fee for services basis.

Fiscal Note: Implementation of this legislation will not increase General Fund expenses; however, the removal of unnecessary duplication will result in time savings and costs for all entities involved.

10. University of Idaho – Tax Commission Information Sharing

Statement of Purpose

Authority for the State Tax Commission to release income tax filing information to the public higher education institutions to verify tax filing status of individuals claiming residency status.

The proposed list of approved information will conform to the needs of the institution registrars to enable verification of Idaho residency status and dependency status per the requirements of Idaho Code Section 33-3717B.

Fiscal Impact: Will enhance the ability of each public higher education institution to more accurately evaluate Idaho resident student status applications.

11. Idaho State University – State Constitution Amendment

Statement of Purpose

The purpose of this Joint Resolution is to amend the Idaho State Constitution, Article VIII, Section 2(1), to allow the state or a publicly funded institution of higher education in the state to become a stockholder in an association or corporation, provided that that such ownership falls within defined parameters of acceptable competition.

FISCAL NOTE: There will not be a negative impact to the general fund of the State of Idaho.

Additional information provided by Idaho State University:

Utah had a constitutional provision similar to that currently found in Article VIII, Section 2 (1) of the Idaho Constitution but amended it so as to authorize the state and public universities to acquire equity interest in private businesses in return for licensing of intellectual property.

Should this proposed amendment be ratified some enabling legislation may follow. States like Colorado, Utah, and Arizona have enacted legislation specifically authorizing the creation of private entities to further develop IP created at state universities. For instance, the Colorado statute provides that these entities have all the rights and powers of a private nonprofit corporation organized under the laws of Colorado, is not considered a state agency or entity and is not subject to state laws applicable to only state agencies and entities. It also provides that the state is not liable for the debts and other liabilities of these entities. If ratified, this amendment will allow for the enactment of similar enabling legislation.

IMPACT

Staff will continue to move the legislative ideas that the Board approves 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 Division of Financial Management.

STAFF COMMENTS AND RECOMMENDATIONS

While there has been some recent discussion at the Board level regarding the Institutions participation in private enterprises, the Board is still in the process of determining what the acceptable level of involvement should be. Staff feels that the proposed amendment to the State Constitution may be premature without a formal decision from the Board regarding the level of involvement an institution should have in private enterprises.

Legislative Ideas are required to be submitted to the Division of Financial Management (DFM) by August 3, 2013. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive director to submit these ideas. Actual legislative language for all submitted Legislative

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Ideas will be brought back to the Board at the October Board meeting for final approval.

BOARD ACTION

I move to approve the 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 _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

2014-2018 Strategic Plans Institution Strategic Plans

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 2013 Board approved the strategic plans for the agencies,
community colleges and the special/health programs.

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.

Over the past several years the Board has requested the Benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the “status quo.” At the April 2013 Board meeting the Board was not comfortable approving the institutions, under their direct governance, strategic plans without having a better understanding of the degree of difficulty they would have in reaching their proposed benchmarks. The institutions were requested to provide data on all of the performance measures that were contained within their plans and bring the plans back for the June Board meeting.

ATTACHMENT

| | |
|--|---------|
| Attachment 1 – University of Idaho | Page 3 |
| Attachment 2 – Boise State University | Page 18 |
| Attachment 3 – Idaho State University | Page 26 |
| Attachment 4 – Lewis-Clark State College | Page 48 |
| Attachment 5 – Eastern Idaho Technical College | Page 68 |

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

approve the plans as submitted and authorize staff to work with the institutions 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 2014-2018 (FY15-FY19) strategic plans the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College and Eastern Idaho Technical College as submitted.

Moved by_____ Seconded by_____ Carried Yes_____ No_____



Leading Idaho:

The University of Idaho
Strategic Plan

2014-2018

INTRODUCTION

The University of Idaho is the first choice for student success and statewide leadership. We are the premier land-grant research university in our state. We lead in teaching and engaged student learning in our undergraduate, graduate, and professional programs. We excel at interdisciplinary research, service to businesses and communities, and in advancing diversity, citizenship, and global outreach. Through our growing residential and networked university and strong alumni connections, we develop leaders who will guide Idaho to global economic success, create a sustainable American West, and address our nation's most challenging problems.

As Idaho's land-grant institution, our students, faculty, and staff are engaged in a vast network of powerful partnerships through statewide locations, laboratories, research and extension centers, outreach programs, and a base of loyal alumni worldwide. These resources provide connections to individuals, businesses, and communities that strive to improve the quality of life of all Idaho citizens and secure the economic progress of the world.

We are committed to a student-centered, engaged learning environment. Our unique geography, intimate setting, residential campus, and dedicated faculty provide aspiring leaders with the skills and abilities to challenge themselves and learn by doing.

Our leadership position in research and creative activity presents opportunities to interact and innovate with world-class faculty. Our students gain firsthand experience addressing global challenges, and bring contemporary knowledge and experience into their careers and lives.

Students, faculty, and staff at the University of Idaho are dedicated to advancing a purposeful and just community that respects individuality and provides access and inclusion for all cultures to create a climate that is civil and respectful. Innovative, productive collaborations that foster community and build morale are encouraged.

Over the past five years, the university community has implemented a strategic plan to further the vision and mission of the university. This 2014-18 Strategic Plan fulfills the promise of a 21st century land-grant institution to lead and inspire Idaho, the nation, and the world. To achieve this, all units will develop strategic actions that advance the overall strategic direction, vision, and values of the institution.

MISSION

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching as well as scholarly and creative capacities.

Our teaching and learning includes undergraduate, graduate, professional, and continuing education offered through both resident instruction and extended delivery. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions.

ROLE

Our commitment to focused excellence includes developing and delivering pre-eminent statewide programs. These programs are delivered in the Morrill Act-mandated primary emphases areas in agriculture, natural resources, and engineering; and sustaining excellence in architecture, law, liberal arts, sciences, education, business and economics, and programs in medical and veterinary medical education, all of which shape the core curriculum and give meaning to the concept of a land-grant research university.

PRINCIPLES AND VALUES

Learn, create, and innovate
Preserve and transmit knowledge
Act with integrity
Treat others with respect
Celebrate excellence
Change lives
Welcome and include everyone
Take responsibility for the future

Goal 1: Teaching and Learning Goal: Enable student success in a rapidly changing world.

Context: Our graduates live, work, compete, and prosper in a constantly changing environment. Consequently, curricula, co-curricular activities, pedagogy, and assessment must be quickly adaptable as the environment changes. Learning experiences drawn from our disciplinary and interdisciplinary strengths will help students develop the ability to identify and address complex problems and opportunities.

Objective A: Build adaptable, integrative curricula and pedagogies.

Strategies:

1. Streamline policies and practices to enable creative program revision and course scheduling.
 - Completing technology enhanced classroom (TLC23) that will allow faculty to schedule all or part of course in the room in order to experiment with new learning technologies and teaching arrangements.
2. Implement general education requirements that emphasize integrative learning throughout the undergraduate experience.
 - Creation of new core curriculum “integrated seminars” (ISEM 101 and 301).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

3. Use external and internal assessments to keep teaching and learning vital.
 - Continue schedule of regular external program reviews targeting 5-7 programs per year.
4. Build curricula to support timely degree completion.
 - Completing one fully on-line undergraduate degree, with two more, on-line degrees scheduled for completion in FY14.
 - Developed clear program maps that will enable students to complete a set of undergraduate degrees in three calendar years using either dual credit coursework and/or summer session courses.
 - 45% of undergraduate degrees can now be completed with max requirement of 120 credit hours.
5. Expand opportunities for professional education.
 - Plan in place for an on-line Master's Degree in Fire Science.
6. Apply emerging technologies to increase access and respond to the needs of local and global learners.
 - Fully converted thousands of courses to the new Blackboard technology.
7. Develop increased learning opportunities for underserved or underrepresented communities.
 - Increased dual credit enrollments by 110% - an additional 500 dual credit high school enrollments.
8. Employ active learning pedagogies to enhance student learning where appropriate.
 - Creating two additional technology enhanced classrooms that seat more than 100 students.
 - Created a flexible, technology and seating enhanced classroom for use by faculty in experimenting with new classroom formats and learning arrangements.
 - Received an Albertson's grant for a Doceo Technology Enhanced Learning and Training Center.

Performance Measure: The average time to complete a Bachelor's degree.

Benchmark: Four and one-half (4.50) years (using the Complete College Idaho methodology).

Performance:

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|-----------------|---------|---------|---------|---------|---------|
| Years to Degree | 4.61 | 4.56 | 4.54 | 4.59 | 4.46 |

Rationale: Timely degree completion, along with high graduation rates, results from and reflects efficient curricula, good advising and student centered teaching.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Performance Measure: Retention rates (percent of full-time and part-time freshmen returning for a second year or program completion).

Benchmark: The median of our official peer institutions (most recently 83% for full-time, part-time peer median not yet compiled for peers).

Performance:

| | FY09 | FY10 | FY11 | FY12 | |
|-----------------------------|------|------|------|------|------------------|
| First-year Retention Rate | | | | | <i>SBOE: 70%</i> |
| Full-time: UI Rate | 77% | 77% | 81% | 80% | |
| Peer | 81% | 83% | 83% | 83% | |
| Median | 41% | 33% | 44% | 23% | |
| Part-time New Frosh UI Rate | | | | | |

Rationale: Required by SBOE.

Performance Measure: Graduation rate (percent of full-time and part-time freshmen graduating in six years).

Benchmark: The median of our official peer institutions

Performance:

| | FY09 | FY10 | FY11 | FY12 | |
|--------------------------|------|------|------|------|--|
| Six-Year Graduation Rate | | | | | |
| UI Rate | 57% | 56% | 55% | 51% | |
| Peer Median | 62% | 63% | 62% | 62% | |

Rationale: Required by SBOE.

Performance Measure: Total undergraduate degrees conferred (number of undergraduate degree completions per 100 FTE undergraduate students enrolled).

Benchmark: The median of our official peer institutions.

Performance:

| | | | | |
|------------------------------|------|------|------|------|
| FY: | 2009 | 2010 | 2011 | 2012 |
| UG Degrees per UG 100 UG FTE | 18.3 | 17.7 | 17.5 | 18.1 |

Rationale: Required by SBOE.

Objective B: Develop integrative learning activities that span students' entire university experience.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- Created the Office of Community Partnerships to seek out more opportunities for student engagement in projects that meet the needs of Idaho communities.

Strategies:

1. Increase educational experiences within the living and learning environments.
2. Engage alumni and stakeholders as partners in student mentoring.
3. Increase student participation in co-curricular activities.
4. Integrate curricular and co-curricular activities.
5. Increase opportunities for student interaction and interdisciplinary collaboration.
 - Conducted a design charrette to develop a large list of opportunities for both student engagement and co-curricular activities. Next step is to winnow these down to the best or most effective ideas.

Performance Measure: Number and percent of students participating in Study Abroad.

Benchmark: Five percent of the full-time undergraduate degree-seeking student body.

Performance:

| | | | | FY09 | FY10 | FY11 | FY12 |
|-----------------------|---------|--|--|------|------|------|------|
| Study Abroad Students | % of UG | | | 3.5% | 4.1% | 4.0% | 5.5% |

Rationale: Enabling students to not only progress through their academic career but also to do so while learning in diverse settings provides them with greater perspective.

Performance Measure: Dual Credit (total credits and # of students)

Benchmark: Consistent annual increases to market saturation.

Performance:

| | FY09 | FY10 | FY11 | FY12 |
|----------------------------------|-------|-------|-------|-------|
| Dual Credit - Total Credit Hours | 1,799 | 1,789 | 1,698 | 2,923 |
| Dual Credit - Headcount | 486 | 498 | 470 | 761 |

Rationale: Required by SBOE.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Performance Measure: Remediation (number of resident high school students who graduate from high school in the previous spring requiring remedial instruction).

Benchmark: continuous improvement.

Performance:

| | FY09 | FY10 | FY11 | FY12 |
|---------------------|------|------|------|------|
| Math Remediation | 55 | 42 | 37 | 42 |
| English Remediation | 112 | 97 | 121 | 151 |
| Total | 167 | 139 | 158 | 193 |

Rationale: SBOE required measure.

Goal 2: Scholarly and Creative Activity Goal: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Context: Our quality of life today and in the future depends on the merit of our scholarship and creative endeavors. Many of the most pressing issues facing society cut across disciplines and require solutions that do the same. At the University of Idaho we are committed to helping address society's pressing issues by continuing to support strong disciplinary and interdisciplinary activities that emphasize quality, innovation, critical thinking, and collaboration. We intend to improve the quality of life of all Idaho citizens and secure the economic progress of our world.

Objective A: Strengthen all scholarly and creative activities consistent with the University's strategic missions and signature areas.

Strategies:

1. Engage accomplished scholars to provide mentoring and leadership for key research and creative initiatives.
 - New COBRE grant application and developing 2-3 additional COBRE applications.
2. Increase the number of endowed faculty positions and postdoctoral, graduate, and undergraduate fellowships.
 - Received development funds for the first endowed department chair in the College of Natural Resources.
 - A major component of the Inspiring Futures capital campaign has been to raise scholarship dollars for annual scholarships as well as endowed scholarships.
3. Support faculty, student, and staff entrepreneurial activity to develop new areas of excellence.
 - Continued our vigorous VIEW program (Vandal Innovation and Enterprise Works) in the college of Business and Economics.
4. Implement university-wide mechanisms to provide attractive start-up packages for faculty and reward systems that recruit and retain world class faculty and staff.
 - Provide critical retention packages for key faculty.
5. Leverage the skills of non-tenure track faculty to promote research growth.
 - Have increased the number of research faculty and clinical faculty in support of both research and instruction.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

6. Increase the application of and public access to the results of scholarly and creative activities.
 - Created the Northwest Knowledge Network program to both develop the new technology for access to big data from research work and also to provide the data storage and support services to collect and share research data both within the University and across the Northwest region.

Performance Measure: The number of grant applications supporting or requiring interdisciplinary activities in which two or more faculty from different departments are listed as Co-Principal Investigators.

Benchmark: 20%

Performance:

| Grant applications supporting/requiring interdisciplinary activities | FY09 | FY10 | FY11 | FY12 |
|--|------|------|------|------|
| Number | 114 | 185 | 164 | 395 |
| Percent | 10% | 20% | 18% | 39% |

Rationale: Increased from 10% in FY2009 to 18% in FY2011.

Performance Measure: Funding from competitive federally funded grants per full-time instruction and research faculty.

Benchmark: \$150,000 – peer average

Performance:

| | FY09 | FY10 | FY11 | FY12 |
|---|-----------|-----------|-----------|-----------|
| Expenditures from competitive grants & contracts ³ per full-time instruction and research faculty ¹ | \$135,757 | \$145,570 | \$165,627 | \$153,113 |

Rationale: Average faculty funding productivity is a standard measure used in the Carnegie Classification scheme for research universities

Objective B: Enable faculty, student, and staff engagement in interdisciplinary scholarship and creative activity.

Strategies:

1. Expand opportunities for ongoing interactions among faculty, students, and staff to identify areas of common interest.
 - Converting Faculty Senate meeting space to a Faculty/Staff lounge to enhance faculty interaction.
2. Increase support for graduate and undergraduate interdisciplinary research and creative activity.
3. Develop clear criteria for evaluating engaged scholarship.
4. Increase the national and international visibility of the University's contributions to interdisciplinary activities.
5. Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- Slightly more than 220 public/private partnerships university-wide.
 - College of Agriculture and Life Sciences has been particularly active in completing successful partnerships with industry (e.g., SIMPLOT) and commodity groups (e.g., Wheat Growers) to meet complimentary research agendas and create new faculty positions.
6. Facilitate the submission of large, interdisciplinary proposals to obtain funding and to sustain successful projects.
- New IGERT, COBRE, IGEM, and EPSCoR research grants submitted to enhance research infrastructure and further strategic research initiatives.

Performance Measure: Number and percent of undergraduate students participating in research programs

Benchmark: Continuous Improvement

Performance:

| | FY09 | FY10 | FY11 | FY12 |
|---|------------|------------|------------|------------|
| Percent of undergraduate students participating in research programs ⁴ | | | | |
| STEM | 20% | 21% | 20% | 23% |
| <u>Non-STEM</u> | <u>36%</u> | <u>37%</u> | <u>49%</u> | <u>46%</u> |
| Total | 56% | 58% | 69% | 70% |

Rationale: The opportunity to engage in research or scholarly activity, side-by-side with distinguished faculty, is an extraordinary work and learning experience and is indicative of the type of learning environment offered by the very best private and public research universities.

Performance Measure: Percent of undergraduate degrees conferred in STEM fields.

Benchmark: Peer median - 32%

Performance:

| | FY09 | FY10 | FY11 | FY12 |
|--|----------|----------|----------|----------|
| Number and Percent of UG degrees conferred in STEM fields ¹ | | | | |
| UI Number / Percent | | | | |
| Peer Median Percent | 589 /36% | 561 /34% | 560 /33% | 570 /31% |
| | 32% | 32% | 30% | 30% |

Rationale: Science, Technology, Engineering and Mathematics fields are essential in our highly technological society; these degree recipients contribute disproportionately to the Idaho economy.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Goal 3: Outreach and Engagement Goal: Meet society's critical needs by engaging in mutually beneficial partnerships.

Context: As the state's land-grant institution, the University of Idaho is uniquely positioned to expand its impact in Idaho and beyond. We seek to achieve that end through engagement--working across disciplines; integrating teaching, research, and outreach; and partnering with constituents for the mutually beneficial exchange of knowledge and resources.

Objective A: Develop processes, systems, and rewards that foster faculty, staff, and student outreach and engagement.

Strategies:

1. Increase the internal visibility of our outreach and engagement activities to facilitate interaction and develop synergies across the university.
 - Office of Community Partnerships coordinated in Spring 2013. President's statewide Sustainability Symposium, which was co-hosted by both North Idaho College and the College of Southern Idaho.
2. Develop clear criteria for evaluating outreach and engagement.
 - College and department by-law reviews are focusing on this strategy.
3. Recognize and reward engagement with communities, businesses, non-profits, and agencies.
4. Develop an infrastructure and streamline administrative processes to coordinate outreach and engagement efforts.
 - The Provost convened a retreat with all units involved in outreach and engagement and an inventory of all activities is underway in order to better inform coordination.
5. Communicate best practices for development and implementation of outreach and engagement projects.
 - Communication Services works closely with the Office of Community Partnerships to ensure that outreach and engagement activities get the widest possible communication and visibility.

Performance Measure: Evidence of an institutional commitment to supporting faculty outreach and engagement activities in each strategic area noted above.

Benchmark: Qualitative and quantitative evidence indicating progress in each area.

Performance:

- Outreach and engagement is part of faculty position description, for tenure track faculty in particular.
- Outreach and engagement is a primary factor in promotion and tenure process.
- There is a category of annual faculty excellence awards specifically for outreach.
- Outreach and engagement is part of the selection criteria for faculty mid-career awards.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

The university has received the following national awards over the past three years:

- Carnegie Classification for Engagement
- US Presidential Higher Education Community Service Honor Role
- McGrath and Kellogg Foundation Engagement Awards – only applied in last three years and received regional award two of those years.

Rationale: Demonstrating progress in this area requires a mixed-methods approach, which will include noting establishment of distinct organizational structures, changes in annual position descriptions, promotion and tenure policies, and recognition from national agencies

Objective B: Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

Strategies:

1. Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.
 - Enhance the use of the Office of Community Partnerships as the hub for new connections with external constituents.
2. Increase student participation in defining and delivering experiential learning opportunities.
 - Activities have been undertaken to better coordinate connections between service learning programs, internships, volunteerism programs, and the Office of Community Partnerships.
3. Increase the external visibility of our outreach and engagement activities.
 - Leadership bus tour of the state as part of the Morrill Act anniversary.
 - Coordinate media coverage of the many projects undertaken as part of the Alternative Spring Break program.
 - New publication – Idaho at a Glance – to promote the many partnerships and external activities of the University.
4. Coordinate plans to increase external funding for outreach and engagement.
 - Initiating new partnerships on cross-disciplinary grant proposals.

Performance Measure: Percentage of students participating in service learning activities, as reported by the University of Idaho Service Learning Center and the ASUI Volunteerism Center.

Benchmark: One-third of the total student body (approximately 3200 students) will in community service activities.

Performance:

| | FY09 | FY10 | FY11 | FY12 |
|---|------|------|------|------|
| Percent of undergraduate students participating in service learning opportunities | | | | |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| | | | | |
|---------|-------|-------|-------|-------|
| Number | 1,933 | 2,581 | 3,243 | 2,887 |
| Percent | 20% | 28% | 34% | 30% |

Rationale: Service learning has repeatedly been shown to be a positive method for improved student learning; for better material retention; and as an essential component of developing engaged citizens.

Goal 4: Community and Culture Goal: Be a purposeful, ethical, vibrant, and open community.

Context: Our community is characterized by openness, trust, and respect. We value all members for their unique contributions, innovation, and individuality. Our community and culture must adapt to change, seek multiple perspectives, and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing Idaho, the nation, and the world.

Objective A: Be a community committed to access and inclusion.

Strategies:

1. Recruit and retain a diverse student body.
 - 56.3% increase in undergraduate minority student enrollment over the past five years.
 - 56.7% increase in graduate minority student enrollment over the past five years.
2. Recruit and retain diverse faculty and staff.
 - 37% increase in minority faculty over the past five years.
 - 23% increase in minority staff over the past five years.
3. Expand opportunities for cultural competency training.
 - Spring 2013 President's Leadership Retreat (May 14, 2013) will be devoted to an all-day training program on cultural competency with invited outside coordinators.
4. Build extended community partnerships to enhance an environment that values diversity.

Performance Measure: Percentage of disadvantaged minority students, faculty and staff.

Benchmark: Meet or exceed peer medians (13% of students, 5% of faculty and 7% of staff).

Performance:

| | FY09 | FY10 | FY11 | FY12 |
|--------------------------------|------|------|-------|------|
| Percent disadvantaged minority | | | | |
| - full-time faculty | 2.9% | 2.5% | 3.2% | 3.9% |
| - full-time staff | 3.4% | 3.5% | 4.7% | 4.7% |
| - full-time students | 8.0% | 8.7% | 10.7% | 9.3% |

Rationale: The diversity of our campus should be compared with our land-grant, high research peer institutions' diversity.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Objective B: Be a community committed to civility and respect.

Strategies:

1. Promote civil and respectful dialogue and debate both in and out of the classroom.
 - The “Safe Zone” program in the residence halls and student affairs.
 - The “I Have Your Back” program in student affairs.
2. Increase systematic, consistent, and productive responses to behaviors that are destructive to the community.
 - Formation of the campus-wide Threat Assessment Team.
 - Post-Benoit external reviews and recommendations.
 - Greek Life Task Force
 - Substance Abuse Task Force
3. Promote a sense of concern for and accountability to others.
 - The “I Have Your Back” program.

Performance Measure: Percentages of faculty, staff and students who report positive experiences on surveys conducted periodically to assess the culture and climate.

These include the every-third-year HERI/UCLA Faculty and UI Staff surveys, and the annual Graduating Senior Survey.

Benchmark: Peer medians when available, prior results if not (95% for students, 75% for faculty and 88% for staff).

Performance:

| Survey data support a positive experience with culture and climate | FY09 | FY10 | FY11 | FY12 |
|--|------|------|------|-----------------------|
| Students –Satisfied with overall experience | | | | |
| Faculty –Satisfied with job overall | 97% | 96% | 97% | 97% |
| Staff –Are treated with consideration and respect | NS | NS | 60% | NS |
| | 88% | NS | NS | Available Summer 2013 |

NS – not surveyed

Rationale: The periodic surveys listed above provide historical data suitable for trend analyses. The UI Diversity Task Force is also in the process of studying these issues and developing additional measures.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Objective C: Be a community committed to productivity, sustainability, and innovation.

Strategies:

1. Reward individuals and units that aim high, work across boundaries, and capitalize on strengths to advance the overall strategic direction, vision, and values of the institution.
 - Special FY13 salary merit increase program – top 100 faculty and top 200 staff.
 - The University engages in a whole range of college, discipline, and program award ceremonies in the last few weeks of the Spring Semester to recognize outstanding achievement of faculty, staff, and students.
 - Discussion is underway for developing a consolidated university award ceremony that may help gain broader recognition, both within the University and across the community and state.
2. Develop and promote activities to increase collaboration with new and unique partners.
3. Energize the community and foster commitment to university-wide endeavors by communicating our successes.
 - President Nellis has engaged in more than 6,000 community, state, and national visits with alums as well as other interested citizens over the past four years.
4. Create efficiencies through innovative collaboration, shared goals, and common experiences.
5. Invigorate the community by promoting attitudes of leadership and excellence.
6. Steward our financial assets, infrastructure, and human resources to optimize performance.
 - Implemented an institution-wide continuous improvement (CI) program to train staff and faculty in CI methods.
 - Initiated three large CI projects on assessing lab safety; creating a computerized Graduate admissions process, and improving the university travel documentation/approval process.
 - Executed 127 smaller process improvement projects, saving a total of 6700 hours of employee time.

Performance Measure: For finances, the institution primary reserve ratio.

Benchmark: The institution primary reserve ratio, as reported by UI Business Systems and Accounting Services, should be comparable to the advisable level of reserves established by NACUBO = 36%.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Performance:

| | FY09 | FY10 | FY11 | FY12 |
|-----------------------------------|------|------|------|------|
| Institution primary reserve ratio | 27% | 36% | 30% | 33% |

Rationale: This benchmark is based on NACUBO recommendations.

Performance Measure: Cost per Credit Hour to Deliver Education

Benchmark: Continuous Improvement (number is not readily available for peer institutions).

Performance:

| | FY09 | FY10 | FY11 | FY12 |
|----------------------|--------------|--------------|--------------|--------------|
| UG WSCH | \$401,353 | \$422,858 | \$443,027 | \$467,358 |
| UG Costs | 137,406,990 | 141,581,212 | 140,092,521 | 145,443,934 |
| Cost per WSCH | \$342 | \$335 | \$316 | \$311 |

Rationale: SBOE Required Measure

Performance Measure: Degree completions per \$100,000 of education and related spending by institutions.

Benchmark: Continuous Improvement (comparable peer data are not available)

Performance:

| Degrees Awarded per \$100,000 Instruction and Related Expenses | | | | |
|--|------|------|------|------|
| | FY09 | FY10 | FY11 | FY12 |
| | 2.04 | 2.08 | 2.25 | 2.24 |

Rationale: SBOE Required Measure

External Factors

State Board of Education (SBOE): Achievement of strategic goals and objectives assumes SBOE support and commitment to UI's unique role and mission.

Funding: Economic conditions will play an important role in the perceived value and effectiveness of higher education in the coming years. On-going and appropriate levels of funding from state and federal sources will be critical for the success of our strategic plan.



BOISE STATE UNIVERSITY

MISSION STATEMENT
CORE THEMES
VISION
STRATEGIC PLAN 2012-17
PORTFOLIO OF FY13 STRATEGIC PROJECTS

Focus on Effectiveness

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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

Each core theme describes a key aspect of our mission. A complete description 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.*

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Focus on Effectiveness:
A Strategic Plan for Boise State University 2012-2017

Goal 1: Create a signature, high-quality educational experience for all students.

Strategies:

- 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 1: Key Performance Indicators | Recent data | | | | Performance Targets | |
|--|--|-------------------|-------------------|-------------------|--|---|
| | 2006 | 2008 | 2010 | 2012 | For 2014 | by 2017 |
| NSSE benchmark measures of student perception of quality of educational experience (as % of urban peer rating; for seniors only): | | | | | | |
| >Level of academic challenge | 97.1% | 97.8% | 98.2% | 98.5% | 100% | 100% |
| >Active and collaborative learning | 100.0% | 102.0% | 96.5% | 97.9% | 100% | 100% |
| >Student-faculty interaction | 93.4% | 96.9% | 87.0% | 90.8% | 95% | 100% |
| >Enriching educational experience | 99.4% | 96.7% | 95.9% | 93.0% | 98% | 100% |
| >Supportive campus environment | 93.6% | 90.0% | 90.1% | 88.3% | 95% | 100% |
| | FY 2008-09 | FY 2009-10 | FY 2010-11 | FY 2011-12 | For 2012-13 | by 2017 |
| % students achieving University Learning Outcomes¹ | | | | | | |
| >Written & oral communication (UOs 1-2) | New program: Fall 2012 New program: Fall 2012 New program: Fall 2012 | | | | New program: Assessment structure is being implemented | 90% of graduates rated as "good" or "exemplary" |
| >Critical inquiry, innovation, teamwork (UOs 3-4) | | | | | | |
| >Civic & Ethical foundations (UOs 5-6) | | | | | | |
| % of Idaho HS students naming Boise State as #1 choice (on ACT test ; of those who listed Boise State in top 6) | Not available | Not available | 36.6 % | 39.6 % | 42% | 45% |

¹ % of graduating undergraduates who achieve a competency of "exemplary" or "good" for each of UOs 1-6 (Intellectual foundations and Civic & ethical foundations) and for ULO 7-11 (Disciplinary areas). The UOs are based on the "LEAP" program of the AAC&U, and are incorporated into our Foundational Studies Program.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Strategies:

- 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 2: Key Performance Indicators | Recent data | | | | Performance Targets | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|----------------------------|-------------------------|
| | FY 2008-09 | FY 2009-10 | FY 2010-11 | FY 2011-12 | For 2012-13 | For 2016-17 |
| Number degree graduates | | | | | | |
| >Baccalaureate | 1,997 | 2,094 | 2,411 | 2,584 | 2,655 | 3,284 |
| >Master's and Doctoral | 491 | 555 | 652 | 663 | 700 | 880 |
| Baccalaureate graduates per 100 FTE enrolled | 17.1 | 16.3 | 18.4 | 19.9 | 20.2 | 22.0 |
| Dual enrollment² | | | | | | |
| ># credits produced | 5,442 | 7,648 | 9,435 | 10,770 | 11,635 | 15,000 |
| ># students served | 1,217 | 1,602 | 2,030 | 2,410 | 2,600 | 3,350 |
| eCampus (Distance Education) | | | | | | |
| >Student Credit Hours | 40,258 | 47,491 | 52,590 | 55,571 | 60,000 | 77,000 |
| >Distinct Students Enrolled | 7,163 | 8,381 | 9,147 | 9,381 | 9,750 | 13,000 |
| | F2003 cohort | F2004 cohort | F2005 cohort | F2006 cohort | Fall 2007 Cohort | Fall 2011 Cohort |
| Success and Progress Rate (at six years)³ | | | | | | |
| >First-time, Full-time Freshmen | | | | 64.1% | 67% | 72% |
| >Transfer students | | | | 75.0% | 77% | 80% |
| 6 year graduation of first-time full-time freshman | 26.3% | 28.1% | 29.2% | 29.5% | 37% | 45% |
| | F2008 cohort | F2009 cohort | F2010 cohort | F2011 cohort | F2012 cohort | F2016 cohort |
| 1-year retention, first-time full-time freshmen⁴ | 69.1% | 72% | 69.1% | 72% | 74% | 78% |
| | 2006 | 2008 | 2010 | 2012 | For 2014 | by 2017 |
| NSSE student rating of administrative offices (as % of urban peer average score) | 98.4 % | 94.5% | 97.1 % | 96.9 % | 100% | 100% |

² 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.

³ "Success and Graduation Rate" is used by the Voluntary System of Accountability to provide a more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduated from or are still enrolled at Boise State, graduated elsewhere, or are still enrolled elsewhere.

⁴ 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Goal 3: Gain distinction as a doctoral research university.

Strategies:

- 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.

| Goal 3: Key Performance Indicators | Recent data | | | | Performance Targets | |
|---|--------------------------|--------------------------|--------------------------|---|---|---|
| | FY 2008-09 | FY 2009-10 | FY 2010-11 | FY 2011-12 | For 2012-13 | by 2017 |
| Total Research & Development Expenditures (as reported to the National Science Foundation) | \$12.3 M | \$18.7 M | \$24.2 M | \$27.5 M | \$27.5 M | \$37.5 M |
| Number of doctoral graduates (PhD and EdD) | 9 | 8 | 11 | 11 | 12 | 35 |
| New doctoral programs | No new doctoral programs | No new doctoral programs | No new doctoral programs | Fall 2012 start: PhD Biomol-ecul ar Science; PhD Material Science & Engineering; EdD Educational Technology | Fall 2013 start: Doctor of Nursing Practice; PhD in Public Policy | PhD in Ecology, Evolution, & Behavior; EdD Athletic Training Program Administration |
| | CY 2005-09 | CY 2006-10 | CY 2007-11 | CY 2008-12 | For CY 2009-13 | For CY 2014-17 |
| Number of peer-reviewed publications over 5-year period⁵ | 1,069 | 1,152 | 1,213 | 1,283 | 1,375 | 1,650 |
| | CY2009 | CY2010 | CY2011 | CY2012 | CY2013 | CY2017 |
| Annual total citations of publications by Boise State authors⁶ | 2,994 | 3,440 | 4,084 | 4,815 | 5,500 | 7,500 |

⁵ # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.

⁶ Annual total citations of peer-reviewed publications, published in any year, with Boise State listed as an address for at least one author. From Web of Science.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Goal 4: Align university programs and activities with community needs.

Strategies:

- 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 4: Key Performance Indicators | Recent data | | | | Performance Targets | |
|---|---|-----------------------|-----------------------|-----------------------|----------------------------|---|
| | FY 2008-09 | FY 2009-10 | FY 2010-11 | FY 2011-12 | For 2012-13 | by 2017 |
| Number of graduates in high demand disciplines (bachelor's, master's, doctoral) ⁷ | 784 | 861 | 1000 | 1082 | 1,200 | 1600 |
| Number of STEM graduates (includes bachelor's, STEM education, master's, doctoral) ⁸ | 190 | 311 | 375 | 407 | 450 | 650 |
| # of employers listing career-level jobs with BroncoJobs ⁹ | 671 | 581 | 623 | 832 | 950 | 1400 |
| Students Participating in Courses with Service Learning Component | 2,070 | 2,414 | 2,577 | 2,648 | 2,750 | 3,000 |
| # of students requiring remedial coursework ¹⁰ | 415 | 293 | 108 | 123 | 100 | 100 |
| Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement | Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation | | | | | Renewal based on application to be submitted April 2014 |

⁷ Defined as distinct number of 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.

⁸ 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. We also include STEM secondary education graduates.

⁹ Measure will be adjusted for economic conditions

¹⁰ Includes all new Idaho students who have been out of high school 1 year or less needing to complete remedial coursework.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Goal 5: Transform our operations to serve the contemporary mission of the university.

Strategies:

- 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.

| Goal 5: Key Performance Indicators | Recent data | | | | Performance Targets | |
|--|-------------|----------|----------|----------|--|--|
| | FY2010 | FY 2011 | FY 2012 | FY 2013 | For FY2014 | by 2017 |
| Cost of education (resident undergraduate with 15-credit load; tuition & fees per semester) | \$2,432 | \$2,650 | \$2,783 | \$2,942 | Remain less than the WICHE state average | Remain less than the WICHE state average |
| | FY2009 | FY2010 | FY 2011 | FY 2012 | For 2012-13 | by 2017 |
| Operational Investment per EWA Weighted Credit Hour¹¹ | \$186.24 | \$155.46 | \$154.54 | \$164.11 | Increase no more than the Consumer Price Index | Increase no more than the Consumer Price Index |
| Instructional Investment per EWA Weighted Credit Hour¹¹ | \$120.36 | \$98.25 | \$100.30 | \$102.69 | Increase no more than the Consumer Price Index | Increase no more than the Consumer Price Index |
| Operational Investment per Degree Graduate¹¹ (bachelor's and above) | \$59,970 | \$50,779 | \$46,931 | \$44,980 | Increase no more than the Consumer Price Index | Increase no more than the Consumer Price Index |
| Instructional Investment per Degree Graduate¹¹ (bachelor's and above) | \$38,755 | \$32,091 | \$30,462 | \$28,145 | Increase no more than the Consumer Price Index | Increase no more than the Consumer Price Index |

¹¹ Cost data from audited financial reports. Operational Cost includes costs for instruction, academic support (including libraries), and institutional support (including student services); excludes research and other non-instructional and support costs. Instructional cost includes only cost of instruction. Credit hours weighted according to EWA formulae. Distinct number of graduate from degree programs, baccalaureate and above; certificates not included.

Project Portfolio: FY13 University-wide Projects

To implement the university's strategic plan Focus on Effectiveness 2012-2017 will involve two types of projects:

- University-wide projects. These projects were derived directly from Focus on Effectiveness, and each will cross divisional boundaries. Each project is foundational in nature; that is, by implementing it first, we facilitate the later implementation of unit-level and other university-level projects.
- Divisional and unit-level projects. In many cases, these projects will be derived from divisional and/or unit-level strategic plans that have been developed to align with Focus on Effectiveness.

Nine university-wide projects were proposed and approved for FY13. They are as follows:

New Projects

- Develop Our Strategic Enrollment Plan as the Basis for Integrated University Planning
- Achieve Institutional Effectiveness through Comprehensive and Systematic Assessment
- Adopt Leading-Edge Pedagogy and Learning Environments at the Program Level
- Implement Complete College Boise State
- Foster a Culture Focused on Student Success
- Build Sustainable Structure to Increase Funding for Research and Creative Activity

Projects that Build on Specific Initiatives Already Underway

Although every project will build on what we have done in the past, the following projects build on specific initiatives that are already underway.

- Expand the Mobile Learning Initiative
- Maximize Success of the Foundational Studies Program in Achieving University Learning Outcomes
- Strengthen the Structure and Operations of Academic Departments



Idaho State University Strategic Plan

Mapping Our Future: Leading in Opportunity and Innovation

FY 2014-2018

**Idaho State University
Strategic Plan
FY 2014-2018**

Vision: Leading in Opportunity and Innovation

Mission

The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University promotes an environment that supports learning and discovery through the many synergies that exist among teaching, learning, research and scholarly activities.

Objective 1.1 ISU provides a rich learning environment, in and out of the classroom.

Performance Measures

- 1.1.1 Number of online course sections offered.
- 1.1.2 Number of students participating in Career Path Internships.
- 1.1.3 Number of high school students participating in ISU dual credit courses.

Benchmarks:

- 1.1.1 900 course sections
- 1.1.2 600 CPI students
- 1.1.3 1,800 dual credit students

Objective 1.2 ISU provides a dynamic curriculum to ensure programs are current, relevant, and meet student and workforce needs.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Performance Measure:

1.2.1 Number of certificate and degree programs begun/expanded/revised; and number of certificate and degree programs discontinued.

Benchmark:

1.2.1 Number of new programs approximately equal to number of programs discontinued.

Objective 1.3 Undergraduate and graduate students participate in undergraduate teaching.

Performance Measures

1.3.1 Number of graduate assistantships and fellowships with teaching responsibilities.

1.3.2 Number of students employed as English, math, and content area tutors.

Benchmarks:

1.3.1 Increase graduate teaching assistants by 10 over the next 3 years.

1.3.2 Maintain adequate numbers of tutors to meet student need.

Objective 1.4 Undergraduate and graduate students engage in research and creative/scholarly activity.

Performance Measures

1.4.1 Number of students employed to work with a faculty member on research/creativity activities.

1.4.2 Number of students who participate each year in ISU's research symposia.

Benchmarks:

1.4.1 Increase by 3% per year for next five years.

1.4.2 Increase to 250 students per year.

Objective 1.5 The core faculty is actively engaged in research and creative/scholarly activity.

Performance Measures

1.5.1 Faculty scholarly productivity, as demonstrated by the number of publications, juried shows, exhibits, performances, and other scholarly activities.

1.5.2 Number of proposals submitted for external funding, number funded, and total amount of funding received.

Benchmarks:

1.5.1 This is a new performance measure; data will be obtained from Activity Insight, to be implemented fall 2013 (this is an electronic curriculum vitae and workload program).

1.5.2 Increase the number of proposals submitted, number funded and total amount of funding by 3% per year for next 5 years.

Objective 1.6 Graduates of ISU's programs are well prepared to enter the workforce and/or continue their education at the graduate and professional levels.

Performance Measures

1.6.1 Pass rates on professional licensure and certification exams.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- 1.6.2 Placement rates of graduates from academic professional, and professional-technical programs.

Benchmarks:

- 1.6.1 Maintain pass rates at or above the national averages for each program where national data are available.
- 1.6.2 Maintain placement rates at or above the national averages for each program where national data are available.

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse 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 educational goals.

Objective 2.1 Support services provided to enhance retention are utilized by students.

Performance Measures

- 2.1.1 Number of face-to-face advising hours provided to undergraduate students by the central academic advising office.
- 2.1.2 Number of full-time freshmen students who participate in First Year Seminar and ACAD courses.
- 2.1.3 Average amount of need-based and merit-based financial aid/scholarships awarded to students.
- 2.1.4 Number of student visits to content area tutoring, math and writing centers.

Benchmarks:

- 2.1.1 Decrease by 5% over the next two years following the implementation of Degree Works (online advising program) this fall.
- 2.1.2 Increase to 50% over the next 3 years.
- 2.1.3 To be determined (based on changes in federal and state financial aid/scholarship programs).
- 2.1.4 To be determined (based on SBOE changes to the remedial education delivery models).

Objective 2.2 Students' progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place (e.g., targeted recruitment, optimal scheduling of courses, early warning system to help students in need, etc.).

Performance Measures (red text indicates 2012 SBOE-required measures for all institutions)

- 2.2.1 Average time to degree completion by college for full-time and part-time students.
- 2.2.2 Retention rates from freshman to sophomore and sophomore to junior years, for full-time and part-time students.
- 2.2.3 Total number of undergraduate certificates and degrees awarded by level, 2-digit CIP code, and per 100 FTE undergraduate students.
- 2.2.4 Total number of graduate certificates and degree awarded by level and 2-digit CIP code.
- 2.2.5 Cost per weighted credit hour to deliver undergraduate education.
- 2.2.6 Completion of undergraduate certificates (1 year or greater) and degrees per \$100,000 of education and related spending (i.e., full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).

Benchmarks:

- 2.2.1 Positively impact time to degree by 5% over next 3 years.
- 2.2.2 Positively impact retention rates by 5% over next 3 years.
- 2.2.3 Positively impact total number, number per 100 FTE, and percent awarded in the STEM

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

and health professions, of undergraduate certificates and degrees by 5% over next 3 years.

- 2.2.4 Positively impact total number of graduate certificates and degrees awarded, and percent awarded in the STEM and in health professions, by 5% over next 3 years.
- 2.2.5 Positively impact the cost per weighted credit hours for undergraduate education by 5% over next 3 years.
- 2.2.6 Positively impact completion of undergraduate awards per \$100,000 of education and related spending by 5% over next 3 years.

Objective 2.3 Students who require remedial coursework are successful in completing their certificate or degree programs.

Performance Measures

- 2.3.1 **Number of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education.**
- 2.3.2 Percent of students who successfully complete required remedial courses.
- 2.3.3 Retention rates (fall to fall) of students who complete remedial courses.

Benchmarks:

- 2.3.1 To be determined; the University does not have control over recent high school graduates who require remediation in math and/or English.
- 2.3.2 To be determined (based on changes to be made by the SBOE on remediation delivery models).
- 2.3.3 Increase to 70% over the next 3 years.

Objective 2.4 Students who enter with college credits earned while in high school (dual credit) are successful in completing their certificate or degree programs.

Performance Measures

- 2.4.1 **Total number of students enrolled in ISU's Early College program, and total number of credits earned.**

Benchmark:

- 2.4.1 Increase total number of students (unduplicated headcount) to 1,800, and increase total student credit hours generated to 10,800 over the next 3 years.

Objective 2.5 Students participate in community and service learning projects and activities, student organizations, and learning communities.

Performance Measures

- 2.5.1 Number of courses offering, and annual number of students enrolled in, formal community or service learning projects/activities.
- 2.5.2 Number of student organizations, and annual number of students participating in those organizations.

Benchmarks:

- 2.5.1 Increase to 40 course sections and 850 students participating over the next 3 years.
- 2.5.2 Increase number of students participating in student organizations to 4,500 over next 3 years.

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Objective 3.1 A broad array of health professions certificate and degree programs are offered, many statewide.

Performance Measures

- 3.1.1 Number of certificate and degree programs offered, and number of students enrolled, in ISU's health professions programs.
- 3.1.2 Percent of graduates of ISU health professions programs who obtain employment in Idaho.
- 3.1.3 Pass rates on clinical licensure and certification exams in the health professions.

Benchmarks:

- 3.1.1 Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.
- 3.1.2 To be determined (once the SLDS has Idaho workforce data available).
- 3.1.3 Maintain pass rates at or above the national averages, where national data is available.

Objective 3.2 ISU serves the State, the public, and its health professions students through its clinics and other community health venues.

Performance Measures

- 3.2.1 Number of patient visits to ISU clinics and clinical services.
- 3.2.2 Number of people served by ISU's community health fairs and screening events.

Benchmarks:

- 3.2.1 Number of patient visits will increase by 5% over the next 3 years.
- 3.2.2 Number of people attending these events will increase by 5% over the next 3 years.

Objective 3.3. ISU faculty and students engage in basic, translational, and clinical research in the health sciences.

Performance Measures

- 3.3.1 Number of faculty engaged in research in the health and biomedical sciences.
- 3.3.2 Amount of external funding received for health-related and biomedical research.
- 3.3.3 Number of students participating in clinical research/scholarly activity as part of their degree program.

Benchmarks:

- 3.3.1 Increase to 40 faculty over the next 3 years.
- 3.3.2 Funding will increase by 3% per year over the next 3 years.
- 3.3.3 Increase to 750 students over the next 3 years.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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, and benefits the economic health, business development, environment, and arts and culture in the communities it serves.

Objective 4.1 ISU directly contributes to the economic well being of the State, region, and communities it serves.

Performance Measure:

4.1.1 Total economic impact of the University.

Benchmark:

4.1.1 Total economic impact will increase by 5% over the next 5 years.

Objective 4.2 Campus resource conservation efforts have been initiated; and students and faculty conduct research in the areas of environment and in energy to benefit the State.

Performance Measure:

4.2.1 Resource conservation efforts initiated.

Benchmark:

4.2.1 ISU's efforts to conserve campus resources will continue to be developed.

Objective 4.3 ISU participates in formal and informal partnerships with other entities and stakeholders.

Performance Measure:

4.3.1 Number of active ISU partnerships, collaborative agreements, and contracts with public agencies and private entities.

Benchmark:

4.3.1 Number of partnerships, collaborative agreements, and contracts will increase by 5% over the next 5 years.

Goal 5: STEWARDSHIP OF INSTITUTIONAL RESOURCES – The University has policies and procedures in place to ensure the effective and efficient use of its internal resources to address its infrastructure requirements and to meet the needs of its various constituent groups.

Objective 5.1 The institutional reserves meet the Board's expectations based on best practices.

Performance Measures:

5.1.1 Level of Institutional reserves as a percent of total operating budget.

Benchmark:

5.1.1 The institution maintains or exceeds reserves of 5% of total budget.

Objective 5.2 The institution continually assesses and periodically reviews its utilization of resources.

Performance Measure:

5.2.1 Number of academic, co-curricular, and non-academic program/unit reviews completed each year.

Benchmark:

5.2.1 All academic, co-curricular, and non-academic programs/units will be reviewed at least once every five years.

Key External Factors
(BEYOND DIRECT CONTROL OF IDAHO STATE UNIVERSITY)

Funding

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute or rule and are not under institutional control. Changes to statute and rule desired by the institution are accomplished according to state guidelines. As with SBOE rules, rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The recent directives related to creation of the Student Longitudinal Data System, revision of general education and remedial education, common core standards, Smarter Balance Assessment, Complete College America/Idaho, the 60% Goal, zero-based budgeting, performance-based funding, and the additional financial and institutional research reporting requirements have required the reallocation of staff resources and time and effort to comply.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, recently initiated a new 7-year review cycle and a set of new standards. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013


Federal Government

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

|  Idaho State UNIVERSITY | | ISU STRATEGIC PLAN GOALS | | | | | |
|--|---|---------------------------------|-------------------------|------------------------------------|----------------------------------|---|--|
| | | Learning and Discovery. | Access and Opportunity. | Leadership in the Health Sciences. | Community Engagement and Impact. | Stewardship of Institutional Resources. | |
| | GOAL 1: A WELL EDUCATED CITIZENRY | ✓ | ✓ | ✓ | ✓ | | |
| STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDUCATION | Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. <ul style="list-style-type: none"> - Postsecondary student enrollment by race/ethnicity/gender as compared against population. | ✓ | ✓ | | | | |
| | Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. <ul style="list-style-type: none"> - Percent of high school students enrolled and number of credits earned in dual credit. - Percent of first-year full-time freshmen returning for second year. - Number of postsecondary unduplicated students receiving awards (Associate, bachelor's, master's, doctoral degrees) each year. | ✓ | ✓ | ✓ | | | |
| | Improve the processes and increase the options for re-integration of adult learners into the education system. <ul style="list-style-type: none"> - Number of bridge programs. - Number of adults enrolled in upgrade and customized training. - Percent of first-year part-time freshmen returning for second year. | ✓ | ✓ | | ✓ | | |
| | Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace. <ul style="list-style-type: none"> - Number of degrees conferred in STEM fields. - Percent of students participating in internships. - Percent of students participating in undergraduate research. | ✓ | ✓ | ✓ | ✓ | ✓ | |

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

|  Idaho State UNIVERSITY | | ISU STRATEGIC PLAN GOALS | | | | |
|--|---|---------------------------------|-------------------------|------------------------------------|----------------------------------|---|
| | | Learning and Discovery. | Access and Opportunity. | Leadership in the Health Sciences. | Community Engagement and Impact. | Stewardship of Institutional Resources. |
| STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDUCATION | GOAL 2: CRITICAL THINKING AND INNOVATION | ✓ | ✓ | ✓ | ✓ | |
| | Increase research and development of new ideas into solutions that benefit society. <ul style="list-style-type: none"> - Institution expenditures from competitive Federally funded grants. - Institution expenditures from competitive industry funded grants. - Number of sponsored projects involving the private sector. - Total amount of research expenditures. | ✓ | | ✓ | | ✓ |
| | Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff. <ul style="list-style-type: none"> - Percent of first-time students from public institution teacher training programs that pass the Praxis II | ✓ | | | | |
| | GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS | ✓ | ✓ | ✓ | | ✓ |
| | Increase productivity and cost-effectiveness. <ul style="list-style-type: none"> - Cost per successfully completed weighted student credit hour. - Average net cost to attend public 4 year institution. - Average number of credits earned at completion of a degree program. - Institutional reserves comparable to best practice. | ✓ | ✓ | ✓ | | ✓ |
| | Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system. <ul style="list-style-type: none"> - Develop P-20 workforce longitudinal data system with the ability to access timely and relevant data. | | | | | ✓ |

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

Idaho State UNIVERSITY

Strategic Plan Performance Measure Data FY 2009 – FY 2012

*Notes: Data are presented where available. The university implemented a new enterprise resource planning (ERP) system in 2010. Comparable data from the legacy system may not be available for some measures.

| ISU Strategic Plan Goals and Objectives | Strategic Plan Performance Measures | FY 2009 | FY 2010 | FY 2011 | FY 2012 | Current (FY 2013) Benchmarks |
|--|---|---------|---|--|--|---|
| Goal 1: Learning & Discovery | | | | | | |
| 1.1 ISU provides a rich learning environment | # online course sections | 381 | 519 | 614 | 727 | 900 course sections |
| | # students in CPI program | | | 245 | 584 | 600 CPI students |
| | # dual credit students | 1,434 | 1,559 | 1,434 | 1,668 | 1,800 dual credit students |
| 1.2 ISU provides a dynamic curriculum | # new, expanded programs/degrees # programs/degrees discontinued | | New programs/degrees: 10 Terminated programs/degrees: 10 | New programs/degrees: 3 Terminated programs/degrees: 17 | New programs/degrees: 2 Terminated degrees: 2 | # new/expanded programs/ degrees in balance with # of programs/degrees closed |
| 1.3 Students participate in undergraduate teaching | # teaching GTAs/Fellowships | 140 | 148 | 139 | 146 | Increase by 15 over next 3 years |
| | # English, math, content area student tutors | | | 92 | 144 | Maintain adequate number of student tutors to meet need |
| 1.4 Students engage in research/creative activities | # students employed to work with faculty on research projects | | | 385 | 413 | increase by 3% per year for next 5 years |
| | # students participating in research symposia | | 139 | 134 | 160 | 250 students per year |
| 1.5 Core faculty engaged in research/creative activity | # Faculty scholarly productivity output | | | | | New measure, FY2013 data to be obtained from Activity Insight (electronic CV) |
| | # proposals | 450 | 426 Proposals | 404 Proposals | 422 Proposals | increase amount of |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| ISU Strategic Plan Goals and Objectives | Strategic Plan Performance Measures | FY 2009 | FY 2010 | FY 2011 | FY 2012 | Current (FY 2013) Benchmarks |
|---|--|--|--|--|--|--|
| | submitted for funding # proposals funded Amount of funding awarded | Proposals 273 Funded \$28.1M Awarded | 282 Funded \$37.1M Awarded | 244 Funded \$36.3M Awarded | 287 Funded \$30.6M Awarded | funding by 3% per year for next 5 years |
| 1.6 Graduates prepared to enter workforce or advanced education | Pass rates on licensure/certification exams | | | | See Appendix A | Maintain pass rates at or above national averages |
| | Placement rates of graduates | | | | See Appendix B | Maintain placement rates at or above national averages |
| Goal 2: Access and Opportunity | | | | | | |
| 2.1 Support services provided to enhance retention are utilized by students | # of student contacts with a central advisor | | 7,327 | 7,737 | 7,171 | Decrease by 5% over next 2 years, following implementation of Degree Works fall 2013 |
| | % of full-time freshmen participating in First Year Seminar, and/or ACAD courses | | | 28.7% | 31.5% | Increase to 50% or more over the next 3 years |
| | Average amount of need-based and merit-based financial aid/scholarships awarded | | Average grant aid \$4,086 / Average loan amount \$5,511 | Average grant aid \$4,951 / Average loan amount \$6,608 | Average grant aid \$5,011 / Average loan amount \$6,242 | To be determined (with changes in federal and state financial aid programs) |
| | # of hours of tutoring, math and writing centers | | | 21,409 | 22,576 | To be determined (impact of SBOE changes to remedial delivery models unknown) |
| 2.2 Student's progression to graduation | Average time to degree for full-time and part-time undergraduate students by college | | | | See Appendix C | Positively impact by 5% over next 3 years |
| | Retention rates from freshman to sophomore, and sophomore to junior years. | | | | See Appendix D | Positively impact by 5% over next 3 years |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| ISU Strategic Plan Goals and Objectives | Strategic Plan Performance Measures | FY 2009 | FY 2010 | FY 2011 | FY 2012 | Current (FY 2013) Benchmarks |
|--|---|--------------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|--|
| | for full-time and part-time students | | | | | |
| | # of undergraduate certificates and degrees, # awarded per 100 FTE students | 1531 18 per 100 FTE | 1574 17 per 100 FTE | 1612 18 per 100 FTE | 1644 18 per 100 FTE | Increase # undergraduate awards by 5% over next 3 years. Positively impact ratio by 5% over next 3 years |
| | # graduate certificates and degrees awarded | 504 | 571 | 551 | 635 | Increase # graduate awards by 5% over the next 3 years |
| | Cost per weighted credit hour to deliver undergraduate education | \$306.95 | \$283.44 | \$282.26 | \$289.78 | Positively impact by 5% over next 3 years |
| | Completion of undergraduate certificates/degre es per \$100,000 of education and related spending | 1.22 | 1.28 | 1.32 | 1.29 | Positively impact this ratio by 5% over next 3 years. |
| 2.3 Students requiring remedial work are successful | # first-time freshmen who graduated from an Idaho high school in prior year who require remediation | | | 277 (40%) | 376 (40%) | The university does not have control over the number of high school graduates that require remediation |
| | % of students who successfully complete required remedial courses | 61.5% | 59.1% | 57.9% | 63.0% | Increase to 70% over the next 3 years |
| | Retention rate of students who complete remedial courses (fall-to-fall) | | | 66.50% | 66.01% | Increase to 70% over the next 3 years |
| 2.4 Students who enter college with dual credit are successful | # students enrolled in ISU's early college program; # credits earned while in high school | 1,434 students 8,276 credit hours | 1,559 students 9,071 credit hours | 1,434 students 8,644 credit hours | 1,668 students 10,453 credit hours | Increase to 1,800 students and 10,800 credits in the next 3 years |
| 2.5 Students | # courses | | 33 sections | 28 sections | 32 sections | Increase to 40 sections |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| ISU Strategic Plan Goals and Objectives | Strategic Plan Performance Measures | FY 2009 | FY 2010 | FY 2011 | FY 2012 | Current (FY 2013) Benchmarks |
|---|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| participate in community and service learning projects, activities, etc. | offering, and # students enrolled in, community or service learning projects/activities | | 590 students | 461 students | 702 students | and 862 students over the next 3 years |
| | # student organizations, and # students participating in those organizations | 140 organizations 3,377 students | 137 organizations 3,852 students | 142 organizations 3,238 students | 143 organizations 4,191 students | Increase participation to 4,700 students over the next 3 years |
| Goal 3: Leadership in the Health Sciences | | | | | | |
| 3.1 A broad array of health professions programs offered | # certificate and degree programs offered, and # of students enrolled | | | Programs: 30 Enrollment: 3,377 | Programs: 34 Enrollment: 3,622 | Maintain strong enrollment, retention, and graduation rates in these programs |
| | % of graduates who are employed in Idaho | | | | | Data to be obtained in the future from SLDS |
| | Pass rates on professional licensure and certification exams in the health professions | | | | See Appendix A | Pass rates at or above national averages |
| 3.2 ISU serves the State, public, and health professions students through its clinics and other community health venues | # of patient visits to ISU clinics and clinical services | 35,597 | 41,486 | 51,817 | 54,234 | # of patient visits will increase by 5% over next 3 years |
| | # individuals attending ISU's community health fairs and screening events | 1,131 | 1,277 | 1,159 | 1,208 | # of people attending ISU's health fairs and screening events will increase by 5% over next 3 years |
| 3.3 Faculty and students engage in basic, translational, and clinical | # of faculty engaged in health sciences/ biomedical research | 16 | 38 | 36 | 31 | Increase to 40 over the next 3 years |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| ISU Strategic Plan Goals and Objectives | Strategic Plan Performance Measures | FY 2009 | FY 2010 | FY 2011 | FY 2012 | Current (FY 2013) Benchmarks |
|---|--|---------|---------|---|--------------------------------|--|
| research in the health sciences | | | | | | |
| | Amount of external funding received for health-related and biomedical research | \$2.3M | \$5.3M | \$3.6M | \$4.0M | Funding will increase by 3% per year |
| | # students participating in clinical/applied research as part of their degree program | | | 694 | 727 | Increase to 750 students over the next 3 years |
| Goal 4: Community Engagement and Impact | | | | | | |
| 4.1 ISU directly contributes to the economic well-being of the State, region, and communities it serves | Total economic impact of the University | | | baseline established by the 2011 ISU Economic Impact Study: \$312 million | | Total economic impact will increase by 5% over next 5 years |
| 4.2 Campus resource conservation efforts initiated; students and faculty conduct research in the areas of environment and in energy | # resource conservation efforts initiated | | | | See Appendix E | Efforts to conserve campus resources will continue to be developed |
| 4.3 ISU participates in partnerships with other entities and stakeholders | # of active partnerships, collaborative agreements, and contracts with public and private entities | 836 | 1,066 | 1,071 | 1,008 | # will increase by 5% over next 5 yrs |
| Goal 5: Stewardship of Institutional Resources | | | | | | |
| 5.1 Institutional reserves | A minimum target reserve of 5% of operating | | 3.7% | 5.9% | 7.3% | Maintain a minimum target reserve of 5% or greater of operating |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| ISU Strategic Plan Goals and Objectives | Strategic Plan Performance Measures | FY 2009 | FY 2010 | FY 2011 | FY 2012 | Current (FY 2013) Benchmarks |
|---|--|----------------|----------------|----------------|----------------|--|
| comparable to best practice | expenditures | | | | | expenditures |
| 5.2 Institution continually assesses and periodically reviews its utilization of resources. | # of academic, non-academic and co-curricular program reviews conducted each year. | 14 academic | 4 academic | 2 academic | 13 academic | All to be reviewed every 5 years. Non-academic/co-curricular program reviews begin in FY 2013. |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Appendix A

Idaho State University - Pass rates for required licensing & certification exams

*Notes: This is not an exhaustive list of pass rates. Rates for Nursing, Pharmacy, Physician Assistant programs etc. are provided as examples; graduates of all health programs meet or exceed pass rates. pass rates for academic professions consistently the national

| Description | FY 2009 | FY2010 | FY2011 | FY2012 |
|---|---------|--------|--------|--------|
| Nursing (RN) –ISU pass rate | 97% | 91% | 89% | 96% |
| Nursing (RN) –National pass rate | 87% | 88% | 87% | 88% |
| Nursing (FNP AANPCP Certification) - ISU pass rate | | | 96% | 97% |
| Nursing (FNP AANPCP Certification) - National pass rate | | | 89% | 87% |
| Nursing (ACNS ANCC Certification - ISU pass rate | | | 100% | 100% |
| Nursing (ACNS ANCC Certification) - National pass rate | | | 76% | TBA |
| Pharmacy – ISU pass rate | 100% | 98% | 100% | 98% |
| Pharmacy – National pass rate | 97% | 97% | 95% | 97% |
| Physician Assistant – ISU pass rate | 79% | 96% | 96% | 97% |
| Physician Assistant – National pass rate | 89% | 92% | 94% | 91% |
| PRAXIS-II Subject Area Tests required for Teacher Certification - All Program Completer for ISU | 100% | 100% | 100% | 99% |
| Occupational Therapy NBCOT - ISU first-time test takers (2010-2012) | | | | 94% |

Appendix B

Idaho State University - Placement rates for selected programs

*Notes: This is not an exhaustive list of placement rates. ISU intends to utilize the State Longitudinal Database System (SLDS) as soon as Idaho Department of Labor data is available to assist with placement rates.

| Description | FY 2009 | FY2010 | FY2011 | FY2012 |
|---|---------|--------|--------|--------|
| College of Technology - All Professional Technical Education | 77.75% | 83.33% | 85.68% | 87.20% |
| Teacher Preparation Program (based on self-reported survey of graduates of all teacher preparation programs (2012 response rate: 49%)) | | | | 94% |
| Radiographic Science (self-reported on a survey) | 100% | 100% | 100% | 100% |
| Occupational Therapy (self-reported on a survey) | | | | 100% |
| Pharmacy (self-reported on survey) | 100% | 100% | 100% | 100% |

Appendix C

Idaho State University –

Performance Measure 2.2.1 - Average Time to Complete Degree in Years

*Notes: This is methodology counts the number of years between the year a student first enters the university and the year the student is awarded a degree. The methodology is impacted by “stop-outs” between when the student first enters the university and when the student receives their degree.

| Degree Type | FY11 | FY12 |
|-----------------------|------|------|
| Technical Certificate | 4.69 | 4.56 |
| Associate's | 6.9 | 7.66 |
| Bachelor's | 8.27 | 8.02 |
| Master's | 5.92 | 6.42 |
| Doctorate | 6.48 | 7.11 |

Appendix D

Idaho State University – Retention Rates from Freshmen to Sophomore and Sophomore to Junior (fall-to-fall retention)

*Notes: The methodology used is all full-time and part-time degree-seeking freshmen and the number that re-enroll the next fall term. All full-time and part-time degree-seeking sophomores enrolled and the number that re-enroll the next fall term. The student classification (freshmen, sophomore, junior, and senior) is not considered on re-enrollment the next fall term, only if the student returned in the fall.

| Class level | FY11 | FY12 |
|------------------------------|-------|-------|
| Freshman to Sophomore | | |
| Full-time | 57.2% | 56.5% |
| Part-time | 47.4% | 41.3% |
| Total | 54.9% | 52.5% |
| Sophomore to Junior | | |
| Full-time | 71.3% | 72.0% |
| Part-time | 53.7% | 60.6% |
| Total | 67.9% | 69.5% |

Appendix E

Idaho State University – Conservation and Energy Reducing Projects

*Notes: This is not an exhaustive list of conservation and energy reducing projects. The university has completed other projects like window replacements and HVAC upgrades/repair/replacement that makes ISU more energy efficient.

1. 2008-9: Purchased 5 electric vehicles for the grounds operations.

- Replaced fuel consumption of 5 gasoline powered pick-up trucks with electricity.
- Improved air quality surrounding academic buildings.
- Reduced noise pollution around surrounding residential and academic buildings.
- Saves on average 15.95 gal/day of gasoline.

2. 2010: Stopped burning coal at the heat plant.

- Eliminated transportation of 3000 tons of coal to the heat plant.
- Reduced emissions of sulfur dioxide, carbon monoxide, nitrogen oxide and many other volatile organic compounds (VOC) in to the environment by switching to natural gas.
- The heat plant runs more efficient on cleaner burning natural gas.
- Deleting the use of coal as a heating fuel has eliminated a problem of fugitive dust in the facility.

3. 2011: Bio-diesel production and increased recycling sustainability.

- Bio-diesel production begins with the idea to make recycling more sustainable by operating the recycling pick up vehicle on a clean renewable fuel.
- Processing waste cooking oil, produced by campus kitchens, into bio-diesel reduces emissions as compared to burning petroleum fuel.
- Bio-diesel is one of the EPA's preferred clean burning fuels, and is also a carbon neutral energy source.
- Facilities in partnership with the college of Technology's, Energy Systems Technology & Education Center (ESTEC) operate the production process together.
- Besides providing a clean source of power, the bio-diesel program is a marketing tool for attracting and retaining students. The processing unit is located in an enclosed mobile trailer that can be transported to high schools for demonstrating the science and opportunities at ISU.

Appendix E - continued

- Currently 5 to 10 gallons of waste cooking oil per week are collected from one kitchen, and processed into bio-diesel during the school sessions. The potential to collect oil from the other three kitchens are in the future plans.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- To date bi-diesel production has saved the purchase of approximately 160 gallons of petroleum fuel.
- 4. 2011-12:** The greater part of recycling is operated by the custodial department.
- Recycling reports 208 tons of recyclable material recovered around campus to date.
 - Custodial is phasing in waterless urinals that use only one gallon of water every 3 months.
- 5. 2011-12:** Maintenance and operations.
- The maintenance department reports installation of 17 new water fountains that have the ability to re fill reusable water bottles.
 - Has reduced the plastic waste stream comparable to 48,871 plastic water bottles.
- 6. 2011-12:** Energy Efficient Lighting Projects.
- Eight projects totaling 338,039 KWH in energy use reduction.
 - Reduction in utility billing totaling \$19,872.00 annually.
- 7. 2013-14:** Future energy sustainability projects.
- Quad Lighting project phase II, will reduce electrical energy by an additional 30,590 KWH.
 - Solar water heating for the Owen-Red field housing project will reduce electrical energy by approximately another 45,000 KWH.
 - Planned car port structures on parking lots that will support electric solar panels, as well as collect and store rain water. This design could support the charging of electrical vehicles as well as retain water run off for irrigation needs.



STRATEGIC PLAN

FY 2014-2018



April 10, 2013

VISION STATEMENT

Lewis-Clark State College will fulfill the Idaho State Board of Education vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893 (Appendix 1), LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

Instruction will be complemented by personal application of knowledge and skills needed in the extramural world, as embodied in the College's motto: *"Connecting Learning to Life."* Accordingly, LCSC will:

- Be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

MISSION

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

Core Theme One: Connecting Learning to Life through Academic Programs

The first segment of the three part mission of Lewis-Clark State College is fulfilled under aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

Core Theme Two: Connecting Learning to Life through Professional-Technical Programs

The second segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences that prepare skilled workers in established and emerging occupations that serve the region's employers.

Core Theme Three: Connecting Learning to Life through Community Programs

The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers and communities throughout Region II as well as degree completion programs in Region I.

BACKGROUND AND INTRODUCTION

The Lewis-Clark State College Strategic Plan 2014-2018 describes the current higher education environment in Idaho (Appendix 2), will provide a roadmap for LCSC over the next five years and will provide the context for future decision making. The Strategic Plan is intended to guide the preparation of Unit Action Plans, Presidential Guidance initiatives, institutional assessment practices, and overall budgeting processes for the entire college.

To help develop the plan, College President J. Anthony Fernandez appointed a Strategic Plan Steering Committee in April, 2012, that included faculty, professional staff, classified staff, administrators, and students (Appendix 3). The Strategic Plan Steering Committee worked closely with LCSC senior administration and the campus community to recommend LCSC's strategic planning goals and objectives for the next five years (Appendix 4).

The Steering Committee reviewed LCSC's overarching goals and basic approach to operations, as stated in its current Vision Statement, suggested specific goals, objectives, and/or action strategies to attain those overall goals, and insure that strategic goals are consonant with LCSC's approved role and mission. In doing so, the Strategic Plan Steering Committee utilized the results of the LCSC Strategic Planning Retreat held February 9-10, 2012, and otherwise engaged the entire campus community and beyond in recommending LCSC's strategic goals and objectives for the next five years.

The Steering Committee provided the LCSC administration with a draft plan in December, 2012. The draft consisted of four overall goals with attendant objectives and strategies. The administration reviewed and edited the draft strategic plan and added clarifying sections. What follows is the result of those efforts.

STRATEGIC PLAN
FY 2014-2018

GOALS, OBJECTIVES AND STRATEGIES

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Goal 1

Sustain and enhance excellence in teaching and learning.

Objective 1A.

Strengthen existing courses and programs, and enhance curricula to meet future needs and opportunities, and support the goals of the Idaho State Board of Education Complete College Idaho initiatives.

Existing courses and programs will be assessed. The college will identify opportunities for improvement, expansion, and/or elimination of courses and programs, will foster closer collaboration and integration with the K-12 system, and will engage the local community and business leadership in the planning of current and future program offerings. The college will explore initiatives to improve preparation and readiness to succeed in college level courses.

Objective 1B.

Ensure that the General Education Core achieves its expected learning outcomes.

The alignment of the General Education Core with institutional General Education goals and statewide General Education standards will be assessed. Cross-disciplinary communication and collaboration will improve faculty design and delivery of General Education Core courses. The college will insure adjunct faculty with teaching assignments within the General Education Core understand institutional General Education goals.

Objective 1C.

Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.

Equipment, software, and technological capabilities will be current and sufficient for student, faculty, and staff needs. Training in effective online course design and instruction for faculty will be strengthened.

Objective 1D.

Maximize direct faculty and student interactions inside and outside the classroom.

LCSC will maintain appropriate student-to-faculty ratios by providing adequate numbers of sections for high-demand courses and by keeping course capacities at appropriate levels. The college will seek to increase student participation and engagement in academic and non-curricular activities.

Objective 1E.

Recruit and retain a highly qualified and diverse faculty and staff.

The college will work to provide fair and competitive compensation for faculty and staff and will support increased opportunities for faculty and staff development.

Objective 1F.

Provide a safe, healthy, and positive environment for teaching and learning.

The college will increase the accessibility and safety of campus facilities and processes, expand wellness and healthy lifestyle participation, and foster a positive learning working environment.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Goal 2

Optimize student enrollment and promote student success.

Objective 2A.

Marketing efforts will focus on clearly identified populations of prospective students.

The college will:

- Establish a strong advertising and marketing presence
- Expand outreach to potential students who do not think they need college, do not think they can succeed in college, or do not think they can afford college
- Expand outreach to students seeking a residential college experience
- Increase recruiting of non-traditional students, including academic and vocational candidates
- Increase recruiting and support of community college transfers
- Establish enrollment targets for out-of-state and international students
- Leverage dual credit and tech prep as a means to connect with high school students
- Invest in scholarships to strategically grow enrollment
- Create a marketing brand for LCSC to be used in an organized advertising campaign in target areas.

Objective 2B.

Retain and graduate a diverse student body.

LCSC will implement a student success course as a means of enhancing academic skills, imparting post-secondary values and expectations, and coaching students during their first semester. The course will also be used to supplement other curricular and advising reforms targeted towards students who place into math and English courses below core levels.

The college will continue the implementation of a Centralized Advising Model to serve incoming freshmen and implement an advising assessment tool that students complete during the course registration process. Student Affairs will develop pre-admission programs, including financial literacy, to help prospective students and their families prepare for college.

LCSC will establish a Center for Teaching and Learning so that improvements in teaching and assessment are shared and curriculum development proceeds in a coordinated fashion.

Objective 2C.

Maximize student satisfaction and engagement.

The college will:

- Conduct an internal analysis to identify areas for improvement in the student enrollment cycle and academic cycle
- Conduct student satisfaction surveys on an annual basis and participate in the National Survey of Student Engagement (NSSE) every three years
- Facilitate cross-disciplinary conversations focused on best practices related to retaining both underprepared and traditional students
- Enhance and support a wide variety of social and academic student activities, with the input and guidance of ASLCSC
- Expand infrastructure intended to entice students to reside on campus.

Goal 3

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Strengthen and expand collaborative relationships and partnerships.

Objective 3A.

Increase volunteer, internship and career placement opportunities.

The college will foster, promote and track student internship opportunities within each division, determine local business and industry needs through periodic surveys or professional forums, and leverage campus expertise to build and maintain relationships with local business and industry.

Objective 3B.

Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

The college will create a list of faculty expertise that may be available for consultation to committees and boards of local organizations. Faculty and staff will actively participate in statewide development of processes and systems to strengthen the K-20 partnership. LCSC will foster, promote, and support student, faculty, and staff research/projects that benefit the community and region.

Objective 3C.

Increase cooperation and engagement with the alumni for the advancement of the college.

LCSC will invite alumni to participate in ongoing networking activities and campus events, create an alumni mentorship program for students, and incorporate alumni presence and testimonials in institutional advertising campaigns and recruiting efforts.

Objective 3D.

Advance the college with community members, business leaders, legislators, and current and future donors.

The college will invite local community and business leaders to participate in college activities, arrange for current students and alumni to meet with key individuals to promote the benefits of higher education and the needs of LCSC. LCSC will create opportunities for business and political leaders and future donors to engage in learning sessions with current students.

LCSC will continue to strengthen its relationship to the local community through promotion of the National Association of Intercollegiate Athletics (NAIA) "Champions of Character" student-athlete program.

Goal 4

Leverage resources to maximize institutional strength and efficiency.

Objective 4A.

Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Budget and assessment instruments will provide clear links to the strategic plan. Information regarding existing and expected financial resources and targeted priorities will be readily available.

Objective 4B.

Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

LCSC will review current organizational structure (Appendix 5) and implement modifications to streamline processes and enhance communication.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Objective 4C.

Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

The college will assess and update the Facilities Master Plan on an annual basis, with priority given to classrooms and teaching. The college will implement building maintenance initiatives to increase energy efficiency, use of green technology, and recycling.

Objective 4D.

Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies, and ensure required infrastructure is in place.

LCSC will create an inventory schedule of campus physical resources that includes lifespans, maintenance contracts, estimated replacement dates and update the schedule on an annual basis. The college will develop a campus-wide funding plan for maintenance and replacement of resources.

Objective 4E.

Identify and secure public and private funding to support strategic plan priorities.

Faculty and staff capacity to secure external funding will be strengthened by supporting grant writing efforts at both the departmental and institutional level. LCSC will collaborate with public and private stakeholders to generate the resources necessary to expand facilities and programs and will broaden communication and outreach to connect the entire college community to the Foundation and evolving fundraising initiatives.

Appendix 1

HISTORICAL PERSPECTIVE AND CURRENT DESCRIPTION

Evolution of Name

- 1893--Lewiston State Normal School (LSNS)
- 1947--North Idaho College of Education (NICE)
- 1955--Lewis-Clark Normal School (LCNS)
- 1971--Lewis-Clark State College (LCSC)

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893. It originally was designated Lewiston State Normal School, reflecting its early mission as a teacher training institution. In the ensuing years its name has been changed to North Idaho College of Education (1947), Lewis-Clark Normal School (1956) and finally Lewis-Clark State College (1971). The state legislature and the Idaho State Board of Education authorized the latest name change in recognition of the college's expanded role as an undergraduate institution, including programs in liberal arts, professional studies and technology.

In addition to its on-campus educational opportunities, LCSC offers instructional programs in Coeur d'Alene and at outreach centers located in Grangeville and Orofino. A variety of alternative learning formats is available, making higher education accessible throughout northern Idaho and eastern Washington. LCSC shares a place in the state's higher education system with the University of Idaho, Idaho State University and Boise State University, which collaborate to offer an array of outstanding educational programs. The four institutions operate under a governing board appointed by Idaho's governor.

LCSC is a regional State College, with a three-part mission that encompasses traditional academic programs, professional-technical education programs, and community college and community service programs. The college's undergraduate instructional programs offer a wide range of academic and professional programs leading to baccalaureate and associate degrees. The college also offers a number of programs leading to certificates. In accordance with its mission statement approved by the Idaho State Board of Education and Idaho Code, LCSC's programs emphasize the liberal arts and sciences, business, justice studies, nursing, social work, teacher preparation, and professional-technical education. Other 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. The institution also conducts selected research studies and provides a variety of life-long learning opportunities through its continuing education programs. LCSC works in collaboration with other state and regional postsecondary institutions to serve its diverse constituencies: students, business and industry, the professions, public sector groups, and special constituencies within the region and throughout the state.

Appendix 2

ENVIRONMENTAL SITUATION

Key Planning Factors and Limitations

Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to double the proportion and number of Idahoans (25- to 34-year old cohort) with a college certificate or degree by 2020. At the time of writing of this plan, LCSC had not yet been assigned a specific numerical target by the Board within its overall system-wide goal, but the following factors will affect LCSC's output.

LCSC is essentially an open-access institution—reducing admission standards would not likely generate significant numbers of new students. As LCSC reaches out to encourage college participation by underserved segments in Idaho's population, the average level of college-preparedness of the student body is likely to decrease, and the level of support needed for students is likely to increase.

The current demographic trends in Idaho foretell low to modest growth in the number of secondary students and good, but flat, high school graduation rates. It is therefore not likely that the output of the K-12 pipeline would lead to a dramatic increase in enrollment at LCSC during the five-year planning window.

While a dramatic increase in Idaho's high-school graduation rates is not foreseen during the five-year planning window, LCSC may be able to take action to increase the number of high school graduates who elect to enroll in college, taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation.

Although the national and Idaho 60% goals have been based on the premise that 60% of jobs in 2020 will require some degree of college education, the current and projected proportion of college educated employees within the Idaho workforce seems to be at a market clearing level of 36%, according to a Legislature's Office of Performance Evaluation. Currently, unemployment in Idaho is low compared to many states in the region. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the 5-year planning horizon. In fact, improving employment rates in Idaho would likely reduce the applicant pool as workers enter or re-enter the work force as the effects of the recession ease.

Infrastructure: Currently-available facilities, or a modest expansion thereof, are sufficient to support an increase in on-campus students proportionate to LCSC's share of the State Board's 60% goal. Classroom and laboratory utilization rates have sufficient slack time throughout the day and week to absorb an estimated 50% or more increase in student enrollment. Within the course of the five year planning window, the College, if necessary, could increase faculty and staff office space and parking. While expansion on such a scale is theoretically possible, it is unlikely to be necessary within the five-year planning window, barring a dramatic increase in current campus headcount enrollment trends, currently averaging 3% per year. If the combined impact of LCSC action strategies to increase enrollment, improve retention, and increase program completion rates were to double the historical rate increase to 6% per year, the main campus student population would increase 50% by 2020—a level which, with good planning, could be accommodated by the current physical infrastructure.

Unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC's Coeur d'Alene operations. A strategic initiative is underway to provide a joint facility to serve LCSC, NIC, and UI students and staff on the NIC campus. The new facility would not likely be opened until the end of the current five-year planning window, and efforts are underway to find additional facility options to support LCSC operations at Coeur d'Alene in the interim. Infrastructure at the other current LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

Deferred maintenance needs over the course of the five-year planning window are estimated at roughly \$25 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and the Fine Arts Building). For the main campus, LCSC's strategy for the five-year planning window is to focus on upgrades of existing facilities rather than erecting major new facilities.

Classroom capacity is sufficient to sustain current and projected enrollment levels for brick-and-mortar classes. Increased enrollment will necessitate scheduling adjustments that spread classes throughout day, evening, and weekend hours. Utility costs of extended class hours would increase marginally, but overall efficiency of facility operations would increase with the reduction of slack hours.

Recent efforts have increased the number of classroom seats and modernized classrooms and labs. Nevertheless, continued efforts are needed to modernize classroom/lab infrastructure (teaching technology, lighting, furniture, acoustical treatments, flooring).

Available student housing units are not currently at maximum capacity. A study is underway (Presidential Guidance-50) on possible strategies to add bed spaces. If projected trends warrant, it would be feasible to add new student housing by the end of the five-year strategic planning window and to convert some older housing units in the LCSC inventory to other uses, including office space.

On-campus and neighborhood parking is adequate to sustain employee and student operations through the remainder of FY2013. The College has acquired additional property on the perimeter of the Normal Hill campus to accommodate additional parking (or facility construction) if/when needed. Parking options for LCSC's downtown operations are more limited, and cooperation with the City and local merchants will be needed if main street operations continue to expand.

Recent office space modernization efforts need to continue over the five-year planning window. In the event of growth of faculty and staff beyond current levels, additional office space could be provided through conversion of rental housing units and/or conversion of older residential hall space into modern offices.

A major vulnerability that needs to be addressed is the lack of redundant capabilities for heating and cooling of major buildings—almost every major structure is dependent upon a single source of HVAC. The main campus needs a loop to interconnect multiple facilities and provide a backup in the event of single-point failure. Use of energy-saving incentive dollars and cooperative projects with off-campus entities could help fund these improvements.

Personnel: While the current physical infrastructure of LCSC (with the exception of the Coeur d'Alene Center) is sufficient to support the increased output envisioned by the Idaho State Board of Education in its growth plans, this is not the case with respect to faculty and staff. Although class sizes could be increased in some upper division courses, many lower division courses and some professional courses are already up against faculty-student ratio limits imposed by specialized accreditation agencies and could not be significantly expanded without concomitant expansion of faculty and supporting staff. Faculty and staff workload levels at LCSC are already high compared to other higher education institutions. An expanded LCSC student population will require ratios at least as low as current levels. Hiring and funding an expansion, spread over the next five years, would be technically feasible, based on peak hiring periods over the past decade, but would require careful planning and coordination.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

While increased utilization of distance learning technology could alleviate stress on physical infrastructure, physical infrastructure is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (14.3 to one, and 12.5 to one, respectively) may not yet be at a maximum level, however, the mode of delivery of courses is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

Economy and the Political Climate: Many factors and trends will have a major impact on LCSC strategies to achieve its goals and objectives over the five-year planning window.

Higher Education was used as a rainy day reserve to support other state operations, most notably K-12 support, during the economic downturns in FY2002 and in the prolonged recession which began after FY2009. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education.

Since FY2009, the state has not provided sufficient funding to cover maintenance of current operation costs (inflation, replacement of capital items, and employee salaries), nor has it funded LCSC line-item budget requests to support increased enrollment, including LCSC's Complete College Idaho request which directly supports SBOE goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Only one CEC increase has been funded during the past four years, and half of the cost of that increase was transferred by state policymakers to student tuition.

There has been significant political support for funding community college operations in the Treasure Valley, though little interest, as yet, in equalizing tuition rates among the three Idaho community colleges and no interest in providing funding to support the State Board-assigned community college function for LCSC and ISU. There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school. However, there has been no support for funding directed to higher education for this purpose. The dual impact of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now providing a greater portion of LCSC revenue than the general fund appropriation. Notwithstanding the fact that reduced state support has necessitated tuition increases to sustain higher education operations, and despite the fact that Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

Students in Idaho and across the nation have become more dependent upon Federal financial aid to pay for college, and increased student debt load and default rates have caused consternation among policymakers. Federal funding available for higher education has been reduced in some cases, and new policy restrictions aimed at curbing operations of for-profit higher education enterprises have inflicted collateral damage on public college operations.

Costs for employee and State Board mandated student healthcare plans are ballooning and threaten to have a significant impact on college access for students. Increased tax rates and sluggish economic growth may further reduce college enrollment.

Economic and population growth within LCSC's local operating area, Region II, has been flat. The highest growth rates in the state have been focused in southern Idaho and the northern panhandle. LCSC is increasingly reliant on a statewide market.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Implications for Lewis-Clark State College: The College cannot depend upon major infusions of state-appropriated dollars to fund growth and new initiatives during the next five years. The primary sources of funding for strategic initiatives will be reallocation of current funds and utilization of student tuition and fee dollars. The primary engine for funding growth is increased tuition from students as a result of increased enrollment (higher accessions, increased retention) with tuition rate increases likely to be restricted by policymakers.

LCSC needs to continue to build its grassroots support within the region and throughout the state to increase awareness of its unique strengths and its support of the values of Idaho's citizens. Strong support of students, parents, alumni, community members, and businesses is essential to undergird the tangible support provided to LCSC by Idaho policymakers.

Appendix 3

Strategic Plan Steering Committee

Chair: Allen Schmoock, Information Technology
Harold Crook, Humanities Division
Doug Cruthirds, Associated Students LCSC
Laura Earles, Social Sciences Division
Howard Erdman, Institutional Research, Planning and Assessment
Debbie Goodwin, Business Division
Rocky Owens, Coeur d'Alene Center
Andrew Hanson, Vice President for Student Affairs
Rachel Jameton, Natural Sciences and Mathematics Division
Kathy Martin, Community Programs and Governmental Relations
Joni Mina, Business Technology and Service Division
Sue Niewenhous, Library Services
Jeff Phelps, Controller
Janis Van Hook, President's Office

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

Appendix 4

STRATEGIC PLAN TIMELINE

| | |
|--------------------|---|
| February 2012 | Planning Retreat involving 40 participants for two days |
| April 2012 | President appoints and charges the Strategic Plan Steering Committee |
| April–October 2012 | Strategic Plan Steering Committee develops proposed goals and objectives |
| November 2012 | Strategic Plan Steering Committee conducted comment forums on proposed goals and objectives for targeted audiences |
| November 2, 2012 | Coeur d’Alene Center faculty, staff and student leadership |
| November 5, 2012 | All campus audience |
| November 8, 2012 | Students |
| November 13, 2012 | Board of Directors for the College Foundation and the Alumni Association |
| November 15, 2012 | Faculty |
| November 28, 2012 | President charges the Strategic Plan Steering Committee to refine goals and objectives and to develop strategies to accomplish the objectives |
| December 2012 | Strategic Plan Steering Committee submits the draft plan to the President |
| January–March 2013 | The college administration refines the draft plan submitted by the Strategic Plan Steering Committee |
| April 2013 | Administration distributes refined plan to the campus community |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Lewis-Clark State College – Performance Measure Data

| Goal 1 | | A Well Educated Citizenry: | | | |
|---|-----------------------------------|--|---------|---------|---------|
| | | <i>Lewis-Clark State College supports the Idaho State Board of Education's efforts to provide opportunities for individual advancement.</i> | | | |
| | Benchmarks | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
| SBOE Objective A: | | ACCESS - Support the Idaho State Board of Education's efforts to improve access for individuals of all ages, abilities, and economic means to Idaho's educational system. | | | |
| High school students participating in concurrent enrollment programs (headcount and total credit hours): | | | | | |
| Headcount | Annual Enrollment - 1,300 | 1,081 | 1,241 | 1,488 | 1,805 |
| Credit Hours | Annual Total Credit Hours - 6,000 | 4,742 | 5,134 | 6,103 | 6,972 |
| Scholarship dollars awarded per student FTE | \$1,950 | \$1,761 | \$1,722 | \$1,624 | \$1,728 |
| | | | | | |
| SBOE Objective B: | | Higher Level of Educational Attainment - Support the Idaho State Board of Education's efforts to increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. | | | |
| The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled | 20 | 20 | 20 | 19 | 23 |
| First-year/ full-time cohort retention rate | 60% | 52% | 50% | 54% | 57% |
| First-year/ full-time cohort 150% graduation rate | 30% | 27% | 24% | 28% | 31% |
| | | | | | |
| SBOE Objective C: | | Adult Learner Re-Integration - Support the Idaho State Board of Education's efforts to improve the processes and increase the options for re-integration of adult learners into the education system. | | | |
| Number of adults enrolled in customized training (including statewide fire and emergency services training programs). | 3,700 | 3,138 | 3,289 | 2,921 | 3,627 |
| | | | | | |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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| | | Transition - Support the Idaho State Board of Education's efforts to improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce. | | | |
| SBOE Objective D: | | | | | |
| First-time licensing/certification exam pass rates for professional programs | Meet or exceed national average | | | | |
| NCLEX-RN - National % | | 86% | 88% | 89% | 90% |
| NCLEX-RN - LCSC % | " | 90% | 80% | 95% | 89% |
| NCLEX-PN National % | | 85% | 86% | 87% | 84% |
| NCLEX-PN - LCSC % | " | 67% | 75% | 100% | 86% |
| ARRT (RAD) National % | | 91% | 92% | 93% | 93% |
| ARRT - LCSC% | " | 100% | 92% | 100% | 100% |
| Social Work (ASWB)-National % | | 79% | 78% | 78% | * |
| Social Work (ASWB)-LCSC % | " | 90% | 92% | 88% | * |
| Percentage of responding LCSC graduates with positive placement | 90% of responding LCSC graduates will have positive placement | 97% | 91% | 91% | 92% |
| | | | | | * FY2012 ASWB report will not be available until August 2013. |
| Goal 2 | | Critical Thinking and Innovation: | | | |
| | | <i>Lewis-Clark State College supports the Idaho State Board of Education's efforts to provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, and think critically, and are creative.</i> | | | |
| | | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
| SBOE Objective A: | | Critical Thinking, Innovation, and Creativity -Support the Idaho State Board of Education's efforts to increase research and development of new ideas into solutions that benefit society | | | |
| Institution funding from competitive grants | \$2.0m | \$2,774,507 | \$3,376,815 | \$4,467,076 | \$2,846,439 |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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|--|---|---|-----|-----|-----|
| ETS Proficiency Profile critical thinking construct | LCSC will score at the 80 th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct. | 86% (FY2008) | NA | 88% | NA |
| Number of students participating in internships | TBD | TBD | TBD | TBD | TBD |
| Number of students participating in undergraduate research (LCSC Research Symposium participant) | 290 | 212 | 205 | 243 | 237 |
| The number of presentations at the LCSC Senior Research Symposium | 230 | 107 | 122 | 153 | 200 |
| SBOE Objective B: | | Quality Instruction- Support the Idaho State Board of Education's efforts to increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff | | | |
| State of Idaho Classified Staff Pay Schedule | Classified Staff pay will be 90% of Policy.* | 36% | 23% | 19% | 17% |
| College and University Professional Association for Human Resources (C.U.P.A.) - Administrative Salary Survey | Compensation for professional staff (Administrative) will be 90% of the average C.U.P.A. Administrative Salary Survey median for institutions in the same budget quartile as Lewis-Clark State College.* | 73% | 79% | 31% | 46% |
| C.U.P.A. Mid-Level and Professional Salary Survey | Compensation for professional staff (mid-level and professional) will be 90% of average C.U.P.A. Mid-Level and Professional Survey median for institutions in the same budget quartile as Lewis-Clark State College.* | 68% | 66% | 49% | 60% |
| Integrated Postsecondary Education Data System (IPEDS), Human Resources Report | Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS.** | 90% | 89% | 87% | 86% |
| Notes: *These values represent the percentage of each group that are being paid 90% or more of their respective median comparators. | | | | | |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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|--|--|---|----------------|----------------|----------------|
| | <p>** The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions.</p> | | | | |
| Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition | The percentage of first-time students passing the PRAXIS II will exceed 90%. | 91% | 88% | 92% | 90% |
| | | | | | |
| GOAL 3 | | Effective and Efficient Delivery Systems: | | | |
| | | <i>Lewis-Clark State College supports the Idaho State Board of Education's efforts to ensure educational resources are used efficiently.</i> | | | |
| | | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
| SBOE Objective A: | | Cost Effective and Fiscally Prudent – Support the Idaho State Board of Education's efforts to increase productivity and cost-effectiveness. | | | |
| Cost per successfully completed weighted student credit hour | | \$335.29 | \$293.16 | \$288.57 | \$260.96 |
| Average net cost to attend public 4 year institution | TBD | | | | |
| Certificate (at least one year) and degree completions per \$100,000 of education and related spending | 2.5 | 2.0 | 2.1 | 2.1 | 2.7 |
| Average number of credits earned at completion of certificate or degree program | Associates- 70 (SBOE Benchmark) | 124 | 116 | 108 | 107 |
| | Bachelors - 130 (SBOE Benchmark) | 148 | 147 | 148 | 148 |
| Institutional reserves comparable to best practice. | A minimum target reserve of 5% of operating expenditures. | 3.4% | 3.5% | 3.5% | 3.8% |
| SBOE Objective B: | | Data Informed Decision Making - Support the Idaho State Board of Education's efforts to increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system. | | | |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| | | | | | |
|--|-------------------|--|-------------|-------------|-------------|
| LCSC will support the development of a P-20 to workforce longitudinal data system with the ability to access timely and relevant data. | Completed by 2015 | In Progress | In Progress | In Progress | In Progress |
| Objective C: | | Educational Efficiencies -Increase LCSC's use of distance learning to improve efficient use of resources. | | | |
| Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses | 8,000 | 5,031 | 6,878 | 7,431 | 7,945 |



Eastern Idaho Technical College
Strategic Plan FY14 – FY18

Revised April 2013

Vision

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

Mission

Eastern Idaho Technical College provides superior educational services in a positive learning environment that champions student success and regional workforce needs.

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: **Access** - (measured elsewhere in this plan)

Objective B: **Higher Level of Educational Attainment** – Increase the educational attainment of Idahoans through participation and retention in Idaho's educational system.

Method 1: Monitor labor market needs and review the need for new occupational training programs and community education/workforce training courses.

- Performance Measure: The number of occupational training programs and workforce training courses identified as needed to respond to labor market needs.
- Benchmark: Identify at least one (1) occupational training program and at least five (5) workforce training courses to respond to labor market needs.

Method 2: Determine the feasibility of developing one (1) new occupational training program and five (5) workforce training courses identified in Method 1 as needed to respond to labor market needs.

- Performance Measure: Completion of feasibility analysis for one (1) new occupational training program and five (5) community education/workforce training courses.
- Benchmark: Feasibility analyses will be completed for one (1) new academic program and five (5) community education/workforce training courses. Development of new occupational training program(s) and workforce training courses deemed feasibly possible.

Objective C: Adult Learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Method 1: Increase the academic outcomes of students enrolled in Adult Basic Education (ABE) classes to: assist individuals become more capable and productive community members; improve individual skills in reading, math, writing, and English as a second language; and prepare students to successfully complete the GED and/or COMPASS tests as appropriate.

Performance Measure: Academic gains of students.

Benchmark: Meet the State NRS targets for academic gains at all levels.

Method 2: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

- Performance Measure: Number of potential students receiving pre-enrollment counseling.
- Benchmark: Increase number of students served, during each academic year, by at least one percent (1%).

Method 3: Development of new occupational training program(s) and workforce training courses deemed feasibly possible.

- Performance Measure: Development of feasibly possible program(s) and community education/workforce training courses.
- Benchmark: All feasibly possible academic program(s) and community education/workforce training courses will be developed.

Method 4: Monitor remedial needs in English and Math

- Performance Measure: Number and percentage of students successfully completing remedial English and Math (ENG 90 and MAT 100, respectively)
- Benchmark: Successful completers shall exceed 80%

Method 5: Ensure continuing services of the Tutoring Center by augmenting federal grant dollars through additional local or appropriated funding.

- Performance Measure: Funding level adjusted to student demand based on contact hours.
- Benchmark: Total funding for the Tutoring Center will be (FY 2012 funding ÷ FY 2012 contact hours) × projected contact hours for budget year.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Method 6: Percentage of post-secondary students who are retained in degree and certificate professional-technical programs.

- Performance Measure: Number of full-time students returning for a second year (fall to fall) for programs over one year.
- Benchmark: Returning students shall exceed 70%

- Performance Measure: Number of full-time students who completed programs of less than one year
- Benchmark: Completing students shall exceed 80%

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 Measure: Number of certificate and degree completions per 100 FTE
- Benchmark: Maintain award percentage over 35%

Objective E: **Encourage collaboration with college service area's labor market.**

- Performance Measure: Number of times EITC is mentioned in the public media or EITC-distributed brochures as a resource for work force training.
- Benchmark: Increase number of times by at least three (3) per year from FY 2013 levels.

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** – (Not currently measured)

Objective B: **Quality Instruction** – Implement faculty improvements based upon feedback from faculty evaluations by faculty, peers, students and division managers.

- Performance Measure: Number of newly implemented improvements suggested by students via faculty evaluations.
- **Benchmark:** Implement at least one (1) new idea, identified via feedback of students through faculty evaluations.

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.

Method 1: Increase reach of the EITC Tutoring Center and the services provided by the Tutoring Center.

- Performance Measure: Number of student contact hours.
- Benchmark: Increase number of student hours, during each academic year, by at least one percent (1%).

Method 2: Monitor cost to deliver educational resources

- Performance Measure: Total cost per credit hour
- Benchmark: Maintain cost per credit hour within 20% of IPEDS peers

- Performance Measure: Total cost of certificate or degree completions (one year or longer) per \$100,000 of campus spending (e.g. cost of instruction, maintenance, operations)
- Benchmark: Maintain completion costs within 20% of peers

- Performance Measure: Institutional reserves comparable to best practice.
- Benchmark: A minimum target reserve of 5% of operating expenditures.

Objective B: Data-informed Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

- Performance Measure: Provide data to workforce longitudinal data system with the ability to access timely and relevant data.
- Benchmark: Completed by 2015.

GOAL 4: Provide high quality admission and student support.

Objective A: Provide multiple opportunities to obtain feedback from students and implement improvements and changes based on student feedback.

Performance Measure: Students have the opportunity to respond to current procedures and experiences during their educational education at EITC. Students have the opportunity to fill out Faculty evaluations/surveys each semester and Noel Levitz yearly.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Each of these surveys target student services, library, financial aid and overall campus experiences.

Benchmark: Implement three (3) changes or solutions identified by the current surveys.

Objective B: Promote a continuing safe environment.

- Performance Measure: Ongoing review of Emergency Response Plan with appropriate changes made to plan.
- Benchmark: Throughout the year, at quarterly meetings, the Safety Committee will review the components of the Emergency Response Plan and modify it as appropriate to support a safe learning environment.

- Performance Measure: Ongoing use of formal on-line safety training
- Benchmark: 100% completion of safety training by all full time faculty and staff.

- Performance Measure: Safety briefings to faculty and staff
- Benchmark: Incorporate safety training into each in-service meeting at start of terms

GOAL 5: ACHIEVE ACCREDITATION OBJECTIVES

Objective A: Be supportive by providing a safe, clean, inviting, and functional campus setting. EITC provides comprehensive student support from pre-enrollment through employment (admissions, financial aid, placement, library, business office, Center for New Directions, Adult Basic Education, etc.)

Method 1: EITC students and staff feel safe and secure.

- o Performance Measure: Safety and Security measure on annual survey.
- o Benchmark:
 - Students report less than a 1.0 gap between importance of safety and security and level of agreement.
 - Faculty and staff report less than a 1.0 gap between importance of safety and security and level of agreement.

Method 2: EITC provides effective support services.

- Performance Measure: Student perception of the value of services offered through the EITC Tutoring Center.
- Benchmark: Student satisfaction of services offered through the EITC Tutoring Center will be 3.0 or higher on student survey.

- Performance Measure: EITC admissions services meet the expectations of students.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- Benchmark: Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.
- Performance Measure: EITC admissions services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement.
- Performance Measure: EITC financial aid services meet the expectations of students.
- Benchmark: Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.
- Performance Measure: EITC financial aid services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement
- Performance Measure: EITC library services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement

Objective B: Provide an atmosphere that fosters communication and growth.
Communication includes both external communication with community, state, and other stakeholders and internal communication among staff and faculty. Growth includes student growth (addressed elsewhere) and professional growth of staff and faculty.

Method 1: Communicate effectively with the community

- Performance Measure: Publish and distribute college newsletter
- Benchmark: 6 issues per year minimum
- Performance Measure: Conduct forums to foster creativity
- Benchmark: President will hold 2 forums per year to collect innovative ideas from the campus community. Maintain document to include ideas collected and acted upon.
- Performance Measure: Maintain a variety of campus committees and measure activity at critical committees
- Benchmark: 90% attendance by members

Method 2: Encourage relevant professional development

- Performance Measure: Provide funds for faculty and staff professional

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

development

- Benchmark: maintain or increase level of available funds
- Performance Measure: Percent of faculty that participate in professional development
- Benchmark: 80% of full-time faculty will participate in professional development annually
- Performance Measure: Percent of staff that participate in professional development
- Benchmark: 80% of full-time staff will participate annually
- Performance Measure: Provide opportunities for professional development on campus
- Benchmark: Provide a minimum of 2 professional development activities on campus annually.

Method 3: Develop and maintain partnerships with stakeholders

- Performance Measure: Provide customized training to local industries
- Benchmark: Increase headcount yearly
- Performance Measure: Conduct employer follow-up
- Benchmark: Annual survey to collect satisfaction
- Performance Measure: Maintain labor market awareness
- Benchmark: Review DOL labor data annually

Objective C: Be accountable and a good steward of the funds entrusted to it through state appropriations, grants, student fees and other sources; seek to become increasingly effective in the application of those funds and the thorough reporting and justification of how funds were spent.

Method 1: Gather and utilize data for informed decision making.

- Performance Measure: Annual program graduate placement survey
- Benchmark: 85% training related placement
- Performance Measure: Fall to spring semester/fall to fall retention study
- Benchmark: 85% retention goal
- Performance Measure: Graduation rate study
- Benchmark: 50% graduation rate
- Performance Measure: Program enrollment reports

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- Benchmark: Maintain semester/annual enrollments based on documented needs

Method 2: Regularly review and update programs

- Performance Measure: Annual program learning outcomes assessment
- Benchmark: Continuous improvement of students meeting expected learning outcomes
- Performance Measure: Maintain active program advisory committees
- Benchmark: 2 meetings per year

Method 3: Utilize resources efficiently

- Performance Measure: Room utilization
- Benchmark: Increasing room utilization factors
- Performance Measure: Energy and water consumption
- Benchmark: Annually decrease consumption

Objective D: Be a place of learning where students learn and develop workplace skills; use the most appropriate learning methods and provide instruction that is not only academically rigorous but is also tailored to the needs of the community

Method 1: Incorporate the use of most appropriate technologies

- Performance Measure: Percentage of faculty using learning management system
- Benchmark: Increase percentage annually to reach 100%
- Performance Measure: Number of courses via hybrid/on-line technology
- Benchmark: Increase percentage annually

Method 2: Provide rigorous and relevant instruction

- Performance Measure: Active program advisory committees
- Benchmark: 2 meetings per year
- Performance Measure: Performance on certification exams
- Benchmark: Student performance meets or exceeds 80% success rates
- Performance Measure: Performance on Technical Skills Assessments
- Benchmark: Performance meets or exceeds State's agreed upon standards
- Performance Measure: Student perception of instructional effectiveness
- Benchmark: Students report positive perception on annual assessment

Key External Factors

(Beyond the control of Eastern Idaho Technical College)

Funding: Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain.

Legislation/Rules: Beyond funding considerations, many education policies are embedded in State statute or rule and not under Board control. Changes to statute and rule desired by the Board of Education are accomplished according to State guidelines. Rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation must be supported by the Governor, gain approval in the germane legislative committees and pass both houses of the Legislature.

Federal Government: A great deal of education funding for Idaho public schools is provided by the federal government. Funding is often tied to specific federal programs and objectives and therefore can greatly influence education policy in the State.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| Objective | Performance Measure | Benchmark/s | FY13 Results | FY12 Results | FY11 Results | FY10 Results |
|---|--|---|--|---|--|---|
| GOAL 1: A WELL EDUCATED CITIZENRY | | | | | | |
| A: Access | | | | | | |
| B: Higher Level of Educational Attainment – Increase the educational attainment of Idahoans through participation and retention in Idaho's educational system. | The number of occupational training programs and workforce training courses identified as needed to respond to labor market needs. | Identify at least one (1) occupational training program and at least five (5) workforce training courses identified to respond to labor market needs | WFT - 5 programs and 8 classes-met goal | WFT - No programs and 11 classes - met goal | WFT- No programs and 11 classes-met goal | WFT-1 program and 8 classes-met goal |
| | Completion of feasibility analysis for one (1) new occupational training program and five (5) workforce training courses. | Feasibility analyses will be completed for one (1) new occupational training program and five (5) workforce training courses. Development of new occupational training program(s) and workforce training courses deemed feasibly possible | WFT - Four programs and eight classes-met goal | WFT- No programs and 11 classes-met goal | WFT- No programs and 11 classes-met goal | WFT-One program and eight classes-met goal |
| C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system | Academic gains of students | Meet the State NRS targets for academic gains at all levels. | Data for FY2013 not available | ABE 1 41%* ABE 2 53%* ABE 3 52%* ABE 4 37%* ABE 5 33%* ESL 1 45%* ESL 2 39% ESL 3 47%* ESL 4 47%* ESL 5 37%* ESL 6 29%* | ABE 1 64%* ABE 2 43% ABE 3 58%* ABE 4 36%* ABE 5 41%* ESL 1 20% ESL 2 42% ESL 3 32% ESL 4 28% ESL 5 30% ESL 6 20%* | ABE 1 54% ABE 2 50%* ABE 3 46%* ABE 4 33% ABE 5 31% ESL 1 43% ESL 2 33% ESL 3 32% ESL 4 26% ESL 5 6% ESL 6 21%* |
| | Number of potential students receiving pre-enrollment counseling. | Increase number of students served, during each academic year, by at least one percent (1%). | 258 | 411 | 518 | 686 |
| | Development of feasibly possible program(s) and workforce training courses. | All feasibly possible occupational training program(s) and workforce training courses will be developed. | completed | completed | completed | complete d |
| | Number and percentage of | Successful completers shall | Data for FY2013 not | 95, 74% | 119, 71% | 122, 85% |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| | | | | | | |
|--|--|--|---|--------------------------|----------|----------|
| | students successfully completing remedial English and Math (ENG 90 and MAT 100, respectively) | exceed 80% | available | | | |
| | Funding level adjusted to student demand based on contact hours. | Total funding for the Tutoring Center will be (FY 2012 funding ÷ FY 2012 contact hours) × projected contact hours for budget year. | Data for FY2013 not available | *** | *** | *** |
| | Number of full-time Students returning for a second year (fall to fall) for programs over one year. | Returning students shall exceed 70% | Data for FY2013 not available | 53% | 44% | 39% |
| | Number of full-time students who completed programs ≤ 1 Academic Year * Including the Professional Truck Driving | Completing students shall exceed 80% | Data for FY2013 not available | 81% | 82% | *** |
| D: Transition | Number of certificate and degree completions per 100 FTE | Maintain award percentage over 35% | Data for FY2013 not available | 42% | 39% | 36% |
| E: Collaboration with Market | Number of times EITC is mentioned in public media or EITC-distributed brochures as a resource for work force training. | Increase number of times by at least three (3) per year from FY 2013 levels. | 6 issues | 6 issues | 6 issues | 6 issues |
| 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 | | | | | | |
| A: Critical Thinking, Innovation and Creativity | | | | | | |
| C: Quality Instruction | Number of newly implemented improvements made by students via faculty evaluations. | Implement at least one (1) new idea, identified via feedback of students through faculty evaluations. | Completed - Implemented new library guidelines and professional development for staff | *** | *** | *** |
| 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. | Number of student contact hours. | Increase number of students served, during each academic year, by at least one percent (1%). | Data for FY2013 not available | 5,195 | 4,879 | 5,407 |
| | Total cost per credit hour | Maintain cost per credit hour within | Not available from IPEDS | Not available from IPEDS | +58% | +46% |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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| | | 20% of IPEDS peers (peer list) | | | | |
| | Total cost of certificate or degree completions (one year or longer) per \$100,000 of campus spending (e.g. cost of instruction, maintenance, operations) | Declining Cost | 0.26 | 0.28 | *** | *** |
| | Institutional reserves comparable to best practice. | A minimum target reserve of 5% of operating expenditures. | >5% | >5% | >5% | >5% |
| B: Data-driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system. | Provide data to workforce longitudinal data system with the ability to access timely and relevant data. | Completed by 2015. | Ongoing production of data to SBOE for SLDS | Ongoing production of data to SBOE | Ongoing production of data to SBOE | *** |
| GOAL 4: Provide high quality admission and student support. | | | | | | |
| A: feedback from potential and current students | Noel-Levitz survey | Implement 3 changes or solutions identified by current surveys. | Data for FY2013 not available | College Parking changes implemented as a result from the Noel Levitz feedback | | |
| B: Safety. | Ongoing review of Emergency Response Plan (ERP) with appropriate changes made to plan. | Throughout the year, at quarterly meetings, the Safety Committee will review the components of the Emergency Response Plan and modify it as appropriate to support a safe learning environment. | Meetings held, two changes made. Developed 1 page emergency response sheet | Complete reissue of plan. | Reviewed, no changes | Reviewed, no changes |
| | Ongoing use of formal on-line training | 100% by full time faculty and staff | Data for FY2013 not available | *** | *** | *** |
| | Safety briefings to faculty and staff | Incorporate into in-service training at start of (fall and spring) terms. | Completed | Completed | *** | *** |
| GOAL 5: ACHIEVE ACCREDITATION OBJECTIVES | | | | | | |
| A: Be supportive by providing a safe, clean, inviting, and functional campus setting. EITC provides comprehensive student support from pre-enrollment through | Safety and Security measure on annual survey. | Students report less than a 1.0 gap between importance of safety and security and level of agreement | 0.84 | 1.11 | *** | *** |
| | | Faculty and staff | 0.65 | 0.83 | *** | *** |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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| employment (admissions, FA, Placement, Library, business office, CND etc.) | | report less than a 1.0 gap between importance of safety and security and level of agreement. | | | | |
| | Student perception of the value of services offered through the Academic Skill Center. | Student satisfaction of services offered through the Tutoring Center will be 3.0 or higher on student survey. | 0.6 | 0.42 | *** | *** |
| | EITC admissions services meet the expectations of students. | Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement. | 0.66 | 0.51 | *** | *** |
| | EITC admissions services meet the expectations of faculty and staff. | Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement. | 1.06 | 0.81 | *** | *** |
| | EITC financial aid services meet the expectations of students. | Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement. | 0.85 | 0.78 | *** | *** |
| | EITC financial aid services meet the expectations of faculty and staff. | Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement | 0.83 | 0.74 | *** | *** |
| B: Provide an atmosphere that fosters communication and growth. Communications include both external communications with community, state, and other stakeholders and internal communications among staff and faculty. Growth includes student growth (addressed elsewhere) and professional growth of staff and faculty. | Publish and distribute college newsletter | 6 issues per year minimum | 6 issues | 6 issues | 6 issues | 6 issues |
| | Conduct forums to foster creativity | President will hold 2 forums per year to collect innovative ideas from the campus community. Maintain document to include ideas collected and acted upon. | Completed (Nov, Apr) | Completed (Nov, Apr) | Completed (Nov, Apr) | Complete d (Nov, Apr) |
| | Maintain a variety of meaningful campus committees and measure activity at critical committees. | 90% attendance by members | >90% | *** | *** | *** |
| | Provide funds for faculty and staff professional development | maintain or increase level of available funds | decreased | decreased | decreased | decrease d |
| | Percent of faculty that participate in professional development | 80% of full-time faculty will participate in professional development | >90% | >90% | >90% | >90% |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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| | | annually | | | | |
| | Percent of staff that participate in professional development | 80% of full-time staff will participate annually | > 80% | > 80% | >90% | >90% |
| | Provide opportunities for professional development on campus | Provide a minimum of 2 professional development activities on campus annually. | Completed | Completed | Completed | Completed |
| | Provide customized training to local industries | Increase headcount yearly | Data for FY2013 not available | 11,684 | 13,040 | 15,967 |
| | Conduct employer follow-up | Annual survey to collect satisfaction | Data for FY2013 not available | completed | completed | completed |
| | Maintain labor market awareness | Review DOL labor data annually | Data for FY2013 not available | completed | completed | completed |
| C: Be accountable and a good steward of the funds entrusted to it through state appropriations, grants, student fees and other sources; seek to become increasingly effective in the application of those funds and the thorough reporting and justification of how funds were spent. | Annual program graduate placement survey | 85% training related placement | Data for FY2013 not available | 70.3% | 73.9% | 68.2% |
| | Fall to spring semester(a)/fall to fall retention study (b) | 85% retention goal | (a) 58% (b) 53% | (a) 75% (b.) 56% | *** | *** |
| | Graduation rate study | 50% graduation rate | Data for FY2013 not available | 53% | 64% | 56% |
| | Program enrollment reports | Maintain semester/annual enrollments based on documented needs | 51% | 61% | | |
| | Annual program learning outcomes assessment | Continuous improvement of students meeting expected learning outcomes | Data for FY2013 not available | Completed | Completed | Completed |
| | Maintain active program advisory committees | 2 meetings per year | Data for FY2013 not available | Completed | Completed | Completed |
| | Room utilization | Increasing room utilization factors | 6% | 4% | *** | *** |
| | Energy and water consumption | Annually decrease consumption | Analyzed cost saving procedures for FY2013-14 Year | *** | *** | *** |
| D: Be a place of learning where students learn and develop workplace skills; use the most appropriate learning methods and provide instruction that is not only academically rigorous but is also tailored to the needs of the community | Percentage of faculty using learning management system (LMS) | Increase percentage annually to reach 100% | 100% | 100% | *** | *** |
| | Number of courses via hybrid/on-line technology | Increase percentage annually | Data for FY2013 not available | Faculty challenge to offer hybrid or online courses where | *** | *** |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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| | Active program advisory committees | 2 meetings per year | Completed | possible Completed | Completed | Completed |
| | Performance on certification exams | student performance meets or exceeds 80% success rates | Data for FY2013 not available | 93% | >80% | >80% |
| | Performance on Technical Skills Assessments | performance meets or exceeds State's agreed upon standards | Data for FY2013 not available | 93% | *** | *** |
| | Student perception of instructional effectiveness | students report positive perception on annual assessment | 0.52 | 0.54 | *** | *** |

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PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Approval – Stueckle Sky Center

REFERENCE

June 2012 Board approved alcohol waiver for Stueckle Sky Center

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/DISCUSSION

For the past five football seasons, the Board has granted an exception to Policy I.J. to allow alcohol service to patrons leasing seats in the Stueckle Sky Center in conjunction with University home football games and the Famous Idaho Potato Bowl. The University is again requesting Board approval to sell alcoholic beverages in the Sky Center during home games and the Potato Bowl in addition to the 2014 spring game, and if applicable, a conference championship game.

Boise State University utilizes campus security, Boise City Police, and other trained personnel to control and manage the use of alcohol sold during games. No serious issues or concerns have been reported in prior years. The University will utilize the same or an enhanced version of the security plan that has been in place for the past five seasons in order to mitigate risks associated with alcohol service.

As in previous years, the University will provide control measures and meet all requirements of Board policy, including the 2011 amendments to policy, regarding alcohol service. In addition, the University will only conduct alcohol sales in accordance with the following:

1. Alcohol service will be available in the Sky Center, which is enclosed and totally separate from the general seating areas. Alcohol service will only be available to patrons holding tickets to seats within the Sky Center.
2. Alcohol sales will begin no earlier than three hours prior to kick off and will end at start of the 4th quarter.
3. Two entry points at the North and South Elevator Towers will be manned by security personnel. Only those holding tickets to seats in the Sky Center will be granted entry.
4. Security personnel will be located on each floor of the Sky Center to monitor compliance with policies and patron behavior.
5. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
6. The Boise State University official campus food service provider will carry the alcohol license and liability insurance and will provide trained personnel to monitor the sale and consumption of alcohol.
7. No alcohol producers or distributors will be allowed to sponsor alcohol service.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

IMPACT

Since its inception, there have been no serious incidents relating to alcohol service in the Sky Center. This proposal creates a secure area where alcohol can be consumed in moderation in a controlled environment.

ATTACHMENT

Attachment 1 – Security Plan / Alcohol Report

Page 3

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 2012/13 football season.

BOARD ACTION

I move to approve the request by Boise State University to allow the sale of alcohol in the Sky Center during the 2013 home football season, Famous Idaho Potato Bowl, the 2014 spring game, and if applicable, a conference championship game as set forth herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Boise State University
2013 Football Season – Bronco Stadium
Security Plan and Alcohol Report
Stueckle Sky Center -- Caven Williams Sports Complex
Attachment 1

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 2013 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 2012 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.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Level 3 - Loge Level

- Crowd Manager at the North 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.
- North 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.

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 4th and 5th 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.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- 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.

- 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.
- Tickets 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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BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Alcohol Waiver – Caven Williams Sports Complex

REFERENCE

June 2012 Board approved pre-game alcohol waiver for Caven Williams Sports Complex

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

For the past eight football seasons, the Board has granted an exception to Policy, I.J. to allow service of alcohol on campus in conjunction with University home football games and the Idaho Famous Potato Bowl. The University is again requesting Board approval to provide alcohol service in a secured area within the Caven Williams Sports Complex prior to each 2013 home football game, a potential conference championship game, and the Famous Idaho Potato Bowl. 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.

Boise State University utilizes campus security, Boise City Police and other trained personnel to control and manage the use of alcohol. Even with increased attendance and sold-out games, no serious issues or concerns have been reported. The University will utilize the same or an enhanced security plan that has been in place for the past eight seasons. During good weather, alcohol will be served in a secure area established on the east patio of the Caven Williams Sports Complex. In the case of inclement weather, or as an alternative option, the secure alcohol area will be set up inside the Caven Williams Sports Complex, separated from the main area by secure fencing.

As in previous years, the University will provide control measures and meet all requirements of Board policy, including the 2011 amendments to policy, regarding alcohol service. In addition, the University will conduct pre-game activities under the following conditions:

1. All who enter the Caven Williams Sports Complex must be invited guests.
2. The event will begin three hours prior to kick off and end 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 confirm corporate hospitality invitations for all

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- 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 identify attendees over the age of 21.
 6. There will be a maximum of two secured entry points into the area where beer and wine are sold. Security personnel will check wristbands at the point of entry.
 7. Security personnel stationed throughout the area will monitor compliance with policies and patron behavior.
 8. No alcohol producers or distributors will 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 official food provider will carry the alcohol license and insurance and will provide trained personnel to monitor the sale and consumption of alcohol.
 11. Companies involved in the corporate hospitality area will receive a letter outlining the Caven Williams Complex Corporate Hospitality Area/Board alcohol policy. The letter will state that the minimum drinking age in Idaho is 21, underage drinking will not be tolerated, and intoxicated patrons will not be served.

IMPACT

Since its inception, there have been no serious incidents surrounding the pre-game alcohol service. 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 functions are beneficial to the University for sponsor and donor cultivation opportunities.

ATTACHMENT

| | |
|---|--------|
| Attachment 1 – Security Plan / Alcohol Report | Page 5 |
| Attachment 2 – Caven Williams Patio Option | Page 7 |
| Attachment 3 – Caven Williams Indoor Option | Page 8 |

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 2012/13 football season.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

BOARD ACTION

I move to approve the request by Boise State University to allow alcohol service during the 2013 football season in the Caven Williams Sports Complex as submitted in Attachment 2 and 3 and under the conditions outlined in Board Policy Section I.J. subsection 2.c.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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Boise State University
2013 Football Season – Bronco Stadium
Security Plan and Alcohol Report
Caven Williams Sports Complex
Attachment 1

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 2013 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 2012 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 the 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 the 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.

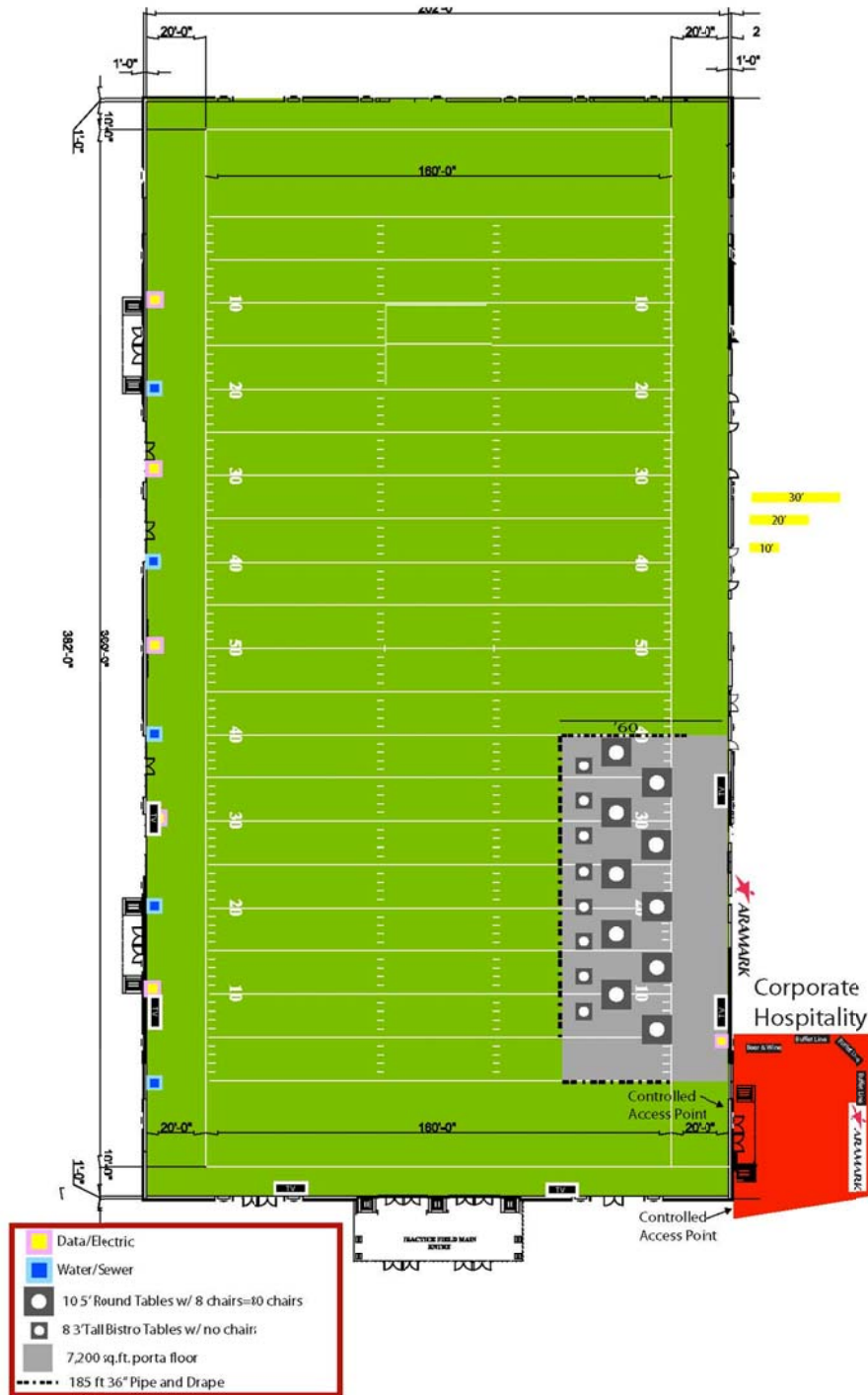
PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- The Caven Williams Sports Complex will be secured to control access to and from 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 will be sent a letter outlining the Caven Williams Complex Corporate Hospitality Area/Board 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 2013 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.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Cavern Williams Sports Complex
Patio Option – Clement Weather – Attachment 2



Cavern Williams Sports Complex
Alternate Option/Inclement Weather – Attachment 3



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

IDAHO STATE UNIVERSITY

SUBJECT

Request for Pre-game Alcohol Service Approval

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. |
| June 2012 | Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2012 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 the institutions to offer alcohol service under limited circumstances for the past nine football seasons.

During the 2007 through 2012 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 2012 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 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 20, 2013

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 2013 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 Board 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 2013 home football games, including sales and service of alcohol.
11. A review of the 2013 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 2013 season.

ATTACHMENTS

Attachment 1 – Arial View of Designated Area – Holt Arena

Page 5

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Attachment 2 – Detail of Booth and Service Areas –
West Side of Holt Arena

Page 6

Attachment 3 – Interior Floor Plan – Holt Arena (Bennion Room)

Page 7

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 2012/13 football season.

BOARD ACTION

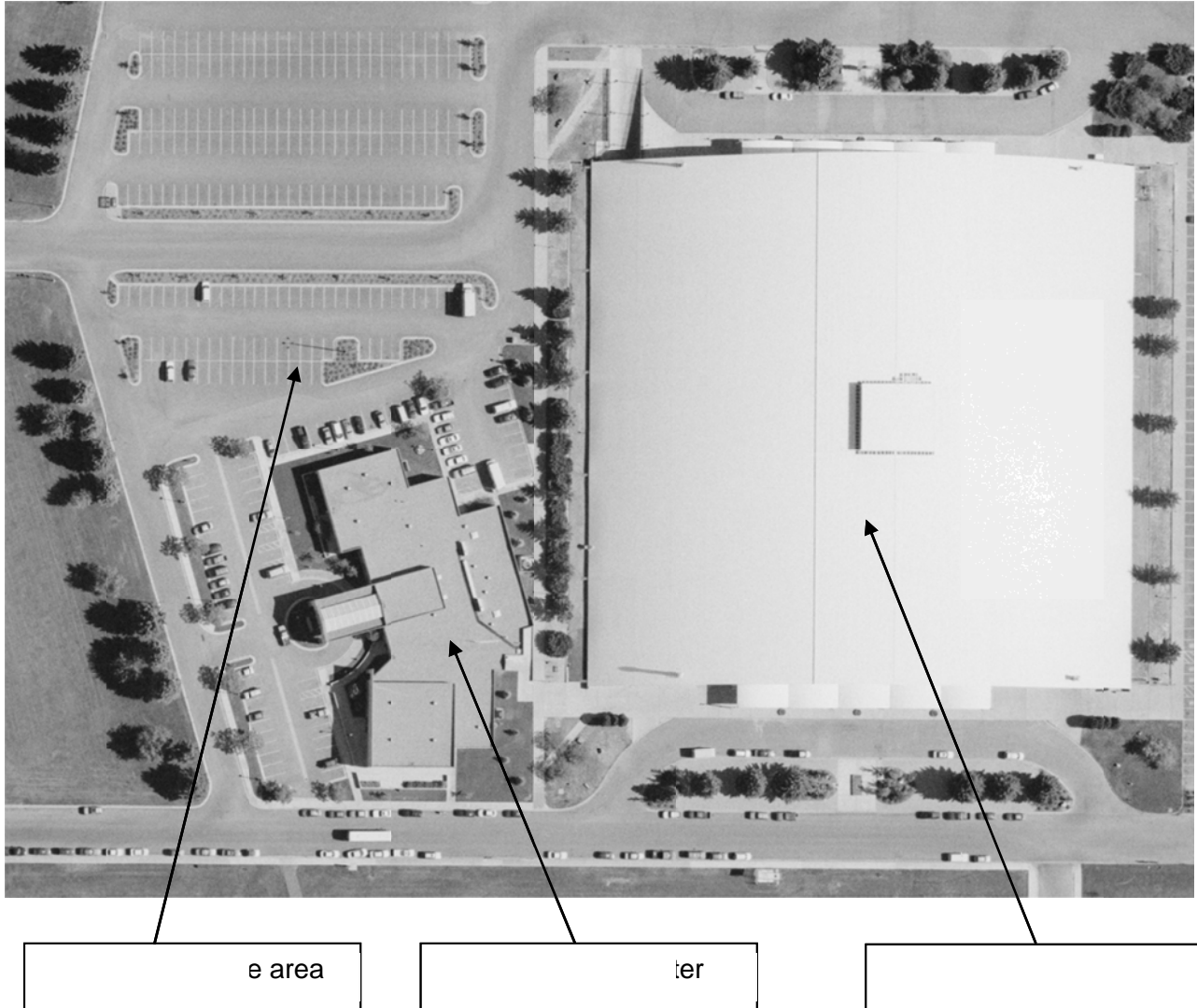
I move to approve the request by Idaho State University to establish secure areas as specified in Attachment 2 and 3, for the purpose of allowing alcohol service during pre-game activities in full compliance with Board Policy I.J. for the 2013/14 football season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

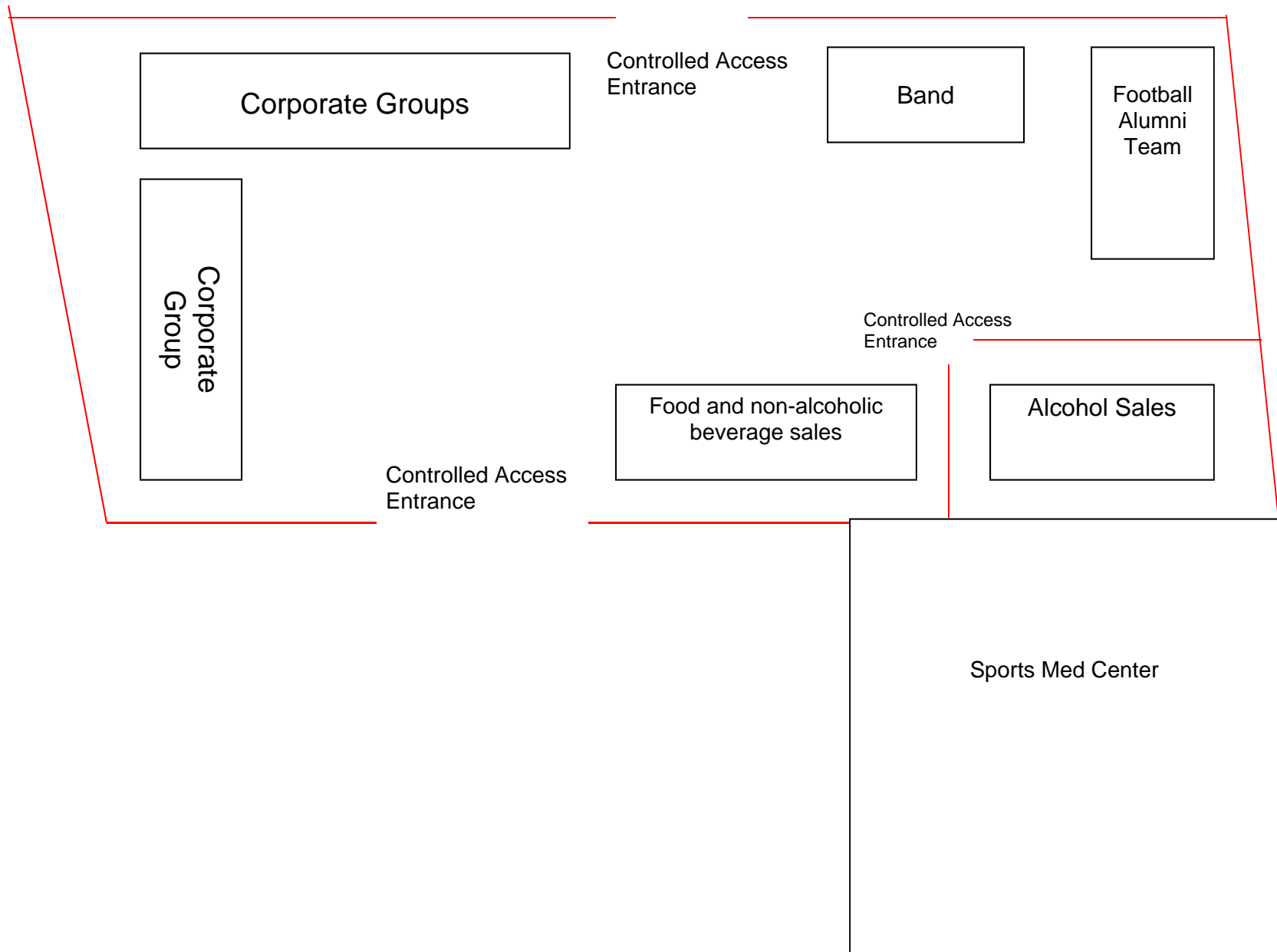
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

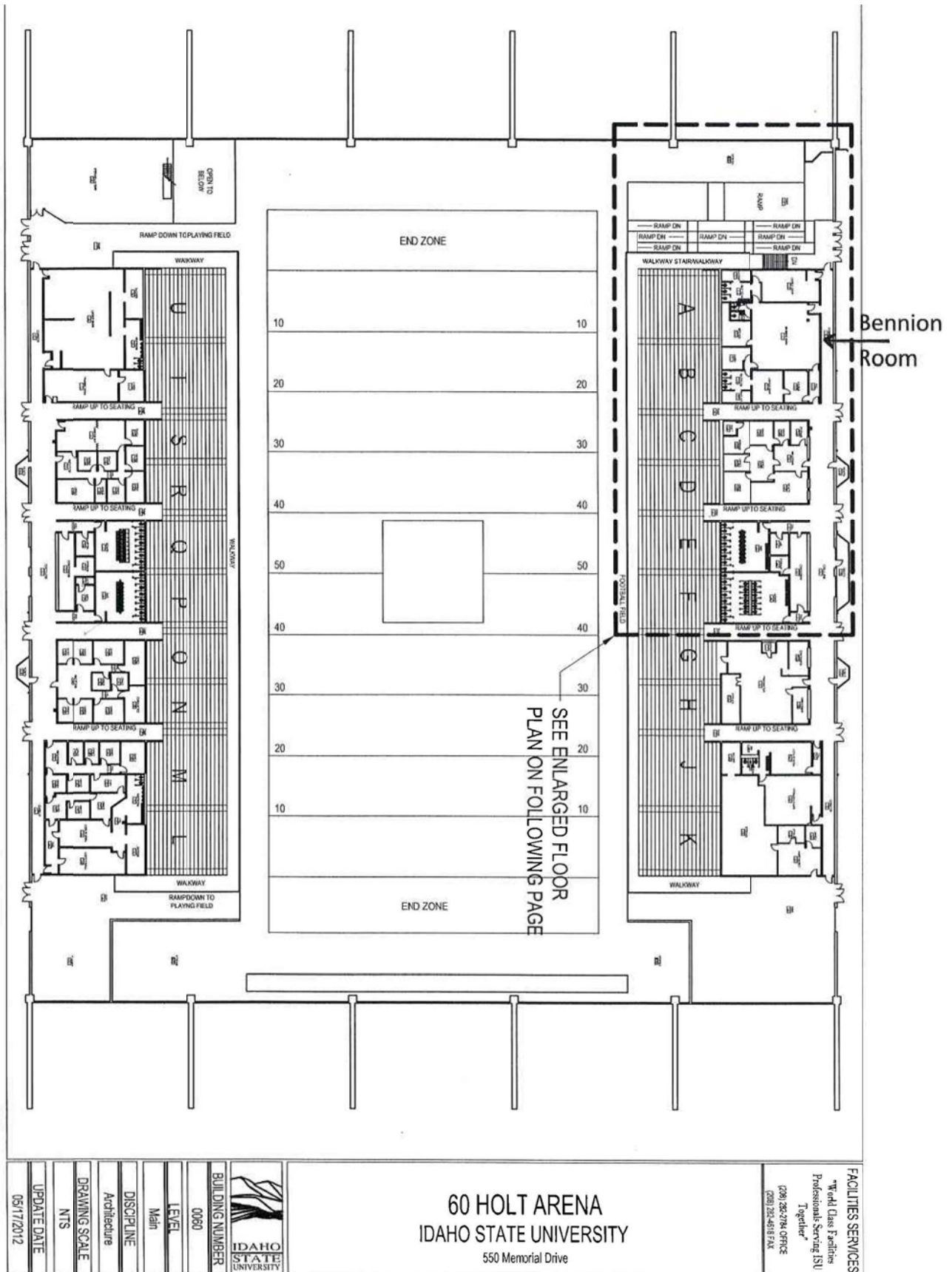
Aerial View of Holt Arena and Sports Med Center



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013



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UNIVERSITY OF IDAHO

SUBJECT

Approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2013 football season.

REFERENCE

| | |
|----------------|--|
| 2004 – 2010 | Board approved annually a request by UI to establish secure areas for pre-game activities that serve alcohol for the football season. |
| April 21, 2011 | Board approval of revisions to Board 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 Board Policy I.J.2.c.x – no serious issues or concerns related to service of alcohol. |
| June 21, 2012 | Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2012 football season. |

APPLICABLE STATUTE, RULE, OR POLICY

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

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.

The University of Idaho (UI) seeks approval from the Board 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.

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

There have been no serious incidences regarding the pre-game service of alcohol during the 2004 through 2012 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

ATTACHMENTS

Attachment 1 – Maps and Drawings of Service Areas

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

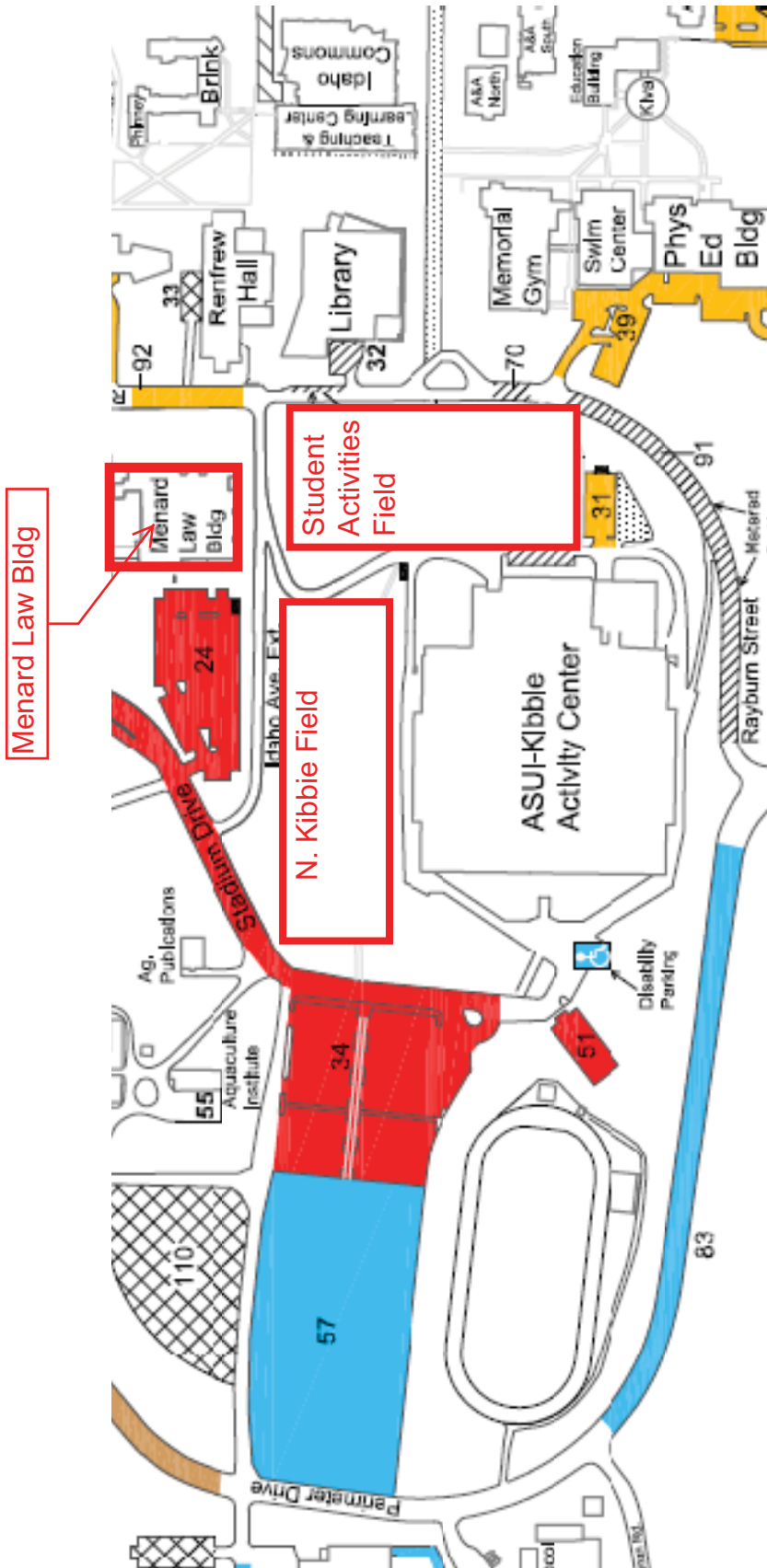
Board policy I.J., as amended in April 2011, allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction 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 UI's report regarding service during the 2012/13 football season.

BOARD ACTION

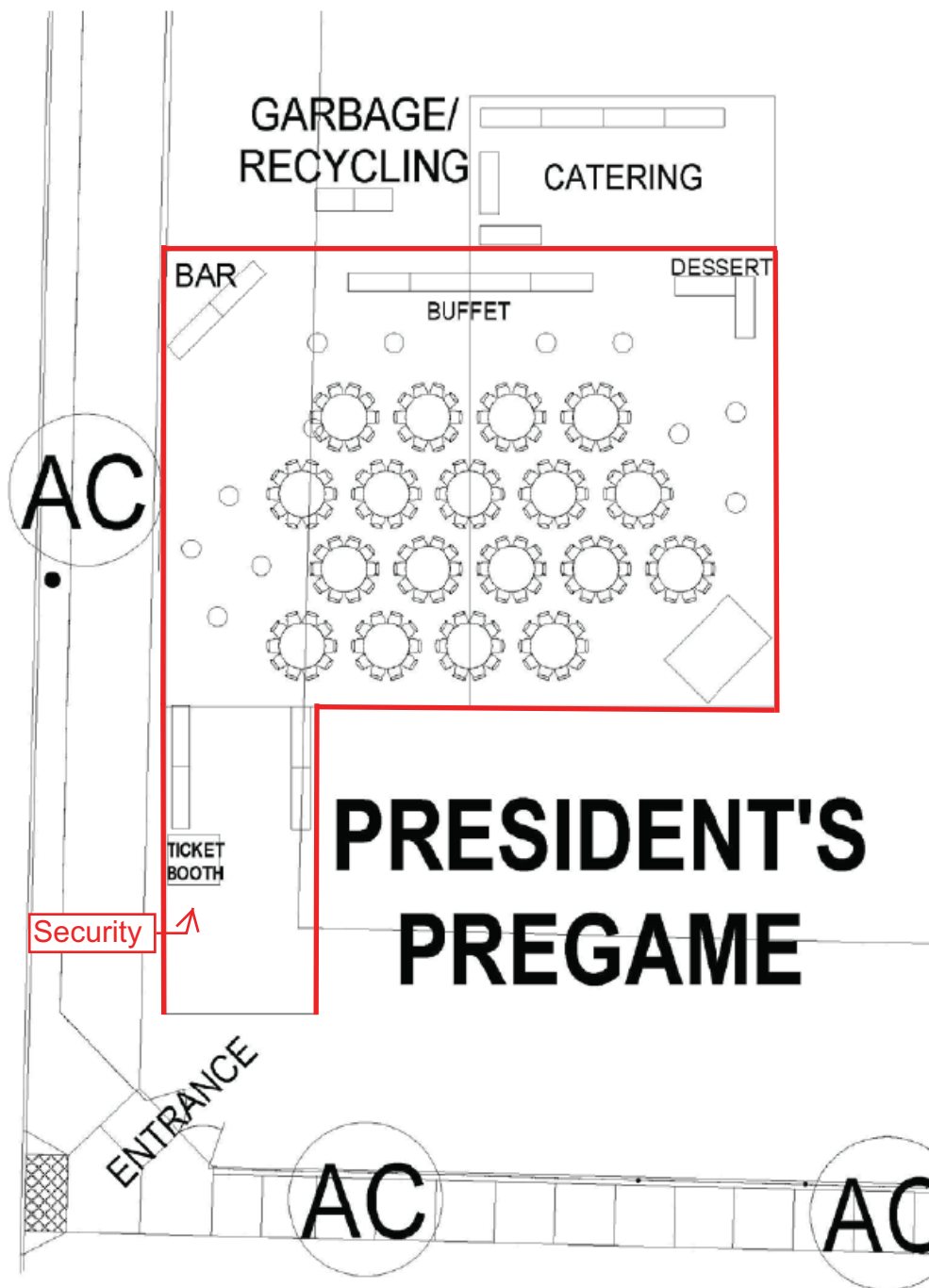
I move to approve the request by the University of Idaho to allow alcohol service during the 2013 football season in the North Kibbie Field, Student Activities Field, and the Menard Law Building foyer under the conditions outlined in Board policy section I.J., subsection 2.c.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

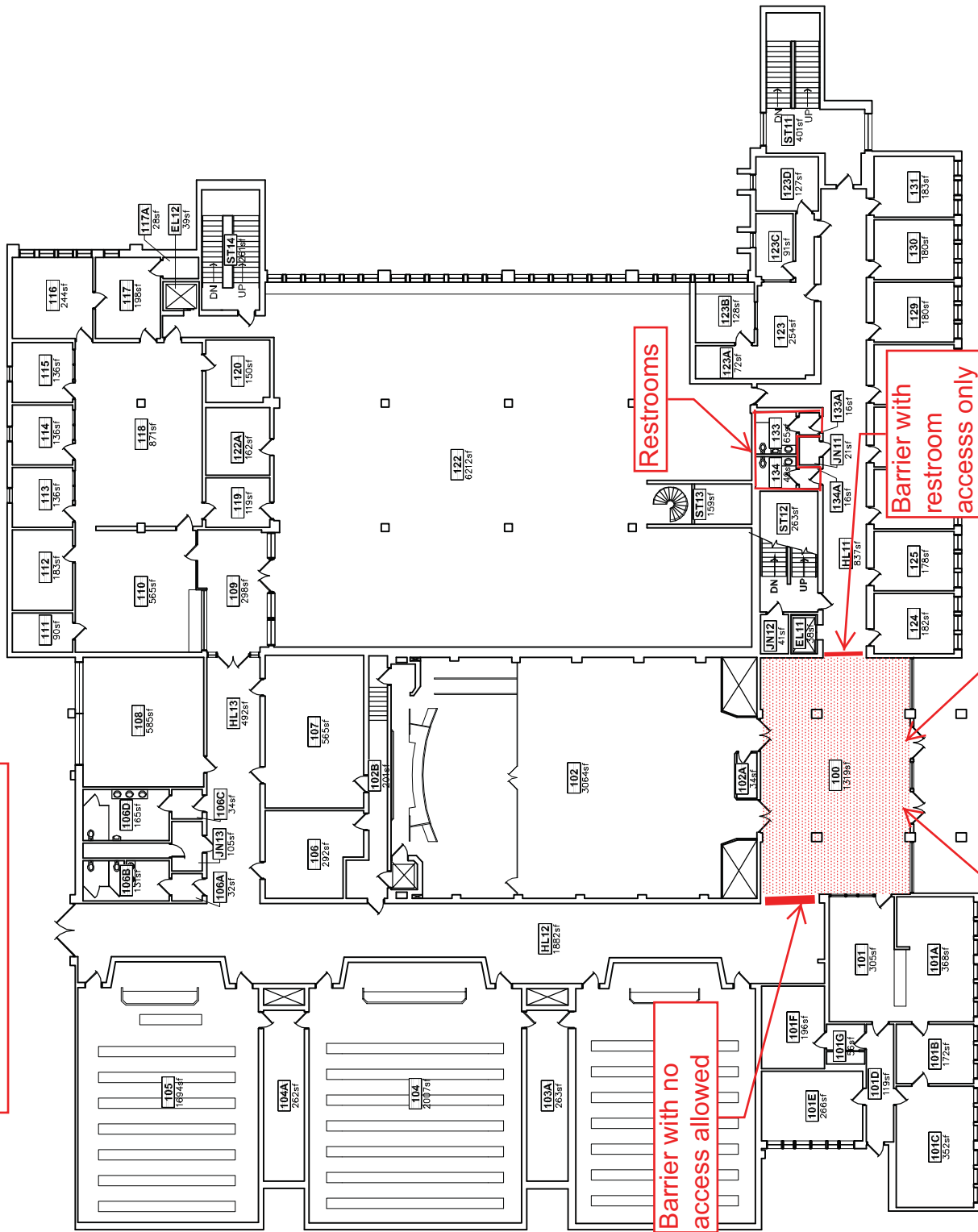
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2012 Vandal Pre-game Activities Map



Menard Law Bldg



MENARD LAW BUILDING - #014
FIRST FLOOR
12-15-09



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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

UNIVERSITY OF IDAHO

SUBJECT

Request for approval of sale of alcohol - Litehouse Center / Bud and June Ford Club Room (Center)

REFERENCE

| | |
|----------------|---|
| 2004 - 2010 | Board approved annually requests by UI to establish secure areas for pre-game activities that serve alcohol during the football season. |
| April 21, 2011 | Board approval of revisions to Board 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 Board Policy I.J.2.c.x – no serious issues or concerns related to service of alcohol. |
| June 21, 2012 | Board approved the request by UI to authorize alcohol service during the 2012 football season and during the spring 2013 football scrimmage, in the Litehouse Center / Bud and June Ford Club Room (Center) under the conditions outlined in Board Policy I.J., subsection 2.c. |

APPLICABLE STATUTE, RULE, OR POLICY

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

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.

The University of Idaho (UI) seeks permission to allow ticketed and authorized patrons in the Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home football games in the 2013 football season as well as for the 2014 Spring Football Scrimmage Game for the Litehouse Center / Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

The university's food service provider (Sodexo) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexo'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 2012 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

Page 3

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 UI's report regarding service during the 2012/13 football season.

BOARD ACTION

I move to approve the request by the University of Idaho to allow alcohol service during the 2013 football season and during the spring 2014 football scrimmage, in the Litehouse Center / Bud and June Ford Club Room (Center) located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J., subsection 2.c.

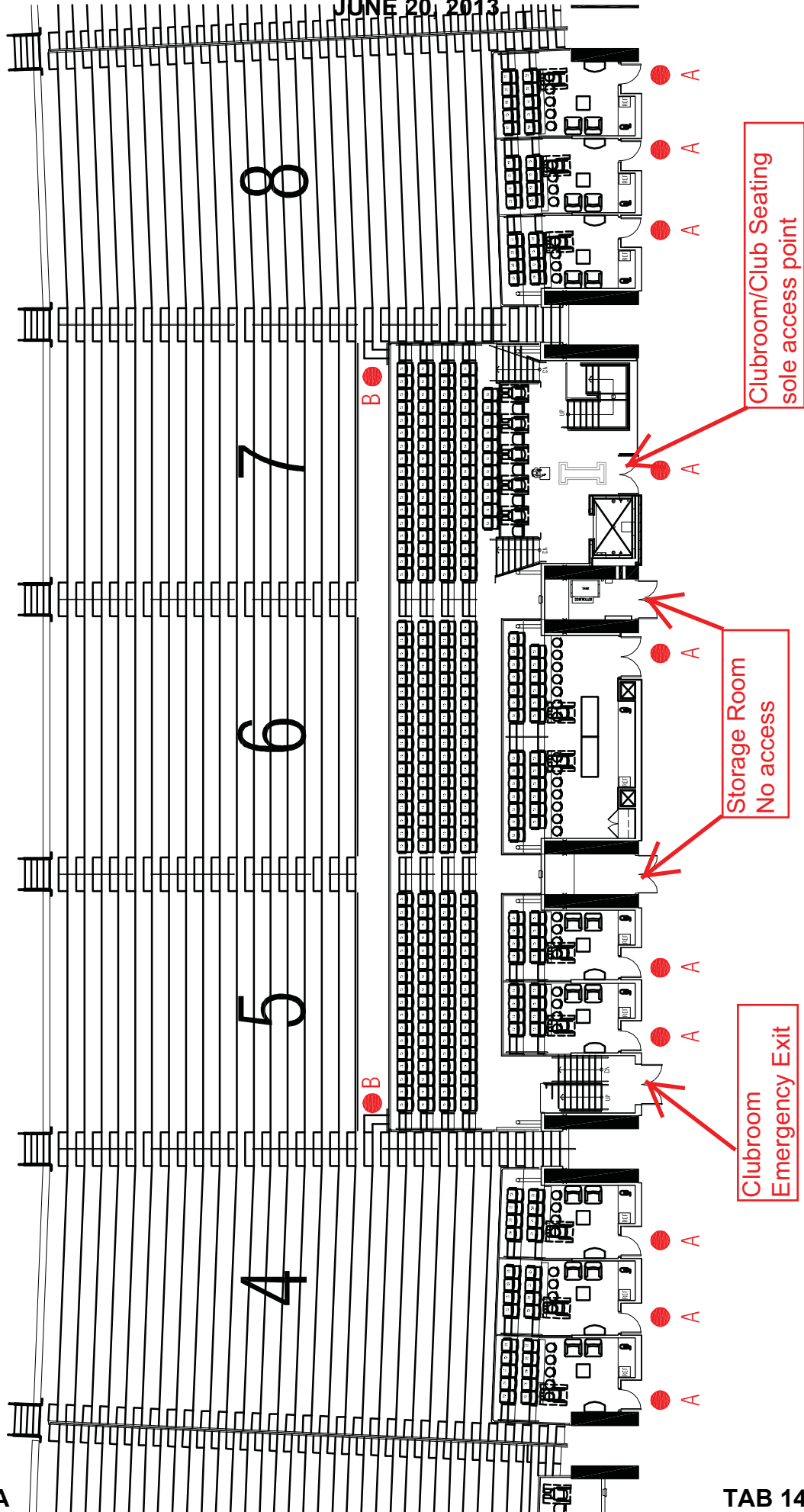
Moved by _____ Seconded by _____ Carried Yes ____ No ____



PERSPECTIVE
CLUB ROOM, CLUB SEATING, LOGE SEATING, AND MINI SUITES
ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

JUNE 20, 2013

A = Security Personnel at individual suite access points and clubroom entry
B = Security Personnel - monitors in lounge seating area



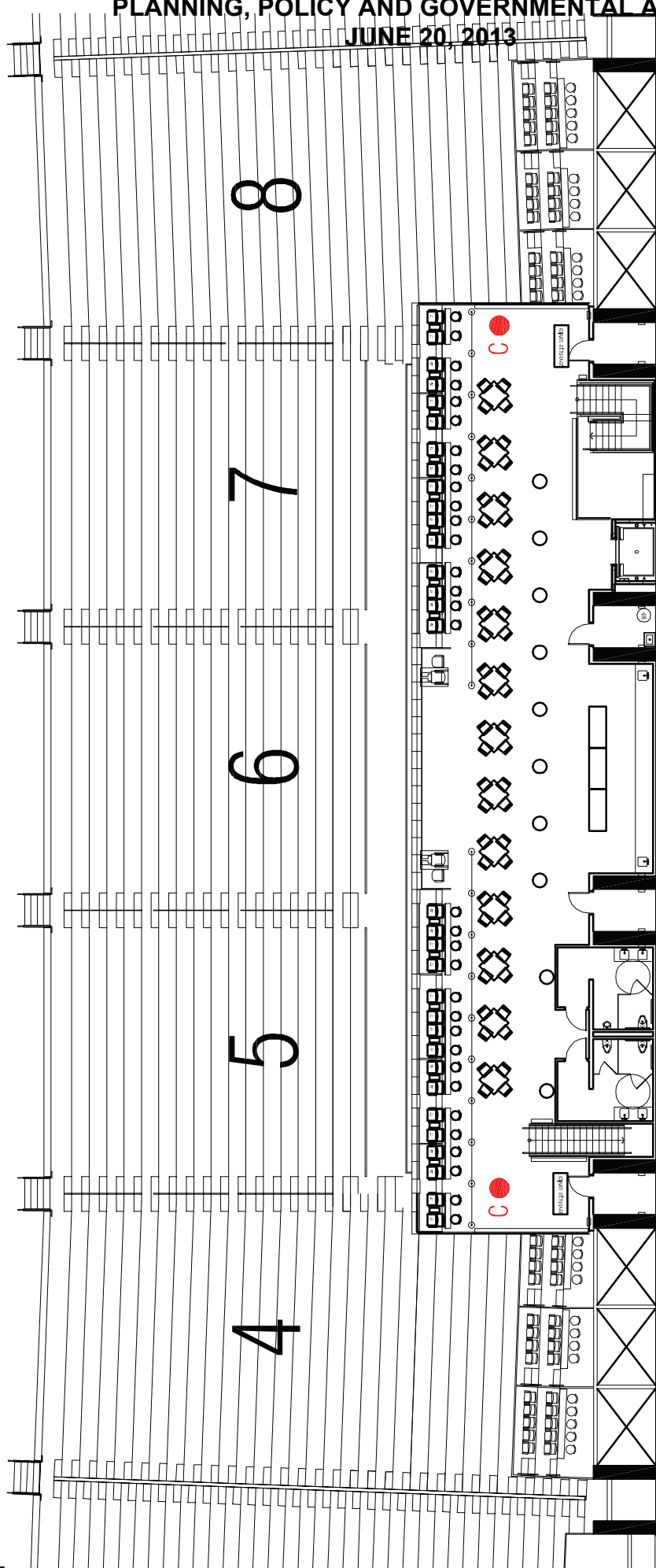
CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

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 2013 Board meeting. Since that meeting, Board staff has received forty-one (41) permits from Boise State University, eight (8) permits from Idaho State University, eighteen (18) permits from the University of Idaho, and two (2) permits 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 20, 2013

| APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY April 2013 – June 2013 | | | | |
|--|--|----------------------------|------------------------|----------------------|
| EVENT | LOCATION | Institution Sponsor | Outside Sponsor | DATE (S) |
| Interntl Bus. Prog.– Entrepreneurship Day Reception | Tent Outside COBE in Parking Lot | X | | 04/06/13 |
| Ret Reception - Assoc. Dean Ross Vaughn | Stueckle Sky Center (SSC) | X | | 04/11/13 |
| BSU Athletics - Grid Iron Social | SSC | X | | 04/12/13 |
| Interntl Learning Opp. – USAC Reunion | Student Union Building (SUB) | X | | 04/16/13 |
| Arts & Humanities – HI Gallery Reception | Arts & Humanities Gallery at Yanke Center | X | | 04/19/13 |
| Center for Creativity & Innovation – Business Networking | COBE | X | | 04/24/13 |
| Center for Creativity & Innovation – Round Up | COBE | X | | 04/25/13 |
| Exec MBA – EMBA Open House | SSC | X | | 04/25/13 06/03/13 |
| Biomolecular Sciences Ph.D. Program - Open House | SSC | X | | 04/30/13 |
| CWI-Culinary Arts – Formal Dinner Practical CULI 225 | Culinary Arts Building | X | | 05/04/13 |
| Centre for Creativity & Innov.–Gang of 6 Wrkshp/Bus Networking | COBE | X | | 05/07/13 |
| Burt Smith Celebration of Life | SSC | | X | 04/02/13 |
| HP Chalk Talk Reception | Hall of Fame | | X | 04/06/13 |
| Albertsons Intermtn Reception | SSC | | X | 04/09/13 |
| Development Idaho – Tradeshow | SSC | | X | 04/17/13 |
| IAHU – Symposium | SUB | | X | 04/17/13 04/18/13 |
| Don Williams / Country Concert | Morrison Center | | X | 04/19/13 |
| Big Bands with Carl Topilow / Boise Philharmonic | Morrison Center | | X | 04/20/13 |
| Rodney Atkins Concert | Taco Bell Arena | | X | 04/20/13 |
| Hewlett Packard Conference | SSC | | X | 04/23/13 |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| EVENT | LOCATION | Institution Sponsor | Outside Sponsor | DATE (S) |
|--|-----------------|---------------------|-----------------|--------------------------|
| Mary Chapin Carpenter & Shawn Colvin / Concert | Morrison Center | | X | 04/25/13 |
| St. Luke's Health Found. – Donor Recept. | SSC | | X | 04/25/13 |
| St. Luke's Heart – Strat. Planning Retreat | SSC | | X | 04/26/13 |
| Beauty & the Beast / Broadway (2) & ID Food Bank (1) | Morrison Center | | X | 04/27/13 04/28/13 (3) |
| NIC USA – Annual Marketing Conference | SSC | | X | 04/30/13 |
| Verdi Wealth Planning – Wealth Management | SSC | | X | 05/01/13 |
| WCA – The World of Anne Frank | Morrison Center | | X | 05/02/13 |
| Susan G. Komen - Survivor Celebration | SUB | | X | 05/03/13 |
| Rachmaninov / Boise Philharmonic Concert | Morrison Center | | X | 05/04/13 |
| Post Philharmonic Reception | Morrison Center | | X | 05/04/13 |
| Family Med. Res. of ID – 2013 Alumni & Friends Gala Dinner | SSC | | X | 05/04/13 |
| Zoo Boise – Wildlife Conservation Expo | SUB | | X | 05/04/13 |
| Fisher Doc. Systems – Retirement Party | SSC | | X | 05/09/13 |
| Fisher Tech – Company Tradeshow | SSC | | X | 05/09/13 |
| Wight/Beck Wedding | SSC | | X | 05/11/13 |
| Kenny Chesney Concert | Taco Bell Arena | | X | 05/30/13 |
| Assoc. of ID Spine Health–Annual President's Dinner | SSC | | X | 05/31/13 |
| Celtic Woman / Concert | Morrison Center | | X | 06/06/13 |
| Micron Legal Dept – Performance w/Buffer Dinner | COBE | | X | 06/07/13 |
| Buddy: The Buddy Holly Story / Broadway | Morrison Center | | X | 06/07/13 06/08/13 (2) |
| D'Agostini / Chistianson Wedding | SSC | | X | 06/08/13 |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY April 2013 – June 2013 | | | | |
|--|---|--------------------------------|----------------------------|-----------------|
| EVENT | LOCATION | Institution Sponsor | Outside Sponsor | DATE (S) |
| Susan Swetnam - Retirement Reception | Magnuson Alumni House | X | | 04/26/13 |
| Golden & Silver Bengal – Reception | Stephens Performing Arts Center (SPAC) | X | | 05/09/13 |
| ISU-College of Science & Engineering – Dean's Reception | Magnuson Alumni House | X | | 05/10/13 |
| ISU Office of the President – Big Sky Administrator's Dinner | SPAC – Rotunda | X | | 05/20/13 |
| Dr. Galea Louis – Retirement Party | Foyer of Nursing Building #66 | | X | 05/10/13 |
| Partnership for Science & Tech.– Energy Committee Alliance Reception | Center for Advanced Education Studies (CAES) | | X | 06/05/13 |
| ATR User Facility User Week | CAES | | X | 06/12/13 |
| ID Museum of Natural History – Re-Opening Reception | Museum Gallery Lobby | | X | 06/21/13 |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

| APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO April 2013 – June 2013 | | | | |
|---|-----------------------------------|--------------------------------|----------------------------|---------------------------|
| EVENT | LOCATION | Institution Sponsor | Outside Sponsor | DATE (S) |
| Chinese Delegation Dinner | President's Residence | X | | 04/14/13 |
| Football 101 - Vandal Scholarship Fund (VAF) | Litehouse Center – Kibbie Dome | X | | 04/20/13 |
| VAF – Gold Tournament | UI Gold Course | X | | 04/20/13 |
| Athena Women of the Year – Reception | President's Residence | X | | 04/22/13 |
| Donor Dinner | President's Residence | X | | 04/24/13 |
| Dylan Champagne Solo – Acoustic Concert | UI Prichard Art Gallery | X | | 04/27/13 |
| Alberg / Beck Graduation Party | Ag Biotech Court | X | | 05/10/13 |
| Alumni Hall of Fame Inductees - Dinner | SUB – Ballroom | X | | 05/10/13 |
| EMBA Cohort 2014 – End of Year Networking | Harbor Center UI CDA | X | | 05/10/13 |
| Commencement – Reception | Litehouse Center – Kibbie Dome | X | | 05/11/13 |
| Festa di Apprezzamento – Thank You Dinner | Prichard Art Gallery | X | | 05/18/13 |
| La Sereta David Giese – Retirement Soiree | SUB – Ballroom | X | | 05/18/13 |
| Men's Golf League | UI Golf Course (each Thursday) | X | | 05/02/13 thru 08/08/13 |
| Leadership Academy – Reception Program | SUB – Ballroom | X | | 05/08/13 |
| Utility Executive Course – Golf Scramble | Bogey's Grill | X | | 06/15/13 |
| LEDC – Annual Meeting | Litehouse Center – Kibbie Dome | X | | 06/19/13 |
| Utility Executive Course Advisory Committee – Meeting/Recept/Dinner | CBE – Boardroom | X | | 06/26/13 |
| Rideout-Woodward – Wedding Reception | Prichard Art Gallery | | X | 06/22/13 |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

| APPROVED ALCOHOL SERVICE AT Lewis-Clark State College May 2013 – June 2013 | | | | |
|---|-----------------|--------------------------------|----------------------------|-----------------|
| EVENT | LOCATION | Institution Sponsor | Outside Sponsor | DATE (S) |
| LCSC Center for Arts & History (CAH) – VIP Event | | X | | 05/31/13 |
| CAH – Chris Carlson – Author Book Signing | | X | | 06/01/13 |

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

Proposed Rules IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12

BACKGROUND/DISCUSSION

During the 2013 legislative session, the Board's legislation (Senate Bill 1027) consolidating and streamlining the scholarships managed by the Board office passed. In order to minimize the impact on students currently receiving state funded scholarships, the proposed changes to the state scholarship programs will be transitioned in over the next two fiscal years, FY14 and FY15. Students currently receiving a scholarship award will continue to receive those awards as long as they meet the current program eligibility requirements, subject to available funding, for the duration of their current award term. One year awards will be granted in FY14 under the current Opportunity Scholarship Act, Promise Scholarship program, and Minority and "At-Risk" Scholarship programs, using those programs current requirements. The repeal of the Idaho Robert R. Lee Promise Scholarship Program, and the Idaho Minority and "At-Risk" Student Scholarship Act becomes effective July 1, 2014. In addition to these changes, the Leveraging Educational Assistance Partnership Program, and State/Federal partnership are no longer funded and sections of Administrative Rule pertaining to the program need to be repealed.

As a result of this legislation, there are a number of sections of Administrative Rule that need to be repealed. These rules, if accepted by the legislature, would take effect at the end of the 2014 legislative session.

IMPACT

The removal of IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12 will eliminate what is, or will become, unnecessary sections of administrative rule.

ATTACHMENTS

| | |
|---|---------|
| Attachment 1 – Proposed Rule IDAPA 08.01.05 | Page 3 |
| Attachment 2 – Proposed Rule IDAPA 08.01.06 | Page 13 |
| Attachment 3 – Proposed Rule IDAPA 08.01.12 | Page 19 |

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

session in which they are submitted. The Temporary portion of the rule will go into effect once approved by the Board.

Staff recommends approval.

BOARD ACTION

I move to approve the Proposed Rule changes removing IDAPA 08.01.05, IDAPA 08.01.06, and IDAPA 08.01.12.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

IDAPA 08
TITLE 01
CHAPTER 05

08.01.05 -- IDAHO PROMISE SCHOLARSHIP PROGRAM

000. ~~LEGAL AUTHORITY.~~

~~These rules are promulgated pursuant to the authority of the State Board of Education (the Board) under Section 33-105 and Title 33, Chapter 43, Idaho Code.~~ (4 2 08)

001. ~~TITLE AND SCOPE.~~

~~01. **Title.** These rules shall be known as IDAPA 08.01.05, "Idaho Promise Scholarship Program."~~ (4 2 08)

~~02. **Scope.** These rules constitute the requirements for the Idaho Promise Scholarship Program, Promise A and Promise B.~~ (4 2 08)

002. ~~WRITTEN INTERPRETATIONS.~~

~~In accordance with Section 67-5201(19)(b)(iv), Idaho Code any written interpretation of the rules of this chapter are available at the Board office.~~ (4 2 08)

003. ~~ADMINISTRATIVE APPEAL.~~

~~Unless otherwise provided for in the rules of the Board or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein.~~ (4 2 08)

004. ~~INCORPORATION BY REFERENCE.~~

~~There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code.~~ (4 2 08)

005. ~~OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.~~

~~The principal place of business of the Board is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays.~~ (4 2 08)

006. ~~PUBLIC RECORDS ACT COMPLIANCE.~~

~~This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record.~~ (4 2 08)

007. ~~DEFINITIONS.~~

~~These definitions are applicable to this chapter only.~~ (4 2 08)

~~01. **Full-Time Student.** An average of at least twelve (12) credit hours per semester, including any remedial coursework.~~ (4 2 08)

~~02. **Secondary School Equivalent.** The instruction of students in grades nine (9) through twelve (12), provided by home schools or other educational delivery systems or by successful completion of the General Educational Development (GED) test.~~ (4 2 08)

~~03. **Idaho Secondary School.** Any secondary school located in the state of Idaho, including secondary schools located in border school districts attended by Idaho residents in accordance with Section 33-1403, Idaho Code.~~ (4 2 08)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~04. **High School Record for Promise A Students.** An individual's cumulative grade point average (GPA) for grades nine (9) through twelve (12), and difficulty of course load taken as certified by an official of such secondary school. (4 2 08)~~

~~05. **High School Record for Promise B Students.** An individual's secondary school cumulative grade point average for grades nine (9) through twelve (12), or a composite score on the American College Test (ACT), or a sum of sub scores on the ACT Computerized Adaptive Placement Assessment and Support System (COMPASS), or a combined score on the College Board's Scholastic Aptitude Test I (SAT). (4 2 08)~~

~~06. **Grade Point Average or GPA.** Means the average earned by a student, figured by dividing the unweighted grade points earned on a scale of four point zero (4.0) by the number of credits attempted. (4 2 08)~~

~~**008. OBJECTIVES OF THE IDAHO PROMISE SCHOLARSHIP PROGRAM.**~~

~~The legislature has recognized and declared that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the State's most talented Idaho secondary school graduates to enroll in Idaho educational institutions is an important element for assuring the future leadership in the State. See Chapter 43, Title 33, Idaho Code. The Idaho Promise Scholarship Program recognizes high standards of achievement, as measured by competitive examination and high school records of graduates of public, private, or the equivalent secondary schools in Idaho who attend public or independent postsecondary institutions in Idaho. (4 2 08)~~

~~**009. MONETARY VALUE OF THE SCHOLARSHIP.**~~

~~01. **Monetary Value.** The monetary value of each Promise A and Promise B scholarship shall be set annually by the Board in accordance with Sections 33-4307(2), (3) et seq., Idaho Code. (4 2 08)~~

~~02. **Duration.** The grant covers up to one (1) educational year or equivalent for attendance at an eligible postsecondary educational institution, as defined in Section 33-4306(1), Idaho Code. (4 2 08)~~

~~**010. SELECTION AND ELIGIBILITY REQUIREMENTS OF SCHOLARSHIP RECIPIENTS.**~~

~~01. **Selection and Eligibility Requirements.** Selection and eligibility requirements for a scholarship are based upon the provisions of the Idaho Promise Scholarship Program. Applicants for the Idaho Promise Scholarship are responsible for providing to the eligible institution in which he intends to enroll and/or the Board any and all information necessary to verify a student's eligibility for the Idaho Promise Scholarship. (4 2 08)~~

~~02. **Educational Costs.** The recipient must certify that this scholarship, if awarded, will be used only for educational costs as defined in Section 33-4306, Idaho Code. (4 2 08)~~

~~03. **Enrollment.** The recipient must pursue an undergraduate course of study leading to a degree, certificate, diploma, or other documentation of completion, which requires at least six (6) months, or equivalent of consecutive attendance. Furthermore, the applicant shall not enroll in an educational program leading directly to a baccalaureate degree in theology or divinity. (4 2 08)~~

~~04. **Compliance.** The recipient must comply with all the provisions of the Idaho Promise Scholarship Program and these rules. (4 2 08)~~

~~**011. ADMINISTRATION.**~~

~~The Board has delegated to the Board office the responsibility for the administration of the Idaho Promise Scholarship Program. As administrator, the Board office is responsible for releasing any public information regarding the Idaho Promise Scholarship Program, determination of scholarship recipients, determination of procedures for payment of scholarships to recipients, maintaining fiscal controls and accounting procedures, preparing annual reports as required, and authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (4 2 08)~~

~~**012. AUTHORITY OF THE BOARD.**~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~With the sole exception of the ability to audit the Idaho Promise Scholarship Program as set forth in Section 013 of this chapter, these rules do not grant any authority to the Board to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Promise Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of an Idaho Promise Scholarship.~~ (4-2-08)

013. — AUDIT.

~~Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and/or an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Idaho Promise Scholarship Program.~~ (4-2-08)

014. — 099. — (RESERVED)

100. — PROMISE A SCHOLARSHIP.

~~The following Sections 100 through 108 specifically relate to the Idaho Promise A Scholarship.~~ (4-2-08)

101. — PROMISE A NUMBER OF SCHOLARSHIPS.

~~The total number of initial and continuing scholarships will not exceed the number authorized in the Idaho Promise Scholarship Program or by the appropriation to support the program, whichever is less. The number of initial scholarships to individuals enrolled in academic and professional technical programs shall be determined annually by the Board. If the number of qualified professional technical applicants is not sufficient, additional awards will be given to qualified academic applicants.~~ (4-2-08)

102. — PROMISE A PRIORITY FOR AWARD.

~~In the event the state of Idaho does not provide an appropriation sufficient to support the maximum number of scholarships authorized by the Idaho Promise Scholarship Program, the priority for initial and continuing scholarships will be as follows:~~ (4-2-08)

~~01. — Highest Priority. Highest priority is given to continuing recipients in an order beginning with the date of the initial award. However, in the event further priority must be established among continuing recipients, the recipient's rank within the recipient's academic or professional technical major and class will be used, with priority given to the recipient with a higher ranking within the recipient's academic or professional technical major and class.~~

~~(4-2-08)~~

~~02. — Secondary Priority. Secondary priority is given to initial scholarship recipients until the appropriation is exhausted or the maximum number of initial scholarships authorized by the Idaho Promise Scholarship Program is reached, whichever is less.~~

~~(4-2-08)~~

103. — PROMISE A SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.

~~01. — Initial Applications. Completed applications for initial scholarships must be submitted to the Board office electronically no later than January 15 for the awarding of initial scholarships for such year. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service which must be postmarked no later than January 15.~~ (4-2-08)

~~02. — Announcement of Award. Announcement of award of initial scholarships will be made no later than May 1 of each year, with awards to be effective July 1 of that year.~~ (4-2-08)

~~03. — Deadline for Acceptance. An applicant notified that he has been selected as a recipient must respond in writing by the date specified regarding the recipient's intent to accept the award. Failure to submit a response of acceptance in writing will result in forfeiture of the scholarship.~~ (4-2-08)

~~04. — Communication With State Officials. Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (4 2 08)~~

104. — PROMISE A RESPONSIBILITIES OF SCHOLARSHIP APPLICANTS AND RECIPIENTS.

~~**01. — Application for Initial Scholarship.** Applicants for the Idaho Promise Scholarship are responsible for any errors or omissions in the information provided on the electronic, or paper, application form or to the eligible postsecondary institutions. The Board, the Board office, any official of a secondary school in Idaho, an eligible postsecondary educational institution in Idaho, American College Testing, and any official of the Idaho Promise Scholarship Program, individually or collectively, are not responsible for any information provided by an applicant on the electronic, or paper, application form or for any errors or omissions in the information provided by the applicant. In addition, each applicant must submit the required standardized test scores. Applications submitted without the required standardized scores are incomplete and will not be considered for the scholarship. (4 2 08)~~

~~**02. — Submission of Application.** Applicants for initial Idaho Promise A Scholarships are responsible for submitting completed electronic application forms to the Idaho Promise Scholarship Program at the Board office. (4 2 08)~~

~~**03. — Unused Scholarship Balances.** Following the initial award of the scholarship, each recipient is responsible for remitting any reasonable unused scholarship balances to their institutions on behalf of the Board in the event the recipient discontinues attendance before the end of any semester, quarter, term, or equivalent. (4 2 08)~~

105. — PROMISE A SELECTION AND ELIGIBILITY.

~~Applicants who intend to enroll in academic programs at eligible Idaho postsecondary educational institutions are selected as recipients on the basis of their high school record and GPA as defined in this chapter. Applicants who intend to enroll in professional technical programs at eligible Idaho postsecondary educational institutions are selected on the basis of performance on the ACT COMPASS exam and GPA in grades nine through twelve (9-12). To be eligible for consideration, the criteria used during the selection process for Promise A applicants are as follows:~~

~~(4 2 08)~~

~~**01. — High School Record and GPA.** Academic applicants must have a cumulative GPA of three point five (3.5) or better on a scale of four point zero (4.0). Professional technical applicants must have a cumulative GPA of two point eight (2.8) or better on a scale of four point zero (4.0). (4 2 08)~~

~~**02. — ACT Composite Score.** Academic applicants must verify an ACT composite score of twenty-eight (28) or better. (4 2 08)~~

~~(4 2 08)~~

~~**03. — COMPASS Score.** Professional technical applicants must provide a copy of their ACT COMPASS report, which must include scores from the Writing Skills, Reading Skills and Mathematics sections of the COMPASS. Alternatively, professional technical applicants may submit a copy of their ACT report, which will be equated to Compass Writing skills, Reading skills and Mathematics. Scores on the COMPASS report will be evaluated as a whole and used to rank professional technical applicants. (4 2 08)~~

~~**04. — Attendance.** The applicant must declare an intention of enrolling at an eligible public or private postsecondary educational institution in Idaho (as defined in Section 33-4306(1), Idaho Code) during the academic year immediately following completion of secondary school, or its equivalent in the state of Idaho. (4 2 08)~~

~~**05. — ACT, GPA and Ranking.** Academic applicants are ranked against other academic applicants, and professional technical applicants are ranked against other professional technical applicants as follows: (4 2 08)~~

~~**a.** Equal weight is given to the academic applicant's performance on the prescribed ACT measurements and the applicant's cumulative GPA. (4 2 08)~~

~~**b.** Equal weight is given to the professional technical applicant's performance on the ACT COMPASS exam, or comparable score on the ACT exam equated to Compass Writing skills, Reading skills, and~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Mathematics, and cumulative GPA. (4 2 08)

106. — PROMISE A CONTINUING ELIGIBILITY.

The total grant payments over a period of six (6) years to an individual may not exceed four (4) annual grants. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements: (4 2 08)

~~01. — Credit Hours.~~ A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution. (4 2 08)

~~02. — GPA.~~ A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years. (4 2 08)

~~03. — Transfer of Scholarship.~~ A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship. The Promise A scholarship recipient must file a statement with the Board office declaring the intention to transfer as a full time undergraduate student in an academic or professional technical program in an eligible postsecondary educational institution in Idaho for the succeeding year no later than sixty (60) days prior to the first day of the academic term in which the student intends to enroll. (4 2 08)

~~04. — Eligibility Following Interruption of Continuous Enrollment.~~ A Promise A recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible postsecondary educational institution in Idaho must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board office will review each request for interruption and notify the applicant of approval or denial of the request. In addition, the recipient must file a statement with the Board office declaring the intent to re-enroll as a full time undergraduate student in an academic or professional technical program in an eligible postsecondary institution in Idaho for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the student intends to re-enroll. (4 2 08)

~~05. — Promise A Recipient.~~ (4 2 08)

~~a. —~~ Must file a statement with the Board office each year declaring the recipient's intention to continue as a full time undergraduate student in an academic or professional technical program at an eligible postsecondary educational institution in Idaho for the succeeding year. The Board office will provide to each eligible institution a list of anticipated recipients. The education official of each institution shall certify to the Board office the current cumulative GPA of those recipients attending said institution. (4 2 08)

~~b. —~~ Must maintain high standards of performance in the recipient's academic or professional technical major and class, with a cumulative GPA of three point zero (3.0) or better. (4 2 08)

107. — PROMISE A PAYMENT OF SCHOLARSHIPS.

~~01. — Award.~~ Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf of a scholarship recipient. (4 2 08)

~~02. — Promise A Payments.~~ Payments are made in the name of the recipient and will be sent to a designated official at the postsecondary educational institution in which the recipient is enrolled. The official must certify the applicant's eligibility, and if eligible, transmit the payment to the recipient within a reasonable time following receipt of the payment. (4 2 08)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~108. — PROMISE A ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.~~

~~01. — Certification of Enrollment.~~ The officials must certify that scholarship recipients have actually enrolled as full time students. Such certification for Promise A recipients must be submitted when requested by Board office staff, and no later than thirty (30) days following the end of the regular enrollment period. (4 2 08)

~~02. — Withdrawal from Institution.~~ In the event a scholarship recipient withdraws from the college, school, or university, the officials at the college, school, or university must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: (4 2 08)

~~a. —~~ The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 108 of this chapter. (4 2 08)

~~b. —~~ In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted. (4 2 08)

~~c. —~~ In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal. (4 2 08)

~~03. — Annual Educational Costs.~~ The officials must certify that the Idaho Promise A Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year. (4 2 08)

~~109. — 199. — (RESERVED)~~

~~200. — PROMISE B SCHOLARSHIP.~~

The following Sections 200 through 207 specifically relate to the Idaho Promise B Scholarship. (4 2 08)

~~201. — PROMISE B NUMBER OF SCHOLARSHIPS — PRIORITY FOR AWARD.~~

The total number of scholarships awarded to Promise B students will be determined annually by the Board based on the number of eligible students as certified by the eligible postsecondary institutions, the individual award amount, and the availability of funds. (4 2 08)

~~202. — PROMISE B PRIORITY FOR AWARD.~~

In the event that the state of Idaho does not provide an appropriation sufficient to award the maximum amount of the scholarship authorized by Section 33 4307(3)(a), Idaho Code then recipients of Promise A Scholarships shall not be eligible to receive Promise B Scholarships. In addition, the Board may proportionally decrease the amount of the Promise B Scholarship so as to provide an award to all eligible students. (4 2 08)

~~203. — PROMISE B SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS.~~

Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (4 2 08)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

204. — PROMISE B SELECTION AND ELIGIBILITY.

A student who first enrolls in an eligible Idaho postsecondary institution and who meets the eligibility requirements of the Idaho Promise B Scholarship as verified by the designated financial aid or scholarship office of the eligible institution will receive the Promise B Scholarship. Criteria used to determine eligibility includes the following:

(4-2-08)

——— **01. — Grade Point Average for Promise B Scholarship.** Applicants must have a cumulative secondary school (grades nine (9) through twelve (12)) GPA of three point zero (3.0) or better on a scale of four point zero (4.0).

(4-2-08)

——— **02. — ACT or Equivalent Score.** Applicants who do not have a three point zero (3.0) grade point average must verify a composite score of twenty (20) or better on the ACT assessment, or a corresponding score on the SAT I as established on the ACT/SAT I equivalency table, or at least a combined score of one hundred ninety-five (195) from the Writing Skills, Reading Skills and Algebra areas of the ACT COMPASS examination.

(4-2-08)

——— **03. — Completion Requirements.** The applicant must have completed secondary school or its equivalent in the state of Idaho as defined in Section 007 of this chapter.

(4-2-08)

——— **04. — Age Requirements.** An individual must be under the age of twenty two (22) on July 1 of the educational year in which the initial award is made.

(4-2-08)

——— **05. — Full-Time.** An individual must enroll as a full-time student.

(4-2-08)

205. — PROMISE B CONTINUING ELIGIBILITY.

The total grant payments over a period of four (4) years to an individual may not exceed two (2) annual payments. To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the scholarship recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements:

(4-2-08)

——— **01. — Credit Hours.** A scholarship recipient must enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the recipient receives the award at an eligible postsecondary institution.

(4-2-08)

——— **02. — GPA.** A scholarship recipient who does not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years.

(4-2-08)

——— **03. — Transfer of Scholarship.** A scholarship recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship.

(4-2-08)

——— **04. — Eligibility Following Interruption of Continuous Enrollment.** A Promise B recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible postsecondary education institution in Idaho must contact the financial aid office at the eligible postsecondary institution to request reinstatement of remaining Promise B eligibility. The student must have met the eligibility requirements prior to the interruption of continuous enrollment, and may not attend a non-eligible institution in the interim. The student must notify the financial aid office at the eligible postsecondary institution within the first semester (term) of resumed attendance regarding reinstatement of eligibility in order to qualify for continued Promise B scholarship eligibility.

(4-2-08)

——— **05. — Promise B Recipient.** The Promise B recipient must maintain high standards of performance by achieving and maintaining a two point five (2.5) cumulative GPA on a four point zero (4.0) system.

(4-2-08)

206. — PROMISE B PAYMENT OF SCHOLARSHIPS.

Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

of a scholarship recipient. (4 2 08)

~~01. **Promise B Payments.** Payments will be sent to a designated official at the eligible postsecondary educational institution based upon the estimated number of recipients expected to enroll at the institution as provided for in Section 207 of this chapter. The official must transmit the payment to the recipients within a reasonable time following receipt of the payment. Transmittal of funds for the scholarship will be in accordance with a schedule established by the Board office. The schedule will also establish dates by which the following activities will occur to ensure accurate and timely payments to the postsecondary institutions on behalf of recipients.~~ (4 2 08)

~~02. **Number of Estimated Recipients.** The postsecondary educational institutions must submit to the Board office the estimated number of Idaho Promise B fall term and spring term recipients each educational year.~~ (4 2 08)

~~03. **Semester Payment Schedule.** The Board office shall distribute scholarship funds to a designated official at the postsecondary educational institutions at least fifteen (15) days prior to the start of the fall and spring academic terms.~~ (4 2 08)

~~04. **Mid-Semester Adjustments.** The postsecondary educational institution must submit mid-semester scholarship adjustment information, including refunds resulting from withdrawal from the institution, which reports the actual number of students who were eligible to receive the Promise B Scholarship to the Board office each academic term of the educational year.~~ (4 2 08)

~~a. Where the postsecondary educational institution has underestimated the number of scholarship recipients, the Board office will send an additional payment on behalf of those students to the educational institutions each academic term of the educational year.~~ (4 2 08)

~~b. Where the postsecondary educational institution has overestimated the number of fall recipients, the Board office will deduct the amount overpaid to the educational institution from its spring semester payment. Spring semester overpayments to the educational institutions must be refunded to the Board office prior to the end of the educational year.~~ (4 2 08)

~~05. **Year-End Final Report.** The postsecondary educational institution must submit to the Board office prior to the end of the educational year a final report indicating for each term the number of students that received an Idaho Promise B scholarship and the number of Promise B scholarships that were matched by the institution. Any outstanding overpayment made to the institution during the educational year must accompany the final year end report.~~

207. PROMISE B ADDITIONAL RESPONSIBILITIES OF POSTSECONDARY INSTITUTIONS.

In addition to other responsibilities provided for in this chapter, officials of Idaho postsecondary educational institutions in which scholarship recipients have enrolled are responsible for the following: (4 2 08)

~~01. **Number of Promise B Recipients.** The total number of grants to Promise B students will be determined annually.~~ (4 2 08)

~~a. The officials of eligible Idaho postsecondary educational institution are responsible for identifying eligible Promise B recipients in accordance with Promise Scholarship Program and these rules.~~ (4 2 08)

~~b. The officials must provide to the Board office an estimation of the number of Idaho Promise B recipients enrolled at the postsecondary institution during each of the corresponding academic terms.~~ (4 2 08)

~~02. **Annual Report to Board.** The officials must report annually to the Board office the number of students for each term receiving a Promise B award and the number of awards that were matched by the institution.~~ (4 2 08)

~~03. **Annual Educational Costs.** The officials must certify that the Idaho Promise B Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year.~~ (4 2 08)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~04. Certification of Enrollment.~~ The officials must certify that scholarship recipients have actually enrolled as full time students. Such certification for Promise B recipients must be submitted within thirty (30) days following the end of the regular enrollment period. (4 2 08)

~~05. Withdrawal from Institution.~~ In the event a scholarship recipient withdraws from the educational institution, the officials at the educational institution must certify to the Board office that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes during a semester, quarter, term, or equivalent, the officials must remit to the Board office the amount of any tuition or fees refunded as a result of the withdrawal, after first having returned funds to federal aid programs as required by federal statute, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. The following additional provisions apply if a scholarship recipient withdraws from the institution: (4 2 08)

~~a.~~ The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus any refund applied towards federal financial aid repayments, as calculated in accordance with the Federal Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 207 of this chapter. (4 2 08)

~~b.~~ In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Board office an accounting of all waivers granted. (4 2 08)

~~c.~~ In the event that the full amount of the student's scholarship for the semester, quarter, term, or equivalent is returned to the state, that semester, quarter, term, or equivalent shall not be considered in determining the student's eligibility for renewal. (4 2 08)

~~208. 299. (RESERVED)~~

300. APPEAL PROCEDURE.

Any Promise B applicant or recipient adversely affected by a decision made under provisions of this chapter may appeal using the institution's financial aid appeals process. Any Promise A applicant, recipient, or eligible postsecondary educational institution, or any Promise B applicant who desires further consideration of an appeal after the institutional decision has been reached, may appeal to the Board. The applicant, recipient, or eligible postsecondary educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed. The appeal must be submitted to the president of the Board in care of the Board office, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho.

~~01. Transmittal to Subcommittee.~~ If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (4 2 08)

~~02. Subcommittee Recommendations.~~ Following the subcommittee's decision, the president of the Board will present the subcommittee's recommendation to the Board at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the Board, be permitted to make a presentation to the Board. (4 2 08)

~~03. Board Decision.~~ The decision of the Board is final, binding, and ends all administrative remedies,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~unless otherwise specifically provided by the Board. The Board will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the Board. (4-2-08)~~

~~301. 999. (RESERVED)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

IDAPA 08
TITLE 01
CHAPTER 06

~~08.01.06 – LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP PROGRAM~~

~~000. — LEGAL AUTHORITY.~~

~~In accordance with Section 33-105, Idaho Code, the Idaho State Board of Education shall promulgate rules implementing the provisions of Title IV, Part A, Subpart 4 of the Higher Education Act of 1965 as amended and Compilation of Student Aid Regulations 34 CFR 692. (4-5-00)~~

~~001. — TITLE AND SCOPE.~~

~~01. Title. These rules shall be cited as IDAPA 08.01.06, “Leveraging Educational Assistance Partnership Program,” IDAPA 08, Title 01, Chapter 06. (4-5-00)~~

~~02. Scope. These rules constitute the requirements for the Leveraging Educational Assistance Partnership Program in Idaho. (4-5-00)~~

~~002. — WRITTEN INTERPRETATIONS.~~

~~In accordance with Section 67-5201(19)(b)(iv) Idaho Code any written interpretation of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State Street, Room 307, Boise, Idaho 83702. (4-5-00)~~

~~003. — ADMINISTRATIVE APPEAL.~~

~~Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-5-00)~~

~~004. — (RESERVED)~~

~~005. — DEFINITIONS.~~

~~The following definitions are used in these rules unless the context otherwise requires. (7-1-93)~~

~~01. Eligible Postsecondary Educational Institution. An educational organization participating in one (1) or more programs of student financial aid within the State authorized by state or federal legislation. (7-1-93)~~

~~a. Public Postsecondary Institution. A public postsecondary organization governed or supervised by the State Board of Education and the Board of Regents of the University of Idaho; by a board of trustees of a community college established pursuant to the provisions of Section 33-2106, Idaho Code, as amended; or by the State Board of Professional Technical Education. (4-5-00)~~

~~b. Private or Other Nonprofit Institution. An educational organization which is operated privately and not for profit under the control of an independent board and not directly controlled or administered by a public or political subdivision. (7-1-93)~~

~~c. Proprietary Postsecondary Institution. An educational organization that meets the definition of “proprietary institution of higher education” in Section 481(b) of the Higher Education Act of 1965, as amended, except that the institution must have been in existence for at least five (5) consecutive years; has a current valid Program Participation Agreement showing Pell Grant eligibility; and has a federal student loan default rate of twenty percent (20%) or less. (4-5-00)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

~~02. Educational Costs.~~ Student costs for tuition, fees, room and board, transportation, and expenses reasonably related to attendance at a postsecondary educational institution. (7-1-93)

~~03. Full-Time Student.~~ An individual carrying a full time workload, other than correspondence, as measured by both coursework or other activities required by the institution and the tuition and fees normally charged for full time study by that institution. (7-1-93)

~~04. Half-Time Student.~~ An individual enrolled in and carrying not less than one half (1/2) of the number of credit hours which would qualify that individual as a full time student at the postsecondary educational institution in which the individual is enrolled. (7-1-93)

~~05. Part-Time Student.~~ An individual enrolled in and carrying less than one half of the number of credit hours which would qualify that individual as a full time student at a postsecondary educational institution in which the individual is enrolled. (7-1-93)

~~06. Graduate Student.~~ A student who has a baccalaureate degree. (7-1-93)

~~07. Enrollment.~~ The establishment and maintenance of an individual's status as a student in a postsecondary educational institution regardless of the term used at the institution to describe such status. (7-1-93)

~~08. Substantial Financial Need.~~ The difference between the student's net financial assets available, including those available from a spouse, parents, parent, guardian, or other person to whom he looks for support or who stands in loco parents, and the student's anticipated expenses while attending a postsecondary educational institution. (7-1-93)

~~09. Expected Family Contribution.~~ The sum of the amount which reasonably may be expected from the student and the student's spouse to meet the student's cost of education and the amount which reasonably may be expected to be made available to him by his parents for this purpose. (7-1-93)

~~10. Independent Student.~~ An individual who meets the federal definition of independent student in Section 480(d) of the Higher Education Act (HEA), as amended. (4-5-00)

~~11. Dependent Student.~~ A student who does not qualify as "independent student" as defined in Subsection 005.10 of this chapter. (4-5-00)

~~12. Eligible Student.~~ A student who is enrolled in an eligible postsecondary educational institution as defined in Subsection 005.01 of this chapter. (7-1-93)

~~13. Grant.~~ An award by the Board to an eligible student for educational costs as defined in Subsection 005.02 of this chapter. (7-1-93)

~~14. Educational Year.~~ The period from July 1 of a year through June 30 of the succeeding year. (7-1-93)

~~15. Board.~~ The State Board of Education and the Board of Regents of the University of Idaho. (7-1-93)

~~006. --- 099. (RESERVED)~~

~~100. OBJECTIVES AND PURPOSES OF THE LEVERAGING EDUCATIONAL ASSISTANCE PARTNERSHIP PROGRAM.~~

~~01. Objectives.~~ The State Board of Education and the Board of Regents of the University of Idaho recognizes and declares that postsecondary education for students who are properly qualified is important to the welfare of this state and nation and further recognizes and declares that the state can enhance its economic and social potential when students have the opportunity to contribute to the full extent of their capabilities through the removal

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

of the financial barriers to their economic, social, and educational goals. (7 1 93)

02. Purposes. The purposes of this program are: (7 1 93)

a. To make grants to eligible students with substantial financial need to enable them to receive nonreligious educational services in an eligible postsecondary educational institution in this state; and (7 1 93)

b. To establish such administrative procedures as are necessary for the implementation of such a financial assistance program as established by the federal government under authority granted in Title IV, Part A, Subpart 4, of the Higher Education Act of 1965, as amended, and related acts. (4 5 00)

101. ELIGIBILITY.

A Leveraging Educational Assistance Partnership Program grant may be awarded to an eligible student for attendance at an eligible postsecondary educational institution under the following circumstances: (4 5 00)

01. Status. The student is a national of the United States; is in the United States for other than a temporary stay and intends to become a permanent resident thereof; is a permanent resident of the Trust Territory of the Pacific Islands or the Northern Mariana Islands; or is an eligible noncitizen as declared by the U.S. Department of Education. (7 1 93)

02. Enrollment. The individual is accepted for enrollment as follows: (7 1 93)

a. In the case of an individual beginning his first year or freshman year of postsecondary education, he has satisfied requirements for admission and has enrolled in an eligible postsecondary educational institution as defined in Subsection 005.01 of this chapter. (7 1 93)

b. In the case of an individual enrolled in an eligible postsecondary educational institution following the successful completion of the first term, he continues to meet the requirements of the Leveraging Educational Assistance Partnership Program and maintains satisfactory progress as required by the institution in which he is enrolled. (4 5 00)

03. Student not in Default. The student must certify that he does not owe a refund on grants previously received at a postsecondary educational institution, is not in default on any loan from a student loan fund at a postsecondary educational institution, or is not in default on any loan made, insured, or guaranteed by the Secretary of the United States Department of Education under Title IV of the Higher Education Act of 1965, as amended. (4 5 00)

04. Maximum Grant. Grant awards shall not exceed amounts established by the provisions of federal requirements for the Leveraging Educational Assistance Partnership Program. (4 5 00)

05. Financial Need. The student has substantial financial need as defined in Subsection 005.08 of this chapter of at least one thousand dollars (\$1,000), determined annually in accordance with the criteria and standards for determining need promulgated by the Secretary of Education, U.S. Department of Education, under the Higher Education Act of 1965, as amended. Student financial aid directors may, on the basis of professional judgement, make necessary adjustments to the cost of attendance and expected family contribution computations to allow for treatment of individual students with special circumstances. Student financial aid directors may use supplementary information about the financial status of eligible applicants in selecting recipients and determining the amount of awards. (4 5 00)

06. Duration. The grant covers up to one (1) educational year or equivalent as defined in Subsection 005.14 of this chapter for attendance at an eligible postsecondary educational institution. (4 5 00)

07. Statement. The individual receiving such a grant will use the funds solely for educational purposes as defined in Section 005.02 of this chapter. (4 5 00)

08. Other Financial Assistance. The individual receiving such a grant is not precluded from

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~receiving other financial aid, provided such other aid must be included as part of the student's financial aid award. (7-1-93)~~

~~_____ **09. Ineligible Programs.** The individual is not pursuing courses leading to a theological or divinity degree. (7-1-93)~~

~~_____ **10. Program Compliance.** The student has complied with all the provisions of the Leveraging Educational Assistance Partnership Program. (4-5-00)~~

~~_____ **11. Payment Schedule.** Grant payments to students should correspond to academic terms, semesters, quarters, or equivalent time periods at an institution of postsecondary education. In no instance, however, will the entire amount of a student's award for an academic term, or its equivalent, be paid in advance to or on behalf of such student. (7-1-93)~~

~~**102. RESPONSIBILITIES OF INSTITUTIONS AND STUDENTS DISCONTINUING ATTENDANCE.**
If the student, after receiving payments, discontinues attendance before the end of any term covered by a Leveraging Educational Assistance Partnership Program award, the eligible postsecondary educational institution may re-award the funds to another eligible student. (4-5-00)~~

~~**103. PRIORITY.**
In the awarding of grants, priority is given to eligible full time students, but at the discretion of the Board, grants may be awarded to half time, part time, or graduate students enrolled in an eligible postsecondary educational institution. (7-1-93)~~

~~**104. NONDISCRIMINATION.**
The Board will discharge the authority granted it under the Leveraging Educational Assistance Partnership Program without regard to any student's race, creed, color, sex, national origin, ancestry, or age. (4-5-00)~~

~~**105. COMPLIANCE.**
Eligible postsecondary educational institutions which accept students under the provisions of this program are required to comply with procedures determined for confirmation of enrollment of recipients of such grants and to notify the Office of the State Board of Education within thirty (30) calendar days of the termination of attendance by recipients of such grants. (7-1-93)~~

~~**106. ADMINISTRATION.**
The State Board of Education and the Board of Regents of the University of Idaho is the administrative agency for the administration of the Leveraging Educational Assistance Partnership Program. The Board designates the Office of the State Board of Education as the administrator for the program. The Board is responsible for: (4-5-00)~~

~~_____ **01. Public Information.** Supervision of the issuance of public information concerning the provisions of the Leveraging Educational Assistance Partnership Program. (4-5-00)~~

~~_____ **02. Eligibility Criteria.** Determination of criteria for the eligibility of grantees. (7-1-93)~~

~~_____ **03. Rules.** Adoption of rules for processing and approving applications from students. (7-1-93)~~

~~_____ **04. Appeal Procedure.** Establishment of a reasonable and fair appeal procedure for those students and institutions who have been adversely affected by the application procedures of the Board. (7-1-93)~~

~~_____ **05. Applications.** Submission of applications for federal student financial aid under the provisions of the Higher Education Act of 1965, as subsequently amended. (7-1-93)~~

~~_____ **06. Accounting of Funds.** Receiving and accounting for all funds which may be available to the Office of the State Board of Education. (7-1-93)~~

~~_____ **07. Fiscal Controls.** Maintenance of such fiscal controls and fund accounting procedures as may be~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

necessary to assure proper disbursement of funds. (7-1-93)

~~08. Annual Reports.~~ Submission of annual reports to the federal government and the Office of the Governor and the Legislature of the state of Idaho. (7-1-93)

~~107. APPEAL PROCEDURE.~~

~~01. Internal Appeal.~~ Students may appeal directly through the institution's financial aid appeals process. (7-1-93)

~~02. Board Appeal.~~ Students or institutions who desire further consideration of an appeal after the institutional decision has been reached may appeal such decision to the State Board of Education as follows: (7-1-93)

~~a.~~ All appeals to the Board must be in writing no later than thirty (30) calendar days following the institutional decision. (7-1-93)

~~b.~~ All appeals must be submitted to the president of the Board. The president of the Board or his designee will acknowledge receipt of the appeal within seven (7) calendar days following receipt of such an appeal. (7-1-93)

~~c.~~ The president of the Board will appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (7-1-93)

~~d.~~ The president of the Board will transmit the appeal to the committee as designated in Subsection 107.02.c. above within ten (10) calendar days following the receipt of the appeal. (7-1-93)

~~e.~~ The subcommittee will review the appeal and submit a written recommendation to the president of the Board within thirty (30) calendar days after receipt of the appeal by the subcommittee. (7-1-93)

~~f.~~ The student or institution initiating the appeal will be notified by the chairman of the subcommittee of the time and place when the subcommittee will hear the appeal. The student or institution will be permitted to present the appeal to the subcommittee. (7-1-93)

~~g.~~ The president of the Board, following receipt of the recommendation of the subcommittee, will present the original appeal and the recommendation of the subcommittee to the Board meeting in public session at the next regular meeting following receipt of the subcommittee's recommendation. The student or institution initiating the appeal may, at the discretion of the president of the Board, be permitted to make a presentation to the Board. (7-1-93)

~~03. Board Decision is Final.~~ The decision of the State Board of Education is final. The secretary of the State Board of Education will inform in writing the student or institution initiating the appeal of the decision of the Board. (7-1-93)

~~04. Legal Action.~~ The provisions for appeal do not abridge the recourse to legal action by the State Board of Education, any applicant, grant recipient, or eligible postsecondary educational institution. (7-1-93)

~~108. INSTITUTIONAL PARTICIPATION.~~

In order to participate in the program during a specific fiscal year, eligible institutions shall: (7-1-93)

~~01. Annual Application.~~ Submit to the Office of the State Board of Education an annual application on or before the November 1 preceding the beginning of the fiscal year. (7-1-93)

~~02. Student Enrollment Form.~~ Submit to the Office of the State Board of Education a properly completed and accurate Student Enrollment Form (PSR-1) for the fall semester preceding the fiscal year. The required PSR-1 shall be submitted on or before the November 1 preceding the beginning of the fiscal year. (7-1-93)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~109. — ALLOCATION OF FUNDS.~~

~~Funds appropriated to the Office of the State Board of Education for the Leveraging Educational Assistance Partnership Program shall be allocated to participating institutions based on enrollment data submitted by each institution on the Student Enrollment Form (PSR-1) for the fall semester immediately preceding the fiscal year of participation. The allocation shall be based on the number of full-time headcount students. The number of full-time headcount students for each institution divided by the number of full-time headcount students for all participating institutions shall determine the proportion of the appropriation for the Leveraging Educational Assistance Partnership Program to be allocated to each institution.~~ (4-5-00)

~~110. — AUDIT.~~

~~Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and the internal auditor of the Office of the State Board of Education to ensure compliance with the statutes, rules, and policies governing the Leveraging Educational Assistance Partnership Program, including provision of accurate enrollment information.~~ (4-5-00)

~~111. — DISTRIBUTION OF FUNDS.~~

~~Funds allocated to participating institutions for a specific fiscal year by the Office of the State Board of Education shall be distributed to the institution no later than August 15 and January 15 of the fiscal year.~~ (7-1-93)

~~112. — AUTHORITY OF STATE BOARD OF EDUCATION.~~

~~This rule is not to be construed as granting any authority to the State Board of Education and the Board of Regents of the University of Idaho to control or influence the policies of any postsecondary educational institution because such institution accepts students who receive grants or to require any such institution to admit or, once admitted, to continue in such institution any student receiving a grant.~~ (7-1-93)

~~113. — AUTHORITY OF RULES.~~

~~All rules must comply with the provisions of the Leveraging Educational Assistance Partnership Program, Title IV, Part A, Subpart 4, of the Higher Education Act of 1965, as amended. If any section in the rules or any part of any section is declared invalid or unconstitutional, such declaration of invalidity does not affect the validity of the remaining portions thereof.~~ (4-5-00)

~~114. -- 999. — (RESERVED)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

IDAPA-08
TITLE-01
CHAPTER-12

~~08.01.12 - IDAHO MINORITY AND "AT-RISK" STUDENT SCHOLARSHIP PROGRAM~~

~~000. — LEGAL AUTHORITY.~~

~~These rules are promulgated pursuant to the authority of the State Board of Education (the Board) under Section 33-105, and Section 33-4606, Idaho Code.~~ (3-15-02)

~~001. — TITLE AND SCOPE.~~

~~01. — Title. These rules shall be known as IDAPA-08.01.12, "Idaho Minority and 'At Risk' Student Scholarship Program."~~ (3-15-02)

~~02. — Scope. These rules constitute the requirements for the Idaho Minority and "At Risk" Student Scholarship Program.~~ (3-15-02)

~~002. — WRITTEN INTERPRETATIONS.~~

~~In accordance with Section 67-5201(19)(b)(iv) Idaho Code any written interpretation of the rules of this chapter are available at the Board Office.~~ (3-15-02)

~~003. — ADMINISTRATIVE APPEAL.~~

~~Unless otherwise provided for in the rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein.~~ (3-15-02)

~~004. — INCORPORATION BY REFERENCE.~~

~~There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code.~~ (3-15-02)

~~005. — OFFICE — OFFICE HOURS — MAILING ADDRESS AND STREET ADDRESS.~~

~~The principal place of business of the Board is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays.~~ (3-15-02)

~~006. — PUBLIC RECORDS ACT COMPLIANCE.~~

~~This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record.~~ (3-15-02)

~~007. — DEFINITIONS.~~

~~01. — High School Record. An individual's rank in his secondary school class, cumulative grade point average (GPA) for grades nine (9) through twelve (12) and difficulty of course load taken as certified by an official of such secondary school.~~ (3-15-02)

~~02. — Financial Need. Financial need is the difference between the student's net financial assets available, including those available from a spouse, parents, parent, guardian, or other person to whom he looks for support or who stands in loco parentis, and the student's anticipated expenses while attending a postsecondary educational institution.~~ (3-15-02)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~03. Educational Costs. Student costs for tuition, fees, room and board, or expenses related to reasonable commuting, books and other such expenses reasonably related to attendance at a postsecondary educational institution. (3-15-02)~~

~~008. 099. (RESERVED)~~

~~**100. OBJECTIVES OF THE IDAHO MINORITY AND “AT-RISK” STUDENT SCHOLARSHIP PROGRAM.**~~

~~The legislature has recognized and declared that substantial economic and social benefits accrue to the state because of an educated citizenry. The legislature further recognizes that certain talented students, because of their social, cultural and economic circumstances are “at risk” of failing to obtain the education necessary to realize their potential and that encouraging these at risk students to enroll in Idaho postsecondary educational institutions is an important element for assuring the future prosperity of the state. (3-15-02)~~

~~**101. PRIORITY FOR AWARDS.**~~

~~Priority for initial awards shall be in accordance with Section 33-4605, Idaho Code. In the event the state of Idaho does not provide an appropriation sufficient to support the program, first priority is given to continuing recipients in an order beginning with the date of an initial award. (3-15-02)~~

~~01. Further Priority. In the event further priority must be established among continuing recipients, the recipient's rank within his academic or professional technical major and class will be used, with priority given to the recipient with a higher ranking within his academic or professional technical major and class. (3-15-02)~~

~~02. Secondary Priority. Secondary priority is given to new scholarship recipients until the appropriation is exhausted, in accordance with Section 33-4605, Idaho Code. (3-15-02)~~

~~**102. MONETARY VALUE OF THE SCHOLARSHIP.**~~

~~01. Monetary Value. The monetary value of each scholarship shall be the same as that set annually by the Board for the Idaho Promise Category A Scholarship in accordance with Sections 33-4307 et seq., Idaho Code. (3-15-02)~~

~~02. Other Financial Assistance. A recipient is not precluded from receiving other financial aid, awards, or scholarships, provided that the total of the Idaho Minority and “At Risk” Student Scholarship and such other financial aid, awards, or scholarships does not exceed the total educational costs for attendance at an eligible postsecondary institution. (3-15-02)~~

~~**103. DISTRIBUTION OF FUNDS.**~~

~~01. Allocation of Funds. Funds appropriated to the Board for the Idaho Minority and “At Risk” Student Scholarship Program shall be allocated to participating institutions each fiscal year based on enrollment data submitted by each institution verifying the minority student headcount from the previous year for the participating institution. (3-15-02)~~

~~02. Notification of Allocation. Participating institutions will be notified each year of the amount of the allocation and the number of awards allocated to each institution. (3-15-02)~~

~~03. Distribution of Funds. Funds allocated to participating institutions for the fiscal year by the Office of the State Board of Education shall be distributed to the institutions prior to the start of the academic year. (3-15-02)~~

~~04. Enrollment Factor. The allocation for a participating institution in a specific fiscal year shall be equal to the portion of the appropriation for that fiscal year multiplied by an enrollment factor. That enrollment factor shall be calculated by dividing the headcount of full time minority students at the participating institutions by the total headcount of full time minority students for all participating institutions. (3-15-02)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~05. **Carry Forward of Funds.** Unexpended funds allocated to participating institutions for this program shall not be carried forward from one fiscal year to the next. Such unexpended funds shall be returned to the Board for reallocation in the succeeding fiscal year. (3-15-02)~~

~~**104. **SELECTION OF SCHOLARSHIP RECIPIENTS.****~~

~~Recipients of scholarships are selected by a committee appointed by the financial aid director of each participating eligible institution, in accordance with Chapter 46, Title 33, Idaho Code, as verified by the staff of the Board.~~

~~(3-15-02)~~

~~**105. **FINANCIAL NEED.****~~

~~Financial need will be determined annually by the participating institutions in accordance with the criteria and standards for determining need promulgated by the Secretary of Education, U.S. Department of Education, under the Higher Education Act of 1965, as amended. Student financial aid directors may, on the basis of professional judgment, make necessary adjustments to the cost of attendance and expected family contribution computations to allow for treatment of individual students with special circumstances. Student financial aid directors may use supplementary information about the financial status of eligible applicants in considering applicants. (3-15-02)~~

~~**106. **CONTINUING ELIGIBILITY.****~~

~~01. **Academic Progress.** To remain eligible for renewal of a scholarship, the recipient must enroll in and complete an average of twelve (12) credit hours per semester and maintain satisfactory academic progress as defined by the participating institution. (3-15-02)~~

~~02. **Financial Need.** If financial need is one of the eligibility criteria used in the scholarship selection, the recipient must continue to have financial need. (3-15-02)~~

~~03. **Compliance.** The recipient must continue to comply with all of the provisions of the Minority and "At Risk" Scholarship Program and these rules. (3-15-02)~~

~~04. **Transfer Students.** A student who transfers from one eligible institution to another shall not be entitled to retain this scholarship award. (3-15-02)~~

~~05. **Interruption.** A recipient who discontinues his enrollment shall not be entitled to retain this scholarship. However, upon re-enrollment in an eligible institution the individual may re-apply for the scholarship. (3-15-02)~~

~~**107. **ADDITIONAL RESPONSIBILITIES OF ELIGIBLE POSTSECONDARY INSTITUTIONS.****~~

~~01. **Scholarship Recipient Report.** Participating institutions shall provide to the Board an annual list of scholarship recipients prior to disbursement of scholarship funds which shall include ethnic origin, gender, grade point average, class standing, and number of college credits completed. (3-15-02)~~

~~02. **Recruitment and Retention Report.** Participating institutions shall provide to the Board an annual report on minority recruitment and retention. (3-15-02)~~

~~03. **Withdrawal from Institution.** In the event a scholarship recipient withdraws from the college, school, or university, the officials at the college, school, or university must certify to the Office of the State Board of Education that the recipient has withdrawn. Furthermore, in the event a recipient withdraws from all classes within the first sixty percent (60%) of any semester, quarter, term, or equivalent, the officials must remit to the Office of the State Board of Education a prorated share of any scholarship payments made to the institution, up to the full amount of the scholarship received for the current semester, quarter, term, or equivalent. (3-15-02)~~

~~04. **Waiver.** In the event of extreme hardship as determined by the professional judgement of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Members of the National Guard or Reserves who have been ordered to active military duty are eligible for a waiver of remittance. Each institution shall provide to the Office of the State Board of Education an accounting~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

of all waivers granted. (3-15-02)

108. — APPEAL PROCEDURE.

Any applicant, recipient, or eligible postsecondary educational institution adversely affected by a decision made under procedures of this chapter may appeal using the institution's financial aid appeals process. Students or educational institutions that desire further consideration of an appeal after the institutional decision has been reached may appeal such decision to the Board. (3-15-02)

~~01. — Requirements for Submitting Appeal.~~ The applicant, recipient, or eligible postsecondary educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed. (3-15-02)

~~02. — Submission of Appeal to President of Board.~~ The appeal must be submitted to the president of the State Board of Education in care of the Office of the State Board of Education, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (3-15-02)

~~03. — Transmittal to Subcommittee.~~ If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the State Board of Education within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (3-15-02)

~~04. — Subcommittee Recommendations.~~ Following the subcommittee's decision, the president of the State Board of Education will present the subcommittee's recommendation to the State Board of Education at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the State Board of Education, be permitted to make a presentation to the Board. (3-15-02)

~~05. — Board Decision.~~ The decision of the State Board of Education is final, binding and end all administrative remedies unless otherwise specifically provided by the Board. The State Board of Education will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the State Board of Education. (3-15-02)

109. — AUTHORITY OF THE STATE BOARD OF EDUCATION.

With the sole exception of the ability to audit the Idaho Minority and "At Risk" Student Scholarship Program as set forth in Section 110 of this chapter, these rules do not grant any authority to the State Board of Education and Board of Regents of the University of Idaho to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Minority and "At Risk" Student Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of a Minority and "At Risk" Student Scholarship. (3-15-02)

110. — AUDIT.

Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and/or an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Minority and "At Risk" Student Scholarship Program. (3-15-02)

111. — 999. — (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

SUBJECT

Proposed Rules IDAPA 08.01.09 – Rules Governing the GEAR UP Idaho Scholarship Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.09

BACKGROUND/DISCUSSION

The GEAR UP Idaho Scholarship is the scholarship component of the Federal GEAR UP grant. The scholarship is available to student who attended a school participating in the GEAR UP program and who participated in the programs early intervention component in grades seven (7) through ten (10). To be eligible for participation the student must have graduated in 2012, or will be graduating in 2013 or 2014. During this past award cycle a number of areas within the rule were identified as needing further clarification.

The proposed amendment to IDAPA 08.01.09 provides additional clarity to the initial application process, the selection of recipients, and continuing eligibility requirements.

IMPACT

The proposed changes will provide for efficiencies in the administration of the rule as well provide clarity for individuals applying for the scholarship.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 08.01.09

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.01.09 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

IDAPA 08
TITLE 01
CHAPTER 09

08.01.09 - RULES GOVERNING THE GEAR UP IDAHO SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

These rules are promulgated pursuant to the authority of the State Board of Education (Board) under Section 33-105, Idaho Code. (3-29-12)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.09, "Rules Governing the GEAR UP Idaho Scholarship Program." (3-29-12)

02. Scope. These rules constitute the requirements for the GEAR UP Idaho Scholarship Program. (3-29-12)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (3-29-12)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (3-29-12)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (3-29-12)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The principal place of business of the State Board of Education is in Boise, Idaho. (3-29-12)

01. Mailing Address. The mailing address is PO Box 83720, Boise, Idaho 83720-0037. (3-29-12)

02. Street Address. The State Board of Education's street address is 650 West State Street, Room 307, Boise, Idaho 83702. (3-29-12)

03. Office Hours. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (3-29-12)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (3-29-12)

007. -- 009. (RESERVED)

010. DEFINITIONS.

01. Dependable Strengths Report. A tool available on the Idaho Career Information System that assists students in assessing skills and abilities as they relate to career choices and options. Dependable Strengths is accessed via My CIS Portfolio. (3-29-12)

02. Educational Costs. Student costs for tuition, fees, room and board, or expenses related to

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

reasonable commuting, books and other expenses reasonably related to attendance a postsecondary educational institution. This cost is determined by the postsecondary institution the student attends and is the institutions published cost of attendance for the academic year for which the student is attending. (3-29-12)

03. Eligible Institution. (3-29-12)

a. A public postsecondary educational institution governed or supervised by the Board, or a board of trustees of a community college established pursuant to the provisions of Chapter 21, Title 33, Idaho Code; or (3-29-12)

b. Any educational organization located in Idaho that is: (3-29-12)

i. Operated privately; and (3-29-12)

ii. Classified as not-for-profit under ~~the~~ Idaho Code; and (3-29-12)

iii. Under the control of an independent board and not directly controlled or administered by a public or political subdivision; and (3-29-12)

iv. Accredited by an organization recognized by the Board, as provided in section 33-2402, Idaho code. (3-29-12)

v. Eligible for receipt of federal financial aid funding. (3-29-12)

04. Eligible Student. A student who: (3-29-12)

a. Is an Idaho resident and who has participated in the early intervention component (7th through 10th grade) of the GEAR UP Idaho program and who has or will graduate from an accredited high school or equivalent in Idaho as determined by the Board in 2012, 2013, or 2014; (3-29-12)

b. Has enrolled or applied as a full-time student in an eligible institution for a minimum of twenty-four (24) credit hours in an academic year. (3-29-12)

05. Administrator. The Executive Director of the Idaho State Board of Education or his designee. (3-29-12)

011. -- 099. (RESERVED)

100. OBJECTIVES OF THE GEAR UP IDAHO SCHOLARSHIP PROGRAM.

The objectives of the GEAR UP Idaho scholarship program are as follows: (3-29-12)

01. Continuation of Education. To support the continuation of education at the postsecondary level by providing qualified students with a scholarship; and (3-29-12)

02. Successful Completion of Program Activities. To recognize the successful completion of GEAR UP program activities by student participants. (3-29-12)

101. ELIGIBILITY.

01. Eligible Student. An applicant must be an eligible student and less than twenty-two (22) years of age at the time the student first receives a scholarship award. (3-29-12)

02. Undergraduate Student. An eligible student must be enrolled full-time in an undergraduate program at an eligible institution. A student enrolled in an undergraduate program is eligible for consideration for a scholarship award, even if some of the student's courses are at the graduate level. (3-29-12)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

102. -- 199. (RESERVED)

200. APPLICATION PROCESS.

01. Initial Applications. (3-29-12)

a. An eligible student ~~who has not yet graduated from an accredited high school or its equivalent in the state of Idaho~~ must complete and submit the GEAR UP Idaho Scholarship Application to the Board electronically on or before the date specified in the application, but not later than ~~January 15th~~ March 1 of the year ~~the student will graduate from a secondary school or its equivalent~~. An applicant without electronic capabilities may receive assistance in completing the electronic application from a high school counselor or from the State Board of Education scholarship staff. The application and may also be submitted to the Gear Up Idaho Scholarship Administrator through the United States Postal Service, which must be postmarked not later than ~~January 15th~~ March 1. (3-29-12)

b. An applicant must complete and submit the Free Application for Federal Student Aid (FAFSA) on or before ~~February 15th~~ March 1 of the year student will graduate from secondary school or its equivalent. (3-29-12)

c. An applicant must submit with his or her application a copy of the applicant's Dependable Strengths Report or in lieu of submitting the applicant's Dependable Strengths Report an applicant may submit a one-page essay on the topic "My Unique Dependable Strengths." (3-29-12)

02. Announcement of Award. ~~Announcement of the award of initial scholarships for the 2012-2013 academic year will be made no later than May 15, 2012, with awards to be effective at the beginning of that academic year. The announcement of award recipients in future academic years~~ recipients will be made no later than May 1. (3-29-12)

03. Communication with State Officials. Applicants for initial scholarships must respond by the date specified to any communication from officials of the GEAR UP Idaho Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (3-29-12)

201. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

Applications will be reviewed and awards selected based on financial need, hours of participation in the GEAR UP program and academic preparation based on a combination of the ACT composite or SAT combined reading and math score and cumulative high school grade point average (GPA). Priority will be given to applicants who are eligible to receive Pell grant funding, as determined by the Free Application for Federal Student Aid (FAFSA). (3-29-12)

01. Academic Eligibility. (3-29-12)

a. Applicants for the GEAR UP Idaho scholarship are selected as recipients, in part, on the basis of their academic performance. The student applicant's high school GPA and ACT composite or SAT combined reading and math score are weighed equally to determine an applicant's academic rank. (3-29-12)

b. The academic ranking constitutes twenty percent (20%) of the selection ranking. (3-29-12)

c. Grade point average (GPA). An eligible student's unweighted GPA will be used to determine the GPA value. (3-29-12)

d. ACT Composite or SAT combined reading and math Score. Academic applicants must take the ACT or SAT reading and math exam. The highest composite score from any single test administration taken prior to the application deadline of ~~January 15~~ will be considered. ~~Applicants will be ranked against other applicants based upon the ACT composite score.~~ (3-29-12)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

02. Financial Eligibility. (3-29-12)

a. Applicants for GEAR UP Idaho scholarship are selected as recipients, in part, on the basis of demonstrated financial need. The primary tool that will be used by the GEAR UP Scholarship Program officials to determine financial need will be the federal FAFSA, used by the United States Department of Education to determine eligibility for financial aid and an expected family's contribution (EFC) to a student's postsecondary education. The financial need of an applicant for a GEAR UP scholarship will be based upon the validated expected family contribution, as identified by the FAFSA report. (3-29-12)

b. The financial need factor, as determined by FAFSA, will constitute sixty percent (60%) of the weighting for the selection of recipients of GEAR UP scholarships. (3-29-12)

03. Participation Eligibility. (3-29-12)

a. Applicants for GEAR UP Idaho scholarships are selected in part on the basis of their participation in GEAR UP activities. (3-29-12)

b. The participation factor will constitute twenty percent (20%) of the selection ranking. (3-29-12)

c. Participation is reported in hours. Participation is determined based upon the hours a GEAR UP applicant participated in available GEAR UP early intervention program activities offered at their school. Applicants will be compared to other applicants from the same school. GEAR UP participation hours shall be provided by the GEAR UP school the student participated in. (3-29-12)

301. -- 399. (RESERVED)

400. GEAR UP IDAHO SCHOLARSHIP AWARD.

01. Distribution. GEAR UP Idaho scholarships will be awarded at each GEAR UP school with distribution based on school population in relation to the over-all state GEAR UP population. (3-29-12)

02. Monetary Value of the Gear Up Idaho Scholarship. (3-29-12)

a. The monetary value of the GEAR UP Idaho scholarship award to a student is set at the maximum amount of the Federal Pell Grant as established by the Federal government for the given year. (3-29-12)

b. The total amount of financial aid from all sources shall not exceed the student's total educational costs. (3-29-12)

03. Payment. Payment of scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (3-29-12)

04. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship covers up to one (1) educational year or equivalent for attendance at an eligible institution. ~~Request for part-time study must have prior authorization by the GEAR UP Idaho administrator, and if granted, scholarship awards will be reduced proportionally.~~ (3-29-12)

05. Eligibility. If a student receives a scholarship payment and it is later determined that the student did not meet all of the eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible institution's refund policy. (3-29-12)

401. -- 499. (RESERVED)

500. CONTINUING ELIGIBILITY.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

To remain eligible for renewal of a GEAR UP Idaho scholarship, the recipient must comply with all of the provisions of the GEAR UP Idaho Program and these rules, in addition to the following requirements: (3-29-12)

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year. A completed application for the renewal of a GEAR UP Idaho scholarship must be submitted to the Board electronically by the date established on the application, but not later than ~~January 30~~March 1. An applicant without electronic capabilities may submit an application on the form established by the GEAR UP Idaho Program administrator through the United States Postal Service, which must be postmarked no later than ~~January 30~~ March 1. In addition, a scholarship recipient must update and submit the FAFSA on or prior to ~~February 15~~March 1. (3-29-12)

02. Credit Hours. To remain eligible for renewal of a scholarship award, the scholarship recipient must be enrolled as a full-time student and have completed a minimum of twenty-four (24) credit hours or its equivalent for the academic year in which the student received a scholarship award. ~~A student must be enrolled in full-time study each term unless prior approval by the program administrator is granted to attend part time. If a student does not receive a minimum of twelve (12) credit hours in a term, they may not receive the second semester award without seeking approval from the scholarship administrator.~~ (3-29-12)

03. Satisfactory Academic Progress. To remain eligible for renewal of a scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point zero (2.0) on a scale of four point zero (4.0) during the time that the recipient received an award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (3-29-12)

04. Transfer Students. Scholarship recipients who transfer to another eligible institution remain eligible for scholarship renewal and must inform the administrator no later than March 1 following the transfer. (3-29-12)

05. Maximum Scholarship Award. The award of a GEAR UP Idaho scholarship shall not exceed the equivalent of eight (8) continuous semesters or the equivalent of four (4) continuous academic years. (3-29-12)

501.--- 599. (RESERVED)

600. MISCELLANEOUS PROVISIONS.

01. Interruption of Enrollment. A scholarship recipient who requests to take leave from and interrupt enrollment at an eligible institution must submit a letter of intent to interrupt continuous enrollment to the ~~GEAR UP Idaho~~ administrator no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Requests can only be made after the completion of one (1) full academic year. Failure to do so may result in forfeiture of any continuing scholarship eligibility. The administrator will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the administrator declaring his intent to re-enroll as a full-time undergraduate student at an eligible institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll. If a leave request is granted, the total time that the scholarship will be available to the student shall not exceed the four (4) academic years immediately following the student's graduation from secondary school or its equivalent. (3-29-12)

~~**02. Reassignment of Scholarships in Case of Discontinuance or Termination.** If a scholarship recipient enrolled in an eligible institution permanently withdraws or is dismissed prior to completion of his or her four (4) academic year scholarship eligibility term, then the GEAR UP Idaho administrator may award the scholarship to another eligible GEAR UP applicant (an alternate recipient) in the same application year. If there are no other alternates from that year, then the administrator may award the scholarship to another qualifying GEAR UP applicant. In the event that an award is made to an alternate recipient, then this new student shall assume the vacant scholarship of the Idaho GEAR UP student who has withdrawn or was dismissed. However, such student shall only receive the benefits of this scholarship for the remaining years of eligibility for the GEAR UP scholarship recipient who withdrew or was dismissed prior to completion of the scholarship eligibility term.~~ (3-29-12)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

~~03. Reassignment in Case of Leave of Absence. If a GEAR UP scholarship recipient enrolled in an eligible institution requests and is granted a leave of absence during his or her four (4) academic year scholarship eligibility term, then the GEAR UP Idaho administrator may award the scholarship to another eligible GEAR UP applicant (an alternate recipient) from the same application year for the duration of the leave period. If there are no other alternates from that year, then the administrator may award the scholarship to another qualifying GEAR UP applicant. In the event that an award is made to an alternate recipient, then this new student shall assume the vacant scholarship of the Idaho GEAR UP student who is on an approved leave. However, such student shall only receive the benefits of this scholarship for the term of the leave.~~ (3-29-12)

601. -- 699. (RESERVED)

700. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible institution participating in this GEAR UP Idaho Scholarship Program must submit statements of continuing student eligibility to the ~~GEAR UP Idaho~~ administrator by the 30th day of each academic term. Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms.

02. Other Requirements. An eligible institution must: (3-29-12)

a. Be eligible to participate in Federal Title IV financial aid programs, and must provide prompt notification regarding any changes in this status to the State Board of Education; (3-29-12)

b. Provide data on student enrollment and federal, state, and private financial aid for students to the ~~GEAR UP Idaho~~ administrator; and (3-29-12)

c. Agree to permit periodic GEAR UP Idaho Scholarship Program audits to verify compliance with these rules. (3-29-12)

701. ADMINISTRATION.

The ~~GEAR UP Idaho~~ administrator is responsible for: (3-29-12)

01. Information. Releasing any public information regarding the GEAR UP Idaho Scholarship Program; (3-29-12)

02. Recipient Determination. Determination of scholarship recipients; (3-29-12)

03. Payment Procedures. Determination of procedures for payment of scholarships to recipients; (3-29-12)

04. Accounting. Maintaining fiscal controls and accounting procedures; (3-29-12)

05. Program Management. Authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (3-29-12)

703. -- 799. (RESERVED)

800. APPEALS.

Any scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The ~~opportunity~~ scholarship applicant or recipient must appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the scholarship applicant or recipient believes the decision should be changed. The appeal must be submitted to the GEAR UP Idaho administrator, who must acknowledge receipt of the appeal within seven (7) days.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

The GEAR UP Idaho administrator shall forward the appeal to the President of the Board. The Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (3-29-12)

01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the President of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The ~~opportunity~~ scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal.

(3-29-12)

02. Subcommittee Recommendations. Following the subcommittee's decision, the President of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The ~~opportunity~~-scholarship applicant or recipient initiating the appeal may, at the discretion of the President of the Board, be permitted to make a presentation to the Board. (3-29-12)

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the ~~opportunity~~ scholarship applicant or recipient in writing of the decision of the Board. (3-29-12)

801. -- 999. (RESERVED)

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

SUBJECT

Proposed Rules IDAPA 08.01.13 – Rules Governing the Opportunity Scholarship Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.13
Chapter 56, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Senate Bill 1027 (2013) consolidated and streamlined the scholarships managed by the Board office. In order to minimize the impact on students currently receiving state funded scholarships, the proposed changes to the state scholarship programs will be transitioned in over the next two fiscal years, FY14 and FY15. Students currently receiving a scholarship award will continue to receive those awards as long as they meet the current program eligibility requirements, subject to available funding, for the duration of their current award term. One year awards will be granted in FY14 under the current Opportunity Scholarship Act, Promise Scholarship program, and Minority and “At-Risk” Scholarship programs, using those programs current requirements. The repeal of the Idaho Robert R. Lee Promise Scholarship Program, and the Idaho Minority and “At-Risk” Student Scholarship Act becomes effective July 1, 2014.

Proposed changed to IDAPA 08.01.13 will bring the Opportunity Scholarship rule into alignment with the changes made Idaho code in Senate Bill 1027 as well as clarify how the amended Opportunity Scholarship program will be administered. Amendments are made to the academic eligibility and continuing eligibility requirements for applicants, and the deadline for submitting applications. Clarify language was added to specify the grade point average used shall be the cumulative grade point average and the monetary value of the award.

IMPACT

The proposed changes will provide for efficiencies in the administration of the rule as well provide clarity for individuals applying for the scholarship. The proposed rule, if accepted by the legislature, would take effect at the end of the 2014 legislative session.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 08.01.13

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.01.13 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013**

**IDAPA 08
TITLE 01
CHAPTER 13**

08.01.13 - RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5605, and 33-5606(2)(c), Idaho Code the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code. (4-2-08)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.13, "Rules Governing the Opportunity Scholarship Program." (4-2-08)

02. Scope. These rules constitute the requirements for the Opportunity Scholarship Program. (4-2-08)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (4-2-08)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-2-08)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-2-08)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-2-08)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-2-08)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-2-08)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-2-08)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-2-08)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov.
(4-2-08)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-2-08)

007. -- 009. (RESERVED)

010. DEFINITIONS.

~~**01. Educational Costs.** Is defined in Section 33-5604(1), Idaho Code and means the dollar amount determined annually by the state board of education as necessary for student tuition, fees, room and board, books and such other expenses reasonably related to attendance at an eligible Idaho postsecondary educational institution.
(4-2-08)~~

~~**02. Eligible Idaho Postsecondary Educational Institution.** Is defined in Section 33-5604(2), Idaho Code, and means: (4-2-08)~~

~~a. A public postsecondary organization governed or supervised by the state board, the board of regents of the university of Idaho, a board of trustees of a community college established pursuant to the provisions of Chapter 21, Title 33, Idaho Code, or the state board for professional technical education; or (4-2-08)~~

~~b. Any educational organization located in Idaho which is: (4-2-08)~~

~~i. Operated privately; (4-2-08)~~

~~ii. Classified as not for profit under the Idaho Code; (4-2-08)~~

~~iii. Under the control of an independent board and not directly controlled or administered by a public or political subdivision; and (4-2-08)~~

~~iv. Accredited by an organization recognized by the state board, as provided in Section 33-2402, Idaho Code. (4-2-08)~~

~~**03. Eligible Student.** Is defined in Section 33-5604(3), Idaho Code, and means a student who: (4-2-08)~~

~~a. Is an Idaho resident; (4-2-08)~~

~~b. Has or will graduate from an accredited high school or equivalent in Idaho as determined by the state board; (4-2-08)~~

~~c. Has enrolled or applied as a full-time student to an eligible Idaho postsecondary educational institution; and (4-2-08)~~

~~d. Is pursuing an undergraduate degree, certificate, or diploma. (4-2-08)~~

~~**04. Financial Eligibility.** Is defined in Section 33-5604(4), Idaho Code, and means the extent of a person's inability to meet the educational costs associated with attending an eligible Idaho postsecondary educational institution through a model of shared responsibility, taking into account the required and expected contributions of such person's parents, family and personal resources. (4-2-08)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

051. Grade Point Average or GPA. Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted.(4-2-08)

~~**06. Opportunity Scholarship Program.** Is defined Section 33-5604(5), Idaho Code and means the scholarship program described in Title 33, Chapter 56, Idaho Code, and these rules. (4-2-08)~~

011. -- 099. (RESERVED)

~~**100. OBJECTIVES OF THE OPPORTUNITY SCHOLARSHIP PROGRAM.**~~

~~The legislature has recognized and declared an intent to create a scholarship fund to provide financial resources to Idaho students who are economically disadvantaged to close the gap between the estimated cost of attending an eligible Idaho institution of higher education and the expected student and family contribution toward such educational costs, and to encourage the educational development of such students in eligible Idaho postsecondary educational institutions. These rules set forth academic and financial eligibility requirements and other criteria for purposes of awarding opportunity scholarships. (4-2-08)~~

101. ELIGIBILITY.

01. Idaho Resident. An eligible student must be an Idaho resident, as defined in Section 33-3717B or 33-2110B, Idaho Code as applicable to the institution the student is applying to, and IDAPA 08.01.04, "Residency Classification," Subsection 005.01. (4-2-08)

02. Undergraduate Student. An eligible student must be pursuing an their first undergraduate certificate or degree, certificate, or diploma. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. (4-2-08)

03. Academic Eligibility. (4-2-08)

a. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of their cumulative GPA. ~~An eligible student's GPA will constitute thirty percent (30%) of the weighting for the selection of recipients of opportunity scholarships. (4-2-08)~~

b. To be eligible to apply for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (4-2-08)

i. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of three point zero (3.0) or better on a scale of four point zero (4.0) to be academically eligible to apply for an opportunity scholarship. (4-2-08)

ii. A student who has obtained a general equivalency diploma must have taken the ACT assessment examination administered by the College Board (ACT), and received a

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

minimum composite score of twenty (20) or better, or the equivalent SAT+ assessment examination (SAT+) with an equivalent weighted score, to be academically eligible to apply for an opportunity scholarship. (4-2-08)

~~iii. A student who has obtained a general equivalency diploma - for purposes of academic eligibility, such student's cumulative GPA will be determined by the student's ACT or SAT score, equalized to reflect a secondary school GPA. (4-2-08)~~

~~iiiv. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of two-three point zero (23.0) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. (4-2-08)~~

~~c. The following additional criteria shall be used to determine an eligible student's GPA: (4-2-08)~~

~~i. A student who has not yet graduated from secondary school and who has earned more than twelve (12) credits of postsecondary academic credit - for purposes of academic eligibility, the student's GPA shall be the higher of his or her secondary school GPA, or his or her postsecondary GPA, weighted to equalize secondary and postsecondary academic performance. (4-2-08)~~

~~ii. A student who has obtained a general equivalency diploma - for purposes of academic eligibility, such student's GPA will be determined by the student's ACT score, equalized to reflect a secondary school GPA. (4-2-08)~~

~~iii. A student currently enrolled in an eligible Idaho postsecondary educational institution - for purposes of academic eligibility, such student's GPA will be weighted to equalize secondary and post secondary academic performance. (4-2-08)~~

04. Financial Eligibility. (4-2-08)

~~a.~~ Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of demonstrated financial need. The primary tool that will be used by Opportunity Scholarship Program officials to determine financial need will be the federal Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education to determine eligibility for financial aid and a family's expected contribution to a student's postsecondary education. The financial need of an applicant for an opportunity scholarship will be based upon the validated expected family contribution, as identified by the FAFSA report. (4-2-08)

~~b. The financial need factor, as determined by FAFSA, will constitute seventy percent (70%) of the weighting for the selection of recipients of opportunity scholarships. (4-2-08)~~

05. Additional Eligibility Requirements. (4-2-08)

~~a. A student who has not yet graduated from high school, or its equivalent, in the state of Idaho must be at least in his junior year to be eligible to apply for an opportunity~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

scholarship must be in their last year of high school or its equivalent to apply for an opportunity scholarship. (4-2-08)

b. To be eligible to receive an opportunity scholarship, an eligible student must:
(4-2-08)

i. Have taken the ACT assessment examination, or the equivalent SAT assessment examination, or the Writing Skills, Reading Skills, and Algebra areas of the ~~ACT Compass~~ COMPASS, or ACCUPLACER examination; (4-2-08)

ii. Be enrolled as a full-time student in an eligible Idaho postsecondary educational institution; and (4-2-08)

iii. Be pursuing an undergraduate degree, certificate, or diploma. (4-2-08)

c. A student must accept all federal grant aid that is made available to such student to be eligible to receive an ~~Idaho~~ opportunity scholarship. (4-2-08)

d. ~~To be eligible to receive an opportunity scholarship, the~~ A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the ~~O~~ opportunity ~~S~~scholarship ~~P~~program. (4-2-08)

e. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received. A student shall not be eligible for an ~~O~~ opportunity ~~S~~scholarship if: (4-2-08)

i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an ~~O~~ opportunity ~~S~~scholarship; (4-2-08)

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-2-08)

iii. The student is not within two (2) semesters of graduation in such major, based on normal academic course load. (4-2-08)

~~**06- Student Responsibility.** The Board will, by resolution each year, establish the annual amount of the expected student contribution toward his education through employment or other contributions (student responsibility). It is expected that a student will contribute an amount equal to a student working a minimum of twenty (20) hours per week during the time that a postsecondary educational institution is in session, and a minimum of forty (40) hours per week during the summer recess. This expectation will be one (1) of the factors the Board will use to set the amount of student responsibility. The Board may consider other factors as well, such as summer living expenses, and transition time between the academic year and the summer, as examples.~~ (4-2-08)

102. -- 200. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~201. APPLICATION PROCESS (EFFECTIVE JULY 1 THROUGH DECEMBER 31, 2007).~~

~~01. Initial Applications. (4-2-08)~~

~~a. An eligible student who has enrolled in an eligible Idaho postsecondary educational institution for the 2007 — 2008 academic year, and who completed and submitted the FAFSA on or prior to March 1, 2007, shall be eligible for consideration for an opportunity scholarship award for the 2007 — 2008 academic year. Eligible Idaho postsecondary educational institutions shall transmit to the Board enrolled students who meet the eligibility requirements of these rules. (4-2-08)~~

~~b. After this selection process is performed, eligible students will be contacted by Opportunity Scholarship Program officials and must agree to the terms of the program, including these rules, by signing and electronically submitting an application to the Board. (4-2-08)~~

~~02. Announcement of Award. Announcement of the award of initial scholarships for the 2007 — 2008 academic year will be made no later than September 30, 2007, with awards to be effective at the beginning of that academic year. (4-2-08)~~

~~03. Communication with State Officials. Applicants for initial scholarships must respond by the date specified to any communication from officials of the Opportunity Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (4-2-08)~~

~~2021. APPLICATION PROCESS (EFFECTIVE JANUARY 1, 2008).~~

~~01. Initial Applications. (4-2-08)~~

~~a. An eligible student who has not yet graduated from an accredited high school or its equivalent in the state of Idaho must complete and submit the Opportunity Scholarship Program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than March 1. An applicant who is in his junior year must complete and submit the FAFSA-4caster on or prior to March 1 of their junior year. All applicants must complete and submit the FAFSA on or prior to March 1 of his last year of secondary school (including applicants who were secondary school juniors that previously submitted the FAFSA-4caster). (4-2-08)~~

~~b. An eligible student currently enrolled in an eligible Idaho postsecondary educational institution must complete and submit the Opportunity Scholarship Program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked by March 1. A current postsecondary educational institution student must complete and submit the FAFSA on or prior to March 1. (4-2-08)~~

~~02. Announcement of Award. Announcement of the award of initial scholarships~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

will be made no later than ~~the first business day after~~ June 15 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. (4-2-08)

03. Communication with State Officials. Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Opportunity Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the state board of education executive director or designee. (4-2-08)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. The selection of applicants for the receipt of an opportunity scholarship will be based on the availability of funding for the Opportunity Scholarship Program. In addition, opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (4-2-08)

a. ~~Applicants will be ranked to determine the eligible students with the greatest demonstrated financial need, based on the financial eligibility requirements of these rules. Then,~~ eEligible students shall be selected based on rating criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. (4-2-08)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received a previous opportunity scholarship award, and have continuing eligibility based upon financial need and other criteria provided in these rules. (4-2-08)

02. Monetary Value of the Opportunity Scholarship. (4-2-08)

a. The Board will, ~~by resolution each year, establish the maximum annual amount that a student may receive under the Opportunity Scholarship Program. In addition, the Board will,~~ by resolution each year, establish the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the Opportunity Scholarship Program. The educational costs will be established as a not to exceed amount for each eligible Idaho postsecondary educational institution. (4-2-08)

b. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)

i. The amount of the assigned student responsibility, established by the Board annually; (4-2-08)

ii. The amount of federal grant aid, as identified by the federal Student Aid Report (SAR) that is known at the time of award determination; (4-2-08)

iii. The amount of other financial aid awarded the student, from private or other sources. (4-2-08)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

c. The amount of an opportunity scholarship award to an individual student shall not exceed the ~~maximum amount educational cost~~ established by the Board annually, and shall not exceed the actual cost of tuition at an Idaho public postsecondary educational institution, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition or matriculation fees at Idaho's public four (4) year postsecondary educational institutions. (4-2-08)

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-2-08)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship covers up to ~~one four (14)~~ four (4) educational years, ~~or eight (8) semesters~~ or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility to the student. (4-2-08)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-2-08)

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules, in addition to the following requirements: (4-2-08)

01. Renewal Application. A scholarship recipient must ~~complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year. A completed application for the renewal of an opportunity scholarship must be submitted to the Board electronically by the date established on the application, but not later than January 31. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than January 31. In addition, a scholarship recipient must~~ update and submit the FAFSA on or prior to March 1. (4-2-08)

02. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twelve (12) credit hours or its equivalent each semester that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of nine (9) credit hours or its equivalent each semester that the student received an opportunity scholarship award. (4-2-08)

03. Satisfactory Academic Progress. To remain eligible for renewal of an

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of ~~two-three~~ point zero (23.0) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (4-2-08)

04. Maximum Scholarship Award. The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (4-2-08)

05. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the state board of education's executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year. (4-2-08)

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic term. Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms.

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (4-2-08)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-2-08)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-2-08)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (4-2-08)

d. Provide student level data as requested by the board on the effectiveness of the scholarship program in the form and timeframe established by the board.

de. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-2-08)

401. ADMINISTRATION.

The Board is responsible for: (4-2-08)

a. Releasing any public information regarding the Opportunity Scholarship Program; (4-2-08)

b. Determination of scholarship recipients; (4-2-08)

c. Determination of procedures for payment of scholarships to recipients; (4-2-08)

d. Maintaining fiscal controls and accounting procedures; (4-2-08)

e. Preparing annual reports as required, and (4-2-08)

f. Authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (4-2-08)

g. Providing annually to the participating institutions the formulas that will be used in calculating:

i. academic eligibility scores

ii. weighting financial eligibility and academic eligibility

402. -- 500. (RESERVED)

501. APPEALS.

Any opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The opportunity scholarship applicant or recipient must appeal no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the opportunity scholarship applicant or recipient believes the decision should be changed. The appeal must be submitted to the President-executive director of the Board or designee. The Board must office of the board shall acknowledge receipt of the appeal within seven (7) days. The President-executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (4-2-08)

01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the President-executive director of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The opportunity scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (4-2-08)

02. Subcommittee Recommendations. Following the subcommittee's decision, the President-executive director of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The opportunity scholarship

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

applicant or recipient initiating the appeal may, at the discretion of the ~~President-executive~~
director of the Board, be permitted to make a presentation to the Board. (4-2-08)

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board. (4-2-08)

502. -- 999. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

SUBJECT

Temporary Proposed Rules IDAPA 08.02.04 – Rules Governing Public Charter Schools and IDAPA 08.03.01 – Rules Governing the Public Charter School Commission

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.04 and IDAPA 08.03.01, Sections 33-5201 to 5216, Idaho Code

BACKGROUND/DISCUSSION

During the 2013 legislative session, changes were made to statutes governing charter schools in the state of Idaho. Those changes consisted of eliminating the notices of defect, a requirement for periodic renewals of all charter schools, the creation of performance contracts for charter schools, a process that allows school-district authorized charter schools to become Local Educational Agencies (LEA's), procedures for when a charter school is closed, the addition of colleges and universities as eligible authorizers, the allowance for the Department of Education to reduce the front-loading of charter school funding, the creation of an Authorizer Fee, and changes to the make-up of the Public Charter School Commission. The proposed changes amend rule to coincide with the 2013 statutory changes.

IMPACT

The proposed changes will bring both rules into compliance with changes made during the 2013 legislative session and provide for administrative efficiencies.

ATTACHMENTS

Attachment 1 – Temporary Proposed Rule Changes to IDAPA 08.02.04 Page 3
Attachment 2 – Temporary Proposed Rule Changes to IDAPA 08.03.01 Page 21

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming Pending rules. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the Governor must find the rule meets one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. These rules qualify as temporary rules as they will bring rules into compliance with amendments to governing law.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

The Public Charter School Commission and Board staffs recommend approval.

BOARD ACTION

I move to approve the Temporary Proposed Rule changes to IDAPA 08.02.04 and IDAPA 08.03.01 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

IDAPA 08
TITLE 02
CHAPTER 04

08.02.04 - RULES GOVERNING PUBLIC CHARTER SCHOOLS

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5203, and 33-5210(4)(e), Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 52, Idaho Code. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.02.04, "Rules Governing Public Charter Schools." (4-11-06)

02. Scope. These rules establish a consistent application and review process for the approval and maintenance of public charter schools in Idaho. (4-11-06)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the offices of the Board. (4-11-06)

003. ADMINISTRATIVE APPEALS.

The provisions found in Sections 400 through 404, of these rules, shall govern administrative appeals of public charter schools. (4-11-06)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-11-06)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-11-06)

06. Electronic Address. The electronic address of the State Board of Education website is www.boardofed.idaho.gov. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

007. -- 009. (RESERVED)

010. DEFINITIONS.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~01. — **Authorized Chartering Entity.** Is defined in Section 33-5202A(1), Idaho Code, and means the local board of trustees of a school district in this state or the Idaho Public Charter School Commission. (4-11-06)~~

01. Authorizer Fee. Fee paid by each public charter school to its authorized chartering entity.

02. Board. Means the Idaho State Board of Education. (4-11-06)

~~03. — **Charter.** Is defined in Section 33-5202A(2), Idaho Code, and means the grant of authority approved by the authorized chartering entity to the board of directors of the charter school. (4-11-06)~~

04. 03. Commission. Means the Idaho Public Charter School Commission, as provided by Section 33-5213, Idaho Code. (4-11-06)

05. 04. Department. Means the Idaho Department of Education. (4-11-06)

05. Institution. For the purpose of this section, Institution means an Idaho public college, university of community college, or a private, nonprofit Idaho-based, nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities.

~~06. — **Founder.** Is defined in Section 33-5202A(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits. (4-11-06)~~

~~07. — **Petition.** Is defined in Section 33-5202A(45), Idaho Code, and means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school. (4-11-06)~~

08. 06. Petitioners. Means the group of persons who submit a petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school, as provided by Section 33-5205, Idaho Code, and the procedures described in Sections 200 through 205 of these rules. (4-11-06)

~~09. — **Public Charter School.** Is defined in Section 33-5202A(57), Idaho Code, and means a school that is authorized under the Public Charter Schools Act, Title 33, Chapter 52, Idaho Code, to deliver public education in Idaho. (4-11-06)~~

~~10. — **Public Virtual School.** Is defined in Section 33-5202A(89), Idaho Code, and means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. (4-4-13)~~

11. 07. School Year. Means the period beginning on July 1 and ending the next succeeding June 30 of each year. (4-11-06)

011. -- 099. (RESERVED)

100. LIMITATIONS ON NEW PUBLIC CHARTER SCHOOLS.

01. Responsibilities of Petitioners on Approval of Charter. Upon the approval of a new public charter school by an authorized chartering entity, the petitioners shall provide the Board with written notice of such approval. The authorized chartering entity of the public charter school shall provide the Board with copies of the charter and any charter revisions upon request. (4-4-13)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

02. Authorization to Begin Educational Instruction. The public charter schools authorized to begin educational instruction during a given school year shall be those public charter schools that have received approval from their authorized chartering entities to begin educational instruction ~~at some time~~ during such school year. A public charter school that is approved by an authorized chartering entity, but which does not begin educational instruction, must confirm with the Board, on or before March 1 preceding the next succeeding school year, that it is able to begin educational instruction during such school year. (4-4-13)

03. Notification. The Board shall, as soon as reasonably practicable after determining that a public charter school will be authorized to begin educational instruction during a given school year, provide written notification to the petitioners. The Board shall also send a copy of such notification to the authorized chartering entity that approved the charter. (4-11-06)

103. AUTHORIZED CHARTERING ENTITY.

01. Institution. An institution shall receive approval from their governing board prior to authorizing any charter schools.

a. Petitions shall be submitted to the president of the institution or his designee.

b. An institution may approve or deny a petition, but cannot refer the petition to an another authorized chartering entity.

b. Notwithstanding Sections 400 through 404, of these rules, denial of a new petition by an institution is final. A petitioner may submit a petition that has been denied by an institution to any authorized chartering entity.

102. AUTHORIZER FEE.

01. Notification. It is the responsibility of each authorizer to notify the Department if the authorizer fee has not been received by the date specified in section 33-5208, Idaho code.

a. The authorizer must provide notification of the delinquent fee to the charter school prior to reporting to the Department.

b. The authorizer must provide the amount delinquent and proof of notification to the charter school within thirty (30) days of the non-payment of the authorizer fee.

c. The Department shall withhold the amount of the delinquent fee from the next scheduled release of funds to the charter school. The funds will be withheld until the Department has received notification from the authorizer that the authorizer Fee has been paid in full.

103. -- 199. (RESERVED)

200. PROCEDURE FOR FORMATION OF A NEW PUBLIC CHARTER SCHOOL.

01. Assistance With Petitions. The Department shall, in accordance with Section 33-5211, Idaho Code, provide technical assistance to public charter school petitioners. The Department shall undertake this statutory responsibility by conducting public charter school workshops, as discussed in Subsection 200.02 of this rule. (4-11-06)

02. Public Charter School Workshops. The purpose of the public charter school workshops shall be to provide public charter school petitioners with a brief overview of a variety of educational and operational issues relating to public charter schools, as well as to answer questions and to provide technical assistance, as may be necessary, to aid petitioners in the preparation of public charter school petitions. (4-11-06)

03. Petition Sufficiency Reviews. Prior to submitting a petition to an authorized chartering entity, petitioners shall submit one (1) copy of the proposed draft petition to the Department, which will review the proposed draft petition to determine whether it complies with statutory requirements. (4-4-13)

201. POLICIES AND PROCEDURES ADOPTED BY AN AUTHORIZED CHARTERING ENTITY.

01. Charter School Policies and Procedures. An authorized chartering entity may adopt its own

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

charter school policies and procedures describing the charter school petition process and the procedures that petitioners must comply with in order to form a new public charter school, including a public virtual school. Petitioners must comply with the charter school policies and procedures adopted by the authorized chartering entity with which a petition is submitted. Such charter school policies and procedures must comply with Title 33, Chapter 52, Idaho Code, and the rules promulgated by the Board. If there is any conflict between the charter school policies and procedures adopted by an authorized chartering entity and rules promulgated by the Board, then the Board rules shall govern. (4-11-06)

~~02. **Application Deadline.** Petitioners must submit a new petition to an authorized chartering entity by September 1 in order to be eligible to begin educational instruction for the following school year as required by Section 33-5203, Idaho Code. A petition filed after such date that is approved and the charter granted shall not be eligible to begin operations until the next succeeding school year at the earliest.~~ (4-4-13)

202. PETITION REQUIREMENTS.

A petition to form a new or conversion public charter school shall be submitted in accordance with instructions, and in such format, as may be required by the Board. Notwithstanding, the petition must include, at a minimum, the information described in Section 33-5205, Idaho Code. (4-11-06)

203. ADMISSION PROCEDURES.

01. Model Admission Procedures. In accordance with Section 33-5205(3)(i), Idaho Code, a petition to establish a new public charter school must describe the admission procedures to be utilized by the public charter school. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule. In order to ensure that public charter schools utilize a fair and equitable selection process for initial admission to and enrollment in a public charter school, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. (4-11-06)

02. Enrollment Opportunities. Section 33-5205(3)(s), Idaho Code, requires petitioners to describe the process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. Petitioners shall ensure that such process includes the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. (4-11-06)

03. Enrollment Deadline. Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (4-11-06)

04. Requests for Admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend a public charter school. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

(4-11-06)

05. Admission Preferences. A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish additional admission preferences, as authorized by Section 33-5205(3)(i), Idaho Code, ~~for students returning to the public charter school, for children of founders and full time employees, and for siblings of students already selected to attend the public charter school. Such admission preferences must be approved by the authorized chartering entity and described in the final approved petition.~~

~~**06. Priority of Preferences for Initial Enrollment.** If a public charter school determines to establish admission preferences for initial enrollment of students in a public charter school, then the selection hierarchy with respect to such preferences shall be as follows:~~

(4 11 06)

~~**a.** First, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school. If so stated in its petition, a new public charter school may include within this priority group the children of full time employees, subject to the provisions of Section 33-5205(3)(k), Idaho Code.~~

(4 4 13)

~~**b.** Second, to siblings of pupils already selected by the lottery or other random method.~~

(4 11 06)

~~**c.** Third, to prospective students residing in the attendance area of the public charter school.~~

(4 11 06)

~~**d.** Fourth, an equitable selection process, such as by lottery or other random method.~~

(4 11 06)

~~**07. Priority of Preferences for Subsequent Enrollment Periods.** If a public charter school determines to establish admission preferences for enrollment of students in a public charter school in subsequent school years, then the selection hierarchy with respect to such preferences shall be as follows:~~

(4 11 06)

~~**a.** First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method.~~

(4 11 06)

~~**b.** Second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school. If so stated in its petition, a public charter school may include within this priority group the children of full time employees and/or children withdrawn from the public charter school within the previous three (3) years as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, subject to the provisions of Section 33-5205(3)(k)(i-ii), Idaho Code.~~

(4 4 13)

~~**c.** Third, to siblings of pupils already enrolled in the public charter school.~~

(4 11 06)

~~**d.** Fourth, to prospective students residing in the attendance area of the public charter school.~~

(4 11 06)

~~**e.** Fifth, an equitable selection process, such as by lottery or other random method.~~

(4 11 06)

08.06. Proposed Attendance List for Lottery. Each year the public charter school shall create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference. (4-11-06)

09.07. Equitable Selection Process. If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows: (4-11-06)

a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container. (4-11-06)

b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person. (4-11-06)

c. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter "D" shall be written on such index card. (4-11-06)

d. With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time. (4-4-13)

e. With regard to the founder's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference. (4-11-06)

f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card. (4-11-06)

g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list. (4-11-06)

10.08. Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

~~11.~~ 09. Notification and Acceptance Process.

(4-11-06)

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school.

(4-11-06)

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

(4-11-06)

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list.

(4-11-06)

d. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

(4-11-06)

~~12.~~ 10. Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

(4-11-06)

~~13.~~ ~~Admission Procedures for Approved Charter Schools. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule.~~

(4-11-06)

~~204.~~ SUBMISSION OF PETITION.

~~**01. New Public Charter School.** To institute the approval process for the formation of a new public charter school, the petitioners must submit the petition to the local board of trustees of the school district in which the proposed new public charter school will be located, as required by Section 33-5205(1)(a), Idaho Code.~~

(4-11-06)

~~**02. New Public Virtual School.** The petitioners for a new public virtual school must submit the petition for approval with the Commission, as required by Section 33-5205(1)(b), Idaho Code.~~

(4-11-06)

~~**03. Notification to the Board.** Petitioners shall promptly notify the Board that a petition has been submitted to an authorized chartering entity.~~

(4-11-06)

205. REVIEW OF PETITIONS.

01. Initial Sufficiency Review of Petition. Prior to submitting a petition with an authorized chartering entity, petitioners shall submit one (1) copy of the proposed draft petition to the Department, which shall review the proposed draft petition for the purpose of determining whether it was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code.

(4-4-13)

02. Timeframe for Initial Sufficiency Review. The Department shall complete the ~~initial~~ initial sufficiency review of the proposed draft petition as soon as reasonably practicable after the date the proposed draft petition is

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

received by the Department, but not later than thirty (30) days after receipt.

(4-11-06)

03. Notification of Findings After Initial Sufficiency Review. The Department shall notify the petitioners promptly in writing describing the results of the initial sufficiency review of the proposed draft petition, and, if applicable, identify any deficiencies in the proposed draft petition. (4-11-06)

04. ~~Written Response to Initial Review.~~ ~~Petitioners shall include a copy of the Department's final review of the proposed draft petition, and a written response to the findings of such review, with the petition upon submission to an authorized chartering entity. Deficiencies in the petition identified by the Department's initial review shall be addressed in the written response.~~ **Correction of Deficiencies in Proposed Draft Petition.** Petitioners shall address any deficiencies in the proposed draft petition and shall resubmit the petition to the Department for additional reviews until the Department determines that the petition is sufficient. (4-4-13)

05. Substantive Review of Petition. The substantive review of the merits of a petition by an authorized chartering entity shall be for the purpose of determining whether petitioners have demonstrated compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

~~**06. Timeframe for Substantive Review.** An authorized chartering entity must comply with the procedural requirements described in Section 33-5205, Idaho Code.~~ (4-11-06)

~~**a.** Unless a petition is referred to the Commission as authorized by Section 33-5205(1)(c)(iii), Idaho Code, and as discussed in Subsection 206.01 of these rules, an authorized chartering entity must hold a public hearing not later than seventy-five (75) days after receipt of the petition, for the purpose of considering the merits of the petition, as well as the level of employee and parental support for the proposed public charter school. In the case of a petition being reviewed by the Commission, the public hearing must also include any oral or written comments, if any, from an authorized representative of the school district in which the proposed public charter school would be physically located regarding the merits of the petition and any potential impacts on the school district.~~ (4-4-13)

~~**b.** An authorized chartering entity must make a decision on whether to approve the petition within seventy-five (75) days after the date of the public hearing on the merits of the petition.~~ (4-4-13)

~~**c.** The authorized chartering entity may unilaterally determine to extend the date by which a decision is required to be made up to an additional seventy-five (75) days if it determines the petition is incomplete.~~ (4-4-13)

~~**d.** The Commission and the petitioners may mutually agree to extend the date by which a decision is required to be made on the merits of the petition for an additional, specified period of time.~~ (4-4-13)

07. If Approved, Charter Is Subject to Limitations on Number of New Charters

~~If a petition is approved, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to approve the charter. It shall be the responsibility of the petitioners to provide the Board with this written notice of approval.~~ (4-4-13)

08. 06. If Denied, Petitioners May Appeal.

(4-11-06)

a. If a petition is denied, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement that states or explains the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (4-11-06)

b. Petitions submitted to a local board of trustees of a school district or the public charter school commission may be appealed. The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (4-11-06)

206. WITHDRAWAL OF PETITION; REFERRAL OF PETITION TO THE COMMISSION.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

01. Referral of Petition by Local Board of Trustees. A board of trustees of a local school district may refer the petition for consideration to the Commission, as authorized by Section 33-5205(1)(c)(iii), Idaho Code. If a board of trustees of a local school district determines to refer a petition to the Commission, then it shall provide prompt written notice of such decision to the petitioners. In addition, the board of trustees of a local school district must promptly notify the Commission of the referral decision, including all the reasons for referral. (4-4-13)

02. Withdrawal by Charter Petitioners. Notwithstanding, if a board of trustees of a local school district does not refer a petition to the Commission, the charter petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration if, within seventy-five (75) days after the petition is received by the authorized chartering entity, the parties have not reached mutual agreement on the provisions of the petition, after a reasonable and good faith effort. (4-4-13)

03. Reasonable and Good Faith Effort. For purposes of Subsection 206.02 of these rules, the authorized chartering entity shall be considered to have established a reasonable and good faith effort to reach mutual agreement on the provisions of the petition if representatives of the authorized chartering entity take at least all of the following actions: (4-4-13)

a. The authorized chartering entity must send written notice to petitioners acknowledging receipt of the charter petition and the date of receipt. (4-11-06)

b. The authorized chartering entity posts public notice of a public hearing for the purpose of considering the petition, and such meeting is scheduled to occur not later than seventy-five (75) days after receipt of the petition and verification that there are thirty (30) signatures from qualified electors of the attendance area. (4-4-13)

c. Prior to the date the posted public hearing is scheduled, representatives of the authorized chartering entity must conduct a review of the petition and the State Department of Education sufficiency review of the petition, and if immediate concerns with the petition are identified, then written notice must be sent to petitioners identifying the concerns and requesting that said identified concerns be addressed. (4-4-13)

d. Either prior to or at the posted public hearing, representatives from both the authorized chartering entity and petitioners must meet and engage in face-to-face discussions regarding the charter petition. (4-4-13)

04. Failure of Authorized Chartering Entity to Make a Good Faith Effort. If the authorized chartering entity fails to make the good faith effort described in Subsection 206.03 of these rules, the petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration, provided the petitioner takes at least all of the following actions: (4-4-13)

a. The petitioners must provide the authorized chartering entity with a petition that is administratively complete and that has been reviewed by the Department in accordance with Section 205 of these rules. (4-4-13)

b. The petitioners must contact the authorized chartering entity, in writing, to ensure awareness of the timelines for petition review and the petitioners' request for a review of the petition and public hearing to consider the merits of the petition. (4-4-13)

c. In the event correspondence is sent to the petitioners identifying concerns with the petition, then the petitioners must respond in writing to the authorized chartering entity addressing the identified concerns. (4-4-13)

d. The petitioners must meet with the authorized chartering entity and engage in face-to-face discussions regarding the petition, if the authorized chartering entity provides an opportunity to do so. (4-4-13)

207. -- 299. (RESERVED)

300. PUBLIC CHARTER SCHOOL RESPONSIBILITIES.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

01. General. The governing board of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all public charter school operational and educational activities. In addition, the governing board of a public charter school shall be responsible for ensuring ~~compliance with Title 33, Chapter 52, Idaho Code~~ that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (4-11-06)

02. Compliance with Terms of ~~Charter~~ Performance Certificate. The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with ~~all of the terms and conditions of the charter performance certificate approved executed in accordance with Section 33-5205B(1), Idaho Code, by representatives of the authorized chartering entity of the school, as reflected in the final approved petition filed with the Board.~~ In addition, the governing board of the public charter school shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies.— (4-11-06)

03. Annual Reports. The governing board of a public charter school must submit an annual ~~report to the authorized chartering entity of the school, as required by Section 33-5206(7), Idaho Code. The report shall contain the audit of the fiscal and programmatic operations as required in Section 33-5205(37) (j), Idaho Code, a report on student progress based on the public charter school's student educational standards identified in Section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report.~~ An authorized chartering entity may reasonably request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its charter performance certificate. (4-11-06)

04. Operational Issues. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its ~~charter performance certificate.~~ Thereafter, the governing board of the public charter school shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected. (4-11-06)

301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.

01. Compliance Monitoring. Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for ~~ensuring that~~ monitoring the public charter school's ~~operates operations~~ in accordance with all of the terms and conditions of the ~~charter performance certificate approved by the authorized chartering entity, as reflected in the final approved petition filed with the Board, and as provided by Section 33-5209(1), Idaho Code.~~ The authorized chartering entity also shall be responsible for ensuring that the public charter school program approved by the authorized chartering entity meets the terms of the charter, complies with the general education laws of the state, unless specifically directed otherwise in Title 33, Chapter 52, Idaho Code, and operates in accordance with the state educational standards of thoroughness as defined in Section 33-1612, Idaho Code, as provided in Section 33-5210(2), Idaho Code. (4-11-06)

02. ~~Written Notice of Defect.~~ If an authorized chartering entity has reason to believe that a public charter school has committed any defect identified in Subsections 33-5209(2)(a) through (e), Idaho Code, then the authorized chartering entity shall provide the public charter school with prompt written notice of such defect, and shall provide the public charter school a reasonable opportunity to cure such defect. (4-11-06)

03. ~~Corrective Action Plan.~~ The public charter school shall provide the authorized chartering entity with a corrective action plan describing the public charter school's plan to cure the defect. The corrective action plan shall describe in detail the terms and conditions by which the public charter school will cure the defect at issue, including a reasonable time frame for completion. (4-11-06)

04. ~~Failure to Cure.~~ If a public charter school fails to comply with the terms and conditions of the corrective action plan and to cure the defect at issue within a reasonable time, then the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter, as permitted by Section 33-5209(3), Idaho Code, and in accordance with Section 303 of these rules. (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

302. CHARTER REVISIONS.

The governing board of a public charter school entity may reasonably request revisions to an approved ~~that its authorized chartering entity revise its~~ charter or performance certificate, as authorized by Section 33-52096(48), Idaho Code. (4-11-06)

01. Request for Revision of Charter. The governing board of a public charter school that desires to revise its charter must submit a written request describing the proposed revisions with the public charter school's authorized chartering entity. In addition, the governing board of the public charter school shall also submit one (1) copy of the proposed revisions to the Department, which shall review the proposed revisions in the same manner that it reviews a proposed draft petition, as described in Section 204 of these rules. The Department shall complete its review of the proposed charter revisions not later than thirty (30) days after receipt, and shall notify the governing board of the public charter school and the authorized chartering entity promptly in writing describing the results of such review. (4-4-13)

~~**02. Limited Review.** The authorized chartering entity shall only be permitted to review and consider the proposed revisions to the charter or performance certificate, and shall not have authority to make other charter revisions that are not requested by the public charter school. (4-11-06)~~

02. Request for Revision of Performance Certificate. The governing board of a public charter school that desires to revise its performance certificate must submit a written request and the proposed revisions to the public charter school's authorized chartering entity.

03. Procedure for Reviewing Request for Charter Revision. The authorized chartering entity shall have seventy-five (75) days from the date of receipt of the written notice from the Department in which to issue its decision on the request for charter revision. The authorized chartering entity shall consider the request for charter revision at its next regular meeting following the date of receipt of the written notice from the Department, provided that the request is submitted no fewer than thirty (30) days in advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a charter revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for charter revision. (4-4-13)

04. Procedure for Reviewing Request for Performance Certificate Revision. The authorized chartering entity shall have seventy-five (75) days from the date of receipt of a request for performance certificate revision in which to issue its decision on the request for performance certificate revision. The authorized chartering entity shall consider the request for performance certificate revision at its next regular meeting following the date of receipt of the request for revision, provided that the request is submitted no fewer than thirty (30) days in advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a performance certificate revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for performance certificate revision.

04.05. Approval of Proposed Charter or Performance Certificate Revision. If the authorized chartering entity approves the proposed charter or performance certificate revision, a copy of such revision shall be executed by each of the parties to the charter ~~contract~~ or performance certificate and shall be treated as either a supplement to, or amendment of, the final approved petition or performance certificate, whatever the case may be. (4-4-13)

05.06. Denial of Proposed Charter or Performance Certificate Revision. If the proposed revision is denied, then the authorized chartering entity must prepare a written notice of its decision denying the request for charter or performance certificate revision. The decision to deny a request for a charter or performance certificate revision shall contain all of the reasons for the decision. The public charter school may appeal the decision denying the request for charter or performance certificate revision to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

303. REVOCATION.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

An authorized chartering entity may revoke a charter in accordance with the procedure described in this Section 303 of this rule if a public charter school has failed to ~~cure a defect with respect to the operation of the public charter school, as described in Subsection 301.04 of these rules, after receiving reasonable notice and a reasonable opportunity to cure the defect~~ meet any or the specific, written conditions for necessary improvements established pursuant to the provisions of Section 33-5209B(1), Idaho Code, by the dates specified. (4-11-06)

01. Written Notice of Intention to Revoke Charter. The authorized chartering entity must provide the public charter school with reasonable notice of the authorized chartering entity's intent to revoke the charter, which shall be in writing and must include all of the reasons for such proposed action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice. (4-11-06)

02. Public Hearing. The authorized chartering entity shall conduct a public hearing with respect to its intent to revoke a charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date the notice was sent by the authorized chartering entity. (4-11-06)

a. Written notification of the hearing shall be sent to the public charter school at least ten (10) days in advance of the hearing. (4-11-06)

b. The public hearing shall be conducted by the authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code. (4-11-06)

03. Charter Revocation. If the authorized chartering entity determines that the public charter school has not complied with the corrective action plan and cured the defect at issue, then the authorized chartering entity may revoke the charter. Such decision may be appealed to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

304. -- 399. (RESERVED)

400. APPEALS.

The following actions relating to public charter schools may be appealed to the Department or to the Board, as applicable, in accordance with the procedures described in Sections 401 through 403 of these rules: (4-11-06)

01. Denial of New Petition. The denial by an authorized chartering entity of a petition to form a new public charter school, as authorized by Section 33-5207, Idaho Code. (4-11-06)

02. Approval of Conversion Petition. The approval of a petition by an authorized chartering entity to convert a traditional public school to a public charter school over the objection of thirty (30) or more persons or employees of the local school district, as authorized by Section 33-5207, Idaho Code. (4-11-06)

03. Denial of Charter or Performance Certificate Revision. The denial by the authorized chartering entity of a public charter school of a request to revise a charter or performance certificate, as authorized by Section 33-5209~~6~~(48), Idaho Code. (4-11-06)

04. Revocation. A decision of an authorized chartering entity to revoke a charter, as authorized by Section 33-5209~~C~~(47), Idaho Code. (4-11-06)

401. APPEAL TO THE DEPARTMENT OF A DECISION RELATING TO THE FORMATION OF A NEW OR CONVERSION PUBLIC CHARTER SCHOOL.

The denial of a petition to form a new public charter school, or the granting of a petition to form a conversion public charter school over the objection of thirty (30) or more persons or employees of the local school district, may be appealed to the Department, as provided by Section 33-5207(1), Idaho Code. The following procedures shall govern such appeals. (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

01. Submission of Appeal. To institute an appeal, the petitioners/appellants shall submit a notice of appeal and request for public hearing in writing to the Department that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the decision of the authorized chartering entity that reviewed the petition. A copy of the notice of appeal shall be submitted to the authorized chartering entity, and with the Board. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Department two (2) copies of the complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents:
(4-11-06)

a. The name, address, and telephone number of the person or persons submitting the appeal on behalf of petitioners/appellants, as well as the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. The complete petition that was submitted to the authorized chartering entity, including any amendments thereto or supplements thereof. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the petition was considered or discussed. (4-11-06)

d. All correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition from the date the original petition was submitted until the date the authorized chartering entity issued the decision being appealed. (4-11-06)

e. The written decision provided by the authorized chartering entity to the petitioner. A copy of such notice of appeal shall be submitted to the authorized chartering entity whose decision is being appealed, and to the Board. (4-11-06)

02. Hearing Officer. The Department shall hire a hearing officer to review the action of the authorized chartering entity and to conduct a public hearing, pursuant to Section 67-5242, Idaho Code. The Department shall forward to the hearing officer one (1) copy of the record provided by petitioners/appellants and attached to the notice of appeal within ten (10) business days of receipt. (4-11-06)

03. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the hearing officer receives the notice of appeal and request for a public hearing submitted to the Department. (4-11-06)

04. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time, place, and nature of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

05. Prehearing Conference. The hearing officer may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. Any party may request that a transcript of the recorded hearing be prepared, at the expense of the party requesting such transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

07. Hearing Officer's Recommendation. The hearing officer shall issue a recommendation within ten (10) days after the date of the hearing. The recommendation shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the hearing officer; and a recommendation affirming or reversing the decision of the authorized chartering entity. The hearing officer shall mail or deliver a copy of the recommendation to the Department, the petitioners/appellants, and the authorized chartering entity. (4-11-06)

08. Review of Recommendation by Authorized Chartering Entity. (4-11-06)

a. The authorized chartering entity shall hold a public hearing to review the recommendation of the hearing officer within thirty (30) days of receipt of the recommendation. (4-11-06)

b. Written notification of the scheduled public hearing shall be sent by the authorized chartering entity to the petitioners/appellants at least ten (10) days prior to the scheduled hearing date. (4-11-06)

c. The authorized chartering entity shall make a final decision to affirm or reverse its initial decision within ten (10) days after the date the public hearing is conducted. (4-11-06)

09. Reversal of Initial Decision. (4-11-06)

a. If the authorized chartering entity reverses its initial decision and denies the conversion of a traditional public school to a public charter school, then that decision is final and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity reverses its initial decision and approves the new public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

10. Affirmation of Initial Decision. (4-11-06)

a. If the authorized chartering entity affirms its initial decision to authorize the conversion of a traditional public school to a public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity affirms its initial decision and denies the grant of a new public charter school, then the petitioners/appellants may appeal such final decision further to the Board in accordance with the procedure described in Section 402 of these rules. (4-11-06)

402. APPEAL TO THE BOARD RELATING TO THE DENIAL OF A REQUEST TO FORM A NEW PUBLIC CHARTER SCHOOL.

The following procedures shall govern an appeal to the Board of the final decision of an authorized chartering entity relating to the denial of a petition to form a new public charter school. (4-11-06)

01. Submission of Appeal. The petitioners/appellants shall submit a notice of appeal in writing with the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within twenty-one (21) days from the date the authorized chartering entity issues its final decision to deny a petition to form a new public charter school. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Board, two (2) copies of a complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order, must be tabbed and indexed, and must contain, at a minimum, the following documents: (4-11-06)

a. The complete record submitted to the Department, as provided in Subsection 401.01.a. through 401.01.e. of these rules. (4-11-06)

b. A transcript, prepared by a neutral person whose interests are not affiliated with a party to the appeal, of the recorded public hearing conducted by the hearing officer, as described in Subsection 401.06 of these

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

rules. (4-11-06)

c. A copy of the hearing officer's recommendation. (4-11-06)

d. Copies of audio or video recordings, if any, and the minutes of the public hearing conducted by the authorized chartering entity to consider the recommendation of the hearing officer, as described in Subsection 401.08.a. through 401.08.c. of these rules. (4-11-06)

e. Copies of any additional correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition subsequent to the public hearing conducted by the Department. (4-11-06)

f. The final written decision provided by the authorized chartering entity to the petitioners/appellants. (4-11-06)

02. Public Hearing. A public hearing to review the final decision of the authorized chartering entity shall be conducted within a reasonable time from the date that the Board receives the notice of appeal, but not later than sixty (60) calendar days from such date. The public hearing shall be for the purpose of considering all of the materials in the record that were presented at prior proceedings. However, new evidence, testimony, documents, or materials that were not previously considered at prior hearings on the matter may be accepted or considered, in the sole reasonable discretion of the Board, or of the charter appeal committee or public hearing officer, as described in Subsection 402.04 of this rule. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or appointed public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming or reversing the decision of the authorized chartering entity, or such other action recommended by the charter appeal committee or public hearing officer, such as remanding the matter back to the authorized chartering entity, or redirecting the petition to another authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

06. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the petitioner/appellant and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board or by a charter appeal committee, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The final decision and order of the Board shall be sent to both the petitioners/appellants and the authorized chartering entity, and will not be subject to reconsideration. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

a. Approve the charter, if the Board determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request. In the event the Board approves the charter, the charter shall operate under the jurisdiction of the Commission, as provided by Section 33-5207(6), Idaho Code. (4-11-06)

b. Remand the petition back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. (4-4-13)

c. Redirect the petition for consideration by the Commission, if the appeal is regarding a denial decision made by the board of trustees of a local school district. (4-4-13)

d. Deny the appeal submitted by the petitioners/appellants. (4-11-06)

403. APPEAL RELATING TO THE DENIAL OF A REQUEST TO REVISE A CHARTER OR PERFORMANCE CERTIFICATE OR A CHARTER NON-RENEWAL OR REVOCATION DECISION.

The following procedures shall govern an appeal relating to the denial of a request to revise a charter or a charter non-renewal or revocation decision. (4-11-06)

01. Submission of Appeal. The public charter school shall submit a notice of appeal in writing to the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the written decision of the authorized chartering entity to non-renew or revoke a charter or to deny a charter or performance certificate revision. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the appellant charter school shall also submit to the Board ~~eleven (11), three (3) hole punched, copies~~ one hard copy and one electronic copy of the complete record of all actions taken with respect to the matter being appealed. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (4-11-06)

a. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. Copies of all correspondence or other documents between the appellant public charter school and the authorized chartering entity relating to the matter being appealed. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter on appeal was considered or discussed. (4-11-06)

d. The written decision provided by the authorized chartering entity to the appellant public charter school. (4-11-06)

02. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the date of the filing of the notice of appeal. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

05. Prehearing Conference. The entity conducting the public hearing may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. The record shall be transcribed at the expense of the party requesting a transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

08. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the appellant public charter school and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board, or by a charter appeal committee or appointed public hearing officer, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The decision shall be sent to both the appellant public charter school and the authorized chartering entity. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity failed to appropriately consider the non-renewal or revocation of the charter, or the request to revise the charter or performance certificate, or that the authorized chartering authority acted in an arbitrary manner in determining to non-renew or revoke the charter, or in denying the request to revise the charter or performance certificate. (4-11-06)

b. ~~Remand the matter back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. In the case of a denial by the board of a local school district, redirect the matter to the public charter school commission for further review.~~ (4-4-13)

c. Deny the appeal filed by the appellants. (4-11-06)

404. EX PARTE COMMUNICATIONS.

Unless required for the disposition of a matter specifically authorized by statute to be done ex parte, no party to the appeal nor any representative of any such party to the appeal, nor any person or entity interested in such appeal, may communicate, directly or indirectly, regarding any substantive issue in the appeal with the Board or the charter appeal committee or any hearing officer appointed to hear or preside over the appeal hearing, except upon notice and opportunity for all parties to participate in the communication. (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

JUNE 20, 2013

405. -- 499. (RESERVED)

500. MISCELLANEOUS.

01. Definition of LEA. As used in Section 500 of these rules, the term “local education agency” or “LEA” shall mean a public authority legally constituted within the state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in the state, as such term is defined in the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, and as such term is further defined in 34 CFR 300.18.

(4-11-06)

02. LEA Designations. Section 33-5203(7), Idaho Code, provides that the ~~Board shall be responsible to designate those public charter schools that will be identified as an LEA; however, only public charter schools chartered by the board of trustees of a school district may be included in that district's LEA. A public charter school may request to be designated as an LEA. Such request shall be in writing and must be submitted to the executive director of the Board. In addition, such request shall state the reasons why the public charter school is requesting LEA status, and must include, at a minimum, the following:~~ board of trustees of a school district may designate a public charter school it authorizes as an LEA, with the concurrence of the public charter school board of directors. In order to designate a public charter school as an LEA, the board of trustees of the school district must submit to the Department the following no later than February 1 in order for any such designation to be effective for the following school year:

a. Verification that the board of trustees is the authorized chartering entity of the public charter school it wishes to designate as an LEA.

b. Written documentation that the board of trustees of the school district and the board of trustees of the public charter school have agreed to the designation of the public charter school as an LEA. Such documentation shall be signed by representatives of both parties.

~~a. Verification that the public charter school is a public virtual school under Idaho law (if applicable).~~ (4-11-06)

~~b. A description of the federal programs for which the public charter school will seek funding, and a detailed discussion of the projected financial impact (positive or negative) to the public charter school if it is designated an LEA.~~ (4-11-06)

~~c. A discussion of how the public charter school will administer the ISAT tests to its students.~~ (4-11-06)

03. Criteria. ~~The executive director of the Board shall have the authority to designate a public charter school as an LEA, in accordance with the following criteria:~~ (4-11-06)

~~a. A public charter school that is chartered by the board of trustees of a school district shall be included in that district's LEA, and the executive director of the Board shall not be permitted to designate such a school as an LEA.~~ (4-4-13)

~~b. A public charter school that is chartered by the Commission must be designated by the executive director as an LEA, but will still be required to submit a written request pursuant to Subsection 500.02 of these rules.~~ (4-11-06)

04. Referral to the Board. ~~The executive director may determine to refer any request for LEA designation described in Section 500 of these rules to the Board for consideration, including any request submitted by a public charter school that is not eligible under the criteria contained herein.~~ (4-11-06)

05. Review. ~~A public charter school may appeal to the Board a decision made by the executive director of the Board to deny a request to be designated an LEA.~~ (4-11-06)

06. Timeframe for LEA Request. ~~A request for LEA status must be received no later than February 1 in order for any such designation to be effective for the following school year.~~ (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

501. -- 999. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

IDAPA 08
TITLE 03
CHAPTER 01

08.03.01 - RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION

000. LEGAL AUTHORITY.

The Public Charter School Commission, in accordance with Section 33-5213, Idaho Code, adopts these rules. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.03.01, "Rules of the Public Charter School Commission." (4-11-06)

02. Scope. These rules provide the requirements for the governance and administration of the Public Charter School Commission. (4-11-06)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations of the rules of this chapter, if any, are available at the offices of the Public Charter School Commission. (4-11-06)

003. ADMINISTRATIVE APPEALS.

The provisions of Title 33, Chapter 52, Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools," govern appeals from decisions of the Commission. (4-11-06)

004. INCORPORATION BY REFERENCE.

No documents have been incorporated by reference into these rules. (4-11-06)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The Public Charter School Commission is located in the offices of the Idaho State Board of Education. (4-11-06)

01. Office Hours. The Board offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The Board's FAX number is (208) 334-2632. (4-11-06)

06. Electronic Address. The Board of Education website at www.boardofed.idaho.gov. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.

Commission records are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

007. -- 099. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

100. DEFINITIONS.

01. Board. The Idaho State Board of Education or its designee. (4-11-06)

02. Commission. The Public Charter School Commission or its designee. (4-11-06)

101. -- 199. (RESERVED)

200. PROCEEDINGS BEFORE THE COMMISSION.

Proceedings or other matters before the Commission or its duly appointed hearing officer are governed by the provisions of Title 33, Chapter 52, Idaho Code, IDAPA 08.02.04, and these rules. (4-11-06)

201. COMMUNICATIONS WITH COMMISSION.

All written communications and documents intended to be part of an official record of decision in any proceeding before the Commission of any hearing officer appointed by the Commission must be filed with the individual designated by the agency. Unless otherwise provided by statute, rule, order, or notice, documents are considered filed when received by the officer designated to receive them, not when mailed or otherwise transmitted. (4-11-06)

202. COMPUTATIONS OF TIME.

Whenever statute, these or other rules, order, or notice requires an act be done within a certain number of days of a given day, the given day is not included in the count, but the last day of the period so computed is included in the count. If the day the act must be done is Saturday, Sunday, or a legal holiday, the act may be done on the first day following that is not a Saturday, Sunday, or legal holiday. (4-11-06)

203. BOARD MEETINGS -- MAJORITY -- CHAIRMAN.

01. Majority. A simple majority of members voting shall be sufficient to decide any matter pending before the Commission. (4-11-06)

02. Chairman Vote. The chairman shall vote only when necessary to break a tie. (4-11-06)

204. -- 299. (RESERVED)

300. PETITION -- SUBMISSION.

01. Number of Copies. Petitioners shall submit a petition consisting of an electronic copy of the petition in Microsoft® Word format. Appendices to the petition must be submitted as a single document and may be in Adobe® format (PDF). (4-4-13)

02. Case Number. The Commission will assign a case number to a petition. Any future documents or correspondence submitted to the Commission after original filing must reference the assigned case number. (4-11-06)

03. Administratively Complete. If the petition is not administratively complete when received, the Commission shall provide the petitioner notice of the deficiency, which identifies the missing documents and information. Administratively complete means the petition contains all of the information and documents required by Title 33, Chapter 52, Idaho Code, ~~and~~ IDAPA 08.02.04, "Rules Governing Public Charter Schools," and IDAPA 08.03.01, "Rules of the Public Charter School Commission." (4-11-06)

04. Considered Received. A petition is considered received by the Commission when it is presented to the Commission at the first scheduled meeting after the petition is filed and the petition is administratively complete. (4-11-06)

05. Supplemental Information. Submission of supplemental information to the Commission shall be accomplished by filing a complete, electronic copy of the petition, with the text to be removed stricken and the new language underlined, with the date of revision noted on the title page. (4-4-13)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

06. Sufficiency Review. Petitioners shall submit a copy of the State Department of Education's sufficiency review, which is required by IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 200.03, ~~and any related documents addressing the deficiencies, if any,~~ at the time the petition is filed with the Commission. (4-11-06)

~~**07. School District Comments.** If applicable, school districts may provide comments of the school district where the public charter school will be physically located.~~ (4-11-06)

301. COMPLIANCE MONITORING.

The Commission shall be responsible for ~~ensuring~~ monitoring the public charter school's ~~operates~~ operations in accordance with all of the terms and conditions of the ~~approved charter~~ performance certificate, including compliance with all applicable federal and state education standards and all applicable state and federal laws, rules and regulations, and policies. See IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 301.01. Commission staff will make a site visit and verify the existence of the following documents after the charter is granted: (4-11-06)

01. Certificate of Occupancy. Certificate of Occupancy for the public charter school site; (4-4-13)

02. Building Inspection Reports. A copy of the inspection report from the Idaho Division of Building Safety; (4-4-13)

03. Fire Marshal Report. A fire marshal report for the public charter school site; (4-11-06)

04. Insurance Binders. Copies of insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, worker's compensation insurance, unemployment insurance, and health insurance; (4-4-13)

05. Health District Inspection Certificate. A copy of the health certificate issued by the health district for each site at which students will be taught; (4-11-06)

06. Criminal History Checks. A copy of the criminal history checks for all employees as required by Sections 33-130 and 33-5210(4)(d), Idaho Code; (4-4-13)

07. Instructional Staff Certification. Proof of certification for all instructional staff employed by the public charter school; and (4-4-13)

08. School Calendar. The school's calendar for the school year, daily schedule, and documentation of the appropriate number of instructional hours for students at each grade level. (4-4-13)

302. REQUIRED DOCUMENTS PUBLIC CHARTER SCHOOLS AUTHORIZED BY THE COMMISSION MUST SUBMIT TO THE COMMISSION.

01. Lease Agreement. If school structures are leased, a copy of the lease agreement for the building(s) at which students will be taught; (4-4-13)

02. Financial Statements. Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code; (4-4-13)

03. Accreditation Reports. A copy of the public charter school's accreditation report as required by Section 33-5206(7), Idaho code, must be submitted within five (5) business days of receipt; (4-4-13)

04. Complaints. Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt; (4-4-13)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

05. Board Members. A current list of all public charter school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes; (4-4-13)

~~**06. Goals Attainment.** A report, as required by Section 33-5206(7), Idaho Code, by the close of the school year demonstrating the students' level of attainment of the established skills and knowledge specified as goals in the public charter school's educational program and measurable student educational standards in the approved charter;~~ (4-4-13)

~~**07. Programmatic Operations Audit.** An audit of the programmatic operations of the public charter school as required by Section 33-5205(3)(1), Idaho Code, must be submitted no later than August 15th for the previous school year.~~ (4-4-13)

08.06. Proof of Compliance. Additional proof of compliance as reasonably requested by the Commission. (4-4-13)

303. -- 399. (RESERVED)

400. PETITION -- PUBLIC HEARING.

A public hearing, as required by Section 33-5205(2), Idaho Code, for consideration of a petition on its merits shall be conducted by the Commission. ~~The Commission will:~~ (4-11-06)

~~**01. Charter Provisions.** Consider the provisions of the public school charter petition.~~ (4-11-06)

~~**02. Petition Merits.** Consider the merits of the petition including, but not limited to, the presentation by authorized representatives for the petition.~~ (4-11-06)

~~**03. Petition Support.** Consider the level of employee and parental support of the petition.~~ (4-11-06)

~~**04. School District Comment.** Consider any oral or written comments of an authorized representative of the school district in which the proposed public charter school would be physically located.~~ (4-11-06)

~~**05. Public Comment.** Citizens intending to testify must notify the Commission the day of the meeting. Public comment will be limited to ten (10) minutes, unless otherwise determined by the Commission chairman.~~ (4-11-06)

401. PETITION -- FORMAT.

All petitions submitted to the Commission must be in the following format. Information will only be considered if it is located in the correct Section. (4-11-06)

01. Cover Page. The cover page must include the following information: (4-11-06)

a. Name of proposed charter school; (4-11-06)

b. School year petitioning to open the school; (4-11-06)

c. Name of the school district affected by the attendance area; (4-11-06)

i. Where the public charter school building will be physically located; or (4-11-06)

ii. If it is a virtual school and the physical location of the main office; and (4-11-06)

d. Name, address, telephone number, and e-mail address of the petitioner's authorized representative. (4-4-13)

02. Table of Contents. The second page shall be the beginning of the table of contents. (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- 03. Tab 1.** Mission and vision statements. (4-4-13)
- 04. Tab 2.** The petitioner’s information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided, and the potential civil liability effects upon the public charter school and upon the authorized chartering entity. (4-4-13)
- 05. Tab 3.** (4-11-06)
- a.** A description of what it means to be an “educated person” in the twenty-first century, and how learning best occurs. (4-4-13)
- b.** A description of the public charter school’s educational program and goals, including how each of the educational thoroughness standards, as defined in Section 33-1612, Idaho Code, shall be fulfilled. (4-4-13)
- c.** The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal Individuals with Disabilities Education Act. (4-4-13)
- d.** The plan for working with parents who have students who are dually enrolled pursuant to Section 33-203(7), Idaho Code. (4-4-13)
- 06. Tab 4.** (4-11-06)
- a.** The measurable student educational standards the public charter school will use. (4-4-13)
- b.** The method by which student progress in meeting the identified student educational standards is to be measured. (4-4-13)
- c.** A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students. (4-4-13)
- d.** A provision that ensures that the public charter school shall be state accredited as provided by rule of the Board. (4-4-13)
- e.** A provision describing the school’s plan if it is ever identified as an in need of improvement school as outlined in the No Child Left Behind Act. (4-11-06)
- 07. Tab 5.** (4-11-06)
- a.** A description of the governance structure of the public charter school including, but not limited to, the persons or entity who shall be legally accountable for the operation of the public charter school. (4-4-13)
- b.** A description of the ethical standards to which the governing board of the public charter school will adhere. (4-4-13)
- c.** A plan for the initial and ongoing training of the governing board of the public charter school. (4-4-13)
- d.** The process to be followed by the public charter school to ensure parental involvement. (4-4-13)
- e.** The manner in which an annual audit of the financial and programmatic operations of the public charter school will be conducted. (4-4-13)
- 08. Tab 6.** (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

a. The qualifications to be met by individuals employed by the public charter school. This should include a requirement for all staff members to submit to a criminal history check, as required by Section 33-130, Idaho Code, and that all instructional staff shall be certified teachers, as required by the Board. (4-4-13)

b. The procedures that the public charter school will follow to ensure the health and safety of students and staff. (4-4-13)

c. The procedures required by Section 33-210, Idaho Code, for students using or under the influence of alcohol or controlled substances. (4-4-13)

d. The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and re-enrolled. (4-4-13)

e. A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance. (4-4-13)

f. A description of the transfer rights of any employee choosing to work in a public charter school authorized by the Commission and the rights of such employees to return to any public school in the school district after employment at such public charter school. (4-4-13)

g. A provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. (4-4-13)

h. A statement that all teachers and administrators will be on written contract as required by Section 33-5206(4), Idaho Code. (4-11-06)

09. Tab 7. (4-11-06)

a. Admission procedures, including provision for over enrollment. (4-4-13)

b. The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. (4-4-13)

c. The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. (4-4-13)

d. A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. (4-4-13)

~~**e.** The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook. (4-11-06)~~

fe. A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. See Section 33-5205(3)(i), Idaho Code. (4-11-06)

gf. The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook. (4-11-06)

10. Tab 8. (4-11-06)

a. A detailed business plan including: (4-11-06)

i. Business description, (4-11-06)

ii. Marketing plan, (4-11-06)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 20, 2013

- iii. Management plan, (4-11-06)
- iv. The school's financial plan, and (4-4-13)
- v. A pre-opening plan and timeline. (4-4-13)
- b.** A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code. (4-11-06)
- c.** Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made. (4-11-06)
- 11. Tab 9.** If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(69), Idaho Code. (4-11-06)
- 12. Tab 10.** (4-11-06)
 - a.** A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. (4-4-13)
 - b.** Additional information the petitioners want the authorizing chartering entity to consider as part of the petition. (4-11-06)
 - c.** A plan for termination of the charter by the board of the public charter school. (4-11-06)
- 13. Appendices.** (4-4-13)
 - a.** Copies of articles of incorporation, file-stamped by the Idaho Secretary of State's Office; and of the signed bylaws adopted by the board of directors of the nonprofit corporation; (4-4-13)
 - b.** Signatures of at least thirty (30) qualified electors of the proposed charter school's service area. Proof of qualification of electors must be attached. (4-4-13)
 - c.** Resumes of the directors of the nonprofit corporation, including references; (4-4-13)
 - d.** Copies of any contracts or lease agreements; (4-4-13)
 - e.** Start-up budget with assumptions form and supporting documentation; (4-4-13)
 - f.** Three-year operating budget form; and (4-4-13)
 - g.** First year month-by-month cash flow form. (4-4-13)
 - h.** The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format and any other such format as may be reasonably requested by the Commission. (4-4-13)
- 402. -- 999. (RESERVED)**

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 20, 2013

| TAB | DESCRIPTION | ACTION |
|------------|--|---------------|
| 1 | BOISE STATE UNIVERSITY – SELF-SUPPORT, GRADUATE CERTIFICATE, MATHEMATICS CONSULTING TEACHER ENDORSEMENT | Approval Item |
| 2 | NORTH IDAHO COLLEGE – AEROSPACE TECHNOLOGY PROGRAM | Approval Item |
| 3 | V.M. INTELLECTUAL PROPERTY POLICY – SECOND READING | Approval Item |

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BOISE STATE UNIVERSITY

SUBJECT

Approval of New Self-support Mathematics Consulting Teacher Endorsement Graduate Certificate

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4 and 5

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new self-support program that will prepare students for a Mathematics Consulting Teacher Endorsement (MCTE). The Graduate Certificate is intended for individuals who want to develop the professional skills and knowledge to successfully work with teachers and students in developing mathematical understanding. Successful graduates will be recommended to the Idaho State Department of Education for the Mathematics Consulting Teacher Endorsement.

The proposed program has its origins in the Initiative for Developing Mathematical Thinking (IDMT) at BSU, which is funded through multiple state and federal grants and is charged with providing professional development to in-service teachers across Idaho. BSU has worked with the State Department of Education to provide a mandated 3-credit professional development course entitled Mathematical Thinking for Instruction to K-12 teachers and administrators across the state. Thus far, the course has been taken by over 10,000 teachers and administrators.

BSU's offering of the Mathematical Thinking for Instruction course has raised interest in further opportunities in mathematics education. As a next step, BSU worked closely with the Idaho State Department of Education to develop the proposed graduate certificate. The graduate certificate will provide existing teachers with the skills and knowledge for improving their mathematics instruction. The certificate program will also provide schools and districts with individuals who have received high quality professional development and mentoring in order to assist others in this work.

The design of the Graduate Certificate program is the result of specific requests from teachers, schools, districts and the State Department of Education to meet the need to have highly trained individuals that can assist in the implementation and continued support around the Idaho Core State Content standards for mathematics. Those standards were approved by the Board in 2010 and are scheduled for implementation in Fall of 2013. The new associated assessments from the Smarter Balanced Assessment Consortium are scheduled to begin in Spring of 2015. Educators in Idaho and across the nation need assistance in

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

shifting mathematics instructional practice to meet the demands of the new standards and assessments.

To be eligible for the Mathematics Consulting Teacher Endorsement, individuals must demonstrate the competencies specified in the institutional recommendation form required by the Idaho State Department of Education. BSU worked with the Idaho State Department of Education to create a draft competency checklist.

IMPACT

BSU plans to charge \$225 per credit hour taken. In the second year of the program (when the program is fully functional), BSU will teach a total of 10 courses of 3 credits each with an estimate of 18-20 students per class once the program is fully implemented. BSU expects approximately 188 graduate student class registrations per year. This will produce 564 graduate student credit hours for a total gross income of \$126,900.

ATTACHMENTS

Attachment 1 – Proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to offer a new graduate certificate, Mathematics Consulting Teacher Endorsement (MCTE) that will begin Fall 2013 if approved. Students will be required to complete 21 credits of graduate coursework and demonstrate specific competencies in areas required by the State Department of Education in order to be recommended for the endorsement. BSU projects they will enroll 27 students in the program in the first year of the program offering.

BSU's request to create a new Graduate Certificate, Mathematics Consulting Teacher Endorsement is consistent with their Service Region Program Responsibilities. While the proposed endorsement is not listed on the current approved Five-Year Plan, BSU has demonstrated the immediate need for the endorsement and has added the program to their Plan. Institutions are currently working on updates to their five-year plans, which are scheduled for presentation to the Board in August 2013. Pursuant to Board Policy III.Z, no institution has the Statewide Program Responsibility for Education. All four-year postsecondary institutions in Idaho offer teacher education programs; however, no other state institution currently offers this endorsement program.

The proposed program has gone through the program review process and the Council on Academic Affairs and Programs (CAAP) supported the program on April 30, 2013.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of endorsement program and

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

determined that the program met all of the requirements. At PSC's February 2012 meeting, the PSC voted to recommend Conditional Approval of the proposed Mathematics Consulting Teacher Endorsement program.

BSU also requests approval to assess a self-support fee consistent with Board Policy V.R.3.b.(v). Based on the information for self-support fees provided in the proposal, staff finds that the criteria have been met for this program.

CAAP and Board staff recommends approval of the proposed endorsement as presented.

BOARD ACTION

I move to approve the request by Boise State University to create a new self-support Graduate Certificate leading to the Mathematics Consulting Teacher Endorsement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate a self-support fee for the Graduate Certificate leading to the Mathematics Consulting Teacher Endorsement in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

| | |
|---------------------------------------|---|
| Date of Proposal Submission: | February 10, 2013 March 14 |
| Institution Submitting Proposal: | Boise State University |
| Name of College, School, or Division: | College of Education |
| Name of Department(s) or Area(s): | Department of Curriculum, Instruction, and Foundational Studies |

Program Identification for Proposed New, Modified, or Discontinued Program:

| | | | |
|----------------------------------|--|--------------------------------|--------------------------|
| Title: | Mathematics Consulting Teacher Endorsement | | |
| Degree: | Graduate Certificate | | |
| Method of Delivery: | Face to face | | |
| CIP code (consult IR /Registrar) | 13.1311 | | |
| Proposed Starting Date: | Fall 2013 | | |
| Indicate if the program is: | x | <u>Regional Responsibility</u> | Statewide Responsibility |

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Graduate Program Graduate Certificate | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

Shane Bothe 3/14/13
College Dean (Institution) Date

Vice President for Research (as applicable) Date

John R. Pelton / Theresa White
Graduate Dean / ExtStudies Dean Date
(For Grad Progs / Self-spprt &/or online)

Patty Sanchez 4/30/13
Academic Affairs Program Manager Date

Steve Peck 3/10/13
Chief Fiscal Officer (Institution) Date

Patty Sanchez, Program Mgr 4/30/13
Chief Academic Officer, OSBE Date

M. E. ... 3/7/13
Chief Academic Officer (Institution) Date

SBOE/OSBE Approval Date

Robert ... 3/11/13
President Date

March 16, 2012

Page 1

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Department of Curriculum, Instruction, and Foundational Studies (CIFS) at Boise State University (BSU) requests approval of a self-support graduate certificate program to prepare students for a Mathematics Consulting Teacher Endorsement (MCTE). The Initiative for Developing Mathematical Thinking (IDMT) at BSU is funded through multiple state and federal grants and is charged with providing professional development to inservice teachers across Idaho. IDMT staff members have worked closely with the Idaho State Department of Education (ISDE) to develop and establish the MCTE.

IDMT staff have worked with the State Department of Education to provide a mandated 3-credit professional development course entitled Mathematical Thinking for Instruction (MTI) to K-12 teachers and administrators across the state. Thus far, the course has been taken by over 10,000 teachers and administrators. Our offering of the MTI course has raised inservice teachers' awareness and interest in pursuing further studies in mathematics education. The Graduate Certificate in the Mathematics Consulting Teacher Endorsement (GC-MCTE) will provide teachers the next step in reflecting upon and improving their mathematics instruction and provide schools and districts with individuals who have received high quality professional development and mentoring in order to assist others in this work.

The coursework of the GC-MCTE includes 21 – credits with courses in:

- a) Number, Operations, and Algebraic Thinking
- b) Geometry
- c) Measurement & Data Analysis, Probability and Statistics
- d) Action Research on Lesson Planning and Unit Studies
- e) Mathematics Coaching

In addition, the coursework for the GC-MCTE can serve as 19 of the 33 credits towards a master's in Curriculum and Instruction.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The GC-MCTE is intended for individuals who want to develop the professional skills and knowledge to successfully work with teachers and students in developing mathematical understanding.

The program objectives are to develop participants' expertise in the following areas:

- a) Mathematical knowledge of enactive, iconic and symbolic representations for content across the K-12 spectrum
- b) Constructing and evaluating mathematical learning progressions focused on student thinking and representations
- c) Analyzing mathematical tasks for depth, accessibility, and potential for horizontal and vertical mathematization
- d) Understanding of various types and purposes of assessment, including frameworks for constructing and evaluating assessments.
- e) Frameworks for working with teachers to develop lessons, units and courses of study and classroom level coaching.

3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The design of the MCTE program includes many of the recommendations from the Association for Mathematics Teacher Educators (AMTE) document *Elementary Mathematics Specialist Standards*. The program will maintain components of the research from Developing Mathematical Thinking projects. All instructors of the courses must have the following:

Professional Preparation

- An Idaho Teaching Certification and at least a master's degree or beyond with focus in mathematics education
- Exemplary mathematics content knowledge for *K-12* mathematics

Work Experience

- Demonstrated success in increasing student achievement over time and demonstrated success with diverse groups of students
- Rich and varied professional work experiences appropriate to the K-12 mathematics specialist position including *at least three years of experience* teaching mathematics as well as relevant experiences beyond the classroom
- Should be familiar with multiple teaching and assessment strategies, with *emphasis on reform-oriented approaches and models*

Experience Working with Teachers

- The candor and personality that allows them to work effectively with teachers
- Leadership skills that enable them to bring teachers, administrators, departments, etc. together and to foster communication and collaboration
- Experience in planning, developing, and delivering effective mathematics professional development at the building, local, and state level

In addition, the institutional recommendation form for the MCTE details the specific competencies an individual must exhibit to receive the recommendation. The competency checklist is provided at the end of this document (Appendix B).

Finally, the following measures will ensure the high quality of the proposed program and certificates:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Specialized Accreditation: The College of Education (COE) programs, including social sciences secondary education programs, are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the program in question will continue be reviewed by NCATE. The COE just completed an NCATE review in 2008-09 and as a result, a COE assessment committee has developed new procedures for ensuring the quality of programs within the COE, to include assessment and data reporting procedures.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

No new courses will be added for these emphases. Courses were added to the BSU course catalog in 2011 in preparation for the MCTE endorsement. The courses are listed in Appendix A.

- 5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

| | |
|--|-----------|
| Credit hours required: | 21 |
| Credit hours required in support courses: | 0 |
| Credit hours in required electives: | 0 |
| Credit hours for thesis or dissertation: | 0 |
| Total credit hours required for completion: | 21 |

- 6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

To be eligible for the MCTE, individuals must demonstrate the competencies specified in the institutional recommendation form required by the Idaho State Department of Education (ISDE). The IDMT group at Boise State University worked in conjunction with the ISDE to create a draft of the competency checklist for the MCTE program. The competency checklist is provided at the end of this document as Appendix B.

- 7. Identify similar programs offered within Idaho or in the region by other colleges/universities.** *If the proposed request is similar to another state program, provide a rationale for the duplication.*

To our knowledge, BSU is the first college or university to propose to offer the MCTE through a graduate certificate or professional development credits.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

| Institution and Degree name | Level | Specializations within the discipline (to reflect a national perspective) | Specializations offered within the degree at the institution |
|-----------------------------|-------|---|--|
| BSU | | | |
| CSI | | | |
| CWI | | | |
| EITC | | | |
| ISU | | | |
| LCSC | | | |
| NIC | | | |
| UI | | | |

- 8. Describe the methodology for determining enrollment projections.** *If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. This question is not applicable to requests for discontinuance.*

An unofficial list has been maintained by the IDMT office, beginning in the fall of 2011, of individuals who have expressed interest in the MCTE when the coursework becomes available. Many of these individuals have heard about the possibility of the endorsement through the MTI course and follow-up professional development provided by IDMT staff. Currently the list has 200+ individuals. We believe this is just a small sample of the number of people who will be interested once more information is provided. Over time, the goal is to have at least one individual per Idaho school (elementary and middle schools) that holds an MCTE.

In addition, the potential for enrollment in the program is indicated by robust enrollments in courses that will be part of the MCTE:

- Enrollments in MCTE courses (ED-CIFS 548) offered during the Summer of 2012 were: 24 students
- Enrollments in MCTE courses (ED-CIFS 549) offered during the Fall of 2012 were: 16 students
- Current enrollments in MCTE courses (ED-CIFS 548) offered for Spring 2013 are: 20 students

- In addition, approximately 60 teachers who are a part of the Developing Mathematical Thinking grant take one of the classes every summer.

9. Enrollment and Graduates. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

| Institution | Relevant Enrollment Data (Graduate program only; not professional development students) | | | Number of Graduates | | | Graduate Rate |
|-------------|--|--------------------|--------------------|-----------------------------------|--------------------|--------------------|------------------|
| | Current | Year 1 Previous | Year 2 Previous | Current | Year 1 Previous | Year 2 Previous | |
| BSU | Project ~40 enrollment | | | Project ~40 graduates per year | | | 40 per year |
| ISU | | | | | | | |
| LCSC | | | | | | | |
| UI | | | | | | | |
| CSI | | | | | | | |
| CWI | | | | | | | |
| EITC | | | | | | | |
| NIC | | | | | | | |

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

No, it is not expected to reduce program enrollments in other programs. The possibility exists for enrollments to increase in Master's and Doctoral level programs because the GC-MCTE courses have the potential be used as a cognate towards these degrees.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

| | Year 1 | Year 2 | Year 3 |
|------------------|--------|--------|--------|
| Local (Regional) | | | |
| State | | | |
| Nation | | | |

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

See c.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

See c.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The MCTE program is intended to increase the skills and knowledge of existing teachers to assist them in becoming school and district leaders of mathematics. Mathematics education is in a time of intense change with the adoption of the Common Core State Standards for Mathematics, the implementation of a new testing system (Smarter Balanced Assessment), and the widespread understanding regarding needed changes in mathematics instruction following the MTI course. Schools and districts need teachers who can act as district leaders and assist in these changes in a meaningful way. The MCTE program will assist greatly in this area.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Currently, IDMT has a contract with the ISDE to deliver the first two courses required in the endorsement – MTI K-3, 4-8 and 6-12. We are currently developing hybrid versions of these courses; over time, we plan to offer hybrid versions of all the MCTE courses.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

The MCTE is focused on high-quality teacher preparation for inservice teachers. Graduates will contribute to the state through their greater competence in the STEM disciplines. Therefore, the proposed program will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access – Increased access to a highly relevant set of coursework..

Objective B: Higher Level of Educational Attainment

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 B: Innovation and Creativity

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 following bolded passages show the relevance of the program to Boise State

University's Mission:

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.

The MCTE will offer continuing education programming to inservice teachers of mathematics. In addition, the program seeks to "...foster student success, lifelong learning, community engagement, innovation and creativity" through meaningful development of participants mathematical understanding.

- 14. Describe how this request fits with the institution's vision and/or strategic plan. This question is not applicable to requests for discontinuance.**

| Goals of Institution Strategic Mission | Proposed Program Plans to Achieve the Goal |
|---|--|
| Goal 1: Create a signature, high-quality educational experience for all students. | Creates a program more attuned to the needs of our students. |

- 15. Is the proposed program, program discontinuance, or program modification/consolidation on your institution's 5-year plan? Indicate below. This question is not applicable to requests for discontinuance.**

Yes ____ No x

If the proposed program or program modification/consolidation is not on your institution's Five-Year plan, answer the following questions. Responses will be reviewed by the Council on Academic Affairs and Programs (CAAP) to determine whether the proposed program meets the following criteria and CAAP will present the Board's Instruction, Research, and Student Affairs Committee with a recommendation.

- a. Program Planning** Justify why the proposed program is not on the institution's five year plan. When did consideration of and planning for the new program begin? Explain how the proposed program fits in the context of existing programs offered by the university and in the context of programs offered by other institutions in the state. Is it a natural outgrowth of existing programs? Does the program fall within the statewide responsibility of your institution or that of other institutions?

The original plan was to embed a set of courses for the MCTE into existing Master's and Doctoral programs in the College of Education. The endorsement was approved by the PSC in February, 2012. In October, 2012, in response to an email from OSBE clarifying the need to submit a proposal for the endorsement, we began the preparation of the proposal. The

program to be proposed evolved to become the self support, graduate certificate program described in this proposal. At the time of spring 2012 planning for the five year plan, we were focused on the creation of an endorsement, and there was no indication at that time that endorsements were to be included on the 5 year plan. It was only in late Fall 2012 that it was decided to pursue a self support graduate certificate as the way to best provide the broad access to graduate and professional development coursework.

The GC-MCTE program fits within the context of three graduate degrees within the college of Education; (1) Master of Arts in Education, Curriculum, and Instruction, (2) Master of Science in STEM Education, and (3) Doctor of Education in Curriculum and Instruction. Each of these programs has elective or cognate options that can be fulfilled through the GC-MCTE. The focus of the MCTE coursework will provide individuals with a specialty area of emphasis within their degree. The MCTE program is an outgrowth of several items; (1) the state-wide MTI course requirement mandate, (2) the adoption of the Common Core State Standards for Mathematics and associated assessments, and (3) the need/desire at the Master's and Doctoral level for individuals to have areas of focus within their graduate degrees.

The program is not the statewide responsibility of any institution. It is the regional responsibility of Boise State to offer graduate programs in education.

- b. Immediate Need** Describe whether the proposed program is in response to a specific industry need or workforce opportunity. Could the institution delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be lost by delaying and what would be gained by an early consideration?

The MCTE program design is the result of specific requests from teachers, schools, districts and the State Department of Education to meet the need to have highly trained individuals that can assist in the implementation and continued support around the Common Core State Standards for Mathematics (CCSS-M). The CCSS-M are scheduled for implementation in Fall of 2013 and the new associated assessments from the Smarter Balanced Assessment Consortium (SBAC) are scheduled to begin in Spring of 2015. The assessments from SBAC represent a significant philosophical departure from our current Idaho Standards Achievement Test (ISAT) in its extensive focus on understanding mathematics conceptually and the importance of application of mathematics to practical situations. Educators in Idaho and across the nation need assistance in shifting mathematics instructional practice to meet the demands of the new standards and assessments. A delay in implementing the proposed program would result in a significant gap in the offering of MCTE courses at the university level, which in turn would result in a delay in better preparing our K-12 mathematics teacher educators and leaders in Idaho.

- c. Resources** Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

N/A

- d. Contractual Obligation** Is there a contractual obligation or partnership opportunity to justify the program? N/A

- e. Accreditation Requirements** Is the program request or program change in response to accreditation requirements or recommendations?

N/A

- f. Teacher Certification/Endorsement Requirements** Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Yes, this program request is in response to the recent creation of the Mathematics Consulting Teacher Endorsement (MCTE) that was placed in administrative rule during the spring of 2010. Faculty at Boise State University began work in the fall of 2010 to have courses that would eventually serve as the basis for the MCTE program offered at the graduate level. This process was finalized during the spring of 2011. Beginning in the fall of 2011 the paperwork process was started to offer the Mathematics Consulting Teacher Endorsement at Boise State University. The first step was to receive the Professional Standards Committee (PSC) approval. This was completed in February of 2012. Once PSC approval was received, the process of receiving State Board of Education approval was started in late spring of 2012. During the process of preparing the paperwork for the endorsement request it was decided that a graduate certificate program would be the best option for program participants by providing flexibility in the type of credits and therefore cost of the program to participants. This resulted in a delay of the request to the State Board of Education until February of 2013.

- 16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?**

The majority of the program participants will be teachers who are currently teaching in Idaho schools. Many individuals (over 10,000 teachers and administrators) have learned about the potential for the program during their participation in the state-mandated MTI course and expressed interest in participating. The program can be advertised through several routes; (1) during the MTI course, (2) MTI newsletter that is delivered electronically to course participants following their participation in the course, (3) at MTI follow-up opportunities that are delivered state-wide by the six regional math specialists, (4) IDMT website, and (4) ISDE communication methods (e.g., Ed Source Newsletter).

- 17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix D.**

Not applicable

- 18. Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

| I. Planned Student Enrollment | | (FTE calculated as 1 FTE = 24 credit hours per year for grad programs; Headcount calculated as 1/3 of total registrations for year; assumes each student takes 3 courses) | | | | | | | |
|--|--|---|-----------------|------------|------------------|------------|------------------|-------------------|------------------|
| | | FY 14 | | FY 15 | | FY 16 | | Cumulative Totals | |
| | | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New Enrollments | | 9 | 22 | 24 | 27 | 24 | 27 | 56 | 76 |
| B. Shifting Enrollments | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | |
| II. Revenue | | FY 14 | | FY 15 | | FY 16 | | Cumulative Totals | |
| | | On-going | One-time | On-going | One-time | going | One-time | going | One-time |
| 1. Appropriated-Reallocation | | | | | | | | | \$0 |
| 2. Appropriated new | | | | | | | | | \$0 |
| 3. Federal | | | | | | | | | \$0 |
| 4. Tuition | | | | | | | | | \$0 |
| 5. Student Fees | | | \$48,600 | | \$126,900 | | \$126,900 | | \$302,400 |
| 6. Other (Local Account) | | | \$18,165 | | -\$14,209 | | -\$3,956 | | \$0 |
| Total Revenue | | \$0 | \$66,765 | \$0 | \$112,691 | \$0 | \$122,944 | \$0 | \$302,400 |
| | | | | | | | | | |
| III. Expenditures | | FY 14 | | FY 15 | | FY 16 | | Cumulative Totals | |
| | | On-going | One-time | On-going | One-time | going | One-time | going | One-time |
| | | | | | | | | | |
| A. Personnel Costs | | | | | | | | | |
| 1. FTE | | | 0.94 | | 1.54 | | 1.54 | | 4.0 |
| 2. Faculty | | | \$26,870 | | \$58,305 | | \$58,305 | \$0 | \$143,481 |
| 3. Administrators | | | \$10,000 | | \$10,000 | | \$10,000 | \$0 | \$30,000 |
| 4. Adjunct Faculty | | | \$0 | | \$0 | | \$0 | \$0 | \$0 |
| 5. Instructional Assts | | | \$0 | | \$0 | | \$0 | \$0 | \$0 |
| 6. Research Personnel | | | \$0 | | \$0 | | \$0 | \$0 | \$0 |
| 7. Support personnel | | | \$7,600 | | \$7,600 | | \$7,600 | \$0 | \$22,800 |
| 8. Fringe benefits | | | \$11,720 | | \$22,408 | | \$22,408 | \$0 | \$56,535 |
| Total FTE personnel and costs | | | \$56,190 | | \$98,313 | | \$98,313 | \$0 | \$252,816 |
| | | | | | | | | | |
| B. Operating Expenditures | | FY 14 | | FY 15 | | FY 16 | | Cumulative Totals | |
| 1. Travel | | | \$2,500 | | \$2,500 | | \$2,500 | \$0 | \$7,500 |
| 4. Communications | | | \$1,000 | | \$2,000 | | \$3,000 | \$0 | \$6,000 |
| 6. Materials and Supplies | | | \$1,000 | | \$1,000 | | \$1,000 | \$0 | \$3,000 |
| 7. Rentals | | | \$500 | | \$500 | | \$500 | \$0 | \$1,500 |
| 10. Miscellaneous | | | \$1,000 | | \$1,000 | | \$1,000 | \$0 | \$3,000 |
| TOTAL OPERATING EXPENSES | | | \$6,000 | | \$7,000 | | \$8,000 | \$0 | \$21,000 |
| | | | | | | | | | |
| C. Capital Outlay | | FY 14 | | FY 15 | | FY 16 | | Cumulative Totals | |
| 1. Library resources | | | \$0 | | \$0 | | \$0 | | \$0 |
| 2. Equipment | | | \$500 | | \$500 | | \$500 | | \$1,500 |
| D. Physical facilities construction | | | \$0 | | \$0 | | \$0 | | \$0 |
| E. Indirect costs (overhead) | | | \$4,075 | | \$6,878 | | \$6,943 | | \$17,896 |
| TOTAL EXPENDITURES | | | \$66,765 | | \$112,691 | | \$113,756 | | \$293,212 |
| | | | | | | | | | |
| Net Income (Deficit) per year | | | \$0 | | \$0 | | \$9,188 | | \$9,188 |
| Net Income (Deficit) cumulative | | | \$0 | | \$0 | | \$9,188 | | \$9,188 |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Budget Notes:

II.6. Initial startup costs will be funded by college local funds and repaid from income before the end of the third year of the program.

III.E. Indirect costs comprise 6.5% of expenditures as University administrative cost.

a. Personnel Costs**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.

| FY 2014 | Annual Salary Rate | FTE Assignment to this Program | Projected Student Credit Hours | FTE Students |
|-------------------------------------|---------------------------|---------------------------------------|---------------------------------------|---------------------|
| Name, Position & Rank | | | | |
| Jonathan Brendefur, Professor | \$83,351 | 0.2 | 108 | 4.5 |
| Michele Carney, Assistant Professor | \$51,000 | 0.2 | 108 | 4.5 |

| FY 2015 | Annual Salary Rate | FTE Assignment to this Program | Projected Student Credit Hours | FTE Students |
|-------------------------------------|---------------------------|---------------------------------------|---------------------------------------|---------------------|
| Name, Position & Rank | | | | |
| Jonathan Brendefur, Professor | \$83,351 | 0.3 | 180 | 7.5 |
| Michele Carney, Assistant Professor | \$51,000 | 0.3 | 180 | 7.5 |
| Clinical Faculty | \$45,000 | 0.3 | 180 | 7.5 |

| FY 2016 | Annual Salary Rate | FTE Assignment to this Program | Projected Student Credit Hours | FTE Students |
|-------------------------------------|---------------------------|---------------------------------------|---------------------------------------|---------------------|
| Name, Position & Rank | | | | |
| Jonathan Brendefur, Professor | \$83,351 | 0.3 | 180 | 7.5 |
| Michele Carney, Assistant Professor | \$51,000 | 0.3 | 180 | 7.5 |
| Clinical Faculty | \$45,000 | 0.3 | 180 | 7.5 |

Note: Faculty FTE calculated as 1.0 FTE= 30 credit hours per year; Student FTE calculated as 1.0FTE = 24 student credit hours

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

| Name, Position & Rank | Annual Salary Rate | FTE Assignment to this Program | Program Salary |
|--------------------------|--------------------|--------------------------------|----------------|
| Whitney Hansen, Admin II | \$30,000 | 0.2 | \$6000 |
| Student Worker | \$8/hr | 4 hrs/wk | \$1600 |

The support personnel expenditures are expected to remain consistent for FY 2014, 2015 and 2016.

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 & Rank | Annual Salary Rate | FTE Assignment to this Program | Value of FTE Effort to this Program |
|-------------------------------------|--------------------|--------------------------------|-------------------------------------|
| Jonathan Brendefur, Professor | \$83,351 | 0.06 | \$5000 |
| Michele Carney, Assistant Professor | \$51,000 | 0.10 | \$5000 |

Administrative expenditures are expected to remain consistent for FY 2014, 2015 and 2016.

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenses for FY2014 consist of the following:

| | Costs |
|--|--------|
| Travel | \$2500 |
| Promotion (Website Development) | \$1000 |
| Office Supplies | \$1000 |
| Room Rentals | \$500 |
| Miscellaneous | \$1000 |

c. Capital Outlay

(1) Library resources

- (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.

The current library resources are adequate to support the program.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

No additional costs.

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

The library resources for the GC-MCTE will primarily be journal article access than can occur online via electronic subscriptions to organizations such as SAGE and J-STOR.

(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.

Not applicable.

d. Revenue Sources

- (1) 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?

Not applicable – self-support program

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable – self-support program

- (3) 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.

Not applicable – self-support program

- (4) 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?

Not applicable – self-support program

- (5) Provide estimated fees for any proposed professional or self-support program.

We plan to charge \$225 per graduate credit. In the second year of the program (when the program is fully functional). We will teach a total of 10 courses of 3 credits each with an estimate of 18-20 students per class. We expect approximately 188 graduate student class registrations per year. This will produce 564 graduate student credit hours for a total gross income of \$126,900.

Appendix A: Proposed Curriculum and Listing of Courses.

| Course Number and Title | Credits |
|--|-----------|
| Select a minimum of two of the following: | 6 |
| ED-CIFS 540 MTI: NUMBER AND OPERATIONS K-3 | |
| ED-CIFS 542 MTI: NUMBER AND OPERATIONS 4-8 | |
| ED-CIFS 544 MTI: NUMBER AND OPERATIONS 6-12 | |
| Select a minimum of one of the following: | 3 |
| ED-CIFS 541 MTI: EARLY NUMERACY AND OPERATIONS K-3 | |
| ED-CIFS 543 MTI: RATIONAL NUMBERS, RATIO, AND PROPORTION 4-8 | |
| ED-CIFS 545 MTI: ADVANCED ALGEBRA | |
| Required Courses | 12 |
| ED-CIFS 547 MTI: MEASUREMENT AND GEOMETRY | |
| ED CIFS 548 MTI: PROBABILITY, DATA ANALYSIS, and STATISTICS | |
| ED CIFS 546 MTI: BUILDING TEACHER LEADERS OF MATHEMATICS | |
| ED-CIFS 549 MTI: ACTION RESEARCH | |
| Total: | 21 |

EDCIFS 540 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS K-3 (3 Credits). Examines how children develop an understanding of the following topics: number sense, addition, subtraction, multiplication, division, place value, rational number, and algebraic reasoning. Emphasizes an investigative approach involving problem solving, reasoning and proof, connections, representations, and communication.

ED CIFS 541 MATHEMATICAL THINKING FOR INSTRUCTION: EARLY NUMERACY AND OPERATIONS (3 Credits). Examines how children develop an understanding of the following topics: the relationship between development and early numeracy, counting, one-to-one correspondence, and early number sense. Emphasizes an investigative approach involving problem solving, reasoning and proof, connections, representations, and communication. PREREQ: ED-CIFS 504 or PERM/INST.

ED CIFS 542 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS 4-8 (3 Credits). Examines topics in number and operations taught in grades 4-8 with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include a focus on the foundational structure of rational numbers, rational number operations, and algebraic reasoning.

ED CIFS 543 MATHEMATICAL THINKING FOR INSTRUCTION: APPLICATIONS OF RATIONAL NUMBERS, RATIO, AND PROPORTION (3 Credits). Examines topics related to the application of rational number and rational number operations with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include comparison, ratio, proportion, and early algebraic applications. PREREQ: ED-CIFS 542 or PERM/INST.

ED-CIFS 544 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS 6-12 (3 Credits). Examines topics in number and operations that are foundational to an understanding of Algebra with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include equality, algebraic reasoning, generalizing, functions, and modeling.

ED CIFS 545 MATHEMATICAL THINKING FOR INSTRUCTION: ADVANCED ALGEBRA (3 Credits).

Examines topics in algebra that are foundational to an understanding of the application of advanced algebraic concepts with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include generalization, functions, modeling, and their application in understanding the structure of mathematics through early Calculus. PREREQ: ED-CIFS 544 or PERM/INST.

ED CIFS 546 MATHEMATICAL THINKING FOR INSTRUCTION: BUILDING TEACHER LEADERS OF MATHEMATICS (3 Credits).

Examines foundational topics of effective professional development and coaching strategies with individuals and groups of teachers of mathematics with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include effective modeling, observation, collaboration, unit study, and best practices as informed by current research.

ED CIFS 547 MATHEMATICAL THINKING FOR INSTRUCTION: MEASUREMENT AND GEOMETRY (3 Credits).

Examines topics in measurement and geometry with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include unit, zero, transitivity, conservation, shape, and space.

ED CIFS 548 MATHEMATICAL THINKING FOR INSTRUCTION: PROBABILITY, DATA ANALYSIS, and STATISTICS (3 Credits).

Examines topics foundational to an understanding of probability, data analysis, and statistics with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include experimental and theoretical probability, the law of large numbers, sample space, independent and dependent events, central tendencies, spread, and representations.

ED CIFS 549 MATHEMATICAL THINKING FOR INSTRUCTION: ACTION RESEARCH AND ITS IMPLICATIONS IN THE MATHEMATICS CLASSROOM (3 Credits).

Examines topics related to mathematics education and instruction with a focus on reviewing current mathematics education research, instructional implementation, and summarizing and evaluating findings. Topics selected by the student with instructor's approval.

Appendix B.

Proposed K-12 Mathematics Consulting Teacher Endorsement Program of Study

Boise State University Department of Curriculum and Instruction

Submitted by:

Michele Carney

Associate Director, Initiative for Developing Mathematical Thinking

michelecarney@boisestate.edu

208-426-4650

The Department of Curriculum and Instruction at Boise State University requests approval to implement a program of study for students interested in pursuing the K-12 Mathematics Consulting Teacher Endorsement. Dr. Jonathan Brendefur, a faculty member within the Department of Curriculum, Instruction & Foundational Studies, has worked closely with the Idaho State Department of Education to develop and establish the K-12 Mathematics Consulting Teacher Endorsement. Dr. Brendefur directs the Initiative for Developing Mathematical Thinking (IDMT) at Boise State University. The IDMT group has worked with teachers and administrators statewide to provide a mandated 3-credit professional development course Mathematical Thinking for Instruction (MTI). The MTI course has raised teachers' awareness and interest in pursuing further mathematics studies. The K-12 Mathematics Consulting Teacher Endorsement will provide teachers the next step in reflecting upon and improving their mathematics instruction and provide districts with individuals who are trained to assist others in this work.

Sample courses in this graduate level endorsement that would allow students to build the necessary skills and gather artifacts as evidence of competency include the following (with their descriptions):

Proposed Catalog Statement:

- **EDCIFS 540 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS K-3 (3-0-3) (F/S/SU).** Examines how children develop an understanding of the following topics: number sense, addition, subtraction, multiplication, division, place value, rational number, and algebraic reasoning. Emphasizes an investigative approach involving problem solving, reasoning and proof, connections, representations, and communication.
- **ED CIFS 541 MATHEMATICAL THINKING FOR INSTRUCTION: EARLY NUMERACY AND OPERATIONS (3-0-3) (F/S/SU).** Examines how children develop an understanding of the following topics: the relationship between development and early numeracy, counting, one-to-one correspondence, and early number sense. Emphasizes an investigative approach involving problem solving, reasoning and proof, connections, representations, and communication. PREREQ: ED-CIFS 504 or PERM/INST.

- **ED CIFS 542 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS 4-8 (3-0-3) (F/S/SU).** Examines topics in number and operations taught in grades 4-8 with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include a focus on the foundational structure of rational numbers, rational number operations, and algebraic reasoning.
- **ED CIFS 543 MATHEMATICAL THINKING FOR INSTRUCTION: APPLICATIONS OF RATIONAL NUMBERS, RATIO, AND PROPORTION (3-0-3) (F/S/SU).** Examines topics related to the application of rational number and rational number operations with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include comparison, ratio, proportion, and early algebraic applications. PREREQ: ED-CIFS 542 or PERM/INST.
- **ED-CIFS 544 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS 6-12 (3-0-3) (F/S/SU).** Examines topics in number and operations that are foundational to an understanding of Algebra with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include equality, algebraic reasoning, generalizing, functions, and modeling.
- **ED CIFS 545 MATHEMATICAL THINKING FOR INSTRUCTION: ADVANCED ALGEBRA (3-0-3) (F/S/SU).** Examines topics in algebra that are foundational to an understanding of the application of advanced algebraic concepts with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include generalization, functions, modeling, and their application in understanding the structure of mathematics through early Calculus. PREREQ: ED-CIFS 544 or PERM/INST.
- **ED CIFS 546 MATHEMATICAL THINKING FOR INSTRUCTION: BUILDING TEACHER LEADERS OF MATHEMATICS (3-0-3) (F/S/SU).** Examines foundational topics of effective professional development and coaching strategies with individuals and groups of teachers of mathematics with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include effective modeling, observation, collaboration, unit study, and best practices as informed by current research.
- **ED CIFS 547 MATHEMATICAL THINKING FOR INSTRUCTION: MEASUREMENT AND GEOMETRY (3-0-3) (F/S/SU).** Examines topics in measurement and geometry with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include unit, zero, transitivity, conservation, shape, and space.

- **ED CIFS 548 MATHEMATICAL THINKING FOR INSTRUCTION: PROBABILITY, DATA ANALYSIS, and STATISTICS (3-0-3) (F/S/SU).** Examines topics foundational to an understanding of probability, data analysis, and statistics with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include experimental and theoretical probability, the law of large numbers, sample space, independent and dependent events, central tendencies, spread, and representations.
- **ED CIFS 549 MATHEMATICAL THINKING FOR INSTRUCTION: ACTION RESEARCH AND ITS IMPLICATIONS IN THE MATHEMATICS CLASSROOM (3-0-3) (F/S/SU).** Examines topics related to mathematics education and instruction with a focus on reviewing current mathematics education research, instructional implementation, and summarizing and evaluating findings. Topics selected by the student with instructor's approval.

The matrix below illustrates, in many cases, multiple examples of evidence of learning for each performance indicator. It should also be noted that many of the courses in our program provide similar opportunities for students to meet the competencies for this endorsement.

=====

EVIDENCE SOURCES:

The primary evidence sources for each class are described below. The word(s) in bold will be used within the framework to align the performance indicator to a particular evidence source. However, the evidence description below will provide a broader understanding of each source of evidence and its applicability to the performance indicator(s).

For the MTI courses that are available statewide and mandated for recertification, **EDCIFS 540, 542, 544**, the following item will serve as evidence:

- **Workbook.**
 - Includes multiple examples of analysis of the models and strategies associated with mathematical tasks, analysis includes; (1) potential student misconceptions, (2) instructional formats for facilitation, (3) connections between the strategies and models, and (4) understanding of the underlying structures associated with each task.
 - Includes reading assignments on the research literature pertaining to mathematics instruction, learning trajectories, and mathematical content topics. These assignments are followed up by whole-class discussions. Each participant must complete all workbook assignments, worksheets, and extensions.

For **EDCIFS 547 and 548** the following items will serve as evidence:

- **Workbook.**
 - Includes multiple examples of analysis of the models and strategies associated with mathematical tasks, analysis includes; (1) potential student misconceptions,

- (2) instructional formats for facilitation, (3) connections between the strategies and models, and (4) understanding of the underlying structures associated with each task.
 - Includes reading assignments on the research literature pertaining to mathematics instruction, learning trajectories, and mathematical content topics. These assignments are followed up by whole-class discussions. [Each participant must complete all workbook assignments, worksheets, and extensions]
- **Learning progressions or (learning-teaching trajectories).**
 - Organized by:
 - Learning goal(s)
 - Learning activities –instructional tasks and their sequence
 - Thinking and learning in which students might engage on a topic
 - Elements to include (1) a combination of the DMT and ULD lesson plan template, (1) task(s), (2) practice, (3) formative & summative assessment, (4) questions, (5) potential misconceptions, (6) strategies and models, (7) instructional formats, (8) trajectory of models and strategies, and (9) addressing issues of equity and accessibility

For the **EDCIFS 541, 543, 545** the following items will serve as evidence:

- **Workbook.**
 - Includes multiple examples of analysis of the models and strategies associated with mathematical tasks, analysis includes; (1) potential student misconceptions, (2) instructional formats for facilitation, (3) connections between the strategies and models, and (4) understanding of the underlying structures associated with each task.[Each participant must complete all workbook assignments, worksheets, and extensions]
 - Includes reading assignments on the research literature pertaining to mathematics instruction, learning trajectories, and mathematical content topics. These assignments are followed up by whole-class discussions
- **Standards progression (multiple grade-levels).** Construct and evaluate a standards progression for the specific mathematical content of the course. The progression would include the following elements; (1) models, (2) strategies, (3) appropriate contexts, (4) standards, and (5) potential student misconceptions.
- **Learning progressions or (learning-teaching trajectories).**
 - Organized by:
 - Learning goal(s)
 - Learning activities –instructional tasks and their sequence
 - Thinking and learning in which students might engage on a topic
 - Elements to include (1) a combination of the DMT and ULD lesson plan template, (1) task(s), (2) practice, (3) formative & summative assessment, (4) questions, (5) potential misconceptions, (6) strategies and models, (7) instructional formats, (8) trajectory of models and strategies, and (9) addressing issues of equity and accessibility

For the Action Research course, **EDCIFS 549**, the following items will serve as evidence:

- **Unit Creation.**
 - Conduct thorough literature review on unit's mathematical topic
 - Examine and evaluate multiple curricular resources (e.g., textbook, internet, supplemental sources) on unit topic
 - Develop unit plan, to include:
 - Identification of the standards and underlying mathematical structures to be assessed in the unit
 - Pre- and post- unit assessment
 - Sequence of lesson topics
 - Creation of a **learning progression (also referred to as a learning-teaching trajectory)** for a particular topic(s) within the unit.
 - Collect and analyze data from unit
 - Written reflection regarding implementation and potential revisions
 - Revision of unit
- **Mathematics Communication Tool.**
 - Use local level feedback to determine the need for communication tools to increase education stakeholders (e.g., parents, community members, school board members, etc.) understanding of mathematics education and research.
 - Based on the feedback, create a communication tool (e.g., newsletter, PowerPoint presentation, webinar, etc.) to increase stakeholders understanding of mathematics education and research.
 - Determine a means of measuring the effectiveness of the tool in building stakeholder understanding (e.g., evaluation tool for presentation or webinar, focus group feedback on newsletter).
 - Disseminate communication tool to stakeholders.
 - Written reflection evaluating the effective of the communication tool in raising stakeholders' awareness of mathematics education issues and research.

For the Teacher Leaders/Coaching course, **EDCIFS 546**, the following items will serve as evidence:

- **Teacher Observation and Coaching (Internship – conducted over a semester).**
 - Log of pre-conference, observation and post-conference meetings for a minimum of 3 teacher observations, at least two different teachers and grade-levels (i.e., the EDCIFS 546 course participant could observe and coach a 2nd grade teacher twice and a 5th grade teacher once).
 - Includes focus on examination of at least one of the Building Mathematical Understanding frameworks domains
 - Pressing Students' Conceptually
 - Focusing on Structure of Mathematics
 - Addressing Misconceptions
 - Utilization of Multiple Models and Strategies
 - Taking Students' Ideas Seriously
 - Details elicitation of teacher reflection upon the lesson

- **Unit Study Observation (Internship – conducted over a semester).**
 - Log of events & reflection
 - *The unit study observation is done prior to the unit study facilitation. It is conducted by the course instructor, or IDMT staff. Course participants observe, make notes and reflect upon the process prior to facilitating a unit study.*
- **Unit Study Facilitation (Internship – conducted over a semester).**
 - Develop plan and clear agenda for the unit study facilitation
 - *Pre-unit study planning*
 - Focusing task facilitation
 - Facilitation of information that provides a broad overview of the unit or relevant topics (e.g., literature review, standards, structural components, progressions)
 - Assessment writing facilitation plan
 - Address issues of equity and accessibility
 - Overall unit plan (day-to-day structure of the unit)
 - Log of unit study process
 - *Unit study meeting with teachers*
 - Maintain record of unit study implementation by teachers
 - Final write-up of unit study facilitation
 - *Unit study reflection meeting with teachers*
 - Examination of assessment data
 - Reflection upon the unit study process and improvements for next meeting

K-12 Mathematics Consulting Teacher Endorsement Matrix

Framework for Teaching Domain # 1: Planning and Preparation

Standard #1: Knowledge of Mathematics Education - The K-12 Mathematics Consulting teacher understands the central concepts, tools of inquiry, and structures of mathematics education and creates learning experiences that make these aspects of mathematics education meaningful for learners.

| EDCIFS Course | Performance Indicator | Evidence |
|--|---|--|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | Know learning progressions related to mathematical topics and use this knowledge to sequence activities and design instructional tasks (Mathematical Thinking and Learning, 6(2), 2004). | <ul style="list-style-type: none"> • Workbook • Learning Progressions • Standards progression (multiple grade-levels) • Unit Creation • Unit Study Facilitation • Teacher Observation and Coaching |
| | Understand learning trajectories/progressions related to particular topics in mathematics (e.g., Sarama & Clements, 2009) and use this knowledge to organize and deliver instruction that is developmentally appropriate and responsive to individual learners. | |
| | Construct and evaluate multiple representations (enactive, iconic, symbolic) of mathematical ideas or processes, establish correspondences among representations, and understand the purpose and value of doing so. | |
| | Understand the importance of careful sequencing and development of mathematical ideas, concepts, and skills; be able to engage in discussions and decision-making to establish appropriate benchmarks for learning goals. | |

Standard #2: Knowledge of Human Development and Learning – The K-12 Mathematics Consulting Teacher understands how mathematics learning develops, and provides opportunities that support students’ intellectual development.

| EDCIFS Course | Performance Indicator | Evidence |
|--|--|--|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 | Analyze and evaluate student ideas and work, and design appropriate responses. | <ul style="list-style-type: none">• Workbook• Learning Progressions• Unit Creation• Unit Study Facilitation |
| EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | Utilize and build upon learners’ existing knowledge, skills, understandings, conceptions and misconceptions to advance learning. | |

Standard #7: Instructional Planning Skills – The K-12 Mathematics Consulting teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

| EDCIFS Course | Performance Indicator | Evidence |
|--|---|--|
| EDCIFS 546 | Plan, develop, implement, and evaluate professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice. | <ul style="list-style-type: none"> • Unit Study Facilitation |
| | Select, use, adapt, and determine the suitability of mathematics curricula and teaching materials (e.g., textbooks, technology, manipulatives) for particular learning goals. | |
| EDCIFS 546 EDCIFS 549 | Design, select and/or adapt worthwhile mathematics tasks and sequences of examples that support a particular learning goal. | <ul style="list-style-type: none"> • Unit Study Facilitation • Unit Creation |
| EDCIFS 546 EDCIFS 541 EDCIFS 543 EDCIFS 545 | Evaluate the alignment of local and state curriculum standards, district textbooks and district and state assessments, and recommend appropriate adjustments to address gaps. | <ul style="list-style-type: none"> • Standards progression (multiple grade-levels) • Unit Study Facilitation |

Framework for Teaching Domain #2: The Classroom Environment

Standard #5: Classroom Motivation and Management Skills - The K-12 Mathematics Consulting 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.

| EDCIFS Course | Performance Indicator | Evidence |
|--------------------------|--|--|
| EDCIFS 546 EDCIFS 549 | Create social learning contexts that engage learners in discussions and mathematical explorations among peers to motivate and extend learning opportunities. | <ul style="list-style-type: none"> • Workbook • Learning Progressions • Standards progression (multiple grade-levels) • Teacher Observation and Coaching |
| | Develop skillful and flexible use of different instructional formats—whole group, small group, partner, and individual—in support of learning goals. | |

Framework for Teaching Domain #3: Instruction and Assessment

Standard #3: Modifying Instruction for Individual Needs - The K-12 Mathematics Consulting Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

| EDCIFS Course | Performance Indicator | Evidence |
|--------------------------|--|---|
| EDCIFS 546 EDCIFS 549 | Understand and manage diversities of the classroom and school—cultural, disability, linguistic, gender, socio-economic, developmental—and use appropriate strategies to support mathematical learning of all students. | <ul style="list-style-type: none"> • Unit Creation • Unit Study Facilitation • Teacher Observation and Coaching |
| | Know the different formats, purposes, uses, and limitations of various types of instruction and assessment for student learning; be able to modify and adapt tasks for monitoring and enhancing student learning. | |

Framework for Teaching Domain #3: Instruction and Assessment

Standard #4: Multiple Instructional Strategies - The K-12 Mathematics Consulting Teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

| EDCIFS Course | Performance Indicator | Evidence |
|---|---|---|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 EDCIFS 549 | Model effective problem solving and mathematical practices (e.g. questioning, representing, communicating, conjecturing, making connections, reasoning and proving, and self-monitoring) and demonstrate knowledge of how to cultivate the development of such practices in learners. | <ul style="list-style-type: none"> • Workbooks • Learning Progressions • Unit Creation • Teacher Observation and Coaching |
| | Implement and elicit multiple modes of representation (enactive, iconic, symbolic) to develop students' understanding of mathematical models, concepts and strategies. | |
| EDCIFS 549 | Use various instructional applications of technology, judiciously, in ways that are mathematically and pedagogically grounded. | <ul style="list-style-type: none"> • Unit Creation |

Framework for Teaching Domain #3: Instruction and Assessment

Standard #6: Communication Skills, Networking, and Community Building - The K-12 Mathematics Consulting Teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

| EDCIFS Course | Performance Indicator | Evidence |
|--|--|---|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | Support students' learning of appropriate technical language associated with mathematics, attending to both mathematical integrity and usability by learners. Use questions to effectively probe mathematical understanding and make productive use of responses. | <ul style="list-style-type: none"> • Workbooks • Unit Creation • Unit Study Facilitation • Teacher Observation and Coaching |
| EDCIFS 549 | Develop learners' abilities to give clear and coherent public mathematical communications in a classroom setting. | <ul style="list-style-type: none"> • Unit Creation • Teacher Observation and Coaching |

Standard #8: Assessment of Student Learning - The K-12 Mathematics Consulting Teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

| EDCIFS Course | Performance Indicator | Evidence |
|--|--|---|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | <p>Analyze formative and summative assessment results, make appropriate interpretations, inform instruction and communicate results to appropriate and varied audiences.</p> <p>Analyze and evaluate student ideas and work, and design appropriate responses.</p> | <ul style="list-style-type: none"> • Unit Creation • Workbooks • Unit Study Facilitation • Teacher Observation and Coaching |
| EDCIFS 546 EDCIFS 549 | <p>Know the different formats, purposes, uses, and limitations of various types of assessment of student learning; be able to choose, design, and/or adapt assessment tasks for monitoring student learning [e.g., depth of knowledge (Webb, 2005)].</p> | <ul style="list-style-type: none"> • Unit Creation • Unit Study Facilitation |

Framework for Teaching Domain #4: Professional Responsibilities

Standard #9: Professional Commitment and Responsibility - The K-12 Mathematics Consulting 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 mathematics instruction.

| EDCIFS Course | Performance Indicator | Evidence |
|--|---|--|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction, and act professionally to assure that all students have appropriate opportunities to learn important mathematics. | Although no specific evidence is present for this performance indicator, participation in the Mathematical Thinking for Instruction courses itself provides students with extensive opportunities to discuss policy issues around equity and accessibility to mathematics instruction. Classroom level issues of equity and accessibility (but not necessarily policies) are specifically addressed in the Unit Creation and Unit Study Facilitation . |
| EDCIFS 546 EDCIFS 549 | Use professional resources such as professional organization networks, journals, and discussion groups to be informed about critical issues related to mathematics teaching and learning, e.g., mathematics instruction, learning progressions research, and curriculum trends. | <ul style="list-style-type: none"> • Unit Creation • Unit Study Facilitation |

Standard #10: Partnerships - The K-12 Mathematics Consulting Teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

| EDCIFS Course | Performance Indicator | Evidence |
|--------------------|---|---|
| ED CIFS 546 | Select from a repertoire of methods to communicate professionally about students, curriculum, instruction, and assessment to educational constituents—parents and other caregivers, school administrators, and school boards. | <ul style="list-style-type: none"> • Mathematics Communication Tool |

INSTITUTIONAL RECOMMENDATION

MATHEMATICS CONSULTING TEACHER ENDORSEMENT

Applicant's First, Middle and Last Name _____

Applicant's Social Security Number _____

The Applicant MUST:

1. Meet state's professional teaching and/or licensure standards and is qualified to teach in his/her field of study.
2. Provide evidence of mathematics consulting teacher knowledge and coursework.
3. Confirmation of planning and facilitation of mathematics professional development with teachers.
4. Provide verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in mathematics teaching and learning at an accredited college or university or a state-approved equivalent.

TO BE COMPLETED by the official in the College of Education responsible for their Mathematics Consulting Teacher Endorsement program:

The applicant is applying for an Mathematics Consulting Teacher Endorsement on an Idaho Professional Education Credential. One of the requirements is verification of demonstrated competencies in the areas listed below. Please assist the applicant by providing the required verification and checking the appropriate box for the following competencies:

| COMPETENCIES | EXHIBITS THIS COMPETENCY | |
|---|------------------------------|-----------------------------|
| 1. Knowledge of learning progressions for major K-12 mathematics topics and their application in the classroom | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2. Knowledge and use of current and seminal research literature related to mathematics education to improve instructional practice and student achievement | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 3. Facilitate continuous improvements in student learning through examination of classroom instructional practices with a focus on meaningfully building all students' learning and application of the content and mathematical practice standards found in the Common Core | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 4. Demonstrate ability to facilitate mathematics professional development and collaboration among teachers, including support through professional learning communities | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 5. Facilitate evaluation of student work, discourse, and assessment data and determine appropriate instructional response(s) utilizing that information. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 6. Knowledge of learning theories and their meaningful application in multiple educational environments through the use of varied instructional resources | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 7. Improve public understanding of mathematics research and associated learning theories through community outreach and collaboration with families | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Signature

Date

Title

College or University

NORTH IDAHO COLLEGE

SUBJECT

Approval of Aerospace Composite Technology Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4 and 5

BACKGROUND/DISCUSSION

North Idaho College (NIC) proposes to create a new Aerospace Composite Technology program using the \$2.97M grant NIC received from TAACCCT Department of Labor (DOL). The grant is a four year grant. The grant covers the complete instructional costs of the program (until September 30, 2016) and therefore NIC will not be charging tuition. NIC will develop an infrastructure to move the costs of instruction from the grant to the institution which will align with existing costs and revenue structures at NIC by the end of the grant award funding period. NIC will pursue approval from federal financial aid for this program during the grant award period.

NIC will use data gathered from industry need and completion rates to determine the sustainability of the program after the life of the grant (4 years). NIC will also determine if a redistribution of college funds is necessary to continue with any part of the program to meet industry needs.

The Aerospace Composite Technology program will prepare students for entry level employment in the aerospace composites manufacturing industries. The curriculum will provide students with the skills necessary to work in various phases of the composite fabrication and repair, and teach industry-recognized quality assurance procedures. Students will receive hands-on knowledge in a lab setting where the focus is on manufacturing methods and techniques used in aerospace industry composite components.

IMPACT

This grant funds all costs of the program for a four year period. The Idaho Department of Labor provided employment forecasts for the aerospace, manufacturing, advanced manufacturing, and machining industries which indicate an increase in employment opportunities. The estimated direct economic impact is \$24.7 million, with an annual impact of \$28.8 million. In addition, a survey and individual interviews with regional industry employers confirmed the employment projections and revealed additional employment opportunities with the local aerospace companies. The local industry has expressed a need for a trained workforce, identifying over 500 potential jobs available in the next four years.

ATTACHMENTS

Attachment 1 – Program Proposal - Aerospace Composite Technology Page 3

STAFF COMMENTS AND RECOMMENDATIONS

North Idaho College proposes to create a new Aerospace Composite Technology program that will offer the following options: Aerospace Composite Technician, Technical Certificate; Aerospace Core Postsecondary, Technical Certificate; Aerospace Composite Fabrication, Postsecondary Technical Certificate; and Aerospace Composite Repair and Quality Assurance, Postsecondary Technical Certificate.

The Division of Professional-Technical Education (PTE) is working collaboratively with North Idaho College regarding sustainability of this PTE program should future funding be needed. Currently, two sources of PTE funding from both the basic allocation and Perkins are available to reallocate per local discretion. The NIC PTE Dean will begin assessing the viability of each PTE program beginning Spring 2014. Should programs be closed based on this assessment, the current funds for those programs could be reallocated to the Aerospace Composite Technology program.

Another possible source of funding would come from Legislative approval of a line-item request for additional PTE funding specifically for this program. For FY2015, a line-item request to fund an Aerospace Technology instructor has been submitted to the Board for approval.

If reallocation of existing funding, Perkins funding, and additional funding through a line-item request do not cover the cost of this program after the grant funding period, PTE has been assured that NIC is committed to sustaining the program through institutional funding.

It is important to note that the cost of tuition for the students in this program will be covered by the grant. As NIC moves the cost of instruction from the grant to the institution, tuition responsibility will shift back to the students.

The Division of Professional-Technical Education recommends State Board approval of the Proposed Aerospace Technology Program as presented. The program request was shared with the Council on Academic Affairs and Programs (CAAP) on May 25, 2013 and CAAP recommends approval.

BOARD ACTION

I move to approve the request by North Idaho College to create a new Aerospace Composite Technology program as provided in the program proposal.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

MEMORANDUM

June 10, 2013

TO: Mike Rush
Executive Director
State Board of Education

FROM: Todd Schwarz
Administrator



SUBJECT: Program Proposal

In accordance with State Board policy, the enclosed Program Proposal is forwarded for approval by the State Board for Professional-Technical Education.

North Idaho College has requested to add a new **Aerospace Technology** program, which upon approval, will begin in the Fall of 2013. This program will consist of one (1) Technical Certificate and three (3) Postsecondary Technical Certificates offered in various options. The Division has reviewed and approved the request and recommends State Board approval. Please notify the Division office of State Board action when completed.

If you have any questions regarding the enclosed request, please let me know. Thank you.

TS/SJ/ds

Enclosure



North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

Professional-Technical Education

(208)769-3439 phone
(208)769-3223 fax
Kassie_silvas@nic.edu

May 13, 2013

Dr. Todd Schwarz, State Administrator
Dr. Vera McCrink, Associate Administrator
Idaho Division of Professional Technical Education
650 West State Street
P.O. Box 83720
Boise ID 83720-0095

Re: Proposal for PTE Aerospace Composite Technology Program

Dear Todd and Vera

In October 2012, NIC was awarded a \$2.9 million grant through the Trade Adjustment Act to develop an Aerospace Center of Excellence in Aviation Maintenance and Advanced Manufacturing. Per our Statement of Work with the Department of Labor, NIC is developing an Aerospace Center in anticipation of offering several certificates and degrees beginning fall 2013.

The Aerospace Composite Technology program will prepare students for entry level employment in the aerospace composites manufacturing industries. The curriculum will provide students with the skills necessary to work in various phases of the composite fabrication and repair, and teach industry recognized quality assurance procedures. Students will receive hands-on working knowledge from a qualified instructor in a lab setting where the focus is on the manufacturing methods and techniques used in aerospace industry composite components. Coursework will include safety requirements, blueprint reading, composite fabrication and repair, geometric dimensioning and tolerance, shop math and projects specific to industry standards. Students will participate in a blended learning environment; with some courses delivered in an online format. Students will participate in an IBEST learning environment to support student success.

An Equal Opportunity/Affirmative Action Institution

Attached please find the updated North Idaho College's application for Aerospace Composite Technology Technical and Post-Secondary certificates as part of North Idaho College's Aerospace Technology program with supporting documentation.

Regards,



Kassie Silvas

Director of Aerospace and Outreach

Attachments:

- New NOI Proposal Aerospace Composite Technology
- ACNT Attachment B Aerospace Composite Technician TC
- ACNT Attachment B Aerospace Core PSTC
- ACNT Attachment B Aerospace Composite Fabrication PSTC
- ACNT Attachment B Aerospace Repair and Quality Assurance PSTC
- Appendix A Program Completion Requirements
- Appendix C NIC Survey Instrument and Survey Results

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

| | |
|---------------------------------------|------------------------------|
| Date of Proposal Submission: | 4/2/2013 |
| Institution Submitting Proposal: | North Idaho College |
| Name of College, School, or Division: | Trades and Industry Division |
| Name of Department(s) or Area(s): | Aerospace Technology |

Program Identification for Proposed New, Modified, or Discontinued Program:

| | |
|----------------------------------|---|
| Title: | Aerospace Technology |
| Degree: | Technical Certificate; Postsecondary Technical Certificates |
| Method of Delivery: | Professional Technical Program with a combination of theory and lab classes |
| CIP code (consult IR /Registrar) | 15.0801 |
| Proposed Starting Date: | Fall 2013 |
| Indicate if the program is: | <input checked="" type="checkbox"/> Regional Responsibility <input type="checkbox"/> Statewide Responsibility |

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input checked="" type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other : _____ |

J. M. Martin 5/13/13
 College Dean (Institution) Date

N/A
 Graduate Dean (as applicable) Date

Kim Dean 5/13/13
 Chief Fiscal Officer (Institution) Date

Steve Burns 5/13/13
 Chief Academic Officer (Institution) Date

James 5/13/13
 President Date

N/A
 Vice President for Research (as applicable) Date
Bill Swartz 6.10.13
 State Administrator, SDPTE (as applicable) Date

Academic Affairs Program Manager 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. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

In October 2012, NIC was awarded a \$2.9 million grant through the Trade Adjustment Act to develop an Aerospace Center of Excellence in Aviation Maintenance and Advanced Manufacturing. Per our Statement of Work with the Department of Labor, NIC is developing an Aerospace Center with several certificates and degrees to be available beginning fall 2013. Fall 2013, the college will offer a 27-credit Technical Certificate in Aerospace Composites Technology, and three postsecondary technical certificates in Aerospace Composites and Aerospace Quality Assurance. This program will be the first of its kind to be offered by North Idaho College, and in the State of Idaho.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

This program will fill a local and regional industry need for qualified aerospace composite manufacturing technicians. Employment in aviation maintenance and advanced manufacturing is growing rapidly in north Idaho, requiring a highly skilled workforce for aerospace jobs. IDOL reported 16% growth in aerospace industry employment in north Idaho from 2008-2009, during the height of the recession. Aerospace employers in north Idaho estimate over 600 new jobs in the next two to three years.

This program prepares students for entry-level employment in the aerospace composites manufacturing industries. The curriculum provides students with the skills necessary to work in various phases of composite fabrication and repair, and teaches industry recognized quality assurance procedures. Students receive hands-on working knowledge from a qualified instructor in a lab setting where the focus is on the manufacturing methods and techniques used in aerospace industry composite components. Coursework includes safety requirements, blueprint reading, composite fabrication and repair, geometric dimensioning and tolerance, shop math and projects specific to industry standards.

PROGRAM OUTCOMES

Upon completion of this program, students will be able to:

Students will demonstrate the skills and knowledge necessary to work in various entry-level positions in composite fabrication and composite quality assurance for the aerospace industry, to include:

1. Demonstrate knowledge of personal and aircraft safety standards related to shop layout, equipment use, and the handling and storage of materials.
2. Operate tools and equipment safely.
3. Read and accurately interpret aircraft blueprints.
4. Demonstrate an understanding of, and Define and utilize composite terminology.
5. Consistently display precision manufacturing processes such as measuring, drilling, and fabricating components.
6. Demonstrate appropriate use of cutting tools.
7. Attach fasteners, metal components, brackets, and fittings to composite materials with precision.
8. Demonstrate proper care of composite materials and tools.
9. Fabricate and repair composites using industry recognized techniques.
10. Apply quality assurance techniques to composite processes.
11. Demonstrate the skills and knowledge necessary to repair composites used in the aerospace industry.
12. Demonstrate knowledge of grounding theory, and the proper techniques for fine quality control when performing electrical bonding.
13. Identify and interpret basic Geometric Dimensioning and Tolerancing symbols.
14. Function effectively within diverse groups of individuals by working within team structures on various lab projects and assignments.
15. Use a computer to word process and access the Internet.
16. Demonstrate basic computation and communications skills when performing the job functions required of an aerospace composite technician.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

- a) NIC's Aerospace Composite Technology will follow approved curriculum through NIC's curriculum council.
- b) A strong and active Advisory Committee offers industry guidance on curriculum and employer needs. The advisory committee will meet twice per year.
- c) Program Review every five years; annual updates to program review action plans; quarterly and annual reporting to the Department of Labor.
- d) Program will be included in the college's accreditation by the Northwest Commission of Colleges and Universities.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** This question is not applicable to requests for discontinuance.

Please see Attachments DPTE Form B

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** This question is not applicable to requests for discontinuance.

| | |
|---|-----------|
| Credit hours required in major: | 27 |
| Credit hours required in minor: | N/A |
| Credit hours in institutional general education or core curriculum: | 27 |
| Credit hours in required electives: | 0 |
| Total credit hours required for completion: | 27 |

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

NIC's certificate(s) program supports Aerospace Technology; specifically, composite technology. Composite Technology teaches knowledge and skills around manufacturing and advanced manufacturing careers. Idaho State University offers an Aircraft Maintenance Technician certificate(s) and degree program. ISU's does not focus on manufacturing but instead on aircraft engines and equipment repair.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

| Institution and Degree name | Level | Specializations within the discipline (to reflect a national perspective) | Specializations offered within the degree at the institution |
|-----------------------------|-------|---|--|
| BSU | | | |
| CSI | | | |
| CWI | | | |
| EITC | | | |
| ISU | | | |
| LCSC | | | |
| NIC | | | |
| UI | | | |

- 7. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

NIC began planning for the grant by creating partnerships and gathering employment statistics to ensure the viability of the Aerospace program. In 2011, the Idaho Aerospace Alliance (IDA) was formed to promote and expand the Idaho economy. IDA is comprised of aviation and aerospace related companies committed to growing the industry sector. IDA endorsed the Soaring to Success program and played a key role in the identification of workforce needs, including the skills and educational credentials needed to develop a highly skilled and qualified workforce for the growing aerospace industry. IDA members gave feedback on the curriculum and program design and are committed to providing a variety of resources to ensure its success. Empire Airlines is committed to partnering with NIC as an industry advisor, providing space, instructors, and equipment as well as work-based learning activities.

- 8. Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

The program will attempt to run two cohorts of 20 students each, per semester; with multiple starts per year. If enrollment exceeds capacity, then a selective process will be approved by NIC and put into place to allow for veterans and TAA eligible students to have preference.

| Institution | Relevant Enrollment Data | | | Number of Graduates | | | Graduate Rate |
|-------------|--------------------------|--------|--------|---------------------|--------|--------|---------------|
| | Year 1 | Year 2 | Year 3 | Year 1 | Year 2 | Year 3 | |
| NIC | 75 | 210 | 210 | 60 | 168 | 168 | 80% |

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

N/A

- 9. Will this program reduce enrollments in other programs at your institution? If so, please explain.**

No – The Aerospace Technology program will have a fulltime benefited “Navigator” who will recruit

and assist students with student services needs coming in and through the program, and employment assistance as they complete the program. The navigator will be adding to the overall student enrollment at NIC.

- 10. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Using the chart below indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

Employment in aviation maintenance and advanced manufacturing is growing rapidly in north Idaho, requiring a highly skilled workforce for aerospace jobs. IDOL reported 16% growth in aerospace industry employment in north Idaho from 2008-2009, during the height of the recession (Source: Idaho Department of Labor 2010). Aerospace employers in north Idaho estimate over 600 new jobs in the next two to three years (Source: Economic Modeling Specialists, Inc.).

| Manufacturing | Year 1 - 2013 | Year 2 - 2014 | Year 3 - 2015 | Total | % Change (2013-2015) |
|---------------|---------------|---------------|---------------|------------|----------------------|
| Region | 7,539 | 7,664 | 7,792 | 22,995 | 3.4% |
| State | 56,245 | 56,305 | 56,556 | 169,106 | 0.6% |
| Nation | 11,566,370 | 11,373,564 | 11,256,336 | 34,196,270 | -2.7% |

Source: EMSI, Covered Employment 2013.1

NAICS codes: See list below

| Advanced Manufacturing | Year 1 - 2013 | Year 2 - 2014 | Year 3 - 2015 | Total | % Change (2013-2015) |
|------------------------|---------------|---------------|---------------|------------|----------------------|
| Region | 7,539 | 7,664 | 7,792 | 22,995 | 3.4% |
| State | 56,245 | 56,305 | 56,556 | 169,106 | 0.6% |
| Nation | 11,566,370 | 11,373,564 | 11,256,336 | 34,196,270 | -2.7% |

Source: EMSI, Covered Employment 2013.1

NAICS codes: 336411, 336412, 336413

| Aircraft Maintenance | Year 1 - 2013 | Year 2 - 2014 | Year 3 - 2015 | Total | % Change (2013-2015) |
|----------------------|---------------|---------------|---------------|-----------|----------------------|
| Region | 225 | 232 | 238 | 695 | 5.8% |
| State | 329 | 342 | 353 | 1,024 | 7.3% |
| Nation | 423,765 | 425,587 | 427,739 | 1,277,091 | 0.9% |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

North Idaho College utilized Survey Monkey as the instrument used to conduct the industry needs assessment survey. The survey was required as part of the DOL grant application requirements and included collecting information related to industry information, employment forecasts, training gaps, skills need assessments, and other data needed to develop the actual proposal. The survey was sent to members of the Idaho Aerospace Alliance and other industry representatives who expressed interest and/or are existing industry partners of NIC.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

To determine the projected job openings NIC collaborated with the Idaho Aerospace Alliance (IDA), a statewide organization established in 2011 to promote and expand the Idaho economy, the Idaho Department of Labor, and individual industry employers to identify and determine workforce needs.

The Idaho Aerospace Alliance is comprised of aviation and an aerospace related company committed to growing the industry sectors and has strategic partnerships with education, government and the public workforce system. The Idaho Aerospace Alliance assisted NIC in the identification of job openings, skills and qualification needed for employment, provide subject matter expertise, serve as industry representatives, and future program advisory board members. They have also committed to donating equipment for the program to prepare students for jobs such as aircraft maintenance technicians, machinists, composite fabricators, or quality assurance technicians.

The Idaho Department of Labor provided employment forecasts for the aerospace, manufacturing, advanced manufacturing and machining industries which indicate an increase in employment opportunities, projecting 9.5% from 2010 to 2015 and 20% from 2010 to 2020. The estimated direct economic impact is \$24.7 million, with an annual impact of \$28.8 million (Source: Economic Modeling Specialists, Inc.).

In addition to the calculated employment projections provided by the Idaho Department of Labor, a survey and individual interviews with regional industry employers confirmed the employment projections provided by the Idaho Department of Labor and revealed additional employment opportunities with the local aerospace companies. NIC utilized Survey Monkey as the instrument used to conduct an industry needs assessment as required by the U.S. Department of Labor grant requirements. In addition to individual interviews with regional employers, the survey collected information related to industry such as employment forecasts, training gaps, skills need assessments, and other data needed to develop the actual grant proposal. The survey was sent to members of the Idaho Aerospace Alliance and other industry representatives who expressed interest and/or are existing industry partners of NIC.

Industry employers around the region have identified skills and credentials needed to qualify individuals for employment in their firms. Aviation maintenance technicians require Federal Aviation Administration (FAA) industry credentials. Aerospace manufacturing workers require composite knowledge, Computer Numeric Control (CNC) programming and machining skills, industry certification in non-destructive testing (NDT) and quality assurance standards, and basic manufacturing skills such as blueprint reading and safety.¹ Additionally, basic skills such as math, reading, writing and computer literacy were identified as lacking within the current workforce.

Based on evidence of overwhelming need, NIC will focus its program efforts on initiating and expanding training and educational opportunities in aviation maintenance and aerospace manufacturing. Occupations aligned with these programs include FAA-certified aircraft maintenance technicians, aerospace assembly mechanics; machinists, computer numerical control (CNC) operators and programmers, composite fabricators and repair technicians, nondestructive testing technicians, and quality assurance technicians.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

No

- 11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.**

Students will participate in a blended learning environment. Some courses are delivered in an online delivery format.

Students will be able to complete the Aerospace Core Postsecondary technical certificate completely online before coming to our Aerospace Center of Excellence – an off campus site, to complete the lecture lab courses. Plans to offer some of these lab courses are being considered for NIC's outreach center in Sandpoint, ID. Sandpoint serves many of our northern students and is centered perfectly to assist students who cannot drive to Coeur d Alene.

- 12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. This question is not applicable to requests for discontinuance.**

| STATE BOARD OF EDUCATION GOAL | PROGRAM GOAL |
|---|--|
| GOAL 1: A WELL EDUCATED CITIZENRY <i>The educational system will provide opportunities for individual advancement.</i> 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. | Federally funded program with preference for veterans and TAA eligible students. Program has funding for four years. |

| | |
|---|---|
| Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. Percent of Idahoans (ages 25-34) who have a college degree or certificate. | Program outcomes for students to have earned a certificate – 456 students in three years. |
| 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 | Program outcomes for students entering into the workforce and earning a living wage – 307 in three years. |
| 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 | Federally funded grant for \$2.97 million dollars to offset the cost of starting this program and developing curriculum. Students will take general education core courses. The knowledge, skills, and abilities required to work in the aerospace industry are high-level and rigorous. |

13. Describe how this request fits with the institution's vision and/or strategic plan. This question is not applicable to requests for discontinuance.

| Goals of Institution Strategic Mission | Proposed Program Plans to Achieve the Goal |
|--|--|
| <p>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.</p> <p>The three goals of this mission are:</p> <ul style="list-style-type: none"> • <u>Student Success</u> - A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life • <u>Educational Excellence</u> - High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes • <u>Community Engagement</u> - | <p>The Aerospace program supports the general mission of the college by:</p> <ul style="list-style-type: none"> • Increasing access to educational opportunities for its students. • Responding to employer demand for graduates in a range of specializations. • Expanding the ability of North Idaho College to respond to the economic and workforce development needs in northern Idaho. <p>NIC Strategic Goals: NIC 2012-2016 Strategic Plan:</p> <p>Goal 2 - Educational Excellence, Objective 1: Evaluate, create, and adapt programs that respond to the educational and training needs of the region.</p> <p>The new Aerospace program will meet emerging needs in Northern Idaho. Employment in aviation maintenance and advanced manufacturing is growing rapidly in northern Idaho, requiring a highly skilled workforce for aerospace jobs. IDOL reported 16% growth in aerospace industry employment in northern Idaho from 2008-2009, during the height of the recession. Aerospace employers in northern Idaho estimate over 600 new jobs through 2016.</p> <p>Goal 3 - Community Engagement, Objective 1: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.</p> |

| | |
|--|--|
| <p>Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs</p> | <p>The Aerospace program is working with several local partners including Empire Airlines, the Coeur d'Alene Airport, LA Aluminum Casting Company, Tamarack Aerospace Group, and Aerocet, Inc. These partners are committed to acting as industry advisors, providing work-based learning activities, and helping to secure donations and matching resources.</p> <p>Goal 3 – Community Engagement, Objective 2: Demonstrate commitment to the economic/business development of the region.</p> <p>In 2011, the Idaho Aerospace Alliance (IDA) was formed to promote and expand the Idaho economy. IDA is comprised of aviation and aerospace related companies committed to growing the industry sector. The IDA endorses NIC's Aerospace program and will assist with identification of job openings, skills and qualifications needed for employment, and act as subject matter experts, industry representatives and advisory board members.</p> <p>Goal 5 – Stewardship, Objective 1: Exhibit trustworthy stewardship of resources.</p> <p>In addition to the \$2.9 million grant, in order to minimize costs, the program will utilize community partnerships to secure fiscal and in-kind resources to assist in sustaining program activities. Since the curricula must remain sensitive to the evolving industry, NIC will solicit employers to invest their training budgets into the aerospace programs thereby reducing program and service replication. Tuition dollars, state funding, and industry and NIC Foundation support will sustain funding beyond the life of the grant. Please see webpages for the full North Idaho College Strategic Plan.</p> |
|--|--|

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ☒ No ☐

This program is listed on the five year plan. We have changed the name from Aviation Maintenance Technology to Aerospace Technology as a result of the DOL TAACCCT grant award that funds aerospace manufacturing as well as aviation maintenance education.

If not on your institution's Five-Year plan, provide a justification for adding the program.
N/A

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students learn about this program through instructor visits to area high schools, advisory members, former students, special events such as career fairs and a local event called Hard Hats, Hammers, and Hot Dogs which is sponsored by local industry and North Idaho College. Recruiting efforts are focused primarily on the five northern counties of Idaho, veterans and TAA eligible students.

Students in transition programs, such as IBEST will also be recruited. The program has an IBEST delivery model of instruction where these students are proven to be successful.

16. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

The college is committed to sustaining the Aerospace Center of Excellence beyond the life of the four year grant with tuition dollars, state funding (both annual allocations and special grants) and through industry and NIC Foundation support. When the four year grant is complete, North Idaho College will work in collaboration with the Professional Technical Education division to identify potential sources of funding. In addition, North Idaho College will look at opportunities to reallocate funds within the NIC PTE division and will continue to seek grant opportunities.

Excel Spreadsheet Attached

North Idaho College

Program Reallocate Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

| | FY | 2014 | FY | 2015 | FY | 2016 | Cumulative Total |
|----------------------------------|----------|----------------|----------|--------------|----------|--------------|------------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | One-time |
| 1. Appropriated (Reallocation) | | | | | | | \$0.00 |
| 2. Appropriated (New) | | | | | | | \$0.00 |
| 3. Federal | | | | | | | \$0.00 |
| 4. Tuition | | | | | | | \$0.00 |
| 5. Student Fees | | | | | | | \$0.00 |
| 6. Other (Specify) Federal Grant | | \$1,251,888.00 | | \$789,281.00 | | \$801,428.00 | \$2,842,597.00 |
| Total Revenue | \$0.00 | \$1,251,888.00 | \$0.00 | \$789,281.00 | \$0.00 | \$801,428.00 | \$2,842,597.00 |

B. EXPENDITURES

| | FY | 2014 | FY | 2015 | FY | 2016 | Cumulative Total |
|---------------------------------------|----------|----------------|----------|--------------|----------|--------------|------------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | One-time |
| 1. Personnel | | \$594,488.00 | | \$607,381.00 | | \$619,528.00 | \$1,821,397.00 |
| 2. Operating | | \$44,400.00 | | \$44,400.00 | | \$44,400.00 | \$133,200.00 |
| 3. Equipment | | \$513,000.00 | | \$37,500.00 | | \$37,500.00 | \$588,000.00 |
| 4. Facilities | | \$49,000.00 | | \$49,000.00 | | \$49,000.00 | \$147,000.00 |
| 5. Other (Specify) External Evaluator | | \$51,000.00 | | \$51,000.00 | | \$51,000.00 | \$153,000.00 |
| Total Expenditures | \$0.00 | \$1,251,888.00 | \$0.00 | \$789,281.00 | \$0.00 | \$801,428.00 | \$2,842,597.00 |
| Net Income (Deficit) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

| | |
|------------------------------|---|
| Institution: | <u>North Idaho College</u> |
| Program/Option Title: | <u>Aerospace Technology – AEROSPACE COMPOSITE TECHNICIAN</u> <i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i> |
| Degree/Certificate: | <u>Technical Certificate</u> <i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i> |
| CIP Code Number | <u>15.0801</u> |
| CIP Code Title | <u>Aerospace Manufacturing Technology</u> |
| TSA | <u>To be determined</u> |

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program.

Students will demonstrate the skills and knowledge necessary to work in various entry-level positions in composite fabrication and composite quality assurance for the aerospace industry, to include:

1. Demonstrate knowledge of personal and aircraft safety standards related to shop layout, equipment use, and the handling and storage of materials.
2. Operate tools and equipment safely.
3. Read and accurately interpret aircraft blueprints.
4. Define and utilize composite terminology.
5. Consistently display precision manufacturing processes such as measuring, drilling, and fabricating components.
6. Demonstrate appropriate use of cutting tools.
7. Attach fasteners, metal components, brackets, and fittings to composite materials with precision.
8. Demonstrate proper care of composite materials and tools.

9. Fabricate and repair composites using industry recognized techniques.
10. Apply quality assurance techniques to composite processes.
11. Demonstrate the skills and knowledge necessary to repair composites used in the aerospace industry.
12. Demonstrate knowledge of grounding theory, and the proper techniques for fine quality control when performing electrical bonding.
13. Identify and interpret basic Geometric Dimensioning and Tolerancing symbols.
14. Function effectively within diverse groups of individuals by working within team structures on various lab projects and assignments.
15. Use a computer to word process and access the Internet.
16. Demonstrate basic computation and communications skills when performing the job functions required of an aerospace composite technician.

Answer the following questions in the category/ies that apply:

NEW PROGRAM OR OPTION

1. Describe the impact this change will have on students currently enrolled in the existing program.

No students are currently enrolled in this program. This will be a new program to North Idaho College.

2. Describe the discussion with PTE and the TCLC regarding this change.

North Idaho College's PTE division and Curriculum Council are in full support of the Aerospace Technology program and the Aerospace Composite Technician Technical Certificate. The Aerospace program is part of NIC's five-year program plan filed with the State. The State Division of PTE was notified when NIC received the grant.

3. Provide advisory committee/industry input supporting this change.

The Aerospace Industry in North Idaho has written letters of support for NIC to begin an Aerospace Technology program to provide a much needed skilled work force. Industry partners sit on the advisory committee who helped establish learning outcomes and guide the program development. These industry partners will continue to provide input as we develop further components for the program into the future. It is the intent that students will be provided the skills to meet the rigorous aerospace industry standards.

4. What is your plan to mitigate the impact this change will have on (1) similar secondary programs and (2) advanced learning opportunities?

North Idaho College does not currently have any programs that would compete with Aerospace Technology and/or composite fabrication. The State of Idaho does not currently have a similar program.

Advanced learning opportunities will come with the ability to obtain stackable certificates and ultimately an Associate of Applied Science degree (to be developed in the future). The Aerospace Composite Technology program provides in-depth instruction in the processes involved in the development and production of aircraft composites. Students will gain skills in assembly, finish work, fabrication, disassembly, complex repair techniques, and inspection of composites for quality assurance. Students will have the opportunity to receive stackable certificates which will allow for them to exit into the workforce at various points.

Students may enroll and elect to continue in the following sequence:

- Aerospace Core Postsecondary Technical Certificate; continuing on to the
- Aerospace Composite Fabrication Postsecondary Technical Certificate program; continuing on to the
- Aerospace Composite Repair/Quality Assurance Postsecondary Technical Certificate program.
- Aerospace Composite Technician Technical Certificate is achieved upon completion of all program components.

NON-SUBSTANTIVE CHANGE

(Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course (s), Delete existing course.)

1. Describe the impact this change will have on students currently enrolled in the existing program.
N/A
2. Provide advisory committee/industry input supporting this change.
N/A
3. What is your plan to mitigate the impact this change will have on (1) similar secondary programs and (2) advanced learning opportunities?
N/A

COURSE SEQUENCE

| FIRST SEMESTER (15 Weeks) | | | |
|---|---|----------------|--------------------------|
| AEROSPACE COMPOSITE TECHNICIAN TECHNICAL CERTIFICATE | | | |
| Course Prefix & Number | Course Title | Credits | Gen Ed/ Technical |
| AERO 110 | Safety/OSHA | 1 | Tech |
| AERO 111 | Blueprint Reading | 2 | Tech |
| MATH 022 | Technical Math | 3 | Gen Ed |
| AERO 120 | Introduction to Composites | 3 | Tech |
| AERO 121 | Composite Finish Trim | 1 | Tech |
| AERO 122 | Composite Assembly | 2 | Tech |
| AERO 123 | Composite Fabrication Methods/ Application | 2 | Tech |
| AERO 130 | Disassembly & Damage Removal/ Techniques | 1 | Tech |
| Total | | 15 | |

| SECOND SEMESTER (15 Weeks) | | | |
|---|------------------------------------|----------------|--------------------------|
| AEROSPACE COMPOSITE TECHNICIAN TECHNICAL CERTIFICATE | | | |
| Course Prefix & Number | Course Title | Credits | Gen Ed/ Technical |
| AERO 140 | Introduction to Quality Assurance | 3 | Tech |
| ENGL 099 | Fundamentals for Writing | 3 | Gen Ed |
| AERO 131 | Composite Repair | 2 | Tech |
| AERO 132 | Complex Composite Repair | 1 | Tech |
| AERO 133 | Electrical Bonding Repair | 1 | Tech |
| AERO 141 | Geometric Dimensioning & Tolerance | 1 | Tech |
| AERO 142 | Composite Inspection | 1 | Tech |
| Total | | 12 | |

| Program Summary (30 Weeks) | |
|-----------------------------------|-----------|
| General (Academic) Education | 6 |
| Technical Credits | 21 |
| Grand Total | 27 |

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

AERO 110 Safety/OSHA. This course provides an in-depth study of the safety practices required for work in aviation and manufacturing fields. Topics include: introduction to OSHA regulations; safety tools, equipment, and use procedures; hazardous waste; and first aid and cardiopulmonary resuscitation.

Credit: 1

Lecture: 1 hour per week

Prerequisite: Must be enrolled in NIC Aerospace program.

AERO 111 Blue Print Reading. This course builds basic aircraft blueprint reading skills. Topics will include: lines and symbols, orthographic drawings, views, material, form and position, title blocks, sketching, features, and sections. Students will learn a systematic approach to reading aircraft blue prints through actual manipulation of working drawings.

Credits: 2

Lecture: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program.

ENGL-099 Fundamentals for Writing- ENGL-099 provides writing instruction that focuses on fluency, development, organization, revision, and editing/proofreading. As a part of this course, students will practice reading actively and critically, engaging in dialogues with texts, drafting essays in a format appropriate to purpose and audience, and utilizing a process approach to writing. A grade of C- or above allows the student to enroll in ENGL-101.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Entry is based on an appropriate score on the placement test of either between 31-67 on the COMPASS Writing, or between 15-17 on the ACT English, or between 380-440 on the SAT Verbal, **OR** a grade of C- or above in ENGL-045

MATH-022 Technical Mathematics for Machining and Computer Aided Design Technologies This course is designed as a basic math course for students in the technical programs of Machining and CNC Technology and Computer Aided Design Technology. Appropriate applications for those specific technical programs will be stressed throughout. The course will review calculator usage and explore plane and angular geometry, congruent and similar figures, circles, applications or right-triangle trigonometry, Law of Sines and Law of Cosines, vectors, and trigonometric functions.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Entry is based on an appropriate score on the placement test, either COMPASS Pre-Algebra > 32 or a grade of C- or above in MATH-015. These scores are under review—refer to the online catalog for up-to-date information.

AERO 120 Introduction to Composites. Introduction to Composites is an introductory course into the materials and processes associated with polymer composite structures, components and design. Emphasis will be placed on material properties, manufacturing processes and safety. Hands-on lab activities will supplement classroom content.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program

AERO 121 Composite Finish and Trim. This course provides students with an understanding of the processes used to finish trim composites parts. Topics include safety, documentation, tools, procedures and inspection. Skills learned in theory sessions are transferred to the lab through projects.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

AERO 122 Composite Assembly. This course teaches the fundamentals of joining composite structures. Adhesive bonding as well as mechanical fasteners is covered. Safety procedures are emphasized. Essential elements of this course include the preparation of holes for mechanical fasteners and surface preparation for adhesive bonding. The course consists of theory and practical application and through hands-on projects.

Credits: 2

Lecture/Lab: 4 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

AERO 123 Composite Fabrication Methods & Applications. This course teaches the fundamentals of composite structure fabrication methods. Processes will be applied including hand lay-up, bonding, vacuum bagging and resin transfer molding. Emphasis will also be placed on composites safety and inspection/testing of composite components.

Credits: 2

Lecture/Lab: 4 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

AERO 130 Disassembly & Damage Removal Technique. This course provides students with the knowledge required to safely and effectively prepare a part for repair. In the laboratory setting, students will learn to effectively remove finish and disassemble and remove damaged composite material. Special attention is paid to developing students' tactile skills in all of these areas.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

AERO-131 Composite Repair- This course provides students with the knowledge and techniques used in structural repairs of aircraft made with composite materials. Students complete multiple industry-based projects designed to challenge their skills with both wet lay-up and pre-preg materials.

Credits: 2

Lecture/Lab: 4 hours per week

Prerequisite: Must be in an Aerospace program, Enrolled in or completed AERO-101 with 2.0 grade of better.

AERO 132 Complex Composite Repair. This course provides students with hands-on experience working with nonstructural composite repairs. Instruction includes learning how to solve problems presented in non-production atmospheres in relation to composite repairs. Students also review case studies and problem-solving models.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

AERO 133 Electrical Bonding Repair. This course provides students with the knowledge and skills used in electrical bonding composite repair. Students learn theory and application using secondary bonding techniques.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

AERO 140 Introduction to Quality Assurance. This course is designed to provide general familiarization with aircraft systems and processes. Topics include introduction to aircraft systems, aerospace regulations, Electrostatic Discharge (ESD), conformity, and process improvement. This course is designed to provide entry-level quality control technicians with the hands-on experience they will need to inspect and document aircraft systems and processes. Topics include introduction to documentation procedures, and verification of aircraft systems.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program.

AERO 141 Geometric Dimensioning & Tolerance. This course provides an understanding of the basic terms and principles of Geometric Dimensioning and Tolerancing (GD&T). The course provides students with the skills and knowledge necessary to identify GD&T symbols and how to interpret those symbols.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade or better.

AERO 142 Composite Inspection. This course provides students with an understanding of the inspection process during repair procedures. Students learn the role of repair technicians in the inspection process while obtaining hands-on experience in basic Non-Destructive Testing techniques (NDT). Emphasis is placed on the importance of documentation and verification when inspecting repairs.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade or better.

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

| | |
|------------------------------|--|
| Institution: | North Idaho College |
| Program/Option Title: | Aerospace Technology – AEROSPACE CORE <i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i> |
| Degree/Certificate: | Postsecondary Technical Certificate <i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i> |
| CIP Code Number | 15.0801 |
| CIP Code Title | Aerospace Manufacturing Technology |
| TSA | To be determined |

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program.

- Demonstrate knowledge of personal and aircraft safety standards related to shop layout, equipment use, and the handling and storage of materials.
- Operate tools and equipment safely.
- Read and accurately interpret aircraft blueprints.
- Define and utilize composite terminology.
- Use a computer to word process and access the Internet.
- Demonstrate basic computation and communications skills when performing the job functions required of an aerospace composite technician.

Answer the following questions in the category/ies that apply:

NEW PROGRAM OR OPTION

1. Describe the impact this change will have on students currently enrolled in the existing program.

No students are currently enrolled in this program. This will be a new program to North Idaho College.

2. Describe the discussion with PTE and the TCLC regarding this change.

North Idaho College's PTE division and Curriculum Council are in full support of the Aerospace Technology program and the Postsecondary Technical Certificate in Aerospace Core. The Aerospace program is part of NIC's five-year program plan filed with the State. The State Division of PTE was notified when NIC received the grant.

3. Provide advisory committee/industry input supporting this change.

The Aerospace Industry in North Idaho has written letters of support for NIC to begin an Aerospace Technology program to provide a much needed skilled work force. Industry partners sit on the advisory committee who helped establish learning outcomes and guide the program development. These industry partners will continue to provide input as we develop further components for the program into the future. It is the intent that students will be provided the skills to meet the rigorous aerospace industry standards.

4. What is your plan to mitigate the impact this change will have on (1) similar secondary programs and (2) advanced learning opportunities

North Idaho College does not currently have any programs that would compete with Aerospace Technology and/or composite fabrication. The State of Idaho does not currently have a similar program.

Advanced learning opportunities will come with the ability to obtain stackable certificates and ultimately an Associate of Applied Science degree (to be developed in the future). The Aerospace Core Technology program provides in-depth instruction in the processes involved in the development and production of aircraft composites. Students will gain skills in assembly, finish work, fabrication, disassembly, complex repair techniques, and inspection of composites for quality assurance. Students will have the opportunity to receive stackable certificates which will allow for them to exit into the workforce at various points.

Students may enroll and elect to continue in the following sequence:

- Aerospace Core Postsecondary Technical Certificate; continuing on to the
- Aerospace Composite Fabrication Postsecondary Technical Certificate program; continuing on to the
- Aerospace Composite Repair/Quality Assurance Postsecondary Technical Certificate program.
- Aerospace Composite Technician Technical Certificate is achieved upon completion of all program components.

NON-SUBSTANTIVE CHANGE

(Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course (s), Delete existing course.)

1. Describe the impact this change will have on students currently enrolled in the existing program.
N/A
2. Provide advisory committee/industry input supporting this change.
N/A
3. What is your plan to mitigate the impact this change will have on (1) similar secondary programs and (2) advanced learning opportunities?
N/A

COURSE SEQUENCE**AEROSPACE CORE POSTSECONDARY TECHNICAL CERTIFICATE**

These four core competency courses are required as part of the Aerospace Composite Technician program. They may be taken as a standalone certificate of completion before entering the Aerospace Composite Postsecondary certificate program or taken simultaneously.

| FIRST SEMESTER (15 Weeks) AEROSPACE TECHNOLOGY – AEROSPACE CORE POSTSECONDARY TECHNICAL CERTIFICATE | | | |
|--|----------------------------|----------------|--------------------------|
| Course Prefix & Number | Course Title | Credits | Gen Ed/ Technical |
| AERO 110 | Safety/OSHA | 1 | Tech |
| AERO 111 | Blueprint Reading | 2 | Tech |
| MATH 022 | Technical Math | 3 | Gen Ed |
| AERO 120 | Introduction to Composites | 3 | Tech |
| Total | | 9 | |

| Summary (15 Weeks) | |
|------------------------------|----------|
| General (Academic) Education | 3 |
| Technical Credits | 6 |
| Grand Total | 9 |

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

AERO 110 Safety/OSHA. This course provides an in-depth study of the safety practices required for work in aviation and manufacturing fields. Topics include: introduction to OSHA regulations; safety tools, equipment, and use procedures; hazardous waste; and first aid and cardiopulmonary resuscitation.

Credit: 1

Lecture: 1 hour per week

Prerequisite: Must be enrolled in NIC Aerospace program

AERO 111 Blue Print Reading. This course builds basic aircraft blueprint reading skills. Topics will include: lines and symbols, orthographic drawings, views, material, form and position, title blocks, sketching, features, and sections. Students will learn a systematic approach to reading aircraft blueprints through actual manipulation of working drawings.

Credits: 2

Lecture: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program

AERO 120 Introduction to Composites. Introduction to Composites is an introductory course into the materials and processes associated with polymer composite structures, components and design. Emphasis will be placed on material properties, manufacturing processes and safety. Hands-on lab activities will supplement classroom content.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program

MATH 022 Technical Mathematics for Machining and Computer Aided Design Technologies. This course is designed as a basic math course for students in the technical programs of Machining and CNC Technology and Computer Aided Design Technology. Appropriate applications for those specific technical programs will be stressed throughout. The course will review calculator usage and explore plane and angular geometry, congruent and similar figures, circles, applications or right-triangle trigonometry, Law of Sines and Law of Cosines, vectors, and trigonometric functions.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Entry is based on an appropriate score on the placement test, either COMPASS Pre-Algebra > 32 or a grade of C- or above in MATH-015. These scores are under review—refer to the online catalog for up-to-date information.

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

| | |
|------------------------------|--|
| Institution: | North Idaho College |
| Program/Option Title: | Aerospace Technology – AEROSPACE COMPOSITE FABRICATION |
| | <i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i> |
| Degree/Certificate: | Postsecondary Technical Certificate |
| | <i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i> |
| CIP Code Number | 15.0801 |
| CIP Code Title | Aerospace Manufacturing Technology |
| TSA | To be determined |

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program.

Students will demonstrate the skills and knowledge necessary to work in various entry-level phases of the composite fabrication industry, to include:

- Demonstrate knowledge of personal and aircraft safety standards related to shop layout, equipment use, and the handling and storage of materials.
- Operate tools and equipment safely.
- Read and accurately interpret aircraft blueprints.
- Define and utilize composite terminology.
- Consistently display precision manufacturing processes such as measuring, drilling, and fabricating components.
- Demonstrate appropriate use of cutting tools.
- Attach fasteners, metal components, brackets, and fittings to composite materials with precision.
- Demonstrate proper care of composite materials.

- Function effectively within diverse groups of individuals by working within team structures on various lab projects and assignments.
- Use a computer to word process and access the Internet.
- Demonstrate basic computation and communications skills when performing the job functions required of an aerospace composite technician.

Answer the following questions in the category/ies that apply:

NEW PROGRAM OR OPTION

1. Describe the impact this change will have on students currently enrolled in the existing program.

No students are currently enrolled in this program. This will be a new program to North Idaho College.

2. Describe the discussion with PTE and the TCLC regarding this change.

North Idaho College's PTE division and Curriculum Council are in full support of the Aerospace Technology program and the Postsecondary Technical Certificate in Composite Fabrication. The Aerospace program is part of NIC's five-year program plan filed with the State. The State Division of PTE was notified when NIC received the grant.

3. Provide advisory committee/industry input supporting this change.

The Aerospace Industry in North Idaho has written letters of support for NIC to begin an Aerospace Technology program to provide a much needed skilled work force. Industry partners sit on the advisory committee who helped establish learning outcomes and guide the program development. These industry partners will continue to provide input as we develop further components for the program into the future. It is the intent that students will be provided the skills to meet the rigorous aerospace industry standards.

4. What is your plan to mitigate the impact this change will have on (1) similar secondary programs and (2) advanced learning opportunities?

North Idaho College does not currently have any programs that would compete with Aerospace Technology and/or composite fabrication. The State of Idaho does not currently have a similar program.

Advanced learning opportunities will come with the ability to obtain stackable certificates and ultimately an Associate of Applied Science degree (to be developed in the future). The Aerospace Composite Technology program provides in-depth instruction in the processes involved in the development and production of aircraft composites. Students will gain skills in assembly, finish work, fabrication, disassembly, complex repair techniques, and inspection of composites for quality assurance. Students will have the opportunity to receive stackable certificates which will allow for them to exit into the workforce at various points.

Students may enroll and elect to continue in the following sequence:

- Aerospace Core Postsecondary Technical Certificate; continuing on to the
- Aerospace Composite Fabrication Postsecondary Technical Certificate program; continuing on to the
- Aerospace Composite Repair/Quality Assurance Postsecondary Technical Certificate program.
- Aerospace Composite Technician Technical Certificate is achieved upon completion of all program components.

NON-SUBSTANTIVE CHANGE

(Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course (s), Delete existing course.)

1. Describe the impact this change will have on students currently enrolled in the existing program.

N/A

2. Provide advisory committee/industry input supporting this change.

N/A

3. What is your plan to mitigate the impact this change will have on (1) similar secondary programs and (2) advanced learning opportunities?

N/A

COURSE SEQUENCE

| FIRST SEMESTER (15 Weeks) AEROSPACE COMPOSITE FABRICATION POSTSECONDARY TECHNICAL CERTIFICATE | | | |
|---|---|-----------|-------------------|
| Course Prefix & Number | Course Title | Credits | Gen Ed/ Technical |
| AERO 110 | Safety/OSHA | 1 | Tech |
| AERO 111 | Blueprint Reading | 2 | Tech |
| MATH 022 | Technical Math | 3 | Gen Ed |
| AERO 120 | Introduction to Composites | 3 | Tech |
| AERO 121 | Composite Finish Trim | 1 | Tech |
| AERO 122 | Composite Assembly | 2 | Tech |
| AERO 123 | Composite Fabrication Methods/ Application | 2 | Tech |
| AERO 130 | Disassembly & Damage Removal/ Techniques | 1 | Tech |
| Total Credits | | 15 | |

| Summary (15 Weeks) | |
|------------------------------|-----------|
| General (Academic) Education | 3 |
| Technical Credits | 12 |
| Grand Total | 15 |

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

AERO 110 Safety/OSHA. This course provides an in-depth study of the safety practices required for work in aviation and manufacturing fields. Topics include: introduction to OSHA regulations; safety tools, equipment, and use procedures; hazardous waste; and first aid and cardiopulmonary resuscitation.

Credit: 1

Lecture: 1 hour per week

Prerequisite: Must be enrolled in NIC Aerospace program.

AERO 111 Blue Print Reading. This course builds basic aircraft blueprint reading skills. Topics will include: lines and symbols, orthographic drawings, views, material, form and position, title blocks, sketching, features, and sections. Students will learn a systematic approach to reading aircraft blueprints through actual manipulation of working drawings.

Credits: 2

Lecture: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program.

MATH 022 Technical Mathematics for Machining and Computer Aided Design Technologies. This course is designed as a basic math course for students in the technical programs of Machining and CNC Technology and Computer Aided Design Technology. Appropriate applications for those specific technical programs will be stressed throughout. The course will review calculator usage and explore plane and angular geometry, congruent and similar figures, circles, applications of right-triangle trigonometry, Law of Sines and Law of Cosines, vectors, and trigonometric functions.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Entry is based on an appropriate score on the placement test, either COMPASS Pre-Algebra > 32 or a grade of C- or above in MATH-015. These scores are under review—refer to the online catalog for up-to-date information.

AERO 120 Introduction to Composites. Introduction to Composites is an introductory course into the materials and processes associated with polymer composite structures, components and design. Emphasis will be placed on material properties, manufacturing processes and safety. Hands-on lab activities will supplement classroom content.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program

AERO 121 Composite Finish and Trim. This course provides students with an understanding of the processes used to finish trim composites parts. Topics include safety, documentation, tools, procedures and inspection. Skills learned in theory sessions are transferred to the lab through projects.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade or better.

AERO 122 Composite Assembly. This course teaches the fundamentals of joining composite structures. Adhesive bonding as well as mechanical fasteners is covered. Safety procedures are emphasized. Essential elements of this course include the preparation of holes for mechanical fasteners and surface preparation for adhesive bonding. The course consists of theory and practical application and through hands-on projects.

Credits: 2

Lecture/Lab: 4 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

AERO 123 Composite Fabrication Methods & Applications. This course teaches the fundamentals of opposite structure fabrication methods. Processes will be applied including hand lay-up, bonding, vacuum bagging and resin transfer molding. Emphasis will also be placed on composites safety and inspection/testing of composite components.

Credits: 2

Lecture/Lab: 4 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

AERO 130 Disassembly & Damage Removal Technique. This course provides students with the knowledge required to safely and effectively prepare a part for repair. In the laboratory setting, students will learn to effectively remove finish and disassemble and remove damaged composite material. Special attention is paid to developing students' tactile skills in all of these areas.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

| | |
|------------------------------|---|
| Institution: | North Idaho College |
| Program/Option Title: | Aerospace Technology – AEROSPACE COMPOSITE REPAIR AND QUALITY ASSURANCE <i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i> |
| Degree/Certificate: | Postsecondary Technical Certificate <i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i> |
| CIP Code Number | 15.0801 |
| CIP Code Title | Aerospace Manufacturing Technology |
| TSA | To be determined |

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program.

Students will demonstrate the skills and knowledge necessary to work in entry-level quality assurance positions for the composite fabrication industry, to include:

- Fabricate and repair composites using industry recognized techniques.
- Demonstrate the skills and knowledge necessary to repair composites used in the aerospace industry.
- Define and utilize composite terminology.
- Apply quality assurance techniques to composite processes.
- Consistently display precision manufacturing processes such as measuring, drilling, and fabricating components.
- Demonstrate appropriate use of cutting tools.
- Demonstrate knowledge of grounding theory, and the proper techniques for fine quality control when performing electrical bonding.
- Attach fasteners, metal components, brackets, and fittings to composite materials with precision.
- Identify and interpret basic Geometric Dimensioning and Tolerancing symbols.

- Function effectively within diverse groups of individuals by working within team structures on various lab projects and assignments.
- Use a computer to word process and access the Internet.
- Demonstrate basic computation and communications skills when performing the job functions required of an aerospace composite technician.

Answer the following questions in the category/ies that apply:

NEW PROGRAM OR OPTION

1. Describe the impact this change will have on students currently enrolled in the existing program.

No students are currently enrolled in this program. This will be a new program to North Idaho College.

2. Describe the discussion with PTE and the TCLC regarding this change.

North Idaho College's PTE division and Curriculum Council are in full support of this the Aerospace Technology program and the Postsecondary Technical Certificate in Composite Repair and Quality Assurance. The Aerospace program is part of NIC's five-year program plan filed with the State. The State Division of PTE was notified when NIC received the grant.

3. Provide advisory committee/industry input supporting this change.

The Aerospace Industry in North Idaho has written letters of support for NIC to begin an Aerospace Technology program to provide a much needed skilled work force. Industry partners sit on the advisory committee who helped establish learning outcomes and guide the program development. These industry partners will continue to provide input as we develop further components for the program into the future. It is the intent that students will be provided the skills to meet the rigorous aerospace industry standards.

4. What is your plan to mitigate the impact this change will have on (1) similar secondary programs and (2) advanced learning opportunities?

North Idaho College does not currently have any programs that would compete with Aerospace Technology and/or composite fabrication. The State of Idaho does not

currently have a similar program.

Advanced learning opportunities will come with the ability to obtain stackable certificates and ultimately an Associate of Applied Science degree (to be developed in the future). The Aerospace Composite Technology program provides in-depth instruction in the processes involved in the development and production of aircraft composites. Students will gain skills in assembly, finish work, fabrication, disassembly, complex repair techniques, and inspection of composites for quality assurance. Students will have the opportunity to receive stackable certificates which will allow for them to exit into the workforce at various points.

Students may enroll and elect to continue in the following sequence:

- Aerospace Core Postsecondary Technical Certificate; continuing on to the
- Aerospace Composite Fabrication Postsecondary Technical Certificate program; continuing on to the
- Aerospace Composite Repair/Quality Assurance Postsecondary Technical Certificate program.
- Aerospace Composite Technician Technical Certificate is achieved upon completion of all program components.

NON-SUBSTANTIVE CHANGE

(Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course (s), Delete existing course.)

1. Describe the impact this change will have on students currently enrolled in the existing program.
N/A
2. Provide advisory committee/industry input supporting this change.
N/A
3. What is your plan to mitigate the impact this change will have on (1) similar secondary programs and (2) advanced learning opportunities?
N/A

COURSE SEQUENCE

AEROSPACE COMPOSITE REPAIR AND QUALITY ASSURANCE
POSTSECONDARY TECHNICAL CERTIFICATE

| SECOND SEMESTER (15 Weeks) AEROSPACE COMPOSITE REPAIR AND QUALITY ASSURANCE POSTSECONDARY TECHNICAL CERTIFICATE | | | |
|---|------------------------------------|-----------|-------------------|
| Course Prefix & Number | Course Title | Credits | Gen Ed/ Technical |
| AERO 140 | Introduction to Quality Assurance | 3 | Tech |
| ENGL 099 | Fundamentals for Writing | 3 | Gen Ed |
| AERO 131 | Composite Repair | 2 | Tech |
| AERO 132 | Complex Composite Repair | 1 | Tech |
| AERO 133 | Electrical Bonding Repair | 1 | Tech |
| AERO 141 | Geometric Dimensioning & Tolerance | 1 | Tech |
| AERO 142 | Composite Inspection | 1 | Tech |
| Total Credits | | 12 | |

| Summary (30 Weeks) | |
|------------------------------|-----------|
| General (Academic) Education | 3 |
| Technical Credits | 9 |
| Grand Total | 12 |

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

AERO 140 Introduction to Quality Assurance. This course is designed to provide general familiarization with aircraft systems and processes. Topics include introduction to aircraft systems, aerospace regulations, Electrostatic Discharge (ESD), conformity, and process improvement. This course is designed to provide entry-level quality control technicians with the hands-on experience they will need to inspect and document aircraft systems and processes. Topics include introduction to documentation procedures, and verification of aircraft systems.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program.

ENGL 099 Fundamentals for Writing. ENGL-099 provides writing instruction that focuses on fluency, development, organization, revision, and editing/proofreading. As a part of this course, students will practice reading actively and critically, engaging in dialogues with texts, drafting essays in a format appropriate to purpose and audience, and utilizing a process approach to writing. A grade of C- or above allows the student to enroll in ENGL-101.

Credits: 3

Lecture: 3 hours per week

Prerequisite: Entry is based on an appropriate score on the placement test of either between 31-67 on the COMPASS Writing, or between 15-17 on the ACT English, or between 380-440 on the SAT Verbal, **OR** a grade of C- or above in ENGL-045

AERO 131 Composite Repair. This course provides students with the knowledge and techniques used in structural repair of aircrafts made with composite materials. Students complete multiple industry-based projects designed to challenge their skills with both wet lay-up and prepreg and resin materials.

Credits: 2

Lecture/Lab: 4 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade or better.

AERO 132 Complex Composite Repair. This course provides students with hands-on experience working with nonstructural composite repairs. Instruction includes learning how to solve problems presented in non-production atmospheres in relation to composite repairs. Students also review case studies and problem-solving models.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade or better.

AERO 133 Electrical Bonding Repair. This course provides students with the knowledge and skills used in electrical bonding composite repair. Students learn theory and application using secondary bonding techniques.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade or better.

AERO 141 Geometric Dimensioning & Tolerance. This course provides an understanding of the basic terms and principles of Geometric Dimensioning and Tolerancing (GD&T). The course provides students with the skills and knowledge necessary to identify GD&T symbols and how to interpret those symbols.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

AERO 142 Composite Inspection. This course provides students with an understanding of the inspection process during repair procedures. Students learn the role of repair technicians in the inspection process while obtaining hands-on experience in basic Non-Destructive Testing techniques (NDT). Emphasis is placed on the importance of documentation and verification when inspecting repairs.

Credits: 1

Lecture/Lab: 2 hours per week

Prerequisite: Must be enrolled in NIC Aerospace program and concurrently enrolled in or have completed AERO 120 with 2.0 grade of better.

APPENDIX A
Program Completion Requirements

| AEROSPACE COMPOSITE TECHNICIAN TECHNICAL CERTIFICATE | | | |
|--|-----|--|-----------|
| AERO | 110 | Safety/OSHA | 1 |
| AERO | 111 | Blueprint Reading | 2 |
| MATH | 022 | Technical Math | 3 |
| ENGL | 099 | Fundamentals of Writing | 3 |
| AERO | 120 | Introduction to Composites | 3 |
| AERO | 140 | Introduction to Quality Assurance | 3 |
| | | TOTAL LECTURE | 15 |
| | | | |
| AERO | 121 | Composite Finish Trim | 1 |
| AERO | 122 | Composite Assembly | 2 |
| AERO | 123 | Composite Fabrication Methods/Applications | 2 |
| AERO | 130 | Disassembly & Damage Removal Techniques | 1 |
| AERO | 131 | Composite Repair | 2 |
| AERO | 132 | Complex Composite Repair | 1 |
| AERO | 133 | Electrical Bonding Repair | 1 |
| AERO | 141 | Geometric Dimensioning & Tolerance | 1 |
| AERO | 142 | Composite Inspection | 1 |
| | | TOTAL LAB | 12 |
| | | | |
| | | TOTAL CREDIT | 27 |

APPENDIX C

NIC Survey Instrument

North Idaho College utilized Survey Monkey as the instrument used to conduct the industry needs assessment survey. The survey was required as part of the DOL grant application requirements and included collecting information related to industry information, employment forecasts, training gaps, skills need assessments, and other data needed to develop the actual proposal. The survey was sent to members of the Idaho Aerospace Alliance and other industry representatives who expressed interest and/or are existing industry partners of NIC.

The questions asked in the survey were:

- Company Name:
- Brief company description:
- Please identify the industry you represent:
- Describe the current demand for trained workers:
- What types of jobs are trained workers placed into?
- What industry recognized credentials are required for jobs at your business?
- What are the primary jobs you will be hiring for in the next 3-5 years?
- What are the minimum skills and qualifications needed for these jobs?
- What kind of training is currently available for these jobs?
- What kind of training is missing for these jobs?
- Where do you recruit your employees from?
- Who are the potential participants for training and employment, how do you recruit them?
- What do you anticipate the future demand for these workers?
- How many jobs will be available in the next year and in the next 5 years? Please Note: The grant proposal specifically requires this information, please make your best projection.
- What type of training do you anticipate needing in the next 3-5 years? (Technology trends, where is technology going and how will that affect the type of training you may need at your business.)
- Would you consider hiring graduates from North Idaho College?
- Would you consider mentoring or providing internship opportunities for NIC students?
- Would you be willing to serve on an advisory committee? This will allow continued collaboration with NIC and employers to provide support and direction for occupational and technical programs related to your industry?

Results of NIC Survey

North Idaho College utilized Survey Monkey as the instrument used to conduct the industry needs assessment survey. The survey was required as part of the DOL grant application requirements and included collecting information related to industry information, employment forecasts, training gaps, skills need assessments, and other data needed to develop the actual proposal. The survey was sent to members of the Idaho Aerospace Alliance and other industry representatives who expressed interest and/or are existing industry partners of NIC. The questions asked in the survey can be found in **Appendix B**.

In addition to the calculated employment projections, surveys and interviews revealed additional employment opportunities with the local aerospace companies. NIC has identified the aerospace industry as having the best prospects for employment growth in the next two to five years.

The results of the survey questions are summarized and highlighted in the table below:

| North Idaho College survey of Local Aerospace Industry Employment Projections | | | | |
|---|------------------------|-------------------------|---------------------------|----------------------------|
| Company | Current employees 2012 | Employee Estimates 2015 | Net increase of employees | Entry level wage (hourly)* |
| Empire Airlines, Hayden, ID | 180 | 330 | 150 | \$12 - \$17 |
| LA Aluminum, Hayden, ID | 30 | 90 | 60 | \$16 - \$25 |
| Unitech, Hayden, ID | 110 | 210 | 100 | \$11 - \$18 |
| Quest Aviation, Sandpoint, ID | 160 | 210 | 50 | \$12.55 |
| Cygnus, Inc., Sandpoint, ID | 104 | 154 | 50 | \$8.40 - \$28 |
| Tamarack Aerospace Group, Sandpoint, ID | 10 | 160 | 150 | \$13 - \$23 |
| Aerocet, Priest River, ID | 34 | 84 | 50 | \$10 - 20 |
| Totals | 628 | 1238 | 610 | \$22.65** |
| *Jobs also include fringe benefits – medical, retirement, vacation, etc. | | | | |
| ** mean entry level wage | | | | |
| Source: North Idaho College Community Outreach | | | | |

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

SUBJECT

Board Policy V.M. Intellectual Property – Second Reading

REFERENCE

| | |
|---------------|--|
| October 2010 | Board approved first reading of proposed amendments to Board Policy V.M. |
| December 2010 | Board approved second reading of proposed amendments to Board Policy V.M. and requested the institutions bring forward their individual technology transfer policies to the Board for approval within 12 months. |
| June 2012 | Board considered the institution's internal technology transfer policies and referred the issue to the IRSA Committee. |
| April 2013 | Board approved first reading of proposed amendments to Board Policy V.M. |

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

At the April 2013 Board meeting the Board expressed concern that the policy covers all types of intellectual property as well as language regarding institution employee's assignment of ownership rights. Amendments made between the first and second reading are intended to address the concerns expressed by the Board. Additionally a new section was added to the Licensing Guidelines specific to the assignment of ownership of institution intellectual property.

IMPACT

The proposed changes to the policy include the incorporation of the licensing guidelines and will further clarify the Board's intent in regard to the transfer of technology developed at the institutions. Following approval of the second reading of Board policy V.M. the institutions will bring forward their internal policies for Board approval.

ATTACHMENTS

| | |
|--|--------|
| Attachment 1 – Board Policy V.M. – Second Reading. | Page 3 |
| Attachment 2 – Institution Technology Licensing Guidelines | Page 8 |

STAFF COMMENTS AND RECOMMENDATIONS

The universities' general counsels and Vice Presidents of Research have worked collaboratively to bring forward the proposed amendments and licensing guidelines for Board consideration. Changes have been made to the policy between the first and second readings to incorporate comments made by Board members at the April 2013 Board meeting.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

Additional comments were received from Idaho State University expressing concern that the proposed amendments still do not adequately clarify that is acceptable to license intellectual property to companies that will not directly make, market and sell products and services, but instead facilitate the development and marketing of technology by further licensing. Due to the timing of receiving this agenda item there was adequate time to get consensus from the group on additional changes prior to finalizing the documents for the Board meeting. Staff from the institutions will be available to discuss whether or not there is a need to further clarify section 4.a.ii. as noted by Idaho State University.

The Board may also want to note that the guidelines, section 6, include language indicating that equity in a company be accepted in part as fair consideration to the institution for granting commercial licensing rights. This is not entirely consistent with the objectives listed in section 1 of the policy and may be in conflict with Article VIII, Section 2(1) of the State Constitution.

Staff recommends approval of the policy with deletion of the reference to obtaining equity in the Guidelines. Once the Board has established the direction they want to go in this and the involvement of the institutions in other business enterprises then additional amendments could be made to Board Policy V.M. to bring them into alignment.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy Section V.M. Intellectual Property and the Institution Technology Licensing Guidelines as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: M. Intellectual Property

~~December 2010~~June 2013

1. Objectives and Purposes

The State Board of Education, on behalf of the state of Idaho, and the Board of Regents, on behalf of the University of Idaho, (hereinafter collectively referred to as the "Board") intellectual property, including patentable inventions and copyrightable works, may be the natural outgrowth of the educational, research, and outreach missions of Idaho's postsecondary education institutions. The Board is dedicated to promoting the beneficial use of such intellectual property for Idaho and the nation. This intellectual property policy seeks to balance the institutional obligations to preserve open access and inquiry with the concomitant obligation to foster and advance the dissemination and use of institutional intellectual property for the public benefit, which may occur through development of protectable discoveries and inventions through rigorous scientific investigation and research, and the development, acquisition, and licensing of patents and other intellectual property for the economic growth and development of Idaho and the nation.

In furtherance of this objective, institutions ~~shall in accordance with the Idaho Institution Licensing Guidelines, adopted by the Board June 2013, when~~ assigning, transferring, selling or licensing inventions, or patents or other intellectual property owned by the institutions, shall do so:

- a. to entities that make, market and sell products or services or that contractually agree to do so in connection with the licensed or transferred intellectual property;
- b. where the primary purpose of such assignment, transfer, sale or license directly aids and promotes the further development and commercialization of licensed products or services by such entity, and is not intended primarily for the purpose of further licensing or sublicensing such invention or patent to third parties for monetary gain only;
- c. where necessary for the institution to perform or have performed sponsored research or other institutional activities, including compliance with applicable requirements of law or contract associated with such research or other activity; or
- d. where the transferee is a non-profit entity engaged in research and education and the assignment, transfer, sale or license promotes further research and education for the public good and does not unduly impact use of the intellectual property to contribute to economic growth and development.

Any such transfer of institution intellectual property shall be made in accordance with the Idaho Institution Technology Licensing Guidelines, adopted by the Board June 2013.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

2. Intellectual Property

- a. Definition. Intellectual property includes, but is not limited to, any invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, plant variety, research data, mark, design, mask work, work of authorship, and computer software regardless of whether subject to protection under patent, trademark, copyright or other laws.
- b. Claim of ownership interest. The Board, on behalf of the state of Idaho, through and by Idaho's postsecondary educational institutions under the governance of the Board (hereinafter referred to as "institutions") claims ownership of any intellectual property developed under any of the following circumstances:
 - i. Arising from any work performed by an employee of any institution during the course of their duties to the institution;
 - ii. Arising from any use by an employee of an institution or other person use of Board or institution resources not openly available to members of the general public including, but not limited to, laboratories, studios, equipment, production facilities, office space, personnel, or specialized computing resources; or
 - iii. Arising from any work performed by an employee of an institution under contract in a program or project sponsored by an institution or between institutions or a closely related research foundation.
- c. Disclaimer of ownership interest. The Board claims no ownership interest in any intellectual property developed by the employee(s) or other person(s), including but not limited to contractor(s) of an institution under the following circumstances:
 - i. When the work is performed outside the assigned duties of the employee/other person; and
 - ii. When the employee/other person is without benefit of Board or institution facilities except libraries.
- d. Policy review. Institutional policies setting out technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties, as well as amendments thereto, must be submitted to the Board for its review and approval.
- e. Condition of employment - Institution employees and contractors ~~must~~, as a condition of employment or contract, ~~agree and shall~~ adhere to this policy and the Board approved institutional policy on intellectual property shall assign to the institution all right, title, and interest in intellectual property to which the Board claims ownership under this policy or the institution claims ownership under its

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

institutional policy and shall assign any related applications for legal protection of such intellectual property.

3. Copyrights

- a. Notwithstanding Section 2.c. of this Policy, when institution employees/other persons are specially ordered or commissioned to produce specific work, the institution reserves the right to seek and obtain registration of copyright for such works in the name of the state of Idaho or the institution or to use such work without securing a copyright registration.
- b. Except as noted in Section 3.a. above, neither the Board nor any institution is required to claim an ownership interest in works submitted for publication, performance or display by institution employees/other persons. Instead, institutions subject to this policy may elect, by contract or institutional policy, to claim an interest in copyrightable material produced, in whole or part, by their employees or other persons subject to this policy. Institutional policy shall provide for institutional ownership in circumstances including, but not limited to, the following:
 - i. In cases of specific contracts providing for institutional ownership,
 - ii. In cases where the constituent institution or sponsor may employ personnel for the purpose of producing a specific work,
 - iii. Where institutional ownership is deemed necessary in order to reflect the contribution of the institution to the work, or
 - iv. Where a sponsored agreement requires institutional ownership.

4. Intellectual Property Transfer

- a. The Board delegates to the institutions the right to transfer, convey, license, or disclaim, in accordance with the Institution Technology Licensing Guidelines, rights in intellectual properties developed within each respective institution. This policy allows the institutions to effect knowledge transfer and foster economic growth and development. Under this policy, each respective institution may:
 - i. Grant any or all intellectual property rights to affiliated research foundations for further development or transfer.
 - ii. Sell, assign, transfer, or exclusively or non-exclusively license intellectual property rights owned by the institution to for-profit, non-profit, and/or governmental entities that make, market and sell products or services or that contractually agree to do so in connection with the transferred or licensed intellectual property, or where the primary purpose of such assignment, transfer, sale or license directly aids and promotes the further development of

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

the intellectual property or commercialization of products or services or the underlying intellectual property by such entity. However, such assignment, transfer, sale or license to third parties must not be for ~~the sole or primary purpose of bringing an infringement action~~ monetary gain only.

- iii. Sell assign, transfer, or exclusively or non-exclusively license to institution employees or other persons subject to this policy.
 - iv. Collect and disburse license payments in accordance with institutional policy to inventors and their departments and colleges, as well as to their institutions.
 - v. Permit institutional employees the right to participate in ownership and governance of for-profit, non-profit, and/or governmental entities that licensed institutional intellectual property to produce and market products and technology based on or derived from the licensed the intellectual property, subject to the conflict of interest policies set forth in Idaho State Board of Education Governing Policies and Procedures, Section I.G. and II.Q.
- b. Each institution shall develop an institutional policy on technology transfer. At a minimum, an institution's policy shall include:
- i. The name of the institutional position (or office) with the authority and responsibility for carrying out the policy and binding the institution contractually.
 - ii. Policy and plans for patent acquisition (i.e., who initiates, who pays the lawyers, and an enumeration of the duties, responsibilities, and a process for settling debates).
 - iii. 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).
 - iv. The requirement that institution employees and other persons subject to this Board policy make a present assignment to the institution of rights, including future rights, in intellectual property to which the Board claims ownership by this policy and/or the institution claims ownership by its institutional policy and in any related applications for legal protection of such intellectual property.
- c. At the request of the Board the appropriate officer of each institution shall report on technology transfer activities that have occurred at the institution and the general effectiveness of the institution in deploying technology. Institutions should report performance data through the annual Association of University Technology Licensing survey. The report shall also indicate whether any employees of the institution or its respective research foundation have a financial

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

interest in the entity to which the intellectual property rights were conveyed. Terms of any license or technology transfer contract will be made available in confidence upon request for inspection by the Board.

Idaho State Board of Education
Institution Technology Licensing Guidelines

Adopted June 2013

The Idaho State Board of Education (Board) recognizes that institutions must share intellectual property with the public for the betterment of society. To provide a set of operating guidelines for such technology transfer, the Board has adopted these guidelines, derived from the “Nine Points” publication produced by the Association of Institution Technology Managers (AUTM) and the “University Licensing Guidelines” adopted by the Regents of the University of California.

The College and Universities under the Board’s governance (hereinafter collectively “institutions” or “institution”) share certain core values that can and should be maintained to the fullest extent possible in all technology transfer agreements. The purpose of licensing institution intellectual property (IP) rights and materials is to: encourage the practical application of the results of institution research by industry for the broad public benefit; meet our obligations to sponsors of institution research; build research relationships with industry partners to enhance the research and educational experience of researchers and students; stimulate commercial uptake and investment; stimulate economic development; and ensure an appropriate return of taxpayer investments in institution research. Financial returns from technology licensing provide additional support for research and education, an incentive for faculty retention, and support of the institution technology transfer program. Institutions are charged to pursue these objectives in licensing institution IP. In carrying out these objectives, institutions are called upon to make complex licensing decisions based upon a multiplicity of facts and circumstances and by applying their professional experience, in consideration of the following guidelines. It is incumbent of the institutions to analyze each licensing opportunity individually in a manner that reflects the business needs and values of their institution, but at the same time, to the extent appropriate, also to bear in mind the concepts articulated herein when crafting agreements with industry. Multiple factors must be considered in each transaction, such as: the nature and stage of development of the technology; the breadth and complexity of the potential fields of use; the product development path and timeline; the extent of intellectual property protection; the relevant markets and market niches; specific campus practices; unique needs of prospective licensees; ethical considerations for the use of future products; and emerging issues, among other elements. All factors require careful consideration in developing a relationship with a prospective licensee, and the institution needs flexibility to address each of these issues. Further, the result of any one licensing decision may or may not be appropriate to another similar situation, as changes in knowledge and individual factors should be taken into consideration for each case-specific circumstance.

In all cases, the institution reserves the right, to the fullest extent permitted by Board policy and law, to exercise its discretion over decisions regarding its choice of licensee, the extent of rights licensed, and/or a refusal to license to any party.

GUIDELINES

1. The primary objective in developing a patenting and licensing strategy for an invention should be to support the education, research, and public benefit mission of the institution.

The institution recognizes the need for and desirability of broad utilization of the results of institution research, not only by scholars but also for the general public benefit, and acknowledges the importance of the patent system in providing incentives to create practical applications that achieve this latter goal.

In addition, with respect to federally-funded inventions (which comprise a large portion of the institution's invention portfolio), the Bayh-Dole Act (35 U.S.C. 200-212) requires the institution's use of the patent system to promote the utilization of inventions arising from federally supported research, to encourage maximum participation of small business firms, to promote collaboration between commercial concerns, nonprofits and universities and to promote free enterprise without unduly encumbering future research and discovery. As such, the institution is responsible for crafting a technology management strategy that supports the education, research, and public service mission of the institution. This requires establishing a balance of priorities between the timely transfer of technology to industry for commercialization while preserving open access to research results for use by the institution and the research community.

A primary licensing decision is whether to license exclusively or non-exclusively. The institution should consider licensing either non-exclusively, or exclusively within specific fields-of- use when an invention is broad in scope and can be used in multiple industries as well as for a platform technology that could form the basis of new industries. In general, institutions should consider granting exclusive licenses to inventions that require significant investment to reach the market or are so embryonic that exclusivity is necessary to induce the investment needed to develop and commercialize the invention or when the technology requires a company willing to dedicate financial resources and the additional research to realize the commercial potential. Finally, as noted below, exclusive licensing must have performance milestones connected to the continuation of such exclusivity.

Alternatively, an exclusive "field-of-use" license is a way to create market incentives for one company while enabling the institution to identify additional licensees to commercialize the invention in additional markets. In some cases, a limited-term exclusive license that converts to a non-exclusive license can be an effective strategy to meet the public benefit objective. Further, special consideration should be given to the impact of an exclusive license on uses of a technology that may not be appreciated at the time of initial licensing. A license grant that encompasses all fields of use for the life of the licensed patent(s) may have negative consequences if the subject technology is found to have unanticipated utility. This possibility is particularly troublesome if the licensee is not able or willing to develop the technology in fields outside of its core business. Institutions are encouraged to use approaches that balance a licensee's legitimate commercial needs against the university's goal (based on its educational mission and the public interest) of ensuring broad practical application of the fruits of its research programs.

Finally, the licensing strategy should ensure prompt broad access to unique research resources developed by the institution. To preserve the ability of the institutions to perform research, ensuring that researchers are able to publish the results of their research in dissertations and peer-reviewed journals and that other scholars are able to verify published results without concern for patents, the institution should consider reserving rights in all fields of use, even if the invention is licensed exclusively to a commercial entity, for themselves and other non-profit and governmental organizations. This is designed to practice inventions and to use associated information and data for research and educational purposes, including research sponsored by commercial entities and to transfer research materials and results to others in the non-profit and governmental sectors. Clear articulation of the scope of reserved rights is critical.

2. Institution must meet existing third party obligations

Research projects increasingly involve a multiplicity of third party agreements and relationships. For some inventions, the institution will have existing licensing obligations to a company or other research partner based upon contractual commitments made under sponsored research, material transfer, database access, inter-institutional, or other third-party IP agreements. Institutions shall seek to identify all licensing obligations to third parties so that such obligations can be met. While the inventor(s) should be required to identify these obligations at the time of disclosure to the institution, the institution is encouraged to verify the completeness or accuracy of the inventor(s) obligations.

Direct discussions with the inventor(s) and/or review of system-wide and local contract and grant databases may help determine whether the appropriate agreements are identified. Careful review of these agreements is critical to understanding the nuances of any third party obligations. Copies of any relevant agreements should be retained in the licensing file for future reference and to document the basis for decisions affecting the status of such third party obligations.

In addition, the institution should evaluate any other factors that may affect the institution's right to license the invention. The institution should investigate whether an inventor's disclosed invention entails a possible claim to prior ownership rights by a third party based upon the inventor's previous or current outside activities, for example, consulting arrangements, visiting scientist agreements, inventor start-up companies, and other contract obligations, particularly in light of court decisions (e.g. *Stanford v. Roche*, Fed Cir., 2009).

3. The selected licensee should be capable of bringing the invention to the marketplace and the license should be structured in a manner that encourages technology development and use.

The institution should seek licensees capable of bringing the invention to the marketplace in a timely manner. While often only one potential licensee comes forward for any given institution invention, the institution should nevertheless assess the potential licensee's technical, managerial and financial capability to commercialize the technology. From a programmatic perspective, licensing preference should be given to small business concerns, when appropriate, pursuant to federal law and regulations, provided such small businesses appear capable of bringing the technology to the marketplace.

Institutions should use care when licensing multiple technologies, invention portfolios, or a single technology with multiple variant applications to a single commercial organization to ensure that the licensing strategy meets the institution's desire to maximize public benefit.

In selecting a licensee, the institution, should consider whether the potential licensee:

- has a general business plan that delineates a clear strategy to commercialize the invention
- has or can secure the technical, financial and personnel resources to develop and commercialize the invention in a timely manner
- has experience relevant to developing and commercializing the invention
- has appropriate marketing capabilities
- possesses a strong desire and commitment to make the product/technology a success
- is able to meet any regulatory requirements needed to commercialize the technology
- has, or can develop sufficient capacity to satisfy the market demand for the technology
- demonstrates commitment to the institution's invention in light of other technologies competing for resources in the company
- has goals that generally align with those of the institution with respect to public benefit

The institution should obtain and retain documents that address the licensee's ability to bring the technology to the market. In the case of a start-up company, not all factors necessary to commercialize the technology may be present at the outset. The institution should consider whether the start-up has an appropriate level of resources and technical capabilities, given the development stage of the company and the nature of the invention, as well as whether the start-up has the potential to acquire the necessary resources to successfully develop and market the technology in a timely manner.

Institutions also need to be mindful of the impact of granting overly broad exclusive rights and should strive to grant just those rights necessary to encourage development of the technology. Performance milestones are a necessary part of any license, and are even more important in exclusive licenses.

In situations where an exclusive license is warranted, it is important that licensees commit to diligently develop the technology to protect against a licensee that is unable or unwilling to move an innovation forward. In long-term exclusive licenses, diligent development should be well-defined and regularly monitored during the exclusive term of the agreement and should promote the development and broad dissemination of the licensed technology. Ideally, objective, time-limited performance milestones are set, with termination or non-exclusivity (subject to limited, but reasonable, cure provisions) as the penalty for breach of the diligence obligation.

Another means of ensuring diligent development, often used in conjunction with milestones, is to require exclusive licensees to grant sublicenses to third parties to address unmet market or public health needs ("mandatory sublicensing") and/or to diligently commercialize new applications of the licensed rights. Such a requirement could also be implemented through a reserved right of the licensor to grant direct licenses within the scope of the exclusive grant to third parties based on unmet need. In such situations, it is important to ensure that the parties have a common

understanding of what constitutes a new application or unmet need for the purpose of implementing such a provision.

3.A. Future Improvements

Although licensees often seek guaranteed access to future improvements on licensed inventions, the obligation of such future inventions may effectively enslave a faculty member's research program to the company, thereby exerting a chilling effect on their ability to receive corporate and other research funding and to engage in productive collaborations with scientists employed by companies other than the licensee – perhaps even to collaborate with other academic scientists. In particular, if such future rights reach to inventions made elsewhere in the university, researchers who did not benefit from the licensing of the original invention may have their opportunities restricted as well, and may be disadvantaged economically relative to the original inventors if the licensing office has pre-committed their inventions to a licensee.

For these reasons, exclusive licensees should not automatically receive rights to “improvement” or “follow-on” inventions. Instead, as a matter of course, licensed rights should be limited to existing patent applications and patents, and only to those claims in any continuing patent applications that are (i) fully supported by information in an identified, existing patent application or patent and (ii) entitled to the priority date of that application or patent.

In the rare case where a licensee is granted rights to improvement patents, it is critical to limit the scope of the grant so that it does not impact uninvolved researchers and does not extend indefinitely into the future. It is important to further restrict the grant of improvements to inventions that are owned and controlled by the licensor institution - i.e., (i) not made by the inventor at another institution, should they move on or (ii) co- owned with, or controlled by, another party. One refinement to this strategy would be to limit the license to inventions that are dominated by the original licensed patents, as these could not be meaningfully licensed to a third party, at least within the first licensee's exclusive field. As was discussed earlier, appropriate field restrictions enable the licensing not only of the background technology, but also of improvements, to third parties for use outside the initial licensee's core business. In all cases, a license to improvements should be subject to appropriate diligent development requirements.

It should be recognized, however, that not all “improvements” have commercial potential (for example, they may not confer sufficient additional benefit over the existing technology to merit the expense of the development of new or modified products), in which case a licensee might not wish to develop them. In general, it may be best simply not to patent such improvements.

4. The license agreement should include diligence terms that support the timely development, marketing, and deployment of the invention.

The institution should include diligence provisions in a license agreement to ensure that the licensee develops and commercializes the invention in a timely manner, especially when an invention is exclusively licensed. The institution's commitment to public benefit is not met by allowing an invention to languish due to a licensee's lack of commitment, “shelving” the technology to protect its competing product lines, or inadequate technical or financial resources.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

Appropriate diligence provisions are invention-specific and will vary depending on the circumstances. Common diligence obligations that an institution should consider include:

- the amount of capital to be raised (for a start-up) or the amount of funding committed (for an existing business) by the company to support the technology's development.
- specific dates by which the licensee must achieve defined milestones, such as: secure levels of regulatory approval; make a working prototype; initiate beta testing of a licensed product; receive formal market/customer feedback; achieve specific prototype performance thresholds (such as efficiency or size); establish a production facility; first sell the commercial product; or achieve a certain level of sales.

To ensure that the institution continues to manage its technologies as assets for the public's benefit, clearly defined diligence provisions allow verification of the licensee's compliance with its diligence obligations. Therefore, the licensing agreement language should be sufficiently specific so that both parties can determine whether the diligence obligations have been met. Further, the license should provide a remedy for failure to meet diligence obligations, such as termination of the license or, in the case of an exclusive license, a reduction to a non-exclusive license.

5. The license agreement should be approved as to legal integrity and consistency.

In order to ensure that the institution has the right to enter into licensing discussion, the institution should ensure that the inventors have signed an agreement that acknowledges the institution's patent policy, and institution claim of ownership of inventions under the Policy, and/or an actual Assignment Agreement that confirms the institution's ownership in the invention and that includes a present assignment of invention rights.

In determining the rights that can be granted in a license agreement, the institution should ask the inventors about past and present sponsors of their research, material providers, and independent consulting and other agreements (e.g., visitor, confidentiality, etc.) they have signed that could be related to the invention to determine if conflicting obligations exist between such agreements and the proposed license.

The institution shall ensure that the provisions of the license agreement are reviewed and approved by the institution Office of General Counsel, and comply with institution policies with regard to legal integrity and consistency, including the following concerns:

5.A. Use of Name:

The institution shall ensure that the license agreement prohibits the use of the institution's name, or the names of its employees, to promote the licensee or its products made under the license agreement, unless specifically approved by authorized institution personnel. The license may provide limited use of the institution's name where required by law, to give effective legal notice such as a copyright mark, or to make a statement of fact regarding the origin of plant material.

5.B. Indemnification:

The institution shall ensure that the license agreement contains an indemnification provision under which the licensee assumes all responsibility for any product or other liability arising from the exercise of the license covering the invention. The licensee should assume all responsibility as it has complete control over product development while the institution only provides rights under the patents it holds.

5.C. Limitation of Liability:

The institution shall ensure that the license agreement contains a provision that limits the institution's liability for any damages that may result from the licensee's acts under the license agreement (e.g., intellectual property infringement, lost profits, lost business, cost of securing substitute goods, etc.).

5.D. Insurance:

The institution shall ensure that the license agreement requires the licensee to carry sufficient insurance or have an appropriate program of self-insurance to meet its obligations to protect the institution, and provide evidence of such.

5.E. Limited Warranty:

The institution shall ensure that the license agreement contains a limited warranty provision stating that nothing in the license shall be construed as (i) a warranty or representation regarding validity, enforceability, or scope of the licensed patent rights; (ii) a warranty or representation that any exploitation of the licensed patent rights will be free from infringement of patents, copyrights, or other rights of third parties; (iii) an obligation for the institution to bring or prosecute actions or suits against third parties for patent infringement except as provided in the infringement provision of the license; (iv) conferring by implication, estoppel, or otherwise any license or rights under any patents or other rights of institution other than the licensed patent rights, regardless of whether such patents are dominant or subordinate to the licensed patent rights; and (v) an obligation to furnish any new developments, know-how, technology, or technological information not provided in the licensed patent rights.

5.F. Patent Prosecution:

The institution shall ensure that the license agreement contains a patent prosecution provision that stipulates the institution will diligently prosecute and maintain the patent rights using counsel of its choice who will take instructions solely from the institution. The institution will use reasonable efforts to amend any patent application to include claims requested by the Licensee. For an exclusive license, all such costs will be borne by the licensee. For non-exclusive licenses, a common practice is for each licensee to pay a pro-rata share of such costs.

5.G. Patent Infringement:

The institution shall ensure that an exclusive license agreement contains a patent infringement provision that stipulates that neither the institution nor the licensee will notify a third party (including the infringer) of infringement or put such third party on notice of the existence of any patent rights without first obtaining consent of the other party; with additional language that addresses infringement notification process, participation, control and prosecution of the suit, and payment of costs and sharing of awarded damages.

5.G.1. Infringement Action Considerations

In considering enforcement of their intellectual property, it is important that universities be mindful of their primary mission to use patents to promote technology development for the benefit of society. All efforts should be made to reach a resolution that benefits both sides and promotes the continuing expansion and adoption of new technologies. Litigation is seldom the preferred option for resolving disputes.

However, after serious consideration, if a university still decides to initiate an infringement lawsuit, it should be with a clear, mission-oriented rationale for doing so- one that can be clearly articulated both to its internal constituencies and to the public. Ideally, the university's decision to litigate is based on factors that closely track the reasons for which universities obtain and license patents in the first place, as set out elsewhere in this paper. Examples might include:

- Contractual or ethical obligation to protect the rights of existing licensees to enjoy the benefits conferred by their licenses; and
- Blatant disregard on the part of the infringer for the university's legitimate rights in availing itself of patent protection, as evidenced by refusal on the part of the infringer to negotiate with or otherwise entertain a reasonable offer of license terms.

5.G.2. Patent Aggregators and "Flippers"

As is true of patents generally, the majority of university-owned patents are unlicensed. With increasing frequency, university technology transfer offices are approached by parties who wish to acquire rights in such 'overstock' in order to commercialize it through further licenses. These patent aggregators typically work under one of two models: the 'added value' model and the so-called 'patent troll' model.

Under the added value model, the primary licensee assembles a portfolio of patents related to a particular technology. In doing so, they are able to offer secondary licensees a complete package that affords them freedom to operate under patents perhaps obtained from multiple sources. As universities do not normally have the resources to identify and in-license relevant patents of importance, they cannot offer others all of the rights that may control practice (and, consequently, commercialization) of university inventions. By consolidating rights in patents that cover foundational technologies and later improvements, patent aggregators serve an important translational function in the successful development of new technologies and so exert a positive force toward commercialization. For example, aggregation of patents by venture capital

groups regularly results in the establishment of corporate entities that focus on the development of new technologies, including those that arise from university research programs. To ensure that the potential benefits of patent aggregation actually are realized, however, license agreements, both primary and secondary, should contain terms (for example, time-limited diligence requirements) that are consistent with the university's overarching goal of delivering useful products to the public.

In contrast to patent aggregators who add value through technology-appropriate bundling of intellectual property rights, there are also aggregators (the 'patent trolls') who acquire rights that cut broadly across one or more technological fields with no real intention of commercializing the technologies. In the extreme case, this kind of aggregator approaches companies with a large bundle of patent rights with the expectation that they license the entire package on the theory that any company that operates in the relevant field(s) must be infringing at least one of the hundreds, or even thousands, of included patents. Daunted by the prospect of committing the human and financial resources needed to perform due diligence sufficient to establish their freedom to operate under each of the bundled patents, many companies in this situation will conclude that they must pay for a license that they may not need. Unlike the original patent owner, who has created the technology and so is reasonably entitled to some economic benefit in recognition for its innovative contribution, the commercial licensee who advances the technology prior to sublicensing, or the added value aggregator who helps overcome legal barriers to product development, the kind of aggregator described in this paragraph typically extracts payments in the absence of any enhancement to the licensed technology. Without delving more deeply into the very real issues of patent misuse and bad-faith dealing by such aggregators, suffice it to say that universities would better serve the public interest by ensuring appropriate use of their technology by requiring their licenses to operate under a business model that encourages commercialization and does not rely primarily on threats of infringement litigation to generate revenue.

A somewhat related issue is that of technology 'flipping', wherein a non-aggregator licensee of a university patent engages in sublicensing without having first advanced the technology, thereby increasing product development costs, potentially jeopardizing eventual product release and availability. This problem can be addressed most effectively by building positive incentives into the license agreement for the licensee to advance the licensed technology itself – e.g., design instrumentation, perform hit-to-lead optimization, file an IND. Such an incentive might be to decrease the percentage of sublicense revenues due to the university as the licensee meets specific milestones.

5.H. Third Party Obligations and Conflicts of Interest:

Technology transfer offices should be particularly conscious and sensitive about their roles in the identification, review and management of conflicts of interest, both at the investigator and institutional levels. Licensing to a start-up founded by faculty, student or other university inventors raises the potential for conflicts of interest; these conflicts should be properly reviewed and managed by academic and administrative officers and committees outside of the technology transfer office. A technology licensing professional ideally works in an open and collegial manner with those directly responsible for oversight of conflicts of interest so as to ensure that

potential conflicts arising from licensing arrangements are reviewed and managed in a way that reflects well on their university and its community. Ideally, the university has an administrative channel and reporting point whereby potential conflicts can be non-punitively reported and discussed, and through which consistent decisions are made in a timely manner.

5.I. Export Controls

Institution technology transfer offices should have a heightened sensitivity about export laws and regulations and how these bodies of law could affect university licensing practices. Licensing “proprietary information” or “confidential information” can affect the “fundamental research exclusion” (enunciated by the various export regulations) enjoyed by most university research, so the use of appropriate language is particularly important. Diligence in ensuring that technology license transactions comply with federal export control laws helps to safeguard the continued ability of technology transfer offices to serve the public interest.

6. The institution should receive fair consideration in exchange for the grant of commercial licensing rights.

The institution should ensure that institution receives fair consideration for commercial licenses of its inventions (as public assets created using public funds, supplies, equipment, facilities, and/or staff time) to private entities. Generally, the value of the consideration received by the institution should be based on the licensee’s sale or distribution of licensed products or licensed services by the licensee. Other factors that impact the negotiation of the institution’s consideration may include:

- the type of technology and industry
- the stage of development and market consideration
- the perceived value to the licensee’s business and competitive position (“must-have” vs. “nice-to-have”)
- the market potential, contribution of the technology to market penetration, and market sector dynamics (i.e. growing, static, declining?)
- the projected cost and risk of product development and marketing
- the competitive advantage over alternative products; is the invention a seminal “game-change” one or an incremental improvement?
- the likelihood of competing technologies
- the net profit margin of the anticipated product
- comparable prices for similar technologies or products
- the scope and enforceability of the institution’s patent claims, extent of freedom-to- operate required, and years remaining on patent term
- the projected decrease in the cost of production or R&D expenditures
- the scope of license (exclusive/nonexclusive, narrow/broad fields of use, U.S./non- U.S.)
- the opportunity for accelerated time to market based upon the necessity for meeting a critical public need.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

In general, the fair consideration to the institution should be in cash, but other forms of consideration may be accepted in partial lieu of cash fee(s) such as equity in the company (discussed below). The form of such consideration negotiated by the institution may vary widely based on case-specific factors.

The institution should consider including some or all of the following elements as part of the consideration:

6.A. Reimbursement of institution's patent costs:

The licensee pays for domestic and/or foreign patent applications either through an up-front fee that covers past and future costs and/or through a requirement to reimburse past, present and future costs upon invoicing by the institution. Where the technology is licensed to multiple parties, reimbursement may be done on a pro-rata basis. Full reimbursement by an exclusive licensee is standard institution practice.

6.B. License Issue fee:

The licensee pays a fee to the institution upon final execution of the license agreement either in a lump sum or on an agreed upon schedule. The amount of this fee should reflect the value of the invention at the time it is made available to the licensee. Such fees range widely, depending on the circumstance. Under some circumstances, the issue fee for small companies or start-ups may be partially postponed until sufficient investment capital is secured, or may be replaced in part by the institution's acceptance of equity in the company (see *Equity* below).

6.C. Running royalties:

The licensee pays ongoing consideration to the institution in the form of a running (or earned) royalty, typically calculated as a percentage of net sales or use of licensed products or services that incorporate the technology. Such royalties should not be "capped" at a pre-determined dollar level, as the institution should share fully in the success of any commercial use of technology made available to the licensee. In some rare cases, a running royalty value may be difficult to assess due to the particular market and the type of products being developed. In such cases a fixed amount for each unit of licensed product sold or a one-time or annual fee may be contemplated, where the fee should reflect the value of the invention over the projected length of patent protection (both U.S. and foreign).

6.D. Annual maintenance fee/minimum annual royalty:

The licensee pays an annual license maintenance fee which serves as a form of diligence and represents the licensee's continuing interest in and a financial commitment to commercialize the invention. A minimum annual royalty begins in the first year of commercial sales and serves not only as a diligence obligation but also incentivizes the licensee to achieve sales generating royalties that meet or exceed the minimum annual royalty. Typically, annual maintenance fees cease after commercial sales begin when they are replaced by the minimum annual royalty. Minimum annual royalties, if paid in advance, are generally creditable against the running

royalty due that year. The institution may use these fees singly, in combination, or not at all as judgment dictates, however, including such fees not only creates diligence obligations but also provides annual income to support the institution's research and education mission.

6.E. Sublicensing fees:

Under an exclusive license where the licensee is permitted to transfer rights to third parties (a sublicense), the licensee pays the institution consideration for sales or use of licensed products or services by its sublicensees. The institution should receive a fair share of all consideration, including royalty and non-royalty income, received by the licensee from the sublicensee. It is institution practice not to include sublicensing rights under its non-exclusive licenses as the granting of such rights could place the licensee in direct licensing competition with the institution, except in those cases where the sublicensee's activities are necessary for the sublicensor to commercialize the licensed technology (e.g. sublicensee is a contract research organization or contract manufacturer providing a vital component to the sublicensor necessary for the licensed technology, etc.).

6.F. Equity:

To encourage commercialization of institution technology, the institution may accept equity in a company as partial consideration for invention licensing in a manner consistent with Board and institution policies. This option may be particularly useful in working with small or startup companies where financial considerations limit the company's and its investors' willingness to pay cash to the university for licensing costs, such as license issue fees and annual maintenance fees. When accepting equity, institutions should consider the risk-adjusted value of equity and the potential loss of value associated with dilution of equity.

6.G. Other:

The institution may negotiate forms of consideration other than those described above, such as milestone payments upon the completion of certain licensed product development events or upon financing or investment triggers (e.g., investment rounds, merger or acquisition, or a public stock offering). Other unique exchanges of value occasionally may be appropriate forms of fair consideration. The institution should note, however, that such non-monetary forms of consideration (other than equity) fall outside the royalty-sharing provisions of the institution Patent Policy. The institution should take care to not designate research funding as a form of consideration in a license as license income is subject to the royalty-sharing provisions of the institution Patent Policy whereas research funding is not consideration for a license but is fixed at a level to pay for the cost of conducting the research (*Singer v. The Regents*, 1996).

Finally, the institution should be aware that "overly-aggressive" negotiation of financial consideration may impede commercialization of an invention and may not be consistent with certain research sponsor guidelines (e.g., Federal, State, or non-profit extramural sponsorship policies). However, undervaluing a commercial license reduces the additional monetary support for research and education and compromises the principle of seeking a fair return on the public asset that is the institution's technology. The institution should weigh all appropriate

factors discussed above in crafting a commercial license to create an optimal structure and fair consideration.

7. The license agreement should support the academic principles of the institution.

The institution should ensure that the provisions of the license agreement support the institution's academic teaching and research mission, including the following concerns:

7.A. Open Dissemination of Research Results and Information:

License agreements with external parties shall not limit the ability of institution researchers to disseminate their research methods and results in a timely manner. The most fundamental tenet of the institution is the freedom to interpret and publish, or otherwise disseminate, research results to support knowledge transfer and maintain an open academic environment that fosters intellectual creativity.

7.B. Accessibility for Research Purposes:

The institution should ensure that the license agreement protects the ability of institution researchers, including their student and research collaborators, to use their inventions in future research, thus protecting the viability of the institution's research programs. The institution has a commitment to make the results of its research widely available through publication and open distribution of research products for verification and ongoing research. The institution also seeks to foster open inquiry beyond the interests of any one research partner, particularly where the invention is a unique research tool. One way in which the institution addresses this is through the retention in the license agreement of the institution's right to use and distribute inventions to other non-profit research institutions for research and educational purposes.

7.C. Broad Access to Research Tools:

Consistent with the NIH Guidelines on Research Tools, principles set forth by various charitable foundations that sponsor academic research programs and by the mission of the typical university to advance scientific research, universities are expected to make research tools as broadly available as possible. Such an approach is in keeping with the policies of numerous peer-reviewed scientific journals, on which the scientific enterprise depends as much as it does on the receipt of funding: in order to publish research results, scientists must agree to make unique resources (e.g., novel antibodies, cell lines, animal models, chemical compounds) available to others for verification of their published data and conclusions.

Through a blend of field-exclusive and non-exclusive licenses, research tools may be licensed appropriately, depending on the resources needed to develop each particular invention, the licensee's needs and the public good. The drafting of such an exclusive grant should make clear that the license is exclusive for the sale, but not use, of such products and services; in doing so, the university ensures that it is free to license non-exclusively to others the right to use the

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 20, 2013

patented technology, which they may do either using products purchased from the exclusive licensee or those that they make in-house for their own use.

8. *All decisions made about licensing institution inventions should be based upon legitimate institutional academic and business considerations and not upon matters related to personal financial gain.*

It is important that the institution conduct the technology transfer process, including patenting, marketing, and licensing in a manner that supports the education, research, and public service missions of the institution over individual financial gain.

Because institutions and inventors may have the opportunity to influence institution business decisions in ways that could lead to personal gain or give advantage to associates or companies in which they have a financial interest, the institution and the inventor must comply with existing Board policy, institution policy and State law concerning such potential conflicts of interest. Under Board policy and State conflict of interest law, any institution employee or representative is prohibited from making, participating in making, or influencing an institution decision (including selection of licensees and other decisions made in the course of commercializing institution technology) in which they have a personal financial interest. Certain specific actions may be taken, however, consistent with Board policy, institution policy and State law, to allow participation in the licensing process by such inventors. An inventor's expectancy of receiving money or equity as inventor share under the institution Patent Policy is not a disqualifying financial interest.

For institutions who have a personal financial interest in potential licensees, this situation can be readily managed by having the invention case assigned for management to another institution without a financial interest. For inventors who have a personal financial interest in potential licensees, another individual with appropriate scientific and technical background may be able to carry out the duties and responsibilities typically handled by the inventor. In both cases, personal disqualification requirements would need to be satisfied under Board policy, institution policy and State law.

Institution inventors, however, may not be able to reasonably remove themselves from involvement in the process under disqualification requirements as their expertise and input may be essential to successful technology transfer. It may be necessary for the inventor to work closely with the institution and with potential licensees, or involve themselves in companies that are potential licensees, with the objective of commercializing institution inventions, even when they have a personal financial interest. It is in this context, when the inventor is involved in the process, that the selection of a licensee and other commercialization decisions may have the potential to raise concerns about conflicts of interest. Some inventor contributions to the licensing process are primarily technical advice and do not constitute "participation in" or "attempting to influence" a licensing decision under State conflict of interest law. They are called "ministerial." An action is ministerial, even if it requires considerable expertise and professional skill, if there is no discretion with respect to the outcome. Thus an inventor can provide technical or scientific information about an invention where necessary without being

considered to be participating in a licensing decision. This exception, however, does not apply to technical tasks such as most data gathering or analysis in which the inventor makes professional judgments which can affect the ultimate decision in question.

Therefore, the institution and inventor(s) should discuss: i) the disqualification option; ii) an approach to and level of inventor involvement in the technology transfer process; iii) compliance with Board policy, institution policy and State law concerning potential conflicts of interest; and (iv) where helpful, these institution Licensing Guidelines.

In general, the role in the technology transfer process of any inventor who has a personal financial interest in a potential licensee should be kept to the minimum necessary to successfully achieve the institution's objectives in patenting, marketing, and licensing. When an inventor has a personal financial interest in a potential licensee and does not fully disqualify him or herself from involvement in the process, an independent substantive review (Licensing Decision Review - LDR) and recommendation concerning the licensee selection and other licensing decisions is required. Thus, both the institution and the inventor should understand that the extent to which the inventor is involved in the technology transfer process may be a factor in the considerations and ultimate recommendations of the LDR body. The LDR body, composed of one or more qualified individuals with appropriate expertise, knowledge and professional judgment, must independently check the original data and analysis upon which recommendations for the selection of licensees and for other licensing determinations were made by the institution and make its own independent recommendations concerning those decisions. The LDR may be performed by the a institution committee responsible for review and management of conflicts of interest; such committee, when undertaking an LDR, should have the expertise, knowledge and professional judgment required of the LDR body under these Guidelines.

The institution must ensure that disclosure and management of potential inventor conflicts of interest are handled in accordance with institution policy. By doing so, the institution can help ensure that the inventor may continue to participate in the technology development process while remaining in compliance with institution policies and State law in this area. Future issues may arise, such as an inventor's desire to bring technology back to the institution for further testing, development, and purchase for use in the lab as the licensee further develops the technology. If the institution becomes aware of such issues, the institution should ensure that other institution officials impacted by such activities on the part of the inventor (e.g., procurement, C&G office, Conflict of Interest review board, etc.) are educated about the rationale and processes needed for a successful technology transfer program.

9. Technology-specific Considerations

The following guidance supports a general understanding of the objectives, practices and issues involved in the institution licensing program with respect to specific technologies. The licensing strategies described herein are not intended to be applied in an absolute or mechanical manner. Each licensing decision is unique and a matter of professional judgment. The institution's ALOs retain complete discretion in choosing the appropriate licensee and technology management strategy for its technologies.

9.A. Research Tools

In determining an appropriate licensing strategy for an invention that is used primarily as a research tool, the institution should analyze if further research, development and private investment are needed to realize this primary usefulness. If it is not, publication, deposition in an appropriate databank or repository, widespread non-exclusive licensing, or electing not to file a patent application may be the appropriate strategy. Where private sector involvement is necessary to assist in maintaining (including reproducing), and/or distributing the research tool, where further research and development are needed to realize the invention's usefulness as a research tool, or where a licensee has the ability to enhance the usefulness, usability, or distribution of the research tool, licenses should be crafted with the goal of ensuring widespread distribution of the final research tool to the research community. Any such license should also contain a provision preserving the institution's ability to continue to practice the licensed invention and allow other educational and non-profit institutions to do so for educational and research purposes. If carefully crafted, exclusive licensing of such an invention, such as to a distributor that will sell the tool or to a company that will invest in the development of a tool from the nascent invention, could support the institution's objectives.

One particular concern is royalties assessed on sales of products that are developed using (directly or indirectly) an institution invention that is a research tool ("reach-through" royalties), rather than assessed on products actually incorporating the institution invention. The institution should note that reach-through royalties may impede the scientific process or create unreasonable restrictions on research and therefore generally should be avoided. Licensing of research tools should encourage prompt and broad access through a streamlined process. For NIH-funded inventions, see the NIH "Principles and Guidelines for Recipients of NIH Research Grants and Contracts on Obtaining and Disseminating Biomedical Research Resources."

9.B. Global Health

While many of the licensing strategies discussed below are presented in the context of global health issues, such strategies are equally applicable to other current and future emerging technologies that can be used to support humanitarian efforts in underprivileged populations (e.g., clean water, sustainable sources of energy, food sources, etc.).

As innovative healthcare technologies are discovered and, after meeting extensive development and regulatory hurdles, introduced as publicly available therapeutic or diagnostic products, the ability of underprivileged populations to access and afford these technologies may be constrained by price or distribution. In particular, healthcare and agricultural products may not be readily accessible and affordable to the world's poorest people in developing countries and as a public institution striving to uphold its public benefit mission, the institution should consider such public benefit and broad societal needs when developing licensing strategies for such technologies.

Developing "successful practices" is an evolving process, particularly for an issue as complex as balancing access by developing countries to biomedical products with ensuring timely and appropriate development and commercialization of the product. Such practices demand creative and flexible rather than rigid approaches. Entirely new business models coupled with nuanced intellectual property management strategies may be needed to produce the desired outcomes. Each situation is

unique and must be addressed based on its own fact pattern to encourage licensees to make the substantial and risky investment necessary to develop biomedical products. Without appropriate and timely investments, the healthcare technology may never be developed into a product, thus eliminating access by all patients. A prescriptive approach may discourage licensees because of a perceived need to overcome too many obstacles in product development. Institutions frequently need to balance conflicting objectives and must be able to make compromises in the interest of moving a technology forward.

As part of the institution's public benefit mission, the institution should carefully consider patenting and licensing strategies that promote access to essential medical and agricultural innovations in developing countries. Although a multitude of downstream factors may affect the accessibility and affordability of essential technologies in developing countries, e.g. healthcare infrastructure, poverty, food security, international treaties and laws, sanitation, energy, and political stability, it remains possible for the institution to impart a profound life- changing impact in the developing countries through humanitarian patenting and licensing strategies.

One patenting strategy that the institution and its licensee might pursue is to limit patent protection to those developed countries with a healthcare infrastructure that can afford the healthcare products and not seek patent protection in developing countries thereby allowing other manufacturers to freely practice the technology. Some examples of alternate licensing strategies to consider could be: (i) inclusion in a license agreement of mechanisms to allow third parties to create competition that affects or lowers prices in developing countries, create incentive mechanisms for widespread distribution of the licensed product, or reserve a right for the institution to license third parties under specific humanitarian circumstances, (ii) inclusion of license terms requiring mandatory sublicensing to generic or alternative manufacturers in a developing country or a program that requires the distribution of the healthcare product at low or no cost to underprivileged populations with assurance that the licensee will continue to develop, manufacture and distribute the product to all such populations; and (iii) inclusion of uniquely crafted diligence provisions or other creative pricing tied to the patient's ability to afford the technology that are consistent with sponsor's march-in rights provision (if applicable).

Financial terms for products that address diseases that disproportionately affect developing countries should, where possible, facilitate product availability in the country of need. At a minimum, the financial terms should recognize the low profitability of such products. The institution could also consider foregoing royalties on products distributed in such countries or requiring the licensee to sublicense other companies if the licensee is unwilling to invest in the development of a product distribution network within that country.

To be most effective in promoting global health, the institution needs to pursue creativity and consider a wide variety of patenting and licensing strategies, since the most impactful approach in one situation may fail in others. Prescriptive guidelines dictating limited strategies could be particularly detrimental to achieving the institution's goals of public benefit. Creative patenting and licensing strategies addressing global health should focus on effectiveness and should aim to achieve the greatest impact worldwide.

9.C. Software

Because of the cross-over of software and other digital media between the patent and copyright policies, licensing of these technologies are less straight-forward than simple patent or copyright licenses. In addition, under institution Copyright Policy, an institution may have implemented procedures and supplementary local policies regarding licensure, disposition of royalty income, and other rights related to copyrights. As such, copyright licensing practices will vary from institution to institution.

9.D. Diagnostics

Licensing clinical diagnostics technologies, regardless of type (genetic or otherwise), should balance the need of the licensee to achieve a fair return on investment with the public's need to have the test as broadly available as possible, including enabling patients to obtain a second opinion by accessing the test from an alternative provider. Licenses should also reserve the right for the academic community to use the diagnostic for research purposes, including studying and independently validating the test and employing it to advance medical research. The institution will need to take into account that licensees can elect to commercialize the technology (i) as an FDA-approved kit sold to end-users, (ii) as a testing service business using an in-house Laboratory Developed Test (LDT) subject to the Clinical Laboratory Improvement Amendments (CLIA) of 1988 administered by the Centers for Medicare and Medicaid Services, or (iii) a sequential combination of (i) and (ii) whereby the licensee initially enters the market to generate near-term revenue with an LDT-based testing service and subsequently obtains market approval via the costlier and lengthier FDA review process to market a kit for sale. Licensors that have academic medical centers need to structure their licenses to take into account the needs of their own clinical laboratories to insure affordable access to the licensee's FDA-approved kit or to have the right to provide an LDT in their CLIA labs (either as a carve-out or an affordable sublicense from the licensee).

For markets that can reasonably support two diagnostics developers (e.g. melanoma), the institution should consider co-exclusive licensing. However, for more limited markets, in order to assure maximum availability and multiple sources, the institution might consider such approaches as (i) a time-limited exclusive license that automatically converts to a nonexclusive license after several years, or (ii) a license grant for the exclusive right to sell and a non-exclusive right to make and use the patented technology. In this way the licensor can be the sole provider of an FDA-approved kit while clinical labs that cannot afford the kit can still serve patient needs with their own LDTs.

Lastly it is important to appreciate that whereas a single-source provider of an FDA-approved kit provides patients with a uniform, consistent product, LDTs developed by different clinical labs (commercial and academic) may vary in performance quality and have different degrees of false-positive and false-negative results. Thus a given patient's diagnostic outcome could vary depending on which CLIA lab performs the test.

However, insuring test availability from more than one source can mitigate the variability from center-to-center.

9.E. Genetic Resources/Traditional Knowledge

Country laws or international treaties may influence licensing decisions where inventions are derived from genetic resources or traditional knowledge. The institution should investigate all project sponsored or collaborative research agreements, including material transfer agreements, to identify if any genetic resource or traditional knowledge was used in making the invention and if any specific requirements apply to the use of such resources. In some situations, the requirement may be attached to a collection permit or a visa document.

Even in the absence of such laws, treaties or contractual requirements, the institution should carefully consider biodiversity issues and negotiate individual agreements that recognize the origin or source of the material. Where possible, such agreements should consider benefit sharing arrangements with indigenous and custodial communities or governments in consideration for access to such biological material or traditional knowledge.

9.F Emerging Technologies

Over time, whole new fields of technology and innovation will emerge that will raise new issues for consideration. As with any emerging technology area, the evolution of "successful practices" will require careful and conscientious decisions that may vary from previously released guidance. The institution should thoughtfully consider how best to address these emerging issues so as to optimally manage institution-developed technologies for public benefit.

10. Assignment of Ownership of Institution Intellectual Property

Under certain circumstances, the institution may be required by federal law to assign rights in institution intellectual property to the federal government. In those instances when the institution determines that it is not interested in pursuing protection and commercialization, the institution may also find it necessary, under federal law and institutional policy, or desirable, in the absence of legal or contractual requirements, to assign rights in institution intellectual property to the original institution inventor(s) or author(s). In such cases, the assignment of institution intellectual property is considered appropriate. These Guidelines presume, however, that licensing is the most appropriate mechanism for commercialization of the public asset that is the institution's intellectual property. Except with respect to assignments to those board-approved research foundations affiliated with the institution, assignment of institution intellectual property to a third party, for commercialization or use by the third party, should be a rare occurrence. Any such assignment should be negotiated on a case-by-case basis, dependent on unique circumstances that demonstrate that a license is not appropriate, and should be made only with the approval of the institution president, or his or her designee. In no case should the institution make a present assignment of future rights in institution intellectual property.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | SUPERINTENDENT’S UPDATE | Information Item |
| 2 | PROPOSED RULE – IDAPA 08.02.02.016 MATHEMATICS IN SERVICE PROGRAM WAIVER | Motion to Approve |
| 3 | TEMPORARY AND PROPOSED RULE - IDAPA 08.02.02.045 – COMPUTER BASED ALTERNATE ROUTE TO TEACHER CERTIFICATION | Motion to Approve |
| 4 | PROPOSED RULE – IDAPA 08.02.02.076 CODE OF ETHICS FOR PROFESSIONAL EDUCATORS | Motion to Approve |
| 5 | TEMPORARY AND PROPOSED RULE CHANGE – IDAPA 08.02.02.140 - ACCREDITATION | Motion to Approve |
| 6 | TEMPORARY RULE CHANGE – IDAPA 08.02.03.105 – GRADUATION REQUIREMENTS | Motion to Approve |
| 7 | PROPOSED FEE RULE – IDAPA 08.02.03.128 – CURRICULAR MATERIALS SELECTION AND ONLINE COURSE PROVIDERS | Motion to Approve |
| 8 | PROPOSED RULE – IDAPA 08.02.03.160 – GUN FREE SCHOOLS | Motion to Approve |
| 9 | IDAHO STATE UNIVERSITY: PROPOSED ONLINE TEACHING ENDORSEMENT PROGRAM | Motion to Approve |
| 10 | BOISE STATE UNIVERSITY: PROPOSED K-12 MATHEMATICS CONSULTING TEACHER ENDORSEMENT PROGRAM | Motion to Approve |
| 11 | TEACH FOR AMERICA – PROPOSED TEACHER PREPARATION SEEKING APPROVAL TO OPERATE IN IDAHO | Motion to Approve |

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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 Common Core Resources.

ATTACHMENTS

Attachment 1 – Memo - Idaho Core Standards Professional Development
Funding Page 3

BOARD ACTION

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

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STATE BOARD OF EDUCATION
JUNE 20, 2013



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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

MEMO

To: Superintendents and Charter School Administrators

From: Tom Luna, Superintendent of Public Instruction

Date: June 5, 2013

CC: Alex Macdonald (SDE), Scott Cook (SDE), Nick Smith (SDE), Luci Willits (SDE), Melissa McGrath (SDE), Rob Winslow (IASA), Karen Echeverria (ISBA)

Re: Idaho Core Standards Professional Development Funding

In recent weeks, we have received several questions about funding available for the implementation of the new Idaho Core Standards. For the upcoming school year, school districts and public charter schools will have nearly \$22 million available for professional development and other activities necessary for the implementation of these new, higher academic standards.

Overview of Professional Development Funding

Here is a breakdown of the funding related to Idaho Core Standards that will be provided from state funding and other resources over the next year:

Idaho Core Standards Professional Development:

- \$3.755 million was appropriated in the FY14 Public Schools Budget for the Idaho State Department of Education to deliver professional development to schools and districts. The state is organizing focus groups with teachers and school administrators to ensure this funding is spent in a meaningful and effective way.

Total: \$3.75 million

Excellence in Teaching Awards:

- \$21 million was appropriated in the FY14 Public Schools Budget to be distributed directly to local school districts and public charter schools to use for differential pay and professional development. Of the total \$21 million appropriated, districts/charter schools can spend up to 40% (or \$8.4 million) on professional development, including buying time.

Total: \$8.4 million

House Bill 65:

- HB 65 dealt with funding in the FY13 Public Schools Appropriation. Through HB 65, an estimated \$5.4 million in state funding was shifted to be distributed directly to local school districts and public charter schools to be used specifically for professional development activities related to the implementation of Idaho Core Standards, the transition to the new assessment, and the integration of digital content in the

**STATE BOARD OF EDUCATION
JUNE 20, 2013**



STATE DEPARTMENT OF EDUCATION

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classroom. This funding will be distributed to school districts in two disbursements: a \$15,000 base allocation in the current FY2013 to each district or charter school to develop a three-year Professional Development Plan predicated on the implementation of these initiatives to instructional staff. In addition, there will be a secondary allocation based on the calculation of \$150 per Instructional Staff FTE per district or charter school in FY2014.

Total: \$5.4 million

JKAF Matching Funds:

- \$4.5 million was appropriated in the FY14 Public Schools Budget to be used on the implementation of the statewide instructional management system, known as Schoolnet. An estimated \$1.5 million of the \$4.5 million appropriated will be used to continue a statewide contract with Discovery Education and the development of examples of curricular materials and assessments available in Schoolnet. These resources assist teachers with implementation of Idaho Core Standards.

Total: \$1.5 million

Idaho Leads Project:

- The Idaho Leads Project has received nearly \$3 million in funding from the J.A. and Kathryn Albertson Foundation to continue its efforts over the next year in working with specific school districts and public charter schools. Over the next year, Idaho Leads will focus on the implementation of Idaho Core Standards in these participating school districts.

Total: \$2.85 million

TOTAL: \$21.9 million

These resources at the state level total an estimated \$21.9 million. Of this total, an estimated \$13.8 million will flow directly to local school districts and public charter schools to be used at the local level in the implementation of the new Idaho Core Standards over the next fiscal year.

Here are more specifics on the \$5.4 million in funding that will flow directly to Idaho's school districts and public charter schools in the current Fiscal Year 2013 and in Fiscal Year 2014.

House Bill 65

Through House Bill 65, an estimated \$5.4 million in state funding was shifted to be distributed directly to local school districts and public charter schools to use specifically for professional development activities related to the following activities: implementation of Idaho Core Standards, transition to the new assessment, and the integration of digital content in the classroom.

First Disbursement

This funding will be distributed to school districts in two disbursements, the first of which district and charter schools will receive in FY13. This disbursement is a \$15,000 base allocation for each district and charter school to use in developing a three-year Professional Development Plan predicated on the implementation of the specified activities to instructional staff. This disbursement will be sent to districts the week of June 10, 2013.

Second Disbursement

**STATE BOARD OF EDUCATION
JUNE 20, 2013**



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Once the three-year Professional Development plan is submitted to and accepted by the State Department of Education, your school district or charter school will then receive the second disbursement of funds, which will be allocated in Fiscal Year 2014. This second disbursement will be based on a calculation of Instructional Staff FTE. The current budgeted amount for this secondary allocation is \$150 per Instructional FTE.

Professional Development Options

It is up to each local school district and public charter school to determine how it will use the base-plus format to develop a three-year Professional Development Plan that best meets the needs of that individual district or charter school. Districts and charter schools can use the funds to conduct their own trainings, create professional learning communities with surrounding districts, develop instructional coaches for job-imbedded professional development, buy back teacher professional development days, or attend state-provided professional development.

The Idaho State Department of Education will make professional development available this summer and throughout the upcoming school year with the \$3.75 million in funding available from the Idaho Legislature as well as other resources detailed above. We are currently conducting focus groups to finalize how this funding will be used. Several workshops and other professional development opportunities are currently available online at <http://www.sde.idaho.gov/site/common/workshops.htm>.

In addition, a district or charter school can use this funding to integrate state-developed resources, such as the new Discovery Education Professional Development Modules that will be posted and available through Schoolnet. Schools and districts are strongly encouraged to use available state resources, but are not required to do so.

The Idaho State Department of Education has utilized its partnership with Discovery Education to provide a series of Professional Development Modules for local school districts and charter schools to implement at the local level. The Department worked with Discovery to develop module trainings that give schools and districts meaningful professional development tools that dovetail the Idaho Core Standards, assessment literacy, and the use of digital content, which we know are all inextricably linked. All are supported by Schoolnet, Idaho's statewide instructional improvement system.

These training modules were developed in the state by the Department's content, assessment, and instructional technology teams. These teams worked with Discovery Education to strategically target learning objectives and outcomes for every training, and then map the connections among them. The result is a six-day series of modules that includes slide decks, presentation notes, presentation handouts, pre- and post-surveys, worksheets, and supplemental materials. These resources will be posted in Schoolnet.

The modules are designed to focus on District Leadership Professional Development Teams because we want to empower district-led professional development. At the local level, districts and charter schools have the ability to determine the best avenue for training through current capacity, contracting with Discovery Education, or other means the district deems best. One of the main strands of the modules is the creation of dissemination and sustainability through a professional development plan.

We will be sending additional information, including actual agendas of these training modules, later this week so you can see how these modules might further support professional development efforts in your district or charter school. Discovery Education also will follow up with school districts and public charter schools about an

**STATE BOARD OF EDUCATION
JUNE 20, 2013**



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

informational webinar if you would like to learn more and integrate these modules in your three-year Professional Development Plan.

In addition, more information on state workshops and professional development opportunities scheduled for this summer is available online at <http://www.sde.idaho.gov/site/common/workshops.htm>.

If you have additional questions about funding for professional development for Idaho Core Standards going forward, please let us know.

- Scott Cook, Content Director, is leading Idaho's effort to implement the new Idaho Core Standards statewide. He is available at scook@sde.idaho.gov.
- Alex Macdonald, Instructional Technology Director, is in charge of the \$5.4 million distribution specifically as well as the Discovery Education PD Modules. He is available at amacdonald@sde.idaho.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Luna", with a long horizontal flourish extending to the right.

Tom Luna
Idaho Superintendent of Public Instruction

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

SUBJECT

Proposed Rule to IDAPA 08.02.02.016 - Mathematics In-Service Program Waiver

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1204, Idaho Code, IDAPA 08.02.02.02.016 – Rules Governing Uniformity

BACKGROUND/DISCUSSION

During the 2012 legislative session, IDAPA rule 08.02.02.016 amendments were approved with the agreement that additional language clarifying the conditions under which Idaho teachers must meet, to fulfill this requirement, would be brought forward during the next legislative session to specify that only practicing teachers were obligated to meet the requirement.

IMPACT

Amending IDAPA 08.02.02.016, Mathematics In-Service renewal requirement, will clarify that only active teachers in the Idaho Public School system shall be required to fulfill this obligation for recertification.

ATTACHMENTS

Attachment 1 – Amended IDAPA 08.02.02.016

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

I move to approve the proposed rule amendment to IDAPA 08.02.02.016 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - 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) who is employed in an elementary classroom (multi-subject classroom K-8); (____)

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 who is employed in an elementary classroom (multi-subject classroom K-80); (____)

d. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an elementary classroom (multi-subject classroom K-8); and (____)

e. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed in an elementary classroom (multi-subject classroom K-8), including all school district and charter administrators. (____)

02. Out-of-State Applicants - Mathematical Thinking for Instruction. (4-4-13)

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-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement.
(4-4-13)

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 in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (____)

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

SUBJECT

Temporary and Proposed Rule IDAPA 08.02.02.045 – Computer-Based
Alternate Route to Teacher Certification

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1201, Idaho Code, Idaho Administrative code, IDAPA 08.02.02.042,
.046 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

Changing the title of this subsection to non-traditional route to certification clarifies that this route may be used for qualified face-to-face and hybrid teacher preparation alternative, in addition to computer based alternate routes to certification. No substantive changes are proposed in the requirements, approval process, or procedures.

IMPACT

Language clarifies intent of program approval.

ATTACHMENTS

Attachment 1 – Amended IDAPA 08.02.02.045

Page 3

BOARD ACTION

I move to approve the proposed rule amendment to IDAPA 08.02.02.045 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

045. ~~COMPUTER-BASED~~ ALTERNATIVE ROUTE TO TEACHER CERTIFICATION.

An individual may acquire interim certification as found in Section 015 of these rules through an ~~computer-based~~ approved alternative route certification program. ~~(4-6-05)~~ (____)

01. Approval of the Program. The State Board of Education must approve any ~~computer-based~~ alternative non-traditional route to teacher certification. The program must include, at a minimum, the following components: ~~(4-6-05)~~ (____)

- a. Preassessment of teaching and content knowledge; (4-6-05)
- b. An academic advisor with knowledge of the prescribed instruction area; and (4-6-05)
- c. Exams of pedagogy and content knowledge. (4-6-05)

02. Eligibility. Individuals who possess a bachelor's degree or higher from an institution of higher education may utilize this ~~alternative non-traditional~~ route to an interim Idaho Teacher Certification. ~~(4-6-05)~~ (____)

03. Requirements for Completion. To complete this ~~alternative non-traditional~~ route, the individual must: ~~(4-6-05)~~ (____)

- a. Complete a Board approved program; (4-6-05)
- b. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)
- c. Complete the Idaho Department of Education Criminal History Check. (4-6-05)

04. Interim Certificate. Upon completion of the ~~computer-based~~ certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Bureau of Certification and Professional Standards. The term of the interim certification shall be three (3) years. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year a teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under an interim certificate. ~~(4-6-05)~~ (____)

05. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain full Idaho Teacher Certification during the three (3) year interim certification term. (4-6-05)

06. Types of Certificates and Endorsements. The ~~computer-based alternative non-traditional~~ route may be used for ~~initial~~ first-time certification, subsequent certificates, and additional endorsements. ~~(4-6-05)~~ (____)

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

SUBJECT

Proposed Rule - IDAPA 08.02.02.076, Rules Governing Uniformity

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1209, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Executive Committee, a decision-making body comprised of members of the Professional Standards Commission (PSC), including the chair and/or vice-chair of the Commission, has the duty to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. After extensive research and consultation with the Deputy Attorney General assigned to the PSC, the Executive Committee proposed to the full Commission a series of clarifications and revisions to the Code of Ethics for Idaho Professional Educators. The proposal was discussed at length and the Professional Standards Commission voted to recommend approval of the proposed revisions to the Code of Ethics for Idaho Professional Educators.

The Code of Ethics is contained in IDAPA 08.02.02.076. Any changes to the Code of Ethics must go through the rule promulgation process. The proposed amendments clarify existing language and the elimination of subsections that are not clearly defined or are duplicative of other sections.

ATTACHMENTS

Attachment 1 – Proposed revisions to IDAPA 08.02.02.076

Page 3

BOARD ACTION

I move to approve the proposed rule amendment to IDAPA 08.02.02.076, Rules Governing Uniformity as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. Aspirations and Commitments. (3-20-04)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his/her goals and potential as an effective citizen. (4-11-06)()

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other's cultures and beliefs. (3-20-04)()

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

02. Principle I. Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct ~~may~~ shall include the conviction of any felony or misdemeanor offense ~~as defined by set forth in~~ Section 33-1208 ~~18-110 and Section 18-111, Idaho Code. All infractions (traffic) as defined by Section 18-113A, Idaho Code, are excluded.~~ (3-20-04)()

03. Principle II. Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-04)()

a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

- b.** Committing any act of cruelty to children or any act of child endangerment; (3-20-04)
- c.** Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)
- d.** Committing any act of harassment as defined by district policy; (4-11-06)
- e.** Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; ~~(3-20-04)~~()
- f.** Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); ~~(3-20-04)~~()
- g.** Taking inappropriate ~~pictures~~ images (digital, photographic, or video) of students; ~~(3-20-04)~~()
- h.** Inappropriate contact with any minor or any student regardless of age using electronic media; (4-11-06)
- i.** Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; ~~and~~ ~~(4-11-06)~~()
- j.** Conduct that is detrimental to the health or welfare of students; ~~and~~ ~~(4-11-06)~~()
- k.** Deliberately falsifying information presented to students. ()
- 04. Principle III. Alcohol and Drugs Use or Possession.** A professional educator refrains from the abuse of alcohol, or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: ~~(3-20-04)~~()

 - a.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)
 - b.** Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)
 - c.** Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)
 - d.** Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)
 - e.** Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)
- 05. Principle IV. Professional Integrity.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: ~~(3-20-04)~~()

 - a.** Fraudulently altering or preparing materials for licensure or employment; (3-20-04)
 - b.** Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)
 - c.** Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)
 - d.** Failure to notify the state at the time of application for licensure of past criminal convictions of

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

any crime violating the statutes or rules governing teacher certification at the time of application for licensure;
(3-20-04)()

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves;
(3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; ~~and~~ (3-20-04) ()

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-20-04) ()

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification ()

06. Principle V. Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-04) ()

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for school funds collected from students, ~~or parents, or patrons~~; (3-20-04)()

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school ~~computers~~ property for a private ~~business~~ financial gain; (3-20-04) ()

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

07. Principle VI. Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-04) ()

a. Unauthorized solicitation of students or parents of students to purchase equipment, ~~or supplies, or services~~ from the educator who will directly benefit; (3-20-04) ()

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

d. Soliciting, accepting, or receiving a ~~pecuniary~~ financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-04) ()

08. Principle VII. Confidentiality. A professional educator complies with state and federal laws and

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: ~~(3-20-04)~~ ()

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

09. Principle VIII. Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-04) ()

~~a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency;~~ (3-20-04) ()

~~b. a.~~ Willfully refusing to perform the services required by a contract; and, (3-20-04) ()

~~c. b.~~ Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04) ()

10. Principle IX. Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: ~~(3-20-04)~~ ()

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (~~S~~suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X. Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: ~~(4-11-06)~~ ()

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

b. Committing any act of harassment toward a colleague; (4-11-06)

~~c. Conduct that is offensive to the ordinary dignity, decency, and morality of others;~~ (4-11-06)

~~d. c.~~ Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; ~~(3-20-04)~~()

~~e. d.~~ Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; ~~(4-11-06)~~()

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

- ~~f.~~ ~~Deliberately falsifying information presented to students;~~ (4-11-06)()
- ~~ge.~~ Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)()
- ~~hf.~~ Taking inappropriate ~~pictures~~ images (digital, photographic or video) of colleagues. (4-11-06)()

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document issued by the State Department of Education outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04)

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)

03. Certificate. A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code). (3-20-04)

04. Certificate Denial. The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04)

05. Certificate Suspension. A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code. (3-20-04)

06. Complaint. A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (4-11-06)

07. Conditional Certificate. Allows an educator to retain licensure under certain stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(10), Idaho Code). (3-20-04)

08. Contract. Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)

09. Conviction. Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (3-20-04)

10. Educator. A person who holds or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code). (3-20-04)

11. Education Official. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-20-04)

12. Ethics Executive Committee. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. (4-11-06)()

13. Hearing. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

14. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)

15. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission ~~Ethics~~ Executive Committee, or following review by the ~~Ethics~~ Executive Committee at the request of the deputy attorney general assigned to the Department of Education. (4-11-06) ()

16. Minor. Any individual who is under eighteen (18) years of age. (3-20-04)

17. Not-Sufficient Grounds. A determination by the ~~Ethics~~ Executive Committee that there is not-sufficient evidence to take action against an educator's certificate. (4-11-06) ()

18. Principles. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)

19. Reprimand. A written letter admonishing the Certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate. (3-20-04)

20. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

21. Revocation. The invalidation of any Certificate held by the educator. (3-20-04)

22. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission. (3-20-04)

23. Student. Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)

24. Sufficient Grounds. A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)

078. -- 089. (RESERVED)

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

SUBJECT

Temporary and Proposed Rule Change to IDAPA 08.02.02.140. - Accreditation

REFERENCE

| | |
|-----------------|--|
| August 9, 2007 | State Board revised accreditation rule to require accreditation of all public secondary schools serving any grades 9-12 and adopted the Northwest Accreditation Association as Idaho's accrediting body. |
| August 11, 2011 | State Board approved revisions to rule that changed the name of the Northwest Accreditation Association to the Northwest Accreditation Commission |
| April 19, 2012 | The State Department of Education provided an update and informational item to the State Board of Education outlining the merger between the Northwest Accreditation Commission and AdvancEd. |

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-119, Idaho Code, Idaho Administrative code, IDAPA 08.02.02.140 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

Section 33-119, Idaho Code, requires the State Board of Education to establish standards for the accreditation of any secondary school and set standards for all elementary schools as it may deem necessary. In August, 2007, the State Board of Education eliminated the Idaho State Accreditation process and adopted the Northwest Association of Accredited Schools (NAAS) standards for accreditation purposes due to the fact that a duplication of efforts existed between the two processes. This change allowed the State Department of Education to reallocate funding to other program areas within the Department and provided an opportunity to divert some of those funds back into classrooms across Idaho.

In 2011, the Northwest Association of Accredited Schools changed their name to the Northwest Accreditation Commission (NWAC) to better reflect their organizational structure as a commission rather than an association due to changes in membership and representation. In 2012, the Northwest Accreditation Commission merged with AdvancEd, becoming an Accreditation division of AdvancEd.

In accordance with IDAPA 08.02.02.140, all public secondary schools, serving any grade(s) 9-12, will be accredited by the Northwest Accreditation Commission. In the past, many school districts have operated Alternative Schools that are sponsored programs under a traditional high school. Under this

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

structure, these alternative schools that function as programs are accredited as part of the traditional high school and their accountability is combined with the traditional high school under Idaho's Star Rating system. Upon further analysis, the State Department of Education believes that this relationship is in violation of IDAPA 08.02.02.140, but sees the value in continuing relationships where Alternative Schools can be considered sponsored programs under a traditional high school for accreditation purposes. As a result, the State Department of Education is recommending revisions to IDAPA 08.02.02.140 that will solidify which schools can operate as programs and which schools must seek standalone accreditation. This rule revision will ensure that all schools and all students are being properly accounted for through accreditation and Idaho's Star Rating system. The proposed language before you has been reviewed and approved by the Idaho Accreditation Committee.

ATTACHMENTS

Attachment 1 – Amended IDAPA 08.02.02.140

Page 3

BOARD ACTION

I move to approve the temporary and proposed rule amendment to IDAPA 08.02.02.140 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

140. ACCREDITATION.

All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, ~~and~~ private and parochial schools and alternative schools not identified in Subsection 140.01.a through 140.01.e. (Section 33- 119, Idaho Code) ()

01. Alternative Schools. Beginning with the 2014-15 school year, an alternative school serving any grade(s) 9-12, that meets any three (3) of the following criteria, Subsection 140.01.a through 140.01.e, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria shall be considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. ()

a. School has an Average Daily Attendance greater than or equal to 36 students based on previous years enrollment. ()

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for “make-up” or short periods of time. ()

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum. ()

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district. ()

e. School receives its own accountability rating for federal reporting purposes. ()

~~01.02.~~ Continuous School Improvement Plan. Schools will develop continuous school improvement plans focused on the improvement of student performance. ()

~~02.03.~~ Standards. Schools will meet the accreditation standards of the Northwest Accreditation Commission. ()

~~03.04.~~ Reporting. An annual accreditation report will be submitted to the State Board of Education. ()

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STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

SUBJECT

Temporary Rule IDAPA 08.02.03.105 – Graduation Requirements

REFERENCE

| | |
|---------------|---|
| November 2006 | Board approved Pending Rule amending high school graduation requirements. |
| June 2012 | Board approved Proposed Rule amendment allowing flexibility in meeting the math graduation requirement. |

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1628, Idaho Code
Section 33-1620, Idaho Code
Section 33-512C, Idaho Code
Idaho Administrative code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements

BACKGROUND/DISCUSSION

At the November 1, 2006 Special Board Meeting, the Board approved a pending rule (Docket 08-0203-0605) amending the state high school graduation requirements. These changes included the requirement that students take two credits of math during their last year of high school along with several other revisions to the high school graduation requirements rule. The purpose of increasing math requirements at the high school level was two-fold: to increase rigor and to better prepare students for post-secondary education. This was to be attempted not only through increasing the number of credits required, but also by requiring students take math during the senior year.

During the 2013 Legislative Session, the Idaho Legislature passed Senate Bill 1091 and Senate Bill 1028, which were both based on providing students with opportunities to advance through their coursework at a more rapid rate by taking online overload courses paid for by the State of Idaho. This would then allow eligible students to either graduate early or take dual credit courses at the expense of the State of Idaho.

The 8-in-6 Program outlined in Section 33-1628, Idaho Code as established by Senate Bill 1091, is designed to help students complete 8 years of school work in 6 years:

- 2 years of middle school
- 4 years of high school
- 2 years of college, university, or professional technical education

Students may begin the program in the 7th grade and must complete at least one online summer or online overload course, in addition to their full course load, each school year. The state will pay for up to 2 online summer courses and 2 online overload courses per student per school year, for a maximum of 4 courses

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

per year. The state will pay for a maximum of 8 credits of online summer/overload courses per student during their participation in the 8-in-6 program. The state will pay \$225 per online course. If the cost exceeds \$225, the student must pay the difference.

The Master Advancement Program (MAP) outlined in Section 33-1620, Idaho Code as established by Senate Bill 1028, is designed to allow districts and public charter schools to utilize mastery exams enabling students to progress more quickly through school. Districts and public charter schools must apply to participate in MAP. Students must meet the eligibility criteria set by local districts and public charter schools to participate. The program is limited to 10% of students in each grade level in participating districts. Unfilled slots can be reallocated first within the school district, then at the state-level. The student receives 35 percent of ADA as a scholarship. Thirty five percent of the ADA is distributed to the school district, and the remaining 30 percent is savings to the state.

The Advanced Opportunities (previously titled Dual Credit for Early Completers) program outlined in Section 33-1626, Idaho Code as established by Senate Bill 1091, is designed for students who have completed the state high school graduation requirements, with the exception of the senior project and math in the final year of high school, by no later than the beginning of the their final semester or trimester. Students meeting this criteria, are eligible for up to 36 postsecondary credits of dual credit courses paid for by the state or up to 12 AP or CLEP exams paid for by the state.

Currently, IDAPA 08.02.03.105 allows students to complete any required high school course with a grade of C or higher before entering grade nine, if that course meets the same standards that are required in high school, then the student will have 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. In reviewing these three programs, the State Department of Education believes that an amendment to IDAPA 08.02.03.105, is necessary for students to fully access and participate in these programs as intended by legislators. The amendments being proposed allows students to earn both the content and credit requirements for any high school course taken prior to a student entering the 9th grade if that course meets the following criteria:

- The course meets the same standards that are required in high school,
- The course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught and
- The school providing the course is accredited as recognized by the state board.

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

In addition to the above changes, this rule revision addresses two points of clarification related to the math in the final year of school requirement. This revision clarifies that students who must return to school during the summer or the following fall for less than a full load of courses due to failing a course are not required to retake a math course as long as they have completed six credits of mathematics. This rule revision defines when a student's final year of high school begins as it pertains to the math in the final year of high school. This rule is necessary to clarify that the math requirement in the final year of high school may be taken during the summer preceding the student's final year of high school.

This rule is being brought forth as a temporary to allow students to begin taking advantage of the programs outlined in Senate Bills 1091 and 1028.

IMPACT

If approved, students will be able to take high school courses while still enrolled in middle school/junior high and meet the content and credit requirements for such course prior to enrolling in 9th grade. This will allow students to take advantage of the programs outlined in Senate Bill 1091 and Senate Bill 1028 as was intended by the Idaho Legislature. This revision will also provide clarification around the math in the final year of school requirement.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.105

Page 5

BOARD ACTION

I move to approve the temporary rule amendment to IDAPA 08.02.03.105 - High School Graduation Requirements, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

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)

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~~

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

~~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.i. 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.i. (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. (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

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

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 in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. ()

v. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. (4-4-13)

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)

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.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

(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)

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, if the course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught and if the school providing the course is accredited as recognized by the state board,~~ then the student ~~has~~ will have met the high school content and credit area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. ~~However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.e. 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

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

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 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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STATE DEPARTMENT OF EDUCATION

JUNE 20, 2013

SUBJECT

Proposed Fee Rule- IDAPA 08.02.03.128, Rules Governing Thoroughness-Curricular Materials Selection and Online Course Providers

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, 33-118, and 33-1024, Idaho Code

BACKGROUND/DISCUSSION

During the 2013 Legislative Session, the Idaho Legislature re-established an online course portal under Senate Bill 1091 (Section 33-1024, Idaho Code) that will display courses and customer ratings from students and parents. Additionally, parents will be able to enroll their students in online courses with the home school district and communicate with the home school district through the portal.

Section 33-118, Idaho Code authorizes the Board by rule to determine the process by which the Department reviews and approves online courses, pursuant to Section 33-1024, Idaho Code. This rule outlines that process. Idaho certified classroom teachers will review the online course providers and courses under the direction of the State Department of Education. The providers will be approved for a period of four years. In order to cover the cost of review, the State Department of Education will charge providers a submission fee based on the number of courses offered, not to exceed the actual cost of review.

IMPACT

The funds generated will help defray the cost of conducting the review, but will not exceed it.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.128

Page 3

BOARD ACTION

I move to approve the proposed fee rule to IDAPA 08.02.03.128, Rules Governing Thoroughness, outlining the online course review and approval process as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE).

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 ten (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 Professional Technical Education, and State Department of Education personnel. 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 sixty dollars (\$60) or equal to the retail price of each, whichever is greater, to defray the costs incurred in the curricular material review and adoption process.

(3-27-13)

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 course providers and courses. Reviewers shall be certified Idaho classroom teachers selected by the State Department of Education based on nominations. Online course providers are approved for a period of four (4) years. The State Department of Education shall charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and course provider review and approval process.

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STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

SUBJECT

Proposed Rule IDAPA 08.02.03.160 – Gun-free Schools

REFERENCE

| | |
|-------------------|---|
| October 20, 2011 | Presentation given to the Board on proposed language. |
| June 21, 2012 | Board approved temporary and proposed rule changes to IDAPA 08.02.01.160, Safe Environment and Discipline |
| November 19, 2012 | Board approved pending rule, Docket No. 08-0203-1202, Safe Environment and Discipline |

APPLICABLE STATUTE, RULE, OR POLICY

18-3302 D (4) (f), Idaho Code
Idaho Administrative Code, IDAPA 08.02.03.160, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Idaho Administrative Code, IDAPA 08.02.03.160 requires school districts to have a comprehensive policy and procedures regarding Gun-free Schools in addition to other components related to safe environments and discipline. As a result of the active shooter incident at Sandy Hook Elementary in Newton, Connecticut, some Idaho districts are contemplating authorizing select school staff to carry firearms on campus. Idaho Code 18-3302D(4)(f) empowers local trustees to authorize school staff to carry firearms on campus.

To accurately reflect the prohibition of weapons on campus and the power of trustees to authorize select employees to carry firearms on campus, the State Department of Education proposes the following language replace the existing “Gun-free Schools” language.

IMPACT

If the State Board of Education does not approve this change in Idaho Administrative Code, and if districts authorize select employees to carry firearms on campus, the two directives will be in conflict. As a result confusion and lack of clarity regarding authorized weapons on campus may lead to security / safety risks in Idaho schools.

ATTACHMENTS

Attachment 1 – Revisions to IDAPA 08.02.03.160

BOARD ACTION

I move to approve the proposed rule to IDAPA 08.02.03.160, as submitted.

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING UNIFORMITY

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 <u>Students Prohibited from Possessing Weapons on Campus</u> |
| Substance Abuse – Tobacco, Alcohol, and Other Drugs |
| Suicide Prevention |
| Student Harassment |
| Drug-Free School Zones |
| Building Safety including Evacuation Drills |

Districts will conduct an annual review of these policies and procedures.
(See Section 33-1612)

(4-4-13)(____)

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STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

SUBJECT

Idaho State University; Proposed Online Teaching Endorsement program.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114 and 33-1258, Idaho Code, Idaho Administrative Code, IDAPA 08.02.02.100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The field of online teaching and learning is in high demand creating a need for teachers with hands-on experience in the online environment as both student and teacher. 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 requirements in the online environment, identifying ten widely accepted state standards that must be met.

The College of Education at Idaho State University (ISU) is pleased to submit this packet of information to the Professional Standards Committee and the State Board of Education for consideration of an Online Teaching Endorsement program to fulfill the Idaho State Department of Education's expectations for meeting its 21st century learner goals.

The College of Education established an ad hoc committee to examine how existing programs and/or courses could lead to the establishment of a protocol for the online teaching endorsement. Five courses under the Master of Education emphasis in Instructional Technology degree were identified. Moderate revisions were instituted to each of these and then reviewed by the ad hoc committee. The College of Education Graduate Studies Committee and the ISU Graduate Council then reviewed the courses with unanimous approval by both curriculum bodies for the changes.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Online Teaching Endorsement program proposed by ISU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Online Teachers, contained in the Idaho Standards for Initial Certification of Professional School Personnel, would be met and/or surpassed through the proposed program.

During its October 2012 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed Online Teaching Endorsement program offered through ISU. With the conditionally approved status, ISU may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, Idaho State University must have all new programs reviewed for State approval.

ATTACHMENTS

Attachment 1 – ISU Online Teaching Endorsement Packet

Page 3

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Online Teaching Endorsement program offered through Idaho State University as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



921 South 8th Avenue • STOP 8059 • Pocatello, ID 83209

Dr. Jane Strickland
Graduate Department of Educational Leadership
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Dr. Dotty Sammons-Lohse, Chair
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Dr. Deborah Hedeem, Dean
College of Education

Proposal: Online Teaching Endorsement

Program of Study • Submitted October 2012 to:

Katie Rhodenbaugh
Professional Standards Coordinator
Idaho State Department of Education
Professional Standards Commission

Proposed Online Teaching (OT) Endorsement Program of Study

The College of Education at Idaho State University (ISU) is pleased to submit this packet of information to the Professional Standards Committee for consideration of an Online Teaching Endorsement program to fulfill the Idaho State Department of Education's expectations for meeting its 21st century learner goals.

The College of Education established an ad hoc committee to examine how existing programs and/or courses could lead to the establishment of a protocol for the online teaching endorsement. Five courses under the Master of Education emphasis in Instructional Technology degree were identified. Moderate revisions were instituted to each of these and then reviewed by the ad hoc committee. The College of Education Graduate Studies Committee and the ISU Graduate Council then reviewed the courses with unanimous approval by both curriculum bodies for the changes. At this time, the one new course required for the endorsement – EDLT 6659 (*Online Teaching* Endorsement) has been unanimously approved at the academic department and college levels. The ISU Graduate Council will review this course proposal at their meeting on October 3, 2012.

The catalog descriptions for the six courses (see the Appendix for complete course syllabi) identified for the Online Teaching Endorsement through Idaho State University's College of Education are provided in the following section.

Catalog Description of Courses for OT Endorsement

EDLT 6616 *Integration of Technology into School Curriculum* (3 credits). Examination of appropriate and effective uses of technology in K-12 environments; focus on research-based methods and integration strategies for online and hybrid teaching/learning environments that incorporate current and emerging digital tools.

EDLT 6626 *Instructional Technology and Staff Development* (3 credits). Examination of in-service models for integration of technology into the K-12 curriculum, emphasizing integration of online and hybrid training environments that use current and emerging digital tools for professional development. PREREQ: EDLT 6616, EDLT 6655.

EDLT 6639 *Delivering Instruction in Electronic Formats* (3 credits). In-depth study of distance education; emphasis on various models of online delivery, content organization and presentation, graphic design principles, and incorporation of current and emerging technology tools for online environments. Students will conduct a field-test of an online instructional module and present a report of the instructional design process. PREREQ: EDLT 6656 or EDLT 7740.

EDLT 6655 *Fundamentals of Instructional Design* (3 credits). Introduction to recognized, standard instructional design models in the field as well as design principles that guide the development of instructional materials. Students will create an instructional unit for online

delivery incorporating appropriate multimedia materials. Principles related to ADA Section 508, Assistive Technology, and Universal Design for Learning will be emphasized in designing for the teaching/learning environment. PREREQ or COREQ: EDLT 6616.

EDLT 6656 *Fundamentals of Multimedia Development in Education* (3 credits). Exploration of the use of multimedia technology for designing digital learning content; emphasis is on online design, delivery, and evaluation. Students will conduct a field-test of a multimedia instructional module and present a report of the instructional design process. PREREQ: EDLT 6655.

EDLT 6659 *Online Teaching Internship* (6 credits). Candidates assume instructional and management responsibilities in supervised online elementary/secondary settings. Includes weekly professional development consultations. All coursework as indicated in the Online Teaching Endorsement program of study must be completed prior to enrollment in the Online Teaching Internship course. Grades S/U. F, S.

The recommended course sequence for the Program of Study is displayed in Table 1. The distribution of two courses per semester for the first academic year is in keeping with the standard load for part-time graduate candidates. The Internship (EDLT 6659) is intentionally placed as the last course of the program to represent this as the “capstone” experience.

Table 1. Suggested Course Sequence for On-line Teaching Endorsement

| Fall Semester | Spring Semester | Fall Semester | Spring Semester |
|--|--|-----------------------|-----------------------|
| EDLT 6616 (3 credits) EDLT 6655 (3 credits) | EDLT 6656 (3 credits) EDLT 6626 (3 credits) | EDLT 6639 (3 credits) | EDLT 6659 (6 credits) |

The alignment of the courses to the Idaho Online Teaching Standards is detailed in Table 2, and course artifacts and assessments, again aligned with the individual standards, are provided in Table 3.

Table 2. Online Teaching Endorsement Courses Matched to ID OT Standards Matrix

| | |
|--------------|-----------|
| Color codes: | Introduce |
| | Reinforce |
| | Master |

| ID SDE Online Teaching Endorsement Standards | Courses | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| | EDLT 6616 | EDLT 6655 | EDLT 6626 | EDLT 6656 | EDLT 6639 | EDLT 6659 |
| Standard #1: 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. | | | | | | |
| <i>Knowledge</i> | | | | | | |
| 1. The online teacher understands the current standards for best practices in online teaching and learning. | I | | | R | | M |
| 2. The online teacher understands the role of online teaching in preparing students for the global community of the future. | I | | | R | R | M |
| 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. | I | R | R | | | M |
| 4. The online teacher understands the relationship between online education and other subject areas and real life situations. | | | I | R | R | M |
| 5. The online teacher understands the relationship between online teaching and advancing technologies. | I | | R | | R | M |
| 6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content. | I | R | | R | R | M |
| 7. The online teacher understands the instructional delivery continuum (e.g., fully online to blended to face-to-face). | | I | I | R | R | M |
| <i>Disposition</i> | | | | | | |
| 1. The online teacher realizes that online education is not a fixed body of knowledge but is complex and ever evolving. | I | R | R | | R | M |
| 2. The online teacher has enthusiasm for online education and the potential to positively impact student learning. | | I | | R | R | M |
| <i>Performance</i> | | | | | | |
| 1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies. | I | R | R | R | | M |
| 2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., learning management systems (LMS), content management systems (CMS), email, discussion, desktop video conferencing, and instance messaging tools). | I | R | R | R | R | M |
| 3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds). | I | | | | R | M |
| 4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications). | I | | | | R | M |
| 5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery. | | I | R | R | | M |
| 6. The online teacher demonstrates knowledge of access, equity (digital divide), and safety concerns in online environments. | I | R | R | R | R | M |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**



Page 5

| ID SDE Online Teaching Endorsement Standards | Courses | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| | EDLT 6616 | EDLT 6655 | EDLT 6626 | EDLT 6656 | EDLT 6639 | EDLT 6659 |
| Standard #2: Knowledge of Human Development and Learning – The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. | | | | | | |
| <i>Performance</i> | | | | | | |
| 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). | I | I | I | R | R | M |
| 2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy). | I | | | R | | M |
| 3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments. | | I | R | R | | M |
| 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}. | I | | | R | R | M |
| Standard #3: Modifying Instruction for Individual Needs – The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs. | | | | | | |
| <i>Disposition</i> | | | | | | |
| 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. | I | R | R | R | R | M |
| <i>Performance</i> | | | | | | |
| 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. | I | R | | R | R | M |
| 2. The online teacher modifies, customizes, and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provides multiple paths to learning objectives, differentiates instruction, strategies for non-native English speakers). | I | | | R | | M |
| 3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors). | | | I | | | M |
| Standard #4: Multiple Instructional Strategies – The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills. | | | | | | |
| <i>Knowledge</i> | | | | | | |
| 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). | I | I | R | R | R | M |
| 2. The online teacher understands appropriate uses of learning and/or content management systems for student learning. | I | I | I | R | R | M |
| <i>Disposition</i> | | | | | | |
| 1. The online teacher promotes student autonomy, independence, and responsibility for lesson mastery. | | I | | R | | M |
| 2. The online teacher promotes, supports, and models creative and innovative thinking, and inventiveness. | I | I | R | R | R | M |
| 3. The online teacher promotes student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. | I | | | R | | M |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**



Page 6

| ID SDE Online Teaching Endorsement Standards | Courses | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| | EDLT 6616 | EDLT 6655 | EDLT 6626 | EDLT 6656 | EDLT 6639 | EDLT 6659 |
| <i>Performance</i> | | | | | | |
| 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). | I | R | R | R | | M |
| 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 environments, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design). | | I | | R | | M |
| 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). | I | I | R | R | R | M |
| Standard #5: Classroom Motivation and Management Skills – <i>The online 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.</i> | | | | | | |
| <i>Performance</i> | | | | | | |
| 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]). | I | | R | R | R | M |
| 2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.). | | | | I | | M |
| 3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, uses online tool functionality to improve instructional efficiency). | I | | | R | | M |
| Standard #6: Communication Skills, Networking, and Community Building – <i>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.</i> | | | | | | |
| <i>Disposition</i> | | | | | | |
| 1. The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication. | I | R | R | R | R | M |
| <i>Performance</i> | | | | | | |
| 1. The online teacher is a thoughtful and responsive communicator. | I | R | R | R | R | M |
| 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). | I | R | R | R | R | M |
| 3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums. | I | R | R | R | R | M |
| 4. The online teacher adjusts communication in response to cultural differences (e.g., wait-time and authority). | | | I | R | | M |
| Standard #7: Instructional Planning Skills – <i>The online plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i> | | | | | | |
| <i>Performance</i> | | | | | | |
| 1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization, and expectations. | I | I | I | R | | M |
| 2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities. | I | I | R | R | | M |
| 3. The online teacher designs and develops subject-specific online content. | I | | I | R | | M |
| 4. The online teacher uses multiple forms of media to design course content. | I | I | R | R | R | M |
| 5. The online teacher designs course content to facilitate interaction and discussion. | | I | R | R | | M |
| 6. The online teacher designs course content that complies with intellectual property rights and fair use standards. | I | I | R | R | R | M |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| | | | | | | |
|---|---|---|---|---|---|---|
| Standard #8: 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>Performance</i> | | | | | | |
| 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. | | I | I | R | | M |
| 2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data. | I | | I | R | | M |
| 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. | | | | | | |
| <i>Knowledge</i> | | | | | | |
| 1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities). | | I | I | R | I | M |
| 2. The online teacher knows how educational standards and curriculum align with 21 st century skills. | I | I | R | R | R | M |
| <i>Disposition</i> | | | | | | |
| 1. The online teacher recognizes his/her professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession as well as to his/her online school and community. | | R | M | R | | M |
| <i>Performance</i> | | | | | | |
| 1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUPs, etc.). | I | | R | R | R | M |
| 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. | I | R | R | R | R | M |
| 3. The online teacher demonstrates alignment of educational standards and curriculum with 21 st century technology skills. | I | R | R | R | R | M |
| Standard #10: 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. | | | | | | M |

Table 3. Course Artifacts and Assessments aligned with Online Teaching Endorsement Standards

| Standard #1: 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. | | | | | |
|---|---|---|--|---|---|
| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundaments of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
| Lesson Plan with Gagne's 9 Events of Instruction | Annotated Bibliography | Annotated Bibliography | Review of the Literature | Needs Analysis | Instructional Unit |
| Diversity Analysis | Citation/Reference Documentation | Acceptable Use Policy Case Study | Citation/Reference Documentation | Learning Task Map & Assessment Plan | Assessment Instruments |
| Assistive Technology Case Study | Needs Analysis | Gagne-based Lesson Plan | Instructional Unit | WBI Strategy | Online Teaching Portfolio |
| Technology-enhanced Lesson Plan | Design Tasks | Professional Development Project | Needs Analysis | Media Analysis | LMS Activity Logs |
| Portfolio | Lesson Plan | Professional Development Report | Design Tasks | Storyboard with Media Selection | Online Blog |
| Implementation Reflection | ID Project Report | | Instructional Unit | WBI Module | Reflection Section of OT Portfolio |
| Technology Philosophy | ID Project Presentation | | Data Analysis | Implementation Reflection & Evaluation Report | Internship Evaluation |
| | | | Evaluation Report | | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Standard #2: *Knowledge of Human Development and Learning - The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundamentals of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
|---|---|---|--|---|---|
| Diversity Analysis | Needs Analysis | Annotated Bibliography | Needs Analysis | Needs Analysis | Instructional Unit |
| Assistive Technology Case Study | Design Tasks | Acceptable Use Policy Case Study | Design Tasks | WBI Strategy | Assessment Instruments |
| Technology- enhanced Lesson Plan | Lesson Plan | Gagne-based Lesson Plan | Instructional Unit | WBI Module | Online Teaching Portfolio |
| Portfolio | ID Project Report | Professional Development Project | Data Analysis | Implementation Reflection & Evaluation Report | Internship Evaluation |
| Implementation Reflection | ID Project Presentation | Professional Development Report | Evaluation Report | | |
| Technology Philosophy | | | | | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| Standard #3: Modifying Instruction for Individual Needs - The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs. | | | | | |
|--|---|---|--|---|---|
| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundamentals of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
| Lesson Plan with Gagne's 9 Events of Instruction | Needs Analysis | Acceptable Use Policy Case Study | Needs Analysis | Needs Analysis | Instructional Unit |
| Diversity Analysis | Design Tasks | Professional Development Project | Design Tasks | Learning Task Map & Assessment Plan | Assessment Instruments |
| Assistive Technology Case Study | Lesson Plan | Professional Development Report | Instructional Unit | WBI Strategy | Online Teaching Portfolio |
| Technology-enhanced Lesson Plan | ID Project Report | | Data Analysis | Implementation Reflection & Evaluation Report | Internship Evaluation |
| | ID Project Presentation | | Evaluation Report | | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Standard #4: *Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.*

| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundamentals of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
|---|---|---|--|---|---|
| Software/Website Evaluation | Annotated Bibliography | Gagne-based Lesson Plan | Review of the Literature | Learning Task Map & Assessment Plan | Instructional Unit |
| Technology- enhanced Lesson Plan | Needs Analysis | Professional Development Project | Citation/Reference Documentation | WBI Strategy | Assessment Instruments |
| Portfolio | Design Tasks | Professional Development Report | Needs Analysis | Media Analysis | Online Teaching Portfolio |
| Implementation Reflection | Lesson Plan | | Design Tasks | Storyboard with Media Selection | Internship Evaluation |
| | ID Project Report | | Instructional Unit | Implementation Reflection & Evaluation Report | |
| Technology Philosophy | ID Project Presentation | | Data Analysis | | |
| | | | Evaluation Report | | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**



| Standard #5: Classroom Motivation and Management Skills - The online 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. | | | | | |
|--|---|---|--|---|---|
| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundamentals of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
| Technology-enhanced Lesson Plan | Needs Analysis | Acceptable Use Policy Case Study | Needs Analysis | Needs Analysis | Instructional Unit |
| Portfolio | Design Tasks | Gagne-based Lesson Plan | Design Tasks | Media Analysis | Assessment Instruments |
| Implementation Reflection | Lesson Plan | Professional Development Project | Instructional Unit | WBI Module | Online Teaching Portfolio |
| Technology Philosophy | ID Project Report | Professional Development Report | Data Analysis | Implementation Reflection & Evaluation Report | Internship Evaluation |
| | ID Project Presentation | | Evaluation Report | | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| 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. | | | | | |
|---|---|---|--|---|---|
| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundamentals of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
| Technology-enhanced Lesson Plan | Annotated Bibliography | Annotated Bibliography | Review of the Literature | Implementation Reflection & Evaluation Report | Instructional Unit |
| Portfolio | ID Project Report | Gagne-based Lesson Plan | Citation/Reference Documentation | | Assessment Instruments |
| Implementation Reflection | ID Project Presentation | Professional Development Project | Instructional Unit Report | | Online Teaching Portfolio |
| Technology Philosophy | | Professional Development Report | Instructional Unit Presentation | | Discussion Forums Reflection Report |
| | | Synchronous/Asynchronous Participation | | | Audio/Video Logs |
| | | | | | LMS Activity Logs |
| | | | | | Online Blog |
| | | | | | Reflection Section of OT Portfolio |
| | | | | | Internship Evaluation |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**



| Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals. | | | | | |
|--|---|---|--|---|---|
| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundamentals of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
| Lesson Plan with Gagne's 9 Events of Instruction | Citation/Reference Documentation | Gagne-based Lesson Plan | Instructional Unit | Needs Analysis | Instructional Unit |
| Copyright Quiz | Needs Analysis | Professional Development Project | Needs Analysis | Learning Task Map & Assessment Plan | Assessment Instruments |
| Software/Website Evaluation | Design Tasks | Professional Development Report | Design Tasks | WBI Strategy | Online Teaching Portfolio |
| Technology-enhanced Lesson Plan | Lesson Plan | | | Storyboard with Media Selection | Discussion Forums Reflection Report |
| Portfolio | ID Project Report | | Data Analysis | Implementation Reflection & Evaluation Report | Audio/Video Logs |
| Implementation Reflection | ID Project Presentation | | Evaluation Report | | LMS Activity Logs |
| Technology Philosophy | | | | | Internship Evaluation |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| Standard #8: 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. | | | | | |
|---|---|---|--|---|---|
| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundaments of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
| Technology-enhanced Lesson Plan | Needs Analysis | Gagne-based Lesson Plan | Needs Analysis | Needs Analysis | Internship Evaluation |
| Portfolio | Design Tasks | Professional Development Project | Design Tasks | Learning Task Map & Assessment Plan | |
| Implementation Reflection | Lesson Plan | Professional Development Report | Instructional Unit | WBI Strategy | |
| Technology Philosophy | ID Project Report | | Data Analysis | Implementation Reflection & Evaluation Report | |
| | ID Project Presentation | | Evaluation Report | | |
| 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. | | | | | |
| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundaments of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
| Technology-enhanced Lesson Plan | Annotated Bibliography | Annotated Bibliography | Review of the Literature | Implementation Reflection & Evaluation Report | Internship Evaluation |
| Portfolio | ID Project Report | Acceptable Use Policy Case Study | Citation/Reference Documentation | | |
| Implementation Reflection | ID Project Presentation | Professional Development Project | Instructional Unit Report | | |
| Technology Philosophy | | Professional Development Report | Instructional Unit Presentation | | |
| | | Synchronous/Asynchronous Participation | | | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**



| Standard #10: 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. | | | | | |
|---|---|---|--|---|---|
| EDLT 6616 Integration of Technology into the School Curriculum | EDLT 6655 Fundamentals of Instructional Design | EDLT 6626 Instructional Technology & Staff Development | EDLT 6656 Fundamentals of Multimedia Development in Education | EDLT 6639 Delivering Instruction in Electronic Formats | EDLT 6659 Online Teaching Internship |
| | | | | | Online Teaching Portfolio |
| | | | | | Internship Evaluation |

Appendix

Course Syllabi for Online Teaching Endorsement

EDLT 6616: Integration of Technology into the School Curriculum

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [\[insert instructor email link\]](#)

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Examination of appropriate and effective uses of technology in K-12 environments; focus on research-based methods and integration strategies for online and hybrid teaching/learning environments that incorporate current and emerging digital tools.

COURSE TEXT / READINGS

There are no required textbooks for this course; however, an extensive list of assigned scholarly and research readings are required.

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access (i.e., complete articles and findings [not just abstracts] must be available for all class members and the instructor either on screen or after being downloaded from an accessible site) to at least one online scholarly database that contains published research in the fields of education and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS Office Suite (capable of opening .docx, .pptx, .xlsx files)
- Adobe Reader
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

- ISU College of Education: Core Standards for Advanced Professionals
- ISTE Technology Facilitation & Leadership Standards (see the document on Moodle)
- Idaho K-12 Online Teaching Standards

COURSE OBJECTIVES

The goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and integration of current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

Upon the completion of the EDLT 6616 course, the student will:

1. Demonstrate appropriate uses of technologies to promote communication.
2. Demonstrate appropriate uses of technologies to promote student learning.
3. Demonstrate appropriate uses of technologies to promote student engagement.
4. Formulate a technology philosophy statement for promoting face-to-face, blended, and online learning.
5. Demonstrate digital citizenship practices to promote the legal, ethical, and safe use of technology.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

6. Explain the use of assistive technologies within the face-to-face, blended, and online teaching/learning environment.
7. Integrate the use of assistive technologies within the face-to-face, blended, and online teaching/learning environment.
8. Demonstrate integration methods for digital media into a specific subject matter/content area to promote active, collaborative, authentic, constructive, and goal-directed learning.
9. Demonstrate accommodations/adaptations within a specific subject matter/content area for diverse learners using appropriate digital tools.
10. Demonstrate the use of digital tools for planning assessments for student learning.
11. Demonstrate the use of digital tools for creating/revising evaluation instruments for student learning.
12. Demonstrate the use of digital tools in the analysis of student learning in relation to student progress.
13. Demonstrate the facilitation of digital tools through a defined service project that contributes to peer-educator professional development.

COURSE SCHEDULE

| Week # | Topic | | Artifacts/Assignments |
|--------|--|---|--|
| | Pedagogical/practical Topics | Technology tools | |
| 1 | Overview of the course content and expectations | | |
| 2 | Selecting a service project Selecting a context | MS Word review MS PowerPoint review | |
| 3 | Instructional design basic principles | MS Excel review Movie making software review | |
| 4 | Assessment | WebQuests | Lesson plan with Gagne's 9 events of instruction |
| 5 | Constructivist's learning environments | Concept maps | |
| 6 | Copyright and fair use | Web 2.0: blogs and wikis | Copyright quiz online |
| 7 | Online safety, Acceptable User Policy | Web 2.0: podcasts | |
| 8 | Learner diversity analysis | Prezi | Diversity analysis |
| 9 | Equitable access, adaptive and assistive technology | Interactive whiteboards | AT: case study |
| 10 | Software/website evaluation | Google applications | Software/website evaluation |
| 11 | Data Analysis | TBA | Technology-enhanced lesson plan to create an active, collaborative, authentic, constructive, and goal-oriented learning experience with at least 3 selected technology artifacts |
| 12, 13 | Implementation of lesson plan | | |
| 14, 15 | Report of service project implementation results Report of lesson plan implementation results | | |
| 16 | No class; students work on portfolio | | Portfolio Due Implementation reflection Technology philosophy |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ASSESSMENTS

| | |
|--|----------------------|
| <u>Artifacts to be included in the portfolio</u> | <u>70 points</u> |
| • Technology philosophy | 10 points |
| • Lesson plan with Gagne's 9 events of instruction | 10 points |
| • Diversity analysis | 5 points |
| • Assistive technology case study | 10 points |
| • Constructivist's lesson plan with technology integration artifacts | 20 points |
| • Software/website evaluation | 10 points |
| • Implementation reflection | 5 points |
| <u>Participation</u> | <u>30 points</u> |
| • Online discussion moderation | 10 points |
| • Participation in the asynchronous/synchronous activities | 20 points |

GRADING CRITERIA and GRADING SCALE

Grading Scale:

| | |
|----|-------------|
| A | 100% – 93% |
| A– | 92.9% – 90% |
| B+ | 89.9% – 87% |
| B | 86.9% – 83% |
| B– | 82.9% – 80% |
| C+ | 79.9% – 77% |
| C | 76.9% – 73% |
| C– | 72.9% – 70% |
| D+ | 69.9% – 67% |
| D | 66.9% – 63% |
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Note: Omission of any major assignments will constitute a failing grade for the course. Late assignments will be assessed a penalty of 1/2 grade per day. In order to receive a passing grade in the class, all major assignments must be turned in. It is the policy not to assign a grade of “I” except in *extreme circumstances*. Documentation must be submitted along with any request for an extension. Granting of an “I” is at the discretion of the instructor.

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ASSESSMENT CONSENT

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

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Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Peter Denner, Associate Dean, at 282-4230 or dennpete@isu.edu.

STUDENT CONDUCT

University Policies:

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Instructor's Note on Academic Dishonesty

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ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online aspects).

ISSUES AND CONCERNS

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EVALUATION OF COURSE AND INSTRUCTOR

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ALIGNMENT to STANDARDS

| Alignment of Standards, Course Objectives, and Course Assessment Methods | | | |
|--|---|------------------------------|--|
| Program Standard: ISTE Standards | Idaho State Online Teaching Endorsement Standards | Course Objectives | Assessment Method |
| 2.1, 2.2, 2.6, 2.7 | 1, 3, 7 | 2, 3, 8, 9 10, 12 | Lesson plan with Gagne's 9 events of instruction |
| 4.2 | 7 | 5 | Copyright quiz online |
| 2.5, 4.1, 4.3 | 1, 2, 3 | 5, 6, 7 | Diversity analysis |
| 3.2, 3.4, 4.1, 4.3 | 1, 2, 3 | 6, 7 | AT: case study |
| 4.2 | 4, 7 | 2 | Software/website evaluation |
| 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.6 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1, 2, 3, 7, 8, 9, 10, 11, 12 | Technology-enhanced lesson plan to create an active, collaborative, authentic, constructive, and goal-oriented learning experience with at least 3 selected technology artifacts |
| 1.1, 1.4, 2.8, 3.1, 3.2, 6.2, 6.3 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1-13 | Portfolio Implementation reflection Technology philosophy |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

EDLT 6626: Instructional Technology & Staff Development

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [\[insert instructor email link\]](#)

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Examination of in-service models for integration of technology into the K-12 curriculum, emphasizing integration of online and hybrid training environments that use current and emerging digital tools for professional development. PREREQ: EDLT 6616, EDLT 6655.

COURSE TEXTS/READINGS

Smith, P., & Ragan, T. (2005). *Instructional design (third edition)*. Hoboken, NJ: John Wiley & Sons, Inc.

Full access to at least one online scholarly repository that contains published research in the fields of education, training, and instructional design (e.g., [AECT](#) digital library, [AACE](#) digital library, [ASTD](#), etc.). **[NOTE: Full access** constitutes complete articles (not abstracts *only*) either in print or in digital media formats. Such access *may require* you join a professional organization as a student member; if you have questions related to this, contact the course instructor.]

Selected journals and readings (see Moodle course site for detail).

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access to complete articles and findings (i.e., not abstracts *only*) for all research cited and referenced throughout the course. These must be available for all class members and the instructor either on screen or through download from the source; thus, each participant should have full access to at least one online scholarly database (e.g., AECT digital library, AACE digital library, ASTD, etc.) that contains published research in the fields of education, training, and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS Office Suite (capable of opening .docx, .pptx, .xlsx files)
- [Adobe Reader](#)
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- [Flash Player](#)

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

- ISU College of Education: Core Standards for Advanced Professionals
- IBSTPI (International Board of Standards for Training, Performance, and Instruction): Training Manager Competencies
- NACOL (North American Council of Online Learning: National Standards for Quality Online Teaching)
- Idaho K-12 Online Teaching Standards

COURSE GOALS, OBJECTIVES, and ASSESSMENTS

STATE DEPARTMENT OF EDUCATION

JUNE 20, 2013

Idaho State University

College of Education

The overall goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and dispositions related to current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

The specific competencies, goals, objectives, and artifacts, assessments, and outcomes for this course are provided in the following table:

| Goal | Objective | Outcome/Assessment |
|--|--|--|
| Communicate effectively in visual, oral, and written form. | 1. The student develops an oral presentation for a training project. 2. The student develops written documentation for a training project. | PDP Oral Presentation/ Rubric PDP Documentation/ Rubric |
| Comply with established legal and ethical standards. | 3. The student demonstrates legal parameters in producing a training project. 4. The student demonstrates ethical uses of technology in professional applications 5. The student demonstrates universal design, including Section 508 compliance, in producing a training project. | Citation & Reference Documentation |
| Maintain networks to advocate for and support the training function | 6. The student actively engages in professional technology and training readings. 7. The student actively engages in professional discussions related to technology and training. | Readings Discussion board postings/Activity Log Annotated bibliographic entries/Rubric |
| Update and improve professional and business knowledge, skills, and attitudes. | 8. The student actively explores current and emerging technologies for integration into the professional blended (hybrid) and online settings. | Readings Discussion board postings/Activity Log |
| Develop and monitor a strategic training plan. | 9. The student uses an established ID model to develop visual media for a training project encompassing blended (hybrid) or online interfaces. | Task Rubrics for selected ID model PDP Project/Rubric PDP Presentation/ Rubric |
| Use performance analysis to improve the organization. | 10. The student develops assessment instruments to measure achievement of knowledge, skills, and/or performance. | Assessment Instruments/Rubric |
| Plan and promote organizational change. | 11. The student plans a training project that aligns with the organization's culture. 12. The student examines the professional setting's AUP for alignment with the training project. | Discussion board postings Online collaboration AUP case study |
| Use technology to enhance the training function. | 13. The student employs online technologies for the training project. | PDP Project/Rubric |
| Evaluate training and performance interventions. | 14. The student develops assessment instruments to evaluate the training experience. | Assessment Instrument Rubric PDP Project/Rubric |

COURSE SCHEDULE

See the course Moodle site for the specific calendar for scheduled due dates for tasks, assignments, and class meetings.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ASSESSMENTS

Artifacts

90 points

- | | |
|--|-----------|
| • Annotated Bibliography | 20 points |
| • AUP Case Study | 05 points |
| • Gagne-based lesson plan for one training session | 05 points |
| • Professional Development Project | 30 points |
| • Professional Development Report | 30 points |

Participation: Online discussion moderation/postings
Synchronous/asynchronous activities

10 points

GRADING CRITERIA and GRADING SCALE

Grading Scale:

| | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

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ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online [asynchronous and synchronous] aspects).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ALIGNMENT to STANDARDS

| Alignment of Standards, Course Objectives, and Course Assessment Methods | | | |
|--|---|----------------------------------|--|
| IBSTPI Competencies CoE Standards | ID State Online Teaching Standards | Course Objectives | Artifact/Assessment Method |
| Professional Foundations Professional Studies & Research | 1, 2, 6, 9 | 6, 8 | Annotated Bibliography/Scoring Sheet |
| Professional Foundations Professional Studies & Research | 1, 2, 3, 5, 9 | 12 | AUP Case Study/Scoring Sheet |
| Professional Foundations Planning & Analysis Design & Development Theoretical Foundations | 1, 2, 4, 5, 6, 7, 8 | 3, 4, 5, 9, 10, 11, 13 | Gagne-based Lesson Plan for 1 Training Session/Rubric |
| All Professional Studies & Research | 1-9 | 1, 3, 4, 5, 9, 10, 11, 13, 14 | Professional Development Project/Rubric |
| All Professional Studies & Research | 1-9 | 2, 3, 6, 9, 10, 11, 14 | Professional Development Report/Rubric |
| Professional Foundations | 6, 9 | 1, 7 | Synchronous/Asynchronous Participation/Scoring Sheet |

EDLT 6639: Delivering Instruction in Electronic Formats

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [insert instructor email link]

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

In-depth study of distance education; emphasis on various models of online delivery, content organization and presentation, graphic design principles, and incorporation of current and emerging technology tools for online environments. Students will conduct a field-test of an online instructional module and present a report of the instructional design process. PREREQ: EDLT 6656.

COURSE TEXT / READINGS

Required Text:

Davidson-Shivers, G. & Rasmussen, K. (2006). *Web-based learning: Design, implementation and evaluation*. Portsmouth, NH: Pearson Education. ISBN: 0-13-081425-3

Note: Additional required readings will be available online

Recommended Texts:

Rice, K. (2012). *Making the Move to K-12 Online Teaching: Research-Based Strategies and Practices*. Boston, MA: Allyn & Bacon. ISBN: 9780132107617

Lohr, L. (2008). *Creating graphics for learning and performance: Lessons in visual literacy*. Portsmouth, NH: Pearson Education. ISBN: 978-0-13-219158-6

COMPUTER AND NETWORK ACCESS REQUIREMENT

Full access (i.e., complete articles and research findings can be accessed and read either on screen or after being downloaded) to at least one online scholarly database that contains published research in the fields of education and instructional design.

Full and continuous access to a personal computer with a DSL (minimum speed) connection to the Internet
Headset with microphone

MS *Office* Suite (capable of opening .docx, .pptx, .xlsx files)

Adobe Reader

Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)

Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in the course.

- ISU College of Education: Core Standards for Advanced Professionals
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE OBJECTIVES

The goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement in the design, development, and evaluation of an online course.

Upon completion of the EDLT 6639 course, the student will:

14. Describe the role of online teaching in preparing students for a global society.
15. Describe the current standards for best practices for online teaching/learning.
16. Appropriately employ dynamic technologies to promote synchronous and asynchronous communication and student learning (individual, cooperative, collaborative).
17. Identify principles of visual literacy.
18. Apply graphic design concepts and principles, and concepts of perception in all materials design.
19. Identify learning theories and best practices as identified by research that support current approaches to effective online course design.
20. Utilize appropriate and current instructional design methods and strategies (including appropriate assessment techniques) appropriate for targeted learners' physical, cognitive, social, and moral development.
21. Address motivational theories for online teaching and learning.
22. Apply principles of access, equity, and safety, and integrate assistive technologies in an online environment.
23. Use online management tools to analyze student academic achievement.
24. Adhere to policies of fair-use/plagiarism in the online teaching/learning environment.
25. Enlist security strategies in the online teaching and learning environment.
26. Collaborate with peer professionals in relation to the development and evaluation of the online teaching and learning environment.

COURSE SCHEDULE

| Week # | Topics | Artifacts/Assignments |
|--------|--|--|
| 1 | Overview of the class | |
| 2 | Selecting a project: a Web-based learning module (worth about 2 to 4-week's learning) | Project proposal |
| 3 | Goal, Context, Learner Analysis | Needs analysis document |
| 4 | Content Analysis: Learning Task Map | Learning task map and assessment plan |
| 5, 6 | WBI strategies (instructional, evaluation, and motivational strategies) for different types of learning | WBI strategy worksheet |
| 7, 8 | Media analysis (LMS features, basic HTML, server-client model <i>DreamWeaver</i> , <i>Fireworks</i> , <i>SoftChalk</i> , Respondus <i>StudyMate</i> , and other emerging technologies) | Student presentations |
| 9, 10 | Storyboard WBI module, considering ADA, copyright issues | Storyboard with media selection (and plan for student progress evaluation) |
| 11, 12 | Developing WBI module, considering ADA, copyright issues | WBI module |
| 13, 14 | Implementation and evaluation | Implementation reflection and evaluation report (including analysis of learning progress report) |
| 15, 16 | Project report and peer evaluation | Project presentation |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ASSESSMENTS

| | |
|--|----------------------|
| <u>Project:</u> | <u>70 points</u> |
| Goal, Context, Learner Analysis | 10 points |
| Learning Task Map Document | 05 points |
| Assessment Plan | 05 points |
| Student technology presentation | 10 points |
| Storyboard with media selection | 10 points |
| WBI module | 15 points |
| Implementation reflection and evaluation report | 10 points |
| Project presentation | 05 points |
| <u>Participation:</u> | <u>30 points</u> |
| Participation in the asynchronous and synchronous activities | |

GRADING CRITERIA and GRADING SCALE

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| | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online aspects). If you shall encounter unexpected problems that will prevent you from attending synchronous online meetings, please let me know ahead of time (email or phone call). Failure to do so will result in participation penalty (calculated at the end of the course).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ALIGNMENT to STANDARDS

| Alignment of Goals, Objectives, and Assessment Methods | | | |
|---|--|------------------------------|--|
| Program Standard (ISTE Standards) | Idaho State Online Teaching Endorsement Standards | Course Objectives | Assessment Method |
| 2.6, 5.1 | 1, 2, 3, 5, 7, 8 | 7 | Needs analysis document |
| 2.1, 2.6, 2.7 | 1, 3, 4, 7, 8 | 7 | Learning task map and assessment plan |
| 2.2, 2.3 | 1, 2, 3, 4, 7, 8 | 6, 7, 8 | WBI strategy worksheet |
| 1.4, 3.2, 3.6 | 1, 4, 5 | 3, 10 | Media analysis |
| 1.2 | 1, 4, 7 | 3, 10 | Storyboard with media selection (and plan for student progress evaluation) |
| 2.5, 3.4, 4 | 1, 2, 5 | 3, 4, 5, 9, 11, 12 | WBI module considering ADA, copyright issues |
| 1.1, 2.8, 3.1, 3.2, 3.3, 3.5, 5.3, 6.2, 6.3 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1, 2, 13 | Implementation reflection and evaluation report (including analysis of learning progress report) |

EDLT 6655: Fundamentals of Instructional Design

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [insert instructor email link]

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Introduction to recognized, standard instructional design models in the field as well as design principles that guide the development of instructional materials. Students will create an instructional unit for online delivery incorporating appropriate multimedia materials. Principles related to ADA Section 508, Assistive Technology, and Universal Design for Learning will be emphasized in designing for the teaching/learning environment. PREREQ or COREQ: EDLT 6616.

COURSE TEXTS/READINGS

Morrison, G., Ross, S., Kalman, H., & Kemp, J. (2011). *Designing effective instruction*. Hoboken, NJ: John Wiley & Sons, Inc.

VandenBos, G. (Ed.) (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Full access to at least one online scholarly repository that contains published research in the fields of education and instructional design (e.g., AECT digital library, AACE digital library, etc.). [**NOTE:** Full access constitutes complete articles (not abstracts *only*) either in print or in digital media formats. Such access *may require* you join a professional organization as a student member; if you have questions related to this, contact the course instructor.]

Various research journals/articles as specified on the Moodle course site.

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access to complete articles and findings (i.e., not abstracts *only*) for all research cited and referenced throughout the course. These must be available for all class members and the instructor either on screen or through download from the source; thus, each participant should have full access to at least one online scholarly database (e.g., AECT digital library, AACE digital library, ASTD, etc.) that contains published research in the fields of education, training, and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS *Office Suite* (capable of opening .docx, .pptx, .xlsx files)
- Adobe Reader
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

- ISU College of Education (CoE): Core Standards for Advanced Professionals
- ISTE Technology Coaches Standards (see the document on Moodle)
- Idaho K-12 Online Teaching Standards

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE GOALS, OBJECTIVES, and ASSESSMENTS

The overall goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and dispositions related to current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

The specific competencies, goals, objectives, and artifacts, assessments, and outcomes for this course are provided in the following table:

| Goal | Objective | Outcome/Assessment |
|---|---|---|
| Communicate effectively in visual, oral, and written form. | 1. The student investigates the research base that has led to the current processes of instructional design (ID). 2. The student develops an oral presentation of an assigned ID model. 3. The student develops written documentation for an ID module. 4. The student presents a completed ID module in visual and oral modes. | Annotated Bibliography/Rubric Overview of multiple ID models/Scoring sheet ID documentation/ Rubric Synchronous presentation/Scoring sheet |
| Comply with established legal and ethical standards. | 5. The student uses current APA guidelines for citing and referencing resources used in all aspects of the course. | Citation & Reference documentation/sections of various Rubrics and Scoring Sheets |
| Develop an instructional module using an established ID model. | 6. The student uses an established ID model to conduct a thorough needs analysis for an instructional module for blended (hybrid) or online interfaces. 7. The student uses an established ID model to design an instructional module for blended or online interfaces. 8. The student uses an established ID model to develop an instructional Gagne-type lesson for an instructional module for blended or online interfaces. | Needs Analysis/Rubrics Design Tasks/ Rubrics Lesson Plan/Rubric |
| Produce a comprehensive report of the ID model's use in creating an instructional module. | 9. The student documents the process for the ID model uses in creating the instructional module. | ID Project Report/Rubric |
| Present an oral report of the ID project using visual aids. | 10. The student presents a comprehensive oral report of the ID module developed. 11. The student utilizes digital multimedia tools for presenting the oral report. | ID Project Presentation/Scoring Sheet |

COURSE SCHEDULE

See the course Moodle site for the specific calendar for scheduled due dates for tasks, assignments, and class meetings.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ASSESSMENTS

| | |
|----------------------------|------------------|
| <u>Artifacts</u> | <u>90 points</u> |
| • Annotated Bibliography | 20 points |
| • ID Module Analysis Phase | 10 points |
| • ID Module Design Phase | 10 points |
| • ID Model Project | 30 points |
| • ID Module Report | 20 points |

Participation: Online discussion moderation/postings 10 points
Synchronous/asynchronous activities

GRADING CRITERIA and GRADING SCALE

Grading Scale:

| | |
|----|-------------|
| A | 100% – 93% |
| A– | 92.9% – 90% |
| B+ | 89.9% – 87% |
| B | 86.9% – 83% |
| B– | 82.9% – 80% |
| C+ | 79.9% – 77% |
| C | 76.9% – 73% |
| C– | 72.9% – 70% |
| D+ | 69.9% – 67% |
| D | 66.9% – 63% |
| F | 62.9% – 00% |

Note: Omission of any major assignments will constitute a failing grade for the course. Late assignments will be assessed a penalty of 1/2 grade per day. In order to receive a passing grade in the class, all major assignments must be turned in. It is the policy not to assign a grade of “I” except in *extreme circumstances*. Documentation must be submitted along with any request for an extension. Granting of an “I” is at the discretion of the instructor.

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Our program is committed to all students achieving their potential. If you have a diagnosed disability, or believe you have a disability (e.g., physical, cognitive, emotional, etc.), that might require “reasonable accommodation” on the part of the instructor, please contact the Director, Center for Services of Students with Disabilities (282-3599), Gravelly Hall, Room 123, as early as possible. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

ASSESSMENT CONSENT

A part of institutional and state outcomes assessment requirements, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Peter Denner, Associate Dean, at 282-4230 or dennpete@isu.edu.

STUDENT CONDUCT

University Policy:

All acts of dishonesty in any work constitute academic misconduct. Dishonest conduct is unacceptable. In cases of academic dishonesty, such as cheating or plagiarism, students will be dismissed from class, given failing grades or otherwise disciplined by the faculty member. Before students are allowed to repeat the course, they must submit a petition to, and obtain approval from, the Scholarship Requirements Committee or the designated official of the college having jurisdiction over the course. Faculty members are responsible for deciding academic dishonesty cases which occur in their classes, except when a case involves additional violation of University policies. Such other violations may be resolved under the Student Code of Conduct, Rights, Responsibilities and Judicial Structure or other applicable procedures (from the Student Handbook).

Instructor's Note on Academic Dishonesty

Care should be taken when dealing with lesson plans, electronic texts, and graphical elements. **All materials used in this course, whether copyright protected, or in the public domain, must be properly cited.** *This requirement applies to all student work, including electronic presentations. Failure to follow this policy will result in a grade of "F" for the assignment in question. Repeated violations will result in a grade of "F" for the course.*

ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online [asynchronous and synchronous] aspects).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

Standard College of Education course evaluation forms will be available in the Moodle course website at, or near, the end of the semester.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ALIGNMENT to STANDARDS

| Alignment of Standards, Course Objectives, and Course Assessment Methods | | | |
|---|---|------------------------------|--|
| ISTE Standards CoE Standards | ID State Online Teaching Standards | Course Objectives | Artifact/Assessment Method |
| 1.a., 6 Professional Studies & Research Theoretical Foundations | 1, 4, 6, 9 | 1 – 4 | Annotated Bibliography/Scoring Sheet Overview of ID model/Scoring sheet Synchronous presentation/Scoring sheet |
| 5.b Professional Studies & Research | 1, 7 | 5 | Citation & Reference Documentation/Sections of various Rubrics and Scoring Sheets |
| 2.a, 2.b, 2.d, 2.f, 2.g, 3.a Professional Studies & Research Theoretical Foundations | 1, 2, 3, 4, 5, 7, 8 | 6 – 8 | Needs Analysis/Rubrics Design Tasks/ Rubrics Lesson Plan/Rubric |
| Professional Studies & Research | 1 – 9 | 9 | ID Project Report/Rubric |
| Professional Studies & Research | 1 – 9 | 10, 11 | ID Project Presentation/Scoring Sheet |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

EDLT 6656: Fundamentals of Multimedia Development in Education

Online

3 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [insert instructor email link]

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Exploration of the use of multimedia technology for designing digital learning content; emphasis is on online design, delivery, and evaluation. Students will conduct a field-test of a multimedia instructional module and present a report of the instructional design process. PREREQ: EDLT 6655.

COURSE TEXTS/READINGS

TBA

VandenBos, G. (Ed.) (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Full access to at least one online scholarly repository that contains published research in the fields of education and instructional design (e.g., AECT digital library, AACE digital library, etc.). [**NOTE:** Full access constitutes complete articles (not abstracts only) either in print or in digital media formats. Such access may require you join a professional organization as a student member; if you have questions related to this, contact the course instructor.]

Various research journals/articles as specified on the Moodle course site.

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access to complete articles and findings (i.e., not abstracts only) for all research cited and referenced throughout the course. These must be available for all class members and the instructor either on screen or through download from the source; thus, each participant should have full access to at least one online scholarly database (e.g., AECT digital library, AACE digital library, ASTD, etc.) that contains published research in the fields of education, training, and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS Office Suite (capable of opening .docx, .pptx, .xlsx files)
- Adobe Reader
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

- ISU College of Education: Core Standards for Advanced Professionals
- ISTE Technology Coaches Standards (see the document on Moodle)
- Idaho K-12 Online Teaching Standards

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE GOALS, OBJECTIVES, and ASSESSMENTS

The overall goal of this course is to prepare Idaho State University Master of Education candidates and certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and dispositions related to current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

The specific competencies, goals, objectives, and artifacts, assessments, and outcomes for this course are provided in the following table:

| Goal | Objective | Outcome/Assessment |
|---|--|---|
| Communicate effectively in visual, oral, and written form. | 1. The student will extend their knowledge base to reflect current and emerging instructional design research. | Review of the Literature Paper/Rubric Citation & Reference documentation/sections of various Rubrics and Scoring Sheets |
| Comply with established legal and ethical standards. | 2. The student will adhere to Section 508 guidelines in designing a student-centered lesson sequence. | Instructional Unit/Rubric |
| Develop a student-centered, instructional module using an established ID model. | 3. The student will use an established ID model to conduct a thorough needs analysis for an instructional unit for blended (hybrid) or online interfaces. 4. The student will use an established ID model to design an instructional unit for blended or online interfaces. 5. The student will develop an instructional, Gagne-style instructional sequence for blended or online delivery. 6. The student will conduct a data analysis post-implementation of the instructional sequence. | Needs Analysis/Rubrics Design Tasks/ Rubrics Instructional Unit/Rubric Data Analysis/Scoring Sheet Evaluation Report/Rubric |
| Produce a comprehensive report of the instructional unit. | 7. The student will document the process used in creating the instructional unit through a comprehensive written report. | Instructional Unit Report/Rubric |
| Present an oral report of the instructional unit using visual aids. | 8. The student will present a comprehensive oral report of the instructional unit developed. 9. The student will utilize digital multimedia tools for presenting the oral report. | Instructional Unit Presentation/Scoring Sheet |

COURSE SCHEDULE

See the course Moodle site for the specific calendar for scheduled due dates for tasks, assignments, and class meetings.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ASSESSMENTS

| | |
|---|------------------|
| <u>Artifacts</u> | <u>90 points</u> |
| • Review of the Literature | 20 points |
| • Instructional Unit Analysis Phase | 10 points |
| • Instructional Unit Design Phase | 10 points |
| • Instructional Unit Project | 30 points |
| • Instructional Unit Report | 20 points |
| <u>Participation:</u> Online discussion moderation/postings | <u>10 points</u> |
| Synchronous/asynchronous activities | |

GRADING CRITERIA and GRADING SCALE

Grading Scale:

| | |
|----|-------------|
| A | 100% – 93% |
| A– | 92.9% – 90% |
| B+ | 89.9% – 87% |
| B | 86.9% – 83% |
| B– | 82.9% – 80% |
| C+ | 79.9% – 77% |
| C | 76.9% – 73% |
| C– | 72.9% – 70% |
| D+ | 69.9% – 67% |
| D | 66.9% – 63% |
| F | 62.9% – 00% |

Note: Omission of any major assignments will constitute a failing grade for the course. Late assignments will be assessed a penalty of 1/2 grade per day. In order to receive a passing grade in the class, all major assignments must be turned in. It is the policy not to assign a grade of “I” except in extreme circumstances. Documentation must be submitted along with any request for an extension. Granting of an “I” is at the discretion of the instructor.

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ASSESSMENT CONSENT

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To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

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STUDENT CONDUCT

University Policy:

All acts of dishonesty in any work constitute academic misconduct. Dishonest conduct is unacceptable. In cases of academic dishonesty, such as cheating or plagiarism, students will be dismissed from class, given failing grades or otherwise disciplined by the faculty member. Before students are allowed to repeat the course, they must submit a petition to, and obtain approval from, the Scholarship Requirements Committee or the designated official of the college having jurisdiction over the course. Faculty members are responsible for deciding academic dishonesty cases which occur in their classes, except when a case involves additional violation of University policies. Such other violations may be resolved under the Student Code of Conduct, Rights, Responsibilities and Judicial Structure or other applicable procedures (from the Student Handbook).

Instructor's Note on Academic Dishonesty

Care should be taken when dealing with lesson plans, electronic texts, and graphical elements. **All materials used in this course, whether copyright protected, or in the public domain, must be properly cited.** *This requirement applies to all student work, including electronic presentations. Failure to follow this policy will result in a grade of "F" for the assignment in question. Repeated violations will result in a grade of "F" for the course.*

ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online [asynchronous and synchronous] aspects).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

Standard College of Education course evaluation forms will be available in the Moodle course website at, or near, the end of the semester.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ALIGNMENT to STANDARDS

| Alignment of Standards, Course Objectives, and Course Assessment Methods | | | |
|---|--|----------------------|---|
| ISTE Standards CoE Standards | ID State Online Teaching Standards | Course Objectives | Artifact/Assessment Method |
| 1.a., 6 Professional Studies & Research Theoretical Foundations | 1, 4, 6, 9 | 1 | Review of the Literature/Rubric Citation & Reference documentation/sections of various Rubrics and Scoring Sheets |
| 5.b Professional Studies & Research | 1, 7 | 2 | Instructional Unit/Rubric |
| 2.a, 2.b, 2.d, 2.f, 2.g, 3.a Professional Studies & Research | 1, 2, 3, 4, 5, 7, 8 | 3 – 6 | Needs Analysis/Rubrics Design Tasks/ Rubrics Instructional Unit/Rubric Data Analysis/Scoring Sheet Evaluation Report/Rubric |
| Professional Studies & Research | 1 – 9 | 7 | Instructional Unit Report/Rubric |
| | 1 – 9 | 8, 9 | Instructional Unit Presentation/Scoring Sheet |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

EDLT 6659: Online Teaching Internship

Online

6 credits

[insert instructor name]

Office Location: [insert location info]

Preferred email: [insert instructor email link]

Office Phone: 282-xxxx

Office hours: [insert office hrs. info]

(Via in-person, phone, or online consultation)

COURSE DESCRIPTION

Candidates assume instructional and management responsibilities in supervised online elementary/secondary settings. Includes weekly professional development consultations. All coursework as indicated in the Online Teaching Endorsement program of study must be completed prior to enrollment in the Online Teaching Internship course. Grades S/U. F, S.

COURSE TEXTS/READINGS

TBA

VandenBos, G. (Ed.) (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Full access to at least one online scholarly repository that contains published research in the fields of education and instructional design (e.g., AECT digital library, AACE digital library, etc.). [**NOTE:** Full access constitutes complete articles (not abstracts only) either in print or in digital media formats. Such access may require you join a professional organization as a student member; if you have questions related to this, contact the course instructor.]

Various research journals/articles as specified on the Moodle course site.

COMPUTER AND NETWORK ACCESS REQUIREMENT

Each participant must have full access to complete articles and findings (i.e., not abstracts only) for all research cited and referenced throughout the course. These must be available for all class members and the instructor either on screen or through download from the source; thus, each participant should have full access to at least one online scholarly database (e.g., AECT digital library, AACE digital library, ASTD, etc.) that contains published research in the fields of education, training, and instructional design.

Each participant must have:

- Full and continuous access to a computer with DSL (minimum speed) connection to the Internet
- Headset with microphone
- MS *Office Suite* (capable of opening .docx, .pptx, .xlsx files)
- Adobe Reader
- Internet browser software (e.g., *Firefox*, *Safari*, *Chrome*, etc.)
- Flash Player

TARGETED STANDARDS

The following standards will be used in fulfilling the competencies and outcomes expected in this course.

- ISU College of Education: Core Standards for Advanced Professionals
- ISTE Technology Coaches Standards (see the document on Moodle)
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STATE DEPARTMENT OF EDUCATION

JUNE 20, 2013

Idaho State University

College of Education

COURSE GOALS, OBJECTIVES, and ASSESSMENTS

The overall goal of this course is to prepare Idaho State University certified teachers who are seeking the Idaho K-12 Online Teaching Endorsement with the knowledge, skills, and dispositions related to current and emerging technology tools into the traditional, blended (hybrid), and online educational and training environments of public and private entities.

The specific competencies, goals, objectives, and artifacts, assessments, and outcomes for this course are provided in the following table:

| Goal | Objective | Outcome/Assessment |
|--|---|---|
| Candidates will design appropriate curriculum and assessments. | <ol style="list-style-type: none"> 1. The candidate will design subject matter specific instructional events in alignment with established ID methods. 2. The candidate will design measurements for online assessment in the targeted subject matter content. | Instructional Unit/Rubric Assessment Instruments/ Rubric OT Portfolio/Rubric |
| Candidates will understand the components needed for a positive, safe, and supportive virtual classroom environment for the affective needs of students. | <ol style="list-style-type: none"> 3. The candidate will incorporate asynchronous discussion forums in support of specific subject matter content. 4. The candidate will incorporate synchronous chat sessions in support of individual student achievement. 5. The candidate will incorporate multimedia tools for teacher-student consultation. | Discussion Forums Reflection Report/Rubric Audio/video Logs/Scoring Sheet LMS Activity Logs/Scoring Sheet OT Portfolio/Rubric |
| Candidates will demonstrate online teaching competency and the ability to implement appropriate curriculum. | <ol style="list-style-type: none"> 6. The candidate will deliver subject matter specific instructional events in alignment with established ID methods. 7. The candidate will use appropriate data gathering tools to document student academic progress in the targeted subject matter. 8. The candidate will use data analysis tools to report academic achievement (aggregated and disaggregated). 9. The candidate will draw conclusions from the data analysis for revision to the online instructional unit prior to re-teaching the content. | Instructional Unit LMS Review/Scoring Sheet Evaluation Report/Rubric OT Portfolio/Rubric |
| Candidates will demonstrate effective, efficient management of the online teaching/learning environment. | <ol style="list-style-type: none"> 10. The candidate will demonstrate teacher-student interactions within the online environment. | LMS Activity Logs/Scoring Sheet Online Blog/Scoring Sheet Reflection Section/OT Portfolio Rubric |
| Candidates will understand the behaviors associated with effective professional educators as leaders in the virtual teaching environment. | <ol style="list-style-type: none"> 11. The candidate will demonstrate alignment with Idaho Online Teaching Endorsement Standards through the Online Teaching Portfolio. | OT Portfolio/Rubric Internship Evaluation/Rubrics |

COURSE SCHEDULE

See the course Moodle site for the specific calendar for scheduled due dates for tasks, assignments, and class meetings.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ASSESSMENTS

| | |
|-------------------------------------|------------------|
| <u>Artifacts</u> | <u>80 points</u> |
| • Instructional Unit(s) | 40 points |
| • Assessment Instruments | 10 points |
| • OT Portfolio | 30 points |
| <u>Participation:</u> | <u>20 points</u> |
| • Supervisor/Instructor Conferences | |

GRADING CRITERIA and GRADING SCALE

Grading Scale:

| | |
|----|-------------|
| A | 100% – 93% |
| A– | 92.9% – 90% |
| B+ | 89.9% – 87% |
| B | 86.9% – 83% |
| B– | 82.9% – 80% |
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| F | 62.9% – 00% |

Note: Omission of any major assignments will constitute a failing grade for the course. Late assignments will be assessed a penalty of 1/2 grade per day. In order to receive a passing grade in the class, all major assignments must be turned in. It is the policy not to assign a grade of “I” except in *extreme circumstances*. Documentation must be submitted along with any request for an extension. Granting of an “I” is at the discretion of the instructor.

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

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STUDENT CONDUCT

University Policy:

All acts of dishonesty in any work constitute academic misconduct. Dishonest conduct is unacceptable. In cases of academic dishonesty, such as cheating or plagiarism, students will be dismissed from class, given failing grades or otherwise disciplined by the faculty member. Before students are allowed to repeat the course, they must submit a petition to, and obtain approval from, the Scholarship Requirements Committee or the designated official of the college having jurisdiction over the course. Faculty members are responsible for deciding academic dishonesty cases which occur in their classes, except when a case involves additional violation of University policies. Such other violations may be resolved under the Student Code of Conduct, Rights, Responsibilities and Judicial Structure or other applicable procedures (from the Student Handbook).

Instructor's Note on Academic Dishonesty

Care should be taken when dealing with lesson plans, electronic texts, and graphical elements. **All materials used in this course, whether copyright protected, or in the public domain, must be properly cited.** *This requirement applies to all student work, including electronic presentations. Failure to follow this policy will result in a grade of "F" for the assignment in question. Repeated violations will result in a grade of "F" for the course.*

ATTENDANCE AND PARTICIPATION

Students are expected to actively participate in all aspect of class sessions (including online [asynchronous and synchronous] aspects).

ISSUES AND CONCERNS

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

EVALUATION OF COURSE AND INSTRUCTOR

Standard College of Education course evaluation forms will be available in the Moodle course website at, or near, the end of the semester.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Idaho State University

College of Education

COURSE ALIGNMENT to STANDARDS

| Alignment of Standards, Course Objectives, and Course Assessment Methods | | | |
|---|--|----------------------|---|
| ISTE Standards CoE Standards | ID State Online Teaching Standards | Course Objectives | Artifact/Assessment Method |
| 1, 2, 3, 5, 6 Professional Studies & Research Theoretical Foundations | 1, 2, 3, 4, 5, 6, 7 | 1, 2, 6, 10, 11 | Instructional Unit/Rubric Assessment Instruments/ Rubric OT Portfolio/Rubric |
| 3 Professional Studies & Research | 6, 7 | 3, 4, 5, 9, 10, 11 | Discussion Forums Reflection Report/Rubric Audio/video Logs/Scoring Sheet LMS Activity Logs/Scoring Sheet OT Portfolio/Rubric |
| 1, 2 Professional Studies & Research | 8 | 7, 8, 9, 10, 11 | Instructional Unit LMS Review/Scoring Sheet Evaluation Report/Rubric OT Portfolio/Rubric |
| 3 Professional Studies & Research | 1, 6 | 3, 4, 10, 11 | LMS Activity Logs/Scoring Sheet Online Blog/Scoring Sheet Reflection Section/OT Portfolio Rubric |
| 1 – 6 Professional Studies & Research Theoretical Foundations | 1 – 10 | 1 – 11 | OT Portfolio/Rubric Internship Evaluation/Rubrics |

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STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

SUBJECT

Boise State University; Proposed K-12 Mathematics Consulting Teacher Endorsement Program.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 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 Department of Curriculum and Instruction at Boise State University requested approval to implement a program of study for students interested in pursuing the K-12 Mathematics Consulting Teacher Endorsement. Dr. Jonathan Brendefur, a faculty member within the Department of Curriculum, Instruction & Foundational Studies, has worked closely with the Idaho State Department of Education to develop and establish the K-12 Mathematics Consulting Teacher Endorsement. Dr. Brendefur directs the Initiative for Developing Mathematical Thinking (IDMT) at Boise State University. The IDMT group has worked with teachers and administrators statewide to provide a mandated 3-credit professional development course Mathematical Thinking for Instruction (MTI). The MTI course has raised teachers' awareness and interest in pursuing further mathematics studies. The K-12 Mathematics Consulting Teacher Endorsement will provide teachers the next step in reflecting upon and improving their mathematics instruction and provide districts with individuals who are trained to assist others in this work.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the K-12 Mathematics Consulting Teacher Endorsement program proposed by Boise State University. Through the comprehensive proposal, the Standards Committee gained a clear understanding that all of the requirements of the Mathematics Consulting Teacher endorsement would be met and/or surpassed through the proposed program.

During its February 2012 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed K-12 Mathematics Consulting Teacher Endorsement program offered through Boise State University. With the conditionally approved status, BSU may admit candidates to the K-12 Mathematics Consulting Teacher 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, Boise State University must have all new programs reviewed for State approval.

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

ATTACHMENTS

Attachment 1 – BSU K-12 Mathematics Consulting Teacher Endorsement - Ends
June 2012 Page 3

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the K-12 Mathematics Consulting Teacher Endorsement program offered through Boise State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Proposed K-12 Mathematics Consulting Teacher Endorsement
Program of Study**

**Boise State University
Department of Curriculum and Instruction**

Submitted by:
Michele Carney
Associate Director, Initiative for Developing Mathematical Thinking
michelecarney@boisestate.edu
208-426-4650

The Department of Curriculum and Instruction at Boise State University requests approval to implement a program of study for students interested in pursuing the K-12 Mathematics Consulting Teacher Endorsement. Dr. Jonathan Brendefur, a faculty member within the Department of Curriculum, Instruction & Foundational Studies, has worked closely with the Idaho State Department of Education to develop and establish the K-12 Mathematics Consulting Teacher Endorsement. Dr. Brendefur directs the Initiative for Developing Mathematical Thinking (IDMT) at Boise State University. The IDMT group has worked with teachers and administrators statewide to provide a mandated 3-credit professional development course Mathematical Thinking for Instruction (MTI). The MTI course has raised teachers' awareness and interest in pursuing further mathematics studies. The K-12 Mathematics Consulting Teacher Endorsement will provide teachers the next step in reflecting upon and improving their mathematics instruction and provide districts with individuals who are trained to assist others in this work.

Sample courses in this graduate level endorsement that would allow students to build the necessary skills and gather artifacts as evidence of competency include the following (with their descriptions):

Proposed Catalog Statement:

1. **EDCIFS 540 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS K-3 (3-0-3) (F/S/SU).** Examines how children develop an understanding of the following topics: number sense, addition, subtraction, multiplication, division, place value, rational number, and algebraic reasoning. Emphasizes an investigative approach involving problem solving, reasoning and proof, connections, representations, and communication.
2. **ED CIFS 541 MATHEMATICAL THINKING FOR INSTRUCTION: EARLY NUMERACY AND OPERATIONS (3-0-3) (F/S/SU).** Examines how children develop an understanding of the following topics: the relationship between development and early numeracy, counting, one-to-one correspondence, and early number sense. Emphasizes an investigative approach involving problem solving, reasoning and proof, connections, representations, and communication. PREREQ: ED-CIFS 504 or PERM/INST.

3. **ED CIFS 542 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS 4-8 (3-0-3) (F/S/SU).** Examines topics in number and operations taught in grades 4-8 with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include a focus on the foundational structure of rational numbers, rational number operations, and algebraic reasoning.
4. **ED CIFS 543 MATHEMATICAL THINKING FOR INSTRUCTION: APPLICATIONS OF RATIONAL NUMBERS, RATIO, AND PROPORTION (3-0-3) (F/S/SU).** Examines topics related to the application of rational number and rational number operations with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include comparison, ratio, proportion, and early algebraic applications. PREREQ: ED-CIFS 542 or PERM/INST.
5. **ED-CIFS 544 MATHEMATICAL THINKING FOR INSTRUCTION: NUMBER AND OPERATIONS 6-12 (3-0-3) (F/S/SU).** Examines topics in number and operations that are foundational to an understanding of Algebra with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include equality, algebraic reasoning, generalizing, functions, and modeling.
6. **ED CIFS 545 MATHEMATICAL THINKING FOR INSTRUCTION: ADVANCED ALGEBRA (3-0-3) (F/S/SU).** Examines topics in algebra that are foundational to an understanding of the application of advanced algebraic concepts with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include generalization, functions, modeling, and their application in understanding the structure of mathematics through early Calculus. PREREQ: ED-CIFS 544 or PERM/INST.
7. **ED CIFS 546 MATHEMATICAL THINKING FOR INSTRUCTION: BUILDING TEACHER LEADERS OF MATHEMATICS (3-0-3) (F/S/SU).** Examines foundational topics of effective professional development and coaching strategies with individuals and groups of teachers of mathematics with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include effective modeling, observation, collaboration, unit study, and best practices as informed by current research.
8. **ED CIFS 547 MATHEMATICAL THINKING FOR INSTRUCTION: MEASUREMENT AND GEOMETRY (3-0-3) (F/S/SU).** Examines topics in

measurement and geometry with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include unit, zero, transitivity, conservation, shape, and space.

9. **ED CIFS 548 MATHEMATICAL THINKING FOR INSTRUCTION: PROBABILITY, DATA ANALYSIS, and STATISTICS (3-0-3) (F/S/SU).** Examines topics foundational to an understanding of probability, data analysis, and statistics with an emphasis on an investigative approach involving problem solving, reasoning and proof, connections, representations and communication. Topics include experimental and theoretical probability, the law of large numbers, sample space, independent and dependent events, central tendencies, spread, and representations.
10. **ED CIFS 549 MATHEMATICAL THINKING FOR INSTRUCTION: ACTION RESEARCH AND ITS IMPLICATIONS IN THE MATHEMATICS CLASSROOM (3-0-3) (F/S/SU).** Examines topics related to mathematics education and instruction with a focus on reviewing current mathematics education research, instructional implementation, and summarizing and evaluating findings. Topics selected by the student with instructor's approval.

The matrix below illustrates, in many cases, multiple examples of evidence of learning for each performance indicator. It should also be noted that many of the courses in our program provide similar opportunities for students to meet the competencies for this endorsement.

11. **EVIDENCE SOURCES:**

The primary evidence sources for each class are described below. The word(s) in bold will be used within the framework to align the performance indicator to a particular evidence source. However, the evidence description below will provide a broader understanding of each source of evidence and its applicability to the performance indicator(s).

For the MTI courses that are available statewide and mandated for recertification, **EDCIFS 540, 542, 544**, the following item will serve as evidence:

- **Workbook.**
 - Includes multiple examples of analysis of the models and strategies associated with mathematical tasks, analysis includes; (1) potential student misconceptions, (2) instructional formats for facilitation, (3) connections between the strategies and models, and (4) understanding of the underlying structures associated with each task.
 - Includes reading assignments on the research literature pertaining to mathematics instruction, learning trajectories, and mathematical content topics. These assignments are followed up by whole-class discussions. Each participant must complete all workbook assignments, worksheets, and extensions.

For **EDCIFS 547 and 548** the following items will serve as evidence:

- **Workbook.**
 - Includes multiple examples of analysis of the models and strategies associated with mathematical tasks, analysis includes; (1) potential student misconceptions, (2) instructional formats for facilitation, (3) connections between the strategies and models, and (4) understanding of the underlying structures associated with each task.
 - Includes reading assignments on the research literature pertaining to mathematics instruction, learning trajectories, and mathematical content topics. These assignments are followed up by whole-class discussions. [Each participant must complete all workbook assignments, worksheets, and extensions]
- **Learning progressions or (learning-teaching trajectories).**
 - Organized by:
 - Learning goal(s)
 - Learning activities –instructional tasks and their sequence
 - Thinking and learning in which students might engage on a topic
 - Elements to include (1) a combination of the DMT and ULD lesson plan template, (1) task(s), (2) practice, (3) formative & summative assessment, (4) questions, (5) potential misconceptions, (6) strategies and models, (7) instructional formats, (8) trajectory of models and strategies, and (9) addressing issues of equity and accessibility

For the **EDCIFS 541, 543, 545** the following items will serve as evidence:

- **Workbook.**
 - Includes multiple examples of analysis of the models and strategies associated with mathematical tasks, analysis includes; (1) potential student misconceptions, (2) instructional formats for facilitation, (3) connections between the strategies and models, and (4) understanding of the underlying structures associated with each task.[Each participant must complete all workbook assignments, worksheets, and extensions]
 - Includes reading assignments on the research literature pertaining to mathematics instruction, learning trajectories, and mathematical content topics. These assignments are followed up by whole-class discussions
- **Standards progression (multiple grade-levels).** Construct and evaluate a standards progression for the specific mathematical content of the course. The progression would include the following elements; (1) models, (2) strategies, (3) appropriate contexts, (4) standards, and (5) potential student misconceptions.
- **Learning progressions or (learning-teaching trajectories).**
 - Organized by:

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

- Learning goal(s)
- Learning activities –instructional tasks and their sequence
- Thinking and learning in which students might engage on a topic
- Elements to include (1) a combination of the DMT and ULD lesson plan template, (1) task(s), (2) practice, (3) formative & summative assessment, (4) questions, (5) potential misconceptions, (6) strategies and models, (7) instructional formats, (8) trajectory of models and strategies, and (9) addressing issues of equity and accessibility

For the Action Research course, **EDCIFS 549**, the following items will serve as evidence:

- **Unit Creation.**

- Conduct thorough literature review on unit's mathematical topic
- Examine and evaluate multiple curricular resources (e.g., textbook, internet, supplemental sources) on unit topic
- Develop unit plan, to include:
 - Identification of the standards and underlying mathematical structures to be assessed in the unit
 - Pre- and post- unit assessment
 - Sequence of lesson topics
 - Creation of a **learning progression (also referred to as a learning-teaching trajectory)** for a particular topic(s) within the unit.
- Collect and analyze data from unit
- Written reflection regarding implementation and potential revisions
- Revision of unit

- **Mathematics Communication Tool.**

- Use local level feedback to determine the need for communication tools to increase education stakeholders (e.g., parents, community members, school board members, etc.) understanding of mathematics education and research.
- Based on the feedback, create a communication tool (e.g., newsletter, PowerPoint presentation, webinar, etc.) to increase stakeholders understanding of mathematics education and research.
- Determine a means of measuring the effectiveness of the tool in building stakeholder understanding (e.g., evaluation tool for presentation or webinar, focus group feedback on newsletter).
- Disseminate communication tool to stakeholders.
- Written reflection evaluating the effective of the communication tool in raising stakeholders' awareness of mathematics education issues and research.

For the Teacher Leaders/Coaching course, **EDCIFS 546**, the following items will serve as evidence:

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

- **Teacher Observation and Coaching (Internship – conducted over a semester).**
 - Log of pre-conference, observation and post-conference meetings for a minimum of 3 teacher observations, at least two different teachers and grade-levels (i.e., the EDCIFS 546 course participant could observe and coach a 2nd grade teacher twice and a 5th grade teacher once).
 - Includes focus on examination of at least one of the Building Mathematical Understanding frameworks domains
 - Pressing Students’ Conceptually
 - Focusing on Structure of Mathematics
 - Addressing Misconceptions
 - Utilization of Multiple Models and Strategies
 - Taking Students’ Ideas Seriously
 - Details elicitation of teacher reflection upon the lesson
- **Unit Study Observation (Internship – conducted over a semester).**
 - Log of events & reflection
 - *The unit study observation is done prior to the unit study facilitation. It is conducted by the course instructor, or IDMT staff. Course participants observe, make notes and reflect upon the process prior to facilitating a unit study.*
- **Unit Study Facilitation (Internship – conducted over a semester).**
 - Develop plan and clear agenda for the unit study facilitation
 - *Pre-unit study planning*
 - Focusing task facilitation
 - Facilitation of information that provides a broad overview of the unit or relevant topics (e.g., literature review, standards, structural components, progressions)
 - Assessment writing facilitation plan
 - Address issues of equity and accessibility
 - Overall unit plan (day-to-day structure of the unit)
 - Log of unit study process
 - *Unit study meeting with teachers*
 - Maintain record of unit study implementation by teachers
 - Final write-up of unit study facilitation
 - *Unit study reflection meeting with teachers*
 - Examination of assessment data
 - Reflection upon the unit study process and improvements for next meeting

K-12 Mathematics Consulting Teacher Endorsement Matrix

Framework for Teaching Domain # 1: Planning and Preparation

Standard #1: Knowledge of Mathematics Education - The K-12 Mathematics Consulting teacher understands the central concepts, tools of inquiry, and structures of mathematics education and creates learning experiences that make these aspects of mathematics education meaningful for learners.

| EDCIFS Course | Performance Indicator | Evidence |
|--|---|--|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | Know learning progressions related to mathematical topics and use this knowledge to sequence activities and design instructional tasks (Mathematical Thinking and Learning, 6(2), 2004). | <ul style="list-style-type: none"> • Workbook • Learning Progressions • Standards progression (multiple grade-levels) • Unit Creation • Unit Study Facilitation • Teacher Observation and Coaching |
| | Understand learning trajectories/progressions related to particular topics in mathematics (e.g., Sarama & Clements, 2009) and use this knowledge to organize and deliver instruction that is developmentally appropriate and responsive to individual learners. | |
| | Construct and evaluate multiple representations (enactive, iconic and symbolic) of mathematical ideas or processes, establish correspondences among representations, and understand the purpose and value of doing so. | |
| | Understand the importance of careful sequencing and development of mathematical ideas, concepts, and skills; be able to engage in discussions and decision-making to establish appropriate benchmarks for learning goals. | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Standard #2: Knowledge of Human Development and Learning – The K-12 Mathematics Consulting Teacher understands how mathematics learning develops, and provides opportunities that support students’ intellectual development.

| EDCIFS Course | Performance Indicator | Evidence |
|--|--|--|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | Analyze and evaluate student ideas and work, and design appropriate responses. Utilize and build upon learners’ existing knowledge, skills, understandings, conceptions and misconceptions to advance learning. | <ul style="list-style-type: none">• Workbook• Learning Progressions• Unit Creation• Unit Study Facilitation |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Standard #7: Instructional Planning Skills – The K-12 Mathematics Consulting teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

| EDCIFS Course | Performance Indicator | Evidence |
|--|---|--|
| EDCIFS 546 | Plan, develop, implement, and evaluate professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice. | <ul style="list-style-type: none"> • Unit Study Facilitation |
| | Select, use, adapt, and determine the suitability of mathematics curricula and teaching materials (e.g., textbooks, technology, manipulatives) for particular learning goals. | |
| EDCIFS 546 EDCIFS 549 | Design, select and/or adapt worthwhile mathematics tasks and sequences of examples that support a particular learning goal. | <ul style="list-style-type: none"> • Unit Study Facilitation • Unit Creation |
| EDCIFS 546 EDCIFS 541 EDCIFS 543 EDCIFS 545 | Evaluate the alignment of local and state curriculum standards, district textbooks and district and state assessments, and recommend appropriate adjustments to address gaps. | <ul style="list-style-type: none"> • Standards progression (multiple grade-levels) • Unit Study Facilitation |

Framework for Teaching Domain #2: The Classroom Environment

Standard #5: Classroom Motivation and Management Skills - The K-12 Mathematics Consulting 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.

| EDCIFS Course | Performance Indicator | Evidence |
|--|--|---|
| EDCIFS 546 EDCIFS 549 | Create social learning contexts that engage learners in discussions and mathematical explorations among peers to motivate and extend learning opportunities. | <ul style="list-style-type: none">• Workbook• Learning Progressions• Standards progression (multiple grade-levels)• Teacher Observation and Coaching |
| | Develop skillful and flexible use of different instructional formats—whole group, small group, partner, and individual—in support of learning goals. | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Framework for Teaching Domain #3: Instruction and Assessment

Standard #3: Modifying Instruction for Individual Needs - The K-12 Mathematics Consulting Teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

| EDCIFS Course | Performance Indicator | Evidence |
|----------------------------------|--|---|
| EDCIFS 546 EDCIFS 549 | Understand and manage diversities of the classroom and school—cultural, disability, linguistic, gender, socio-economic, developmental—and use appropriate strategies to support mathematical learning of all students. | <ul style="list-style-type: none">• Unit Creation• Unit Study Facilitation• Teacher Observation and Coaching |
| | Know the different formats, purposes, uses, and limitations of various types of instruction and assessment for student learning; be able to modify and adapt tasks for monitoring and enhancing student learning. | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Framework for Teaching Domain #3: Instruction and Assessment

Standard #4: Multiple Instructional Strategies - The K-12 Mathematics Consulting Teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

| EDCIFS Course | Performance Indicator | Evidence |
|---|---|--|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 EDCIFS 549 | Model effective problem solving and mathematical practices (e.g. questioning, representing, communicating, conjecturing, making connections, reasoning and proving, and self-monitoring) and demonstrate knowledge of how to cultivate the development of such practices in learners. Implement and elicit multiple modes of representation (enactive, iconic, and symbolic) to develop students' understanding of mathematical models, concepts and strategies. | <ul style="list-style-type: none">• Workbooks• Learning Progressions• Unit Creation• Teacher Observation and Coaching |
| EDCIFS 549 | Use various instructional applications of technology, judiciously, in ways that are mathematically and pedagogically grounded. | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Framework for Teaching Domain #3: Instruction and Assessment

Standard #6: Communication Skills, Networking, and Community Building - The K-12 Mathematics Consulting Teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

| EDCIFS Course | Performance Indicator | Evidence |
|--|---|--|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | <p>Support students' learning of appropriate technical language associated with mathematics, attending to both mathematical integrity and usability by learners.</p> <p>Use questions to effectively probe mathematical understanding and make productive use of responses.</p> | <ul style="list-style-type: none">• Workbooks• Unit Creation• Unit Study Facilitation• Teacher Observation and Coaching |
| EDCIFS 549 | <p>Develop learners' abilities to give clear and coherent public mathematical communications in a classroom setting.</p> | <ul style="list-style-type: none">• Unit Creation• Teacher Observation and Coaching |

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

Standard #8: Assessment of Student Learning - The K-12 Mathematics Consulting Teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

| EDCIFS Course | Performance Indicator | Evidence |
|--|--|---|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | <p>Analyze formative and summative assessment results, make appropriate interpretations, inform instruction and communicate results to appropriate and varied audiences.</p> <p>Analyze and evaluate student ideas and work, and design appropriate responses.</p> | <ul style="list-style-type: none"> • Unit Creation • Workbooks • Unit Study Facilitation • Teacher Observation and Coaching |
| EDCIFS 546 EDCIFS 549 | <p>Know the different formats, purposes, uses, and limitations of various types of assessment of student learning; be able to choose, design, and/or adapt assessment tasks for monitoring student learning [e.g., depth of knowledge (Webb, 2005)].</p> | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Framework for Teaching Domain #4: Professional Responsibilities

Standard #9: Professional Commitment and Responsibility - The K-12 Mathematics Consulting 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 mathematics instruction.

| EDCIFS Course | Performance Indicator | Evidence |
|--|---|--|
| EDCIFS 540 EDCIFS 541 EDCIFS 542 EDCIFS 543 EDCIFS 544 EDCIFS 545 EDCIFS 546 EDCIFS 547 EDCIFS 548 EDCIFS 549 | Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction, and act professionally to assure that all students have appropriate opportunities to learn important mathematics. | Although no specific evidence is present for this performance indicator, participation in the Mathematical Thinking for Instruction courses itself provides students with extensive opportunities to discuss policy issues around equity and accessibility to mathematics instruction. Classroom level issues of equity and accessibility (but not necessarily policies) are specifically addressed in the Unit Creation and Unit Study Facilitation . |
| EDCIFS 546 EDCIFS 549 | Use professional resources such as professional organization networks, journals, and discussion groups to be informed about critical issues related to mathematics teaching and learning, e.g., mathematics instruction, learning progressions research, and curriculum trends. | <ul style="list-style-type: none">• Unit Creation• Unit Study Facilitation |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

Standard #10: Partnerships - The K-12 Mathematics Consulting Teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

| EDCIFS Course | Performance Indicator | Evidence |
|----------------------|---|---|
| ED CIFS 546 | Select from a repertoire of methods to communicate professionally about students, curriculum, instruction, and assessment to educational constituents—parents and other caregivers, school administrators, and school boards. | <ul style="list-style-type: none">• Mathematics Communication Tool |

STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013

SUBJECT

Teach for America – Proposed teacher preparation program seeking approval to operate in Idaho

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code, Idaho Administrative code, IDAPA-08.02.02 .045 – Computer-Based Alternative Route to Teacher Certification.

BACKGROUND/DISCUSSION

Teach For America (TFA) is a national corps of outstanding recent college graduates of all academic majors who commit two years to teach in underserved urban and rural public schools. Their mission is to build the movement to eliminate educational inequity by enlisting the nation's most promising future teachers in the effort.

TFA's corps members are rigorously trained, and work relentlessly to ensure that more students growing up in our nation's lowest-income communities have the educational opportunities they deserve to ensure that all children have an equal chance at life.

The Teach For America program has worked closely with the Department of Education to ensure that they meet the same Idaho-approved teacher preparation standards required of traditional teacher preparation programs, and have submitted a proposal that is aligned to those requirements.

The Professional Standards Commission reviewed the Teach For America program as an information item.

IMPACT

Greater opportunity to staff rural districts with highly qualified teachers in hard to fill content areas within high needs districts.

ATTACHMENTS

Attachment 1 – Teach For America Proposal

BOARD ACTION

I move to conditionally approve the Teach For America program as a state-approved vehicle for the preparation of teachers in Idaho, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION

JUNE 20, 2013

Overview of Teach For America

Teach For America is the national corps of outstanding recent college graduates of all academic majors who commit two years to teach in underserved urban and rural public schools. Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future teachers in the effort.

Over the last decade, we have endeavored to better understand how to maximize the impact of our corps in their classrooms by studying what distinguishes our most effective teachers – those who achieve the most significant results with their students – from those who achieve moderate or minimal results. We have concluded that highly successful teachers operate according to a set of common principles that leaders who drive significant results in other contexts employ. Specifically, exceptional leaders in any sector: set ambitious goals, invest their constituents in working hard toward those goals, plan purposefully to accomplish goals, execute those plans effectively, work relentlessly to achieve their goals, and use data-based problem solving to continuously increase their effectiveness over time.

We have codified these six overarching principles into the Teaching As Leadership (TAL) framework and have translated them into 28 concrete, measurable, and observable teacher actions. This framework serves as both our measuring stick and our knowledge architecture. Our performance rubric, which outlines five discrete levels of proficiency with which teachers can take each action, serves as a measuring stick, allowing our corps members to compare their own performance in the classroom against an absolute standard. The broad framework serves as the architecture by which we organize all of the knowledge that we deliver to corps members, beginning with their pre-service training.

Overview of Summer Training Institute

At our summer training institute, teachers work toward two dual aims: 1) increasing summer school student achievement and 2) preparing themselves to increase student achievement during their two year commitment. We support corps members in working toward these goals by structuring learning experiences through which they gain mastery of the key knowledge, skills, and mindsets that enable them to operate with our Teaching As Leadership principles and lead their students to significant achievements.

We have come to see the following key drivers as essential to preparing corps members to be successful, and as a result, have designed our training institute around them: a foundation of core knowledge, a well-supported teaching experience, and performance support tools, all grounded in a supportive and challenging community that shares a common purpose and set of values and practices.

- Pework: All corps members are assigned approximately 40 hours of pre-work that focuses primarily on developing the teacher's understanding of the systemic causes of educational inequity in our country and the kind of leadership that's required to gain traction against them. We believe that by grappling with the causes and consequences of educational inequity and by considering who they are as a leader, they'll arrive in the classroom better poised to fight for and with your students and their families.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

- Instructor-led learning experiences to develop core knowledge:
 1. *Curriculum and Literacy sessions* build in corps members the foundational knowledge, skills, and mindsets necessary to develop ambitious goals for student achievement, invest their students and families in working hard, plan purposefully and in a backwards-design fashion to lead students to master goals, and execute plans effectively in the classroom. Core curriculum and literacy sessions are 90 minutes and delivered to all corps members, while differentiated curriculum and literacy sessions are 45 minutes and delivered to a sub-set of corps members with shared needs. These sessions are facilitated by accomplished educators.
 2. *Diversity, Community, and Achievement (DCA) sessions* help corps members develop an awareness of, commitment to, and initial skills related to four specific competencies that enable teachers to interact effectively with diverse constituents. Specifically, corps members develop asset-based thinking, an extensive locus of control, knowledge of typical biases and ability to self-monitor for those biases, and strong communication skills. These sessions are led by facilitators who are trained to lead learning conversations and establish a tone that allows corps members to feel both safe and challenged.
 3. *Institute Learning Teams (ILTs)* introduce corps member to grade-level and content-area specific instructional resources, strategies, and methods. These sessions are led by experienced educators who were selected for their grade-level or content-area expertise.
- Apprentice teaching: Corps members work in “collaboratives” -- a group of three-four individuals who work together - to lead a class of summer school students to achieve significant academic goals. Teaching a real class of students is the experiential learning opportunity that allows our beginning teachers to apply the knowledge they have learned in sessions, to reflect and improve their practice, and to operate with a sense of urgency and responsibility that can only come from being responsible for students’ learning. This teaching is done under the supervision of Teach For America staff and district faculty.
- Data-Based Problem Solving and Coaching: Teach For America staff and district faculty conduct frequent classroom observations which are followed by both “co-investigation” conversations and technical support suggestions. During co-investigation conversations, corps members and staff use student data to understand the degree of learning in the classroom, prioritize gaps in student learning, determine what teacher actions are leading to those gaps, and develop a plan to build the knowledge, skills, or mindsets necessary to improve corps members’ actions and therefore increase student achievement. In addition to co-investigation conversations, corps members also receive specific, concrete feedback and suggestions that they can implement in the classroom immediately. Finally, corps members attend lesson planning clinics in which staff members provide support and feedback on daily lesson plans.

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| <u>Framework for Teaching Domain # 1: Planning and Preparation</u> (Correlated to Idaho Core Teacher Standards 1, 2, and 7) |

- Performance Support Tools: Corps members use a district-approved student achievement curriculum and toolkit that is grade-level and content-area specific and aligned with state standards. These toolkits contain the following:
 - Ambitious and feasible goals for student achievement in summer school,
 - A unit plan containing daily lesson objectives, or guidance on how to create that plan from a list of prioritized goals,
 - A diagnostic with answer key,
 - A final assessment with answer key, and
 - Tools to track student performance on diagnostics, ongoing formative assessments, and final assessments.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <ul style="list-style-type: none"> • Demonstrating knowledge of content and pedagogy • Demonstrating knowledge of students • Selecting instructional goals • Demonstrating knowledge of resources • Designing coherent instruction • Assessing student learning | | | |
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| <p>Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.</p> | | | |
| Idaho Content Area Standards For: _____ (Insert appropriate language from content area " Knowledge " standards) | Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience) | Key Indicators Specific to Content Competencies (Insert language from content area " Performance " standards that demonstrate key indicators) | Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator) |
| <p>#1: Knowledge of Subject Matter (Insert appropriate language from content area "Knowledge" standards)</p> <p>1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).</p> <p>2. The teacher understands the role of the discipline in preparing students for the global community of the future.</p> <p>3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.</p> <p>4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.</p> <p>5. The teacher understands the relationship</p> | <p>Curriculum Sessions on Setting Vision and Goals;</p> <p>Curriculum Sessions on Planning and Execution;</p> <p>Elementary Literacy Sessions;</p> <p>Institute Learning Teams</p> <p>Apprentice teaching</p> <p>Additional coursework/professional development on content-specific pedagogy to be completed while in-service, potentially in partnership with a local university or district</p> | <p>The candidate knows and is able to:</p> <p>1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.</p> <p>2. The teacher presents information that is accurate and relevant.</p> <p>3. The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community.</p> <p>4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.</p> <p>5. The teacher evaluates teaching resources and curriculum materials for their</p> | <p>Daily lesson plans with written feedback from advisor</p> <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Big Goals, Planning and Execution rows</p> |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>between the discipline and basic technology operations and concepts. Elem specific:</p> <p>The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>1. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.</p> <p>2. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences as well as the applications of science to technology, personal and social perspectives, history, unifying concepts, and inquiry processes scientists use in the discovery of new knowledge.</p> <p>3. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and</p> | | <p>accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.</p> <p>6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</p> <p>7. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.</p> <p>8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.</p> <p>9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.</p> <p>10. The teacher models new technologies and integrates them into instruction.</p> <p>Elem specific:</p> <p>1. The teacher models the accurate use of English language arts.</p> <p>2.</p> | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data.</p> <p>4. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.</p> <p>5. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.</p> <p>6. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well being in order to create opportunities for developing and practicing skills that contribute to healthful living.</p> | | <p>The teacher demonstrates competence in English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.</p> <p>3. The teacher conceptualizes, develops, and implements a balanced curriculum that includes English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.</p> <p>4. The teacher models respect, honesty, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.</p> | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>7. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.</p> <p>8. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.</p> <p>9. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.</p> | | | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p><i>(CONTINUED)</i></p> <p>Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.</p> | | | |
| <p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#1a: Knowledge of Subject Matter, Content Specific Requirements</p> <p>According to IDAPA 08.02.02.021: "An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university."</p> <p>Content area expertise primarily verified through state testing requirement, but should include content competencies from the following areas: (Insert content/ endorsement area language from Administrative Rule):</p> | | | <p>Content area test passage</p> |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <p style="text-align: center;"><u>Framework for Teaching Domain # 1: Planning and Preparation</u> (Correlated to Idaho Core Teacher Standards 1, 2, and 7)</p> | | | |
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| <ul style="list-style-type: none"> Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Selecting instructional goals Demonstrating knowledge of resources Designing coherent instruction Assessing student learning | | | |
| <p><i>Standard #2: 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></p> | | | |
| <p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#2: Knowledge of Human Development and Learning:</p> <p>1.</p> <p>The teacher understands multiple perspectives on how learning occurs.</p> <p>2.</p> <p>The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.</p> <p>3.</p> <p>The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.</p> | <p>Curriculum sessions on Classroom Culture;</p> <p>Elementary Literacy sessions;</p> <p>Apprentice Teaching</p> <p>Additional coursework/professional development on child development theory to be completed while in-service, potentially in partnership with a local university or district</p> | <p>The candidate knows and is able to:</p> <p>1.</p> <p>The teacher assesses individual and group performance in order to design instruction that meets all students' needs.</p> <p>2.</p> <p>The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.</p> <p>3.</p> <p>The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.</p> <p>4.</p> <p>The teacher creates a positive learning environment that supports students' self-confidence and competence across all</p> | <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on Planning, Execution and Invest rows</p> |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>4.</p> <p>The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.</p> <p>Elem specific:</p> <p>The teacher understands how learning occurs and that young children's and early adolescents' literacy and language development influence learning and instructional decisions.</p> | | <p>developmental areas.</p> | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| (CONTINUED) Standard #2: 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. | | | |
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| Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards) | Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience) | Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators) | Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator) |
| #2: Knowledge of Human Development and Learning: | | The candidate knows and is able to: | |

Comment [TSK1]: trying to delete this table messes up the whole document for some reason so I am just leaving this here even though it is already covered above.

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <p style="text-align: center;"><u>Framework for Teaching Domain # 1: Planning and Preparation</u> (Correlated to Idaho Core Teacher Standards 1, 2, and 7)</p> | | | |
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| <ul style="list-style-type: none"> Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Selecting instructional goals Demonstrating knowledge of resources Designing coherent instruction Assessing student learning | | | |
| <p>Standard #7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> | | | |
| <p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#7: Instructional Planning Skills:</p> <p>1. The teacher understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.</p> <p>2. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.</p> <p>3. The teacher knows when and how to adjust plans to maximize student</p> | <p>Curriculum Sessions on Setting Vision and Goals;</p> <p>Curriculum Sessions on Planning and Execution;</p> <p>Diversity, Community, Achievement sessions</p> <p>Apprentice teaching</p> <p>Data-based problem-solving and Coaching</p> | <p>The candidate knows and is able to:</p> <p>1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.</p> <p>2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.</p> <p>3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student</p> | <p>Daily lesson plans with written feedback from advisor</p> <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Planning rows</p> |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| learning. 4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning. | | performance and motivation. 4. The teacher establishes student assessments that align with curriculum goals and objectives. 5. The teacher develops instructional plans based on student assessment and performance data. 6. The teacher integrates multiple perspectives into instructional planning with attention to students' personal, family, and community experiences and cultural norms. 7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs. | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>(CONTINUED)</p> <p>Standard #7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> | | | |
| <p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#7: Instructional Planning Skills:</p> | | <p>The candidate knows and is able to:</p> | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <p style="text-align: center;"><u>Framework for Teaching Domain #2: The Classroom Environment</u> (Correlated to Idaho Core Teacher Standard 5)</p> | | | |
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| <ul style="list-style-type: none"> Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space | | | |
| <p><i>Standard #5: 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.</i></p> | | | |
| <p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#5: Classroom Motivation and Management Skills:</p> <p>1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).</p> <p>2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.</p> <p>3. The teacher recognizes factors and situations that are likely to promote or</p> | <p>Curriculum sessions on Classroom Culture and Management</p> <p>Diversity, Community and Achievement sessions</p> <p>Apprentice teaching</p> <p>Additional coursework/professional development on classroom motivation and management to be completed while in-service, potentially in partnership with a local university or district</p> | <p>The candidate knows and is able to:</p> <p>1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.</p> <p>2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.</p> <p>3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and</p> | <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Planning, Execution and Invest rows.</p> |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>diminish intrinsic motivation and knows how to help students become self-motivated.</p> <p>4.</p> <p>The teacher knows the components of an effective classroom management plan.</p> <p>5.</p> <p>The teacher understands how social groups function and influence individuals, and how individuals influence groups.</p> <p>6.</p> <p>The teacher understands how participation, structure, and leadership promote democratic values in the classroom.</p> <p>7.</p> <p>The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.</p> | | <p>procedures governing student behavior.</p> <p>4.</p> <p>The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.</p> <p>5.</p> <p>The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.</p> <p>6.</p> <p>The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).</p> <p>7.</p> <p>The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.</p> | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p><i>(CONTINUED)</i></p> <p>Standard #5: Classroom Motivation and Management Skills - <i>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.</i></p> | | | |
| <p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area “Knowledge” standards)</p> | <p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area “Performance” standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#5: Classroom Motivation and Management Skills:</p> | | <p>The candidate knows and is able to:</p> | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <u>Framework for Teaching Domain #3: Instruction and Assessment</u> (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8) | | | |
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| <ul style="list-style-type: none"> Communicating clearly and accurately Using questioning and discussion techniques Engaging students in learning Providing feedback to students Demonstrating flexibility and responsiveness Using assessment to inform instruction and improve student achievement | | | |
| Standard #3: Adapting 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. | | | |
| Idaho Content Area Standards For: _____ (Insert appropriate language from content area " Knowledge " standards) | Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience) | Key Indicators Specific to Content Competencies (Insert language from content area " Performance " standards that demonstrate key indicators) | Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator) |
| #3: Adapting Instruction for Individual Needs: 1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students' strengths and needs as a basis for growth. 2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness). 3. The teacher knows strategies to support the learning of students whose first | Curriculum Sessions on English Language Learners and Differentiation Diversity Community and Achievement sessions Apprentice teaching Data-based problem solving and Coaching Additional coursework/professional development on areas of exceptionality and English Language Learners to be completed while in-service, potentially in partnership | The candidate knows and is able to: Performance 1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds. 2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs. 3. The teacher accesses appropriate services or resources to meet students' needs. 4. The teacher uses information about students' families, cultures, and | Daily lesson plans with feedback from advisor Observation of classroom instruction and feedback from advisor Assessment on the Teaching as Leadership rubric on the Planning, Invest and Continuously Increase Effectiveness rows. |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| language is not English. 4. The teacher understands how students' learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background. | with a local university or district | communities as a basis for connecting instruction to students' experiences. 5. The teacher creates a learning community in which individual differences are respected. 6. The teacher persists in helping all students achieve success. | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>(CONTINUED)</p> <p>Standard #3: Adapting Instruction for Individual Needs - <i>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.</i></p> | | | |
| <p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#3: Adapting Instruction for Individual Needs:</p> | | <p>The candidate knows and is able to:</p> | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <p style="text-align: center;"><u>Framework for Teaching Domain #3: Instruction and Assessment</u> (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)</p> | | | |
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| <ul style="list-style-type: none"> Communicating clearly and accurately Using questioning and discussion techniques Engaging students in learning Providing feedback to students Demonstrating flexibility and responsiveness Using assessment to inform instruction and improve student achievement | | | |
| <p>Standard #4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.</p> | | | |
| <p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#4: Multiple Instructional Strategies:</p> <p>1.</p> <p>The teacher understands how instructional strategies impact processes associated with various kinds of learning.</p> <p>2.</p> <p>The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).</p> <p>3.</p> | <p>Curriculum Sessions on Planning and Execution</p> <p>Institute Learning Teams</p> <p>Apprentice teaching</p> <p>Additional coursework/professional development on instructional strategies to be completed while in-service, potentially in partnership with a local university or district</p> | <p>The candidate knows and is able to: Performance</p> <p>1.</p> <p>The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.</p> <p>2.</p> <p>The teacher uses multiple teaching and learning strategies to engage students in learning.</p> <p>3.</p> <p>The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference</p> | <p>Daily lesson plans with feedback from advisor</p> <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Planning, Execution rows.</p> |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology. | | books, literature, and other print documents). | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>(CONTINUED)</p> <p>Standard #4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.</p> | | | |
| <p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#4: Multiple Instructional Strategies:</p> | | <p>The candidate knows and is able to:</p> | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <p style="text-align: center;"><u>Framework for Teaching Domain #3: Instruction and Assessment</u> (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8)</p> | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> Communicating clearly and accurately Using questioning and discussion techniques Engaging students in learning Providing feedback to students Demonstrating flexibility and responsiveness Using assessment to inform instruction and improve student achievement | | | |
| <p>Standard #6: Communication Skills - <i>The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.</i></p> | | | |
| <p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#6: Communication Skills:</p> <p>1.</p> <p>The teacher understands communication theory and the role of language in learning.</p> <p>2.</p> <p>The teacher understands the communication needs of diverse learners.</p> <p>3.</p> <p>The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.</p> | <p>Apprentice teaching</p> <p>Diversity Community and Achievement sessions</p> | <p>The candidate knows and is able to: Performance</p> <p>1.</p> <p>The teacher is a thoughtful and responsive listener.</p> <p>2.</p> <p>The teacher adjusts communication so that it is age and individually appropriate.</p> <p>3.</p> <p>The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.</p> <p>4.</p> <p>The teacher supports and expands student skills in speaking, writing, reading, and</p> | <p>Observation of classroom instruction and feedback from advisor</p> <p>Assessment on the Teaching as Leadership rubric on the Execution and Invest rows.</p> |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| 4. The teacher understands strategies for promoting student communication skills. | | listening, and in using other mediums. 5. The teacher demonstrates the ability to communicate effectively orally and in writing. 6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language). 7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities. | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>(CONTINUED)</p> <p>Standard #6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.</p> | | | |
| <p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#6: Communication Skills:</p> | | <p>The candidate knows and is able to:</p> | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <u>Framework for Teaching Domain #3: Instruction and Assessment</u> (Correlated to Idaho Core Teacher Standards 3, 4, 6, and 8) | | | |
|---|--|--|--|
| <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> Communicating clearly and accurately Using questioning and discussion techniques Engaging students in learning <ul style="list-style-type: none"> Providing feedback to students Demonstrating flexibility and responsiveness Using assessment to inform instruction and improve student achievement </div> | | | |
| <p><i>Standard #8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</i></p> | | | |
| Idaho Content Area Standards For: _____ (Insert appropriate language from content area " Knowledge " standards) | Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience) | Key Indicators Specific to Content Competencies (Insert language from content area " Performance " standards that demonstrate key indicators) | Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator) |
| <p>#8: Assessment of Student Learning:</p> <p>1.</p> <p>The teacher understands the purposes of formative and summative assessment and evaluation.</p> <p>2.</p> <p>The teacher knows how to use multiple strategies to assess individual student progress.</p> <p>3.</p> <p>The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.</p> | <p>Curriculum Sessions on Planning and Assessment</p> <p>Data based problem-solving and coaching done in conjunction with Performance Support Tools</p> <p>Apprentice teaching</p> | <p>The candidate knows and is able to:</p> <p>The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.</p> <p>2.</p> <p>The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.</p> <p>3.</p> <p>The teacher evaluates the effect of</p> | <p>Observation of classroom instruction and feedback from advisor</p> <p>Use of performance support tools</p> <p>Assessment on the Teaching as Leadership rubric on the Planning, Execution and Continuously Improving Effectiveness rows.</p> |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>4.</p> <p>The teacher knows how to use assessments in designing and modifying instruction.</p> <p>5.</p> <p>The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., Direct Writing and Math Assessments, end of course assessments, ISAT).</p> <p>6.</p> <p>The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.</p> <p>7.</p> <p>The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.</p> <p>8.</p> <p>The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.</p> | | <p>instruction on individuals and the class as a whole using a variety of assessment strategies.</p> <p>4.</p> <p>The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.</p> <p>5.</p> <p>The teacher monitors student assessment data and adjusts instruction accordingly.</p> <p>6.</p> <p>The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.</p> <p>7.</p> <p>The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.</p> | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p><i>(CONTINUED)</i></p> <p>Standard #8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</p> | | | |
| <p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#8: Assessment of Student Learning:</p> | | <p>The candidate knows and is able to:</p> | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <u>Framework for Teaching Domain #4: Professional Responsibilities</u> (Correlated to Idaho Core Teacher Standard 9 and 10) | | | |
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| <ul style="list-style-type: none"> Reflecting on teaching Maintaining accurate records Communicating with families Contributing to the school and district Growing and developing professionally Showing professionalism | | | |
| Standard #9: Professional Commitment and Responsibility - <i>The 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 teaching.</i> | | | |
| Idaho Content Area Standards For: _____ (Insert appropriate language from content area " Knowledge " standards) | Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience) | Key Indicators Specific to Content Competencies (Insert language from content area " Performance " standards that demonstrate key indicators) | Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator) |
| #9: Professional Commitment and Responsibility: 1. The teacher knows The Code of Ethics for Idaho Professional Educators. 2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching. 3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect. 4. The teacher knows where to find and how to access professional resources on teaching and subject matter. | Pework Diversity Community and Achievement | The candidate knows and is able to: Performance 1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators. 2. The teacher adheres to local, state, and federal laws. 3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research). 4. The teacher uses self-reflection as a | Pre-work reflection exercises Assessment on Teaching as Leadership rubric on Continuously improving Effectiveness and Work Relentlessly rows |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>- 7 -</p> <p>5. The teacher understands the need for professional activity and collaboration beyond the school.</p> <p>6. The teacher knows about professional organizations within education and his or her discipline.</p> <p>7. The teacher understands the dynamics of change and recognizes that the field of education is not static.</p> <p>8. The teacher knows how to use technology to enhance productivity and professionalism.</p> | | <p>means of improving instruction.</p> <p>5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.</p> <p>6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.</p> <p>7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.</p> <p>8. The teacher uses technology to enhance productivity and professionalism.</p> | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>(CONTINUED)</p> <p>Standard #9: Professional Commitment and Responsibility - <i>The 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 teaching.</i></p> | | | |
| <p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#9: Professional Commitment and Responsibility:</p> | | <p>The candidate knows and is able to:</p> | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

| <p style="text-align: center;"><u>Framework for Teaching Domain #4: Professional Responsibilities</u> (Correlated to Idaho Core Teacher Standard 9 and 10)</p> | | | |
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| <ul style="list-style-type: none"> Reflecting on teaching Maintaining accurate records Communicating with families Contributing to the school and district Growing and developing professionally Showing professionalism | | | |
| <p>Standard #10: Partnerships - <i>The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.</i></p> | | | |
| <p>Idaho Content Area Standards For: _____ (Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies (Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#10: Partnerships:</p> <p>1. The teacher understands the relationships between schools, families, and the community and how such relationships foster student learning.</p> <p>2. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.</p> <p>3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students' lives and</p> | <p>Diversity Community and Achievement sessions</p> <p>Additional coursework/professional development on laws/ethics/regulations around abuse/neglect and technology to be completed while in-service, potentially in partnership with a local university or district</p> | <p>The candidate knows and is able to: Performance</p> <p>1. The teacher uses information about students and links with community resources to meet student needs.</p> <p>2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.</p> <p>3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.</p> <p>4.</p> | |

**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>learning.</p> <p>4.</p> <p>The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.</p> <p>5.</p> <p>The teacher understands laws related to students' rights and teachers' responsibilities.</p> <p>6.</p> <p>The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.</p> <p>7.</p> <p>The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.</p> <p>8.</p> <p>The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.</p> <p>9.</p> <p>The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.</p> | | <p>The teacher respects the privacy of students and the confidentiality of information.</p> <p>5.</p> <p>The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.</p> <p>6.</p> <p>The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).</p> <p>7.</p> <p>The teacher acts as an advocate for students.</p> <p>8.</p> <p>The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.</p> | |
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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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**STATE DEPARTMENT OF EDUCATION
JUNE 20, 2013**

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| <p>(CONTINUED)</p> <p>Standard #10: Partnerships - <i>The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.</i></p> | | | |
| <p>Idaho Content Area Standards</p> <p>For: _____</p> <p>(Insert appropriate language from content area "Knowledge" standards)</p> | <p>Coursework and/or Equivalent Experience</p> <p>(List the required coursework and/or verified equivalent experience)</p> | <p>Key Indicators Specific to Content Competencies</p> <p>(Insert language from content area "Performance" standards that demonstrate key indicators)</p> | <p>Artifacts & Performance Assessments</p> <p>(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</p> |
| <p>#10: Partnerships:</p> | | <p>The candidate knows and is able to:</p> | |

AUDIT
JUNE 20, 2013

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | AMENDMENT TO BOARD POLICY Section V.Y. – Compliance Programs – First Reading | Motion to approve |

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AUDIT
JUNE 20, 2013

SUBJECT

Board Policy V.Y. – Compliance Programs – first reading

REFERENCE

August 2010

Board was briefed on Audit Committee project to make policy recommendation for proper financial oversight and control, including such issues as codes of ethics or conduct, conflict of interest policy, and whistle-blower or other reporting procedures.

December 2012

Board approved second reading of Board Policy V.Y. Compliance Programs

BACKGROUND / DISCUSSION

In December 2012 the Board approved the new Board Policy V.Y., Compliance Programs. The new policy requires material compliance issues be reported to the Audit Committee on a semi-annual basis, defines materiality, requires material compliance issues in excess of \$200,000 be reported to the Audit Committee immediately, and requires define de minimus compliance issues under \$25,000 not be reported to the Audit Committee.

IMPACT

Subsequent to adopting Policy V.Y., the institutions requested further clarification of reporting requirements. After reviewing the policy, the Audit Committee recommended the following revisions:

1. require adequate training be provided to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities;
2. clarify that an occurrence of any of the list material matters triggers the compliance reporting requirement;
3. add the following to the list of material matters: "Lead to correction or enforcement action by a regulatory agency;"
4. clarify that a compliance matter with financial liability in excess of \$200,000 must be reported to the Committee as soon as reasonably practicable; and
5. define the term "potential financial liability."

ATTACHMENTS

Attachment 1- Board Policy Section V.Y., 1st reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendment to Board Policy V.Y., as presented in attachment 1.

AUDIT
JUNE 20, 2013

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: Y. Compliance Programs

~~December 2012~~ June 2013

1. General

The Board is committed to ethical conduct and to fostering a culture of compliance with the laws and regulations which apply to the institutions and agencies under its governance.

2. Compliance Program

Each institution shall designate a chief compliance officer, approved by the Audit Committee (Committee), and shall ensure that the institution establishes a compliance audit program to be approved by the Committee which must address, at a minimum, the following:

- a. A code of ethics which applies to all employees.
- b. A published and widely disseminated list or index of all major compliance areas and responsibilities, and to categorize and prioritize these compliance areas and responsibilities by considering the risks, probability, and negative impact of potential events.
- c. A mechanism for coordinating compliance oversight, monitoring and reporting. This includes a management level group or individual with authority to examine compliance issues and assist the chief compliance officer in investigating, monitoring, and assessing compliance and/or recommending policies or practices designed to enhance compliance.
- d. A means of assuring institutional policies are regularly reviewed for compliance with current federal and state laws and regulations and Board policies.
- d.e. Provision of adequate training to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities.

3. Reporting

- a. The chief compliance officer of each institution will prepare and submit a semi-annual compliance report in January and July, on a confidential basis, to Board counsel and the Committee noting all material compliance matters occurring since the date of the last report, and identifying any revisions to the institution's compliance program.

For purposes of this policy, a compliance matter shall be considered material if any of the following apply:

- The perception of risk creates controversy between management and the internal auditor.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: Y. Compliance Programs

~~December 2012~~ June 2013

- It could have a material impact on the financial statements.
 - It is or could be a matter of significant public interest or exposure.
 - It may be reported in an external release of financial information.
 - It relates to key controls over financial information that are being designed or redesigned, have failed, or otherwise are being addressed by the organization.
 - It involves fraud related to management.
 - It leads to correction or enforcement action by a regulatory agency.
 - It involves potential financial liability in excess of \$25,000
- b. Notwithstanding the foregoing, a ~~material~~ compliance matter with financial liability in excess of two hundred thousand dollars (\$200,000) must be reported to the Committee as soon as reasonably practicable ~~if it could involve potential financial liability in excess of two hundred thousand dollars (\$200,000)~~. A de minimus compliance matter need not be reported to the Committee at any time. A violation will be considered de minimus if it involves potential financial liability of less than twenty-five thousand dollars (\$25,000) and is a matter that has not been recurring or is not otherwise indicative of a pattern of noncompliance. For purposes of this Subsection, "potential financial liability" means the estimated obligation by the institution to another party resulting from noncompliance.
- c. Compliance concerns at agencies under the governance of the Board shall be reported to the Committee by the Board's Executive Director when, in his/her discretion, the matter presents extraordinary ethical, legal, or fiduciary responsibilities or obligations.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | AMENDMENT TO BOARD POLICY Section I.N – Miscellaneous Provisions –Second Reading | Motion to approve |
| 2 | BOISE STATE UNIVERSITY Multi-Year Employment Agreement – Men’s Head Basketball Coach | Motion to approve |
| 3 | ITEM PULLED | |
| 4 | UNIVERSITY of IDAHO Multi-Year Employment Agreement – Men’s Head Basketball Coach | Motion to approve |
| 5 | CHIEF EXECUTIVE OFFICER EMPLOYMENT AGREEMENTS/TERMS | Motion to approve |

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BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

SUBJECT

Board policy I.N. – Miscellaneous Provisions

REFERENCE

February 2010

Board approved second reading of I.N. regarding timely submission and payment of honorariums and reimbursements

April 2013

Board approved first reading of I.N. regarding proration of honorarium payments

APPLICABLE STATUTES, RULE OR POLICY

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

Idaho Code §33-104

Idaho Code §59-509(h)

BACKGROUND / DISCUSSION

Idaho Code sections 33-104 and 59-509(h), Idaho Code, provide that Board members shall receive \$50 for each day spent in the actual performance of duties. The Office has historically paid partial honorariums of \$25 per day when Board members perform official duties for less than four hours on a given day, but Code is silent with regard to proration of the daily rate.

IMPACT

The proposed amendments would codify the current practice of prorating honorarium payments.

ATTACHMENTS

Attachment 1 – Section I.N. – second reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between first and second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy section I.N., Miscellaneous Provisions, with all revisions as presented.

Moved by_____ Seconded by_____ Carried Yes____ No____

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Honorarium and Reimbursement for Actual and Necessary Expenses

State Board members, Public Charter School commissioners, and staff of either entity shall submit claims for reimbursement for actual and necessary expenses in the fiscal year in which they were incurred. Board members and commissioners shall be entitled to an honorarium in the amount of \$50 per day when performing official duties, provided that if less than four (4) hours is spent on official duties, the honorarium will be \$25.

Board members and commissioners shall submit claims for honorarium compensation as provided in section 59-509(h), Idaho Code. Claims shall be submitted and paid in the fiscal year in which they were incurred. Claims not submitted in accordance with this policy may be denied.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

BOISE STATE UNIVERSITY

SUBJECT

Employment Agreement for Men's Basketball Head Coach Leon Rice

REFERENCE

June 2010 Board approved employment agreement with Leon Rice as Men's Basketball Head Coach

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In 2010, the State Board of Education approved a five year employment contract with Leon Rice for the position of Men's Basketball Head Coach at Boise State University (BSU). This contract term is consistent with contracts recently signed by Mountain West Conference coaches.

Coach Rice has had a substantial impact on the Boise State University men's basketball program. In his three year tenure, Coach Rice has achieved a 21-win season, a NCAA tournament team and a USA Today 2013-14 pre-season top 25 team. The 2012-13 season marked Boise State's first at-large selection to the NCAA Tournament in school history and was just the second appearance in the last 18 seasons for the Broncos. Additional accomplishments include:

- Coach Rice has accumulated an overall record of 56-41 (.577), the best record for a head coach in his first three seasons since Boise State became a four-year institution in 1968-69.
- Coach Rice won 50 games at Boise State faster than any previous head coach since the school joined Division I in the 1970-71 season.
- Coach Rice had two 20-win seasons during his first three years (2010-11 and 2012-13). He is the only head coach to win at least 20 games in two of his first three seasons at Boise State. Boise State has only won 20 or more games nine times since joining Division I in 1970-71, two of which under Coach Rice.
- Under Coach Rice, Boise State is 37-10 (.787) at Taco Bell Arena, the best home winning percentage for a head coach since the school joined Division I in 1970-71. This includes a 14-1 (.933) run in 2012-13, the best home record in 15 seasons, and the third-best in school history.
- The Broncos recorded four of the 27 highest attended games in school history this past season.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Based on the above achievements, the University believes a five year commitment is justified and will provide continuity for the program.

IMPACT

The new contract makes the following changes from the prior version:

1. Extends the contract through March 31, 2018.
2. Increases the overall compensation package to an annual salary of \$482,110 per year with a 3% increase on April 1st of each year of the agreement.
3. Provides additional supplemental compensation to provide \$5,000 for an at-large selection to the NCAA Tournament.
4. If the University schedules an away contest with a non-conference opponent for which a game guarantee is paid to the University, the net proceeds in excess of \$50,000 may be distributed to Coach Rice and the assistant coaches at the coach's recommendation, subject to the athletic director's approval.
5. Provides a one-time signing bonus in the amount of \$10,875.
6. Provides for an automatic one year extension for a 20 win season.
7. Provides for an automatic one year extension if the University changes athletic conferences.

Compensation: Mr. Rice will be paid a base salary of \$400,000 per year.

Supplemental Compensation

Athletic Achievement:

- Regular season conference champions: \$5,000
- The greater of the following two: Conference Tournament Finalist: \$3,000; or Conference Tournament Champion: \$15,000
- NCAA Tournament game wins: \$5,000 per game;
- National Invitation Tournament Appearances: \$3,000 per game;
- The greater of the following two: winning recording (more wins than losses) \$4,000 or 20 wins \$8,000
- At-large selection to the NCAA tournament: \$5,000

Academic Incentive Pay: Coach may qualify for supplemental pay if the academic progress rate for that year meets the following percentages in the national rankings within men's basketball

| | |
|--------------|----------|
| 50-59.9% | \$5,000 |
| 60-69.9% | \$7,500 |
| 70-79.9% | \$10,000 |
| 80% or above | \$12,500 |

In the event Mr. Rice terminates the agreement for convenience on or before the expiration of the term, the sum of \$175,000 shall be due as liquidated damages.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

Total first year potential annual compensation (including base salary, supplemental compensation and signing bonus) is \$546,485 (using an estimated number of one NCAA tournament game win and one NIT appearance).

Mr. Rice is also eligible to receive other supplemental compensation through University operated summer camps.

ATTACHMENTS

Attachment 1 – Proposed Contract 2013-2018

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The academic incentives are strong, the highest amount being almost equivalent to supplemental compensation pay for conference tournament champion. The contract also contains adequate liquidated damages in favor of the University. The employment agreement follows the Board-approved model contract.

In addition to the compensation package summarized above, Mr. Rice also participates in the Board-approved supplemental deferred compensation plan. The mandatory contributions rates for Mr. Rice are as follows:

University: 3.69%

Employee: 2.80%

BSU requests approval of a five-year year contract for Mr. Rice. Board policy provides as follows:

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than three (3) years ... A contract in excess of three (3) years, or a rolling three (3) year contract, may be considered by the Board upon the documented showing of extraordinary circumstances.

The Board will need to make a determination as to whether BSU has met its burden of proof demonstrating extraordinary circumstances.

BOARD ACTION

I move to approve the request by Boise State University to enter into a new five year employment agreement with Leon Rice as Men's Basketball Head Coach, for a term commencing July 1, 2013 and expiring on March 31, 2018 with an annual base salary of \$482,110 and such base salary increases and supplemental compensation provisions, in substantial conformance with the terms of the contract set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (University), and Leon Rice (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 Men's Basketball team (Team). 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 (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 (President).

1.3. Duties. Coach shall manage and supervise 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.

ARTICLE 2

2.1. ~~Initial~~ Term. This Agreement is for a fixed-term appointment ~~of five (5) years,~~ commencing on ~~March 26~~July 1, 2010-2013 and terminating on March 31, 2015-2018 ~~(with a potential one (1) year extension as provided in section 2.3)~~ unless sooner terminated in accordance with other provisions of this Agreement.

2.2. 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.

2.3. Conference Change Term Extension. If the conference affiliation of the University (currently the ~~Western Athletic~~Mountain West Conference) changes during the term of this agreement and Coach's employment is not already terminated or suspended as otherwise provided herein, this Agreement shall automatically be extended by one (1) additional year to its then existing term; provided, however, that at no time may the term of this Agreement exceed five (5) years. If the extension of the additional year as provided in this section 2.3 would have the effect of making the then existing term of this agreement longer than five (5) years, then this provision shall be null and void and of no effect.

2.3.2.4. Automatic Extensions. The term of this Agreement will be automatically extended by one (1) additional year commencing on April 1 and concluding on March 31 for each season in which the Team has at least twenty (20) wins or advances to the NCAA Tournament; provided, however, that at no time may the term of this Agreement exceed five (5) years. If the extension, as provided in this section 2.4, would have the effect of making the then existing term of this Agreement longer than five (5) years, then this provision shall be null and void and of no effect. For the purpose of calculation of wins, such wins must occur during the regular season, the conference tournament, the National Invitation Tournament (“NIT”), or the NCAA Tournament, to the exclusion of all other pre-season exhibition games or post-season invitational tournaments.

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) An annual salary of ~~\$400,000~~482,110 per year, payable in biweekly installments in accordance with normal University procedures, such amount to increase by three percent (3%) on April 1 of each year of the Agreement; 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 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 (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. Coach may earn supplemental compensation as follows:

3.2.1. Athletic Achievement:

- a) Regular Season Conference Champions \$5,000
- b) The greater of the following two:
 - Conference Tournament Finalist \$3,000
 - Conference Tournament Champions \$15,000
- c) NCAA Tournament game wins \$5,000 per game

- d) NIT appearances \$3,000 per game
- e) The greater of the following two:

| | |
|--|---------|
| Winning Record (more wins than losses) | \$4,000 |
| 20 Wins | \$8,000 |
- f) At-large selection to the NCAA Tournament \$5,000

3.2.2 Academic Achievement

- a) Coach shall qualify for supplemental pay annually if the one-year Academic Progress Rate (“APR”, meaning the measurement as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs) for that year meets the following levels in the National Ranking within men’s basketball (four-year rate):

| | | |
|------|--------------|----------|
| i. | 50% to 59.9% | \$5,000 |
| ii. | 60% to 69.9% | \$7,500 |
| iii. | 70% to 79.9% | \$10,000 |
| iv. | 80% or above | \$12,500 |

3.2.3 Conditions for payment of Academic and Athletic Achievement supplemental compensation.

- a) Payment Date for Academic Achievement Supplemental Compensation and for Athletic Achievement Supplemental Compensation shall be made July 1st of each year following the completion of the season in which it is earned
- b) In order to receive the 3.2.1 supplemental compensation, the basketball team’s retention rate must be at least 50 percent for the academic year in which the supplemental pay is earned. The retention rate will be calculated anew each year and will not be cumulative.

3.2.4 Each year Coach may be eligible to receive supplemental compensation based on the overall development of the intercollegiate men's basketball program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University 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 ~~to request from, and subject to approval at the sole discretion of, the State Board of Education.~~

3.2.5 Compensation for Media. The Coach may receive a portion of the section 3.1.1(a) compensation from the University, the University's designated media outlet(s), or from public appearance fees or a combination thereof (at the discretion of the University and the Media outlets), each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). This sum may be paid either through the University by-weekly payroll or may be paid monthly directly from the media outlets. The Coach will be advised annually, or at other times as needed, as to the source of payment. Coach acknowledges that the differing sources of payment may change the nature of the benefits attached to such payments and the University and Coach shall mutually agree on such changes if there is a alteration to the source of payment. Agreements requiring the Coach to participate in Programs related to his 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 his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing 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. The University may operate a summer youth basketball camp using University facilities, and in so doing, the University shall allow Coach the opportunity to earn supplemental compensation by assisting the University in his capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In considering whether to operate a summer youth camp, the University may consider the following conditions:

- a) The summer youth camp operation reflects positively on the University and the Department;
- b) The summer youth camp is operated as a University activity in which the University shall pay Coach a reasonable supplemental income based in part upon the revenue and expenses of the summer camp. The camp operation will have the opportunity to internally lease University facilities for the summer camp which will be charged as an operating expense of the camp;
- c) The Coach complies with all NCAA, Conference, and University rules and regulations related, directly or indirectly, to the operation of summer youth camps;

- d) All revenues and expenses of the camp shall be deposited with and paid by the University.
- e) If required by the University, Coach shall secure through University risk management as an expense of the camp, supplemental 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;

In the event of termination of this Agreement, or suspension from employment of the Coach, University shall not be under any obligation to hold a summer youth camp with the Coach after the effective date of such termination or suspension and the University 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. Coach recognizes that the University has the authority to enter into an agreement with a company to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning a product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by the University's designated company, or give a lecture at an event sponsored in whole or in part by said company, or make other educationally-related appearances as may be reasonably requested by the University. 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 basketball coach. In order to avoid entering into an agreement with a competitor of the University's designated company, 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 NCAA rules. Coach further agrees that Coach will not, without University approval, 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.

3.2.8 Away Game Guarantee. In the event University schedules an away contest with a non-conference opponent for which a game guarantee is paid to University by the host institution, the payment shall be distributed as follows: (a) the first \$50,000 of the game guarantee will be retained by the Department; (b) any amount of the game guarantee exceeding \$50,000, less expenses associated with the contest, will be distributed to Coach and Assistant Coaches at the recommendation of Coach, subject to Director's final approval.

3.2.9 Signing Bonus. In consideration for execution of this Employment Agreement, Coach, following execution, will receive a one-time signing bonus in the amount of \$10,875 within thirty (30) days of the effective date of this Employment Agreement, or the next applicable payroll period.

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 salary provided pursuant to section 3.1.1 that is also paid through the University, 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, 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 Department's 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 names or titles of employees whom Coach supervises are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education Governing Policies and Procedures and Rule Manual; (b) University's Policies; (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 athletic conference of which the University is a member.

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 Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's 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.

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 competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 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 prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.8 Specific Duties of Coach. The Coach is expected to devote full time to coaching and recruitment involving the Men's Basketball team as the Head Coach. The Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by Athletic Director unless excused by Athletic Director. Such functions shall include, but are not limited to, the following:

- a) The annual BAA Bar-B-que;
- b) The weekly BAA gatherings during the relevant season;
- c) The annual BAA Endowment dinner;
- d) The BSU Athletic Hall of Fame dinner;

- e) The BAA Bronze Bronco Award banquet;
- f) The BAA/Alumni Auction dinner;
- g) All Athletic Department staff meetings called by Athletic Director;
- h) Athletic Department Graduation Reception;
- i) Bronco Series Golf Tournaments.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, temporarily or permanently suspend Coach from some or all of Coach's duties with or without pay, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable policies, rules and regulations.

5.1.1 In addition to the definitions contained in applicable policies, rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

- a) A repetitive 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 cure any violation of any of the terms of this agreement within 30 days after written notice from the University;
- c) (i) A repetitive or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board or the conference, or (ii) the finding by the NCAA of a repetitive or major violation of the rules or policies of the NCAA, including but not limited to any major violation which may have occurred during the employment of Coach at another NCAA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes a grave violation of the moral sentiment or accepted moral standards of society or that would, in the University's reasonable 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 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 when the Coach had actual knowledge of, or in the proper and faithful performance of his duties should have known of, such violation; or
- i) A major violation of any applicable law or the policies, rules or regulations of the University or the University's governing board, or the finding by the conference or the NCAA of a major violation of the rules or policies of 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, in the proper and faithful performance of his duties, should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension or termination, the Director or his 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 the 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 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 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 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 his 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. Coach has been given an opportunity to consult with legal counsel of his own choosing and has not relied upon the advice of any legal counsel acting on behalf of the University.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his 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 his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

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 his convenience and pursues employment as, or performs the services or duties regularly associated with, a head coach in NCAA Division 1 collegiate basketball, professional basketball in any capacity, sports media in any capacity he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement if the Agreement is terminated on or before ~~March 31, 2012~~expiration of the term, including any extensions thereof, the sum of ~~\$250,000~~175,000~~and the sum of \$125,000 if the Agreement is so terminated after March 31, 2012 and prior to March 31, 2014.~~ 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 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. Coach has been given an opportunity to consult with legal counsel of his own choosing and has not relied upon the advice of any legal counsel acting on behalf of the University.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his 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 thereunder.

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 he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, 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.

5.7 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 of Coach, regardless of the circumstances.

5.8 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 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 provide for in the State Board of Education and Board Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

5.9 Use of Annual Leave. In the event of non-renewal or termination Coach will use all accumulated annual leave prior to the end of the contract period.

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 policies regarding furloughs and financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Courtesy Car program), 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 the courts of the state of 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 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 he 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: Director of Athletics
 1910 University Drive
 Boise, ID 83725-1020

with a copy to: President

1910 University Drive
Boise, ID 83725-100

the Coach: Leon Rice
Last known address on file with
University's Human Resource Services

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 whomever 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 his 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 constitutes the entire agreement of the parties and supersedes all prior agreements and understandings, [including the Employment Agreement dated and effective March 26, 2010](#), 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 he has had the opportunity to consult and review this Agreement with an attorney, and has not relied upon the advice of any legal counsel acting on behalf of the University. 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.

UNIVERSITY

COACH

Robert W. Kustra, President Date

Leon Rice Date

Approved by the Board of Trustees on the ____ day of _____, ~~2010~~[2013](#).

ITEM PULLED

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

UNIVERSITY OF IDAHO

SUBJECT

Multi-year contract for Men's Basketball Team Head Coach

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.H.1.

DISCUSSION

The University of Idaho (UI) requests Regents' approval to extend the employment of the Men's Basketball Team Head Coach, Don Verlin, for three years, through June 30, 2016 with some modifications to add a rolling extension term for each year the coach has at least 15 wins or advances to the NCAA Tournament, an automatic extension in the event of a conference change, modifying terms of the Net Game Guarantee payment, and modifying terms for termination by the Coach. Attachment 1 to these materials shows the specific changes in terms from the current contract.

The University submits the attached multi-year contract (Attachment 2) to the Regents for approval. The primary terms of the agreement are set forth below.

Attachment 3 sets out the accomplishments of Coach Verlin in support of the addition of a rolling term provision.

IMPACT

The extended term of the employment contract runs through June 30, 2016.

The annual base salary reflects a 4% annual increase in the out-years as follows:

- | | |
|-----------|--------------|
| • 2013-14 | \$156,832.00 |
| • 2014-15 | \$163,105.28 |
| • 2015-16 | \$169,629.49 |

The salary increases are expressly contingent upon the following: (1) academic achievement and behavior of team members, as described in Paragraph 3.2.4 of this agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the director; (3) compliance with the University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25; and (4) approval by the president, in the president's sole discretion.

Annual media payments are \$60,000.00.

Coach is entitled to receive the following incentive/supplemental compensation:

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

1. Conference champions or co-champion or team becomes eligible for the NCAA tournament – 1/13th of annual salary.
2. Team ranked in the top 25 in any published national final poll – 1/13th of annual salary.
3. Conference Coach of the Year = \$5,000.
4. Academic achievement and behavior of team based on APR national rank exceeding 950 - \$5,000.
5. Team Victories:
14 victories - \$5,000
Additional \$5,000 for 17 or more victories
Additional \$5,000 for 20 or more victories
6. Team progresses to Round 16 in the NCAA tournament - \$25,000.
7. Supplement Increase for Repeat Performance: any of the supplements under items 2, 3, 4, 5 and 6 will be increased by 25% if the coach achieves the same goal in the next succeeding year.
8. Gate Receipts: 20% of gate receipts in excess of \$35,000 up to \$50,000 and 25% of gate receipts in excess of \$50,000.
9. Away Game Guarantee (non-conference): the amount by which the game guaranty paid to the University for each non-conference opponent paying a game guaranty exceeding the sum of \$50,000 plus the expenses associated with the game.

Maximum potential annual compensation (base salary, media payment and estimated maximum potential incentive) is as follows:

| | |
|-----------|--------------|
| • 2013-14 | \$290,960.00 |
| • 2014-15 | \$313,835.04 |
| • 2015-16 | \$337,113.44 |

Coach may participate in youth basketball camps as follows:

- Remaining income from any University operated camp, less \$500, after all claims, insurance, and expenses of camp have been paid, OR
- In the event University elects not to operate a camp, coach may do so within Board guidelines for such camps.

ATTACHMENTS

| | |
|---|---------|
| Attachment 1 – Revisions from 2010 contract-redline | Page 5 |
| Attachment 2 – Employment Contract-clean | Page 23 |
| Attachment 3 – Coach Verlin accomplishment summary | Page 39 |

STAFF COMMENTS AND RECOMMENDATIONS

The academic incentive is equivalent to supplemental compensation pay for conference coach of the year. The contract also contains adequate liquidated damages in favor of the University. The employment agreement is in substantial compliance with the Board-approved model contract. Staff notes, however, that UI is proposing giving the president authority and discretion to approve an annual

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

4% base salary increase for Mr. Verlin without Board approval. If the Board is comfortable delegating this level of authority to presidents, it would be helpful to direct staff to document this discretion in the model contract or Board policy.

UI requests approval of a three-year year contract with a contingent rolling extension provision. Board policy provides as follows:

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than three (3) years ... A contract in excess of three (3) years, or a rolling three (3) year contract, may be considered by the Board upon the documented showing of extraordinary circumstances.

The Board will need to make a determination as to whether UI has met its burden of proof demonstrating extraordinary circumstances.

BOARD ACTION

I move to approve the request by the University of Idaho to enter into a multi-year employment contract with Don Verlin as Men's Basketball Head Coach for a term extending through June 30, 2016, with an annual base salary of \$156,832 and such base salary increases, rolling one year extensions and supplemental compensation provisions, in substantial conformance with the form submitted to the Board in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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DRAFT
EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and Don Verlin (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 men's basketball team. 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 (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 (President).

1.3. Duties. Coach shall manage and supervise 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. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.11 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~five (5) years,~~ effective March 24, 2010, 3 years commencing on July 1, 2013, and terminating, without further notice to Coach, on ~~March 23, 2015,~~ June 30, 2016, unless extended (in section 2.3 only) or 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 Regents. 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.

2.3 Extensions to Initial Term. The term of this Agreement will be automatically extended by one (1) additional year commencing on July 1, and concluding on June 30, for

each season in which the Team earns at least fifteen (15) wins versus Division I classified institutions or advances to the NCAA Tournament.

2.4 Conference Change Term Extension. If the conference affiliation of the University (currently the Western Athletic Conference (WAC) and, as of July 1, 2014, the Big Sky Athletic Conference) changes during the term of this agreement and Coach's employment is not already terminated or suspended as otherwise provided herein, this Agreement shall automatically be extended by one (1) additional year to its then existing term; provided however that the planned change from the WAC to the Big Sky Athletic Conference effective July 1, 2014 shall not cause such an extension; and provided further, that at no time may the term of this Agreement exceed three (3) years. If the extension of the additional year as provided in this section 2.4 would have the effect of making the then existing terms of this agreement longer than three (3) years, then this provision shall be null and void and of no effect.

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) An annual salary ~~as follows;~~
 - i. ~~From March 24, 2010 through March 23, 2011:~~
~~\$132,808.~~
 - ii. ~~From March 24, 2011 through March 23, 2012:~~
~~\$140,816.~~
 - iii. ~~From March 24, 2012 through March 23, 2013:~~
~~\$148,824.~~
 - iv. ~~From March 24, 2013 through March 23, 2014:~~
~~\$156,832.~~
 - v. ~~From March 24, 2014 through March 23, 2015:~~
~~\$164,840.~~ The above salary amounts are of \$156,832 per year payable in biweekly installments in accordance with normal University procedures, such amount will increase by (4%) on July 1 of each year of the Agreement. The above salary amount is payable in biweekly installments in accordance with normal University procedures. Any salary increases in paragraphs ii, iii, and iv are expressly contingent upon the following: (1) academic achievement and behavior of Team members, as described in Paragraph 3.2.4 of this Agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; (3) compliance with the University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25; and (4) approval by the President, in the President's sole discretion.
- b) The opportunity to receive such employee benefits 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 (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

3.2.1. Each year the Team is the conference champion or co-champion or becomes eligible for the NCAA tournament pursuant to NCAA Division I guidelines, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary during the fiscal year in which the championship or NCAA tournament eligibility is achieved. The University 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 any published national final poll of intercollegiate men's basketball teams and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary in effect on the date of the final poll. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach is named Conference Coach of the Year, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4 Coach shall be eligible to receive supplemental compensation each year based on the academic achievement and behavior of Team members. If the Team's annual APR ~~(for the previous fall and spring semesters) exceeds the NCAA Division I average for men's basketball teams, exceeds 950,~~ and if Coach continues to be employed as University's head ~~football~~basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$5,000.

Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.5 The Coach shall receive the sum of \$60,000 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 (Programs). Each year, one-half of this sum shall be paid prior to the first regular season men's basketball game, and one-half shall be paid no later than ~~two weeks after the last regular season men's basketball game or post season game, whichever occurs later. Coach's right to receive the second half of such payment shall vest on the date of the Team's last regular season or post season competition, whichever occurs later, and contingent upon Coach's continued employment as of that date~~March 1 each year. Coach's right to receive

any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his 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 his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches 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, through a media outlet that is not University-designated, 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 that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.6 If Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$5,000 for 14 victories; an additional \$5,000 for 17 victories; and an additional \$5,000 for 20 victories. The victories will include contests in both non-conference and conference competition. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team progresses to the Round of 16 in the NCAA tournament, the Coach shall receive supplemental compensation of \$25,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 If the Coach earns any of the forms of supplemental compensation described in paragraphs 3.2.2, 3.2.3, 3.2.4, 3.2.6, or 3.2.7, such supplemental compensation will increase by 25% in the next contract year. For example, if Coach is named conference coach of the year, and the conditions of Paragraph 3.2.3 are otherwise met, he will receive supplemental compensation of \$5000 in the year he is named. If he is again named conference coach of the year, his supplemental compensation will be \$6250 (\$5000 + 25%).

3.2.9 Each year gross gate receipts for men's basketball exceed \$35,000, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of 20% of the gate receipts that exceed \$35,000 and 25% of the gate receipts that exceed \$50,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

a. ~~Each year Coach continues to be employed as University's head coach of its intercollegiate men's basketball team as of the ensuing May 1st following the end of the competitive season, the University shall pay to Coach supplemental compensation equal to a Net Game Guarantee (as defined in paragraph b below). Such supplemental compensation will be paid to Coach prior to the end of the current fiscal year in an appropriate manner as determined by the University.~~

b. ~~The Net Game Guarantee will be calculated as follows: from the gross revenue paid to the University by all ~~non-conference opponents~~ during the regular competitive season, the University will deduct a base amount of \$65,000, and will further deduct any game guarantees (including travel, hotel or other support provided to an opponent) paid out to non-conference opponents during the same regular competitive season. The remaining balance shall be the Net Game Guarantee paid to Coach.~~ 3.2.10

Non-Conference Basketball Net Game Guarantee Away Game Guarantee. In the event the University schedules away contests with a ~~non-conference opponents~~ for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows: (a) the first \$50,000 of the game will be retained by the Department of Athletics; (b) any amount of the game guarantee exceeding the \$50,000, less expenses associated with the contest, will be distributed to Coach subject to Director of Athletics final approval.

c. ~~Coach shall schedule at least one non-conference game each regular competitive season, in consultation with the Director of Athletics, that will generate net revenue to the University of a minimum of \$65,000.~~

3.2.11 Coach agrees that the University has the exclusive right to operate youth basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth basketball camps, the University shall pay Coach the remaining income from the youth basketball camps, less \$500, after all claims, insurance, and expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth basketball camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate youth basketball camps on the University's campus and using its facilities under the following terms and conditions:

:

a) The summer youth camp operation reflects positively on the University of Idaho 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 of Idaho personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University of Idaho 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 of Idaho and Sodexo for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University of Idaho facilities.
- 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."
- 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 of Idaho 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 of Idaho while engaged in camp activities. The Coach and all other University of Idaho 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 of Idaho 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 of Idaho shall be released from all obligations relating thereto.

3.2.12 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. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally-related appearances as may be reasonably requested by the University. 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 men's basketball coach. In order to avoid entering into an agreement with a competitor of Nike, 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 NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances that 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, 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 that 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, 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 Department's 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: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Faculty Staff 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 men's basketball conference of which the University is a member.

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 that 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 Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account of all such income and benefits to the University's 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. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;

- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and
- (g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

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.

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 Regents.

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 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 prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

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, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA..

5.1.1 In addition to the definitions contained in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension 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 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 that may have occurred during the employment of Coach at another NCAA or 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 of the violation and could have prevented it by 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 his 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 Coach the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains employment, whichever occurs first; provided however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser 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 Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains 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 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 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 to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the

contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University that are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach. Such compensation is not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his 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 his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

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 his convenience he 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 March 24, 2011, with greater than two years on the contract;~~ the sum of ~~\$175,000.00~~ 75,000.00; (b) if the Agreement is terminated ~~between March 24, 2011 and March 23, 2012 inclusive, the sum of \$100,000.00;~~ (c) if the Agreement is terminated ~~between March 24, 2012 and March 23, 2013 inclusive, with greater than one (1) year and less than two (2) years remaining on the contract;~~ the sum of \$50,000.00; ~~(d) if the Agreement is terminated between March 24, 2013 and March 23, 2014 inclusive, the sum of \$25,000;~~ (e) if the Agreement is terminated ~~between March 24, 2014 and March 23, 2015 inclusive~~ (c) In the event that less than one (1) year remains on the contract, the sum of ~~\$0-zero.~~ The ~~applicable sum~~ 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 bargained for and agreed to the foregoing 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 costs are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University. Such payments 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 provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit his right to receive all supplemental compensation and other payments unpaid as of the date Coach gives notice of termination, unless Coach's right to receive those payments has vested pursuant to the terms of this Agreement.

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 thereunder.

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 he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, 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 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 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 of Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Regents 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 Regents, 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 Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), 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 the courts of the state of 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 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 he 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: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Don Verlin
Last known address on file with
University's Human Resource Services

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 whomever 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 his 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 constitutes the entire agreement of 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 Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney, and has either consulted with legal counsel or chosen not to. 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.

UNIVERSITY

COACH

M. Duane Nellis, President Date

Don Verlin Date

| Approved by the Board of Regents on the day of , ~~2010~~2013.

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**DRAFT
EMPLOYMENT AGREEMENT**

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and Don Verlin (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 men's basketball team. 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 (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 (President).

1.3. Duties. Coach shall manage and supervise 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. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.11 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of 3 years commencing on July 1, 2013, and terminating, without further notice to Coach, on June 30, 2016, unless extended (in section 2.3 only) or 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 Regents. 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.

2.3 Extensions to Initial Term. The term of this Agreement will be automatically extended by one (1) additional year commencing on July 1, and concluding on June 30, for

each season in which the Team earns at least fifteen (15) wins versus Division I classified institutions or advances to the NCAA Tournament.

2.4 Conference Change Term Extension. If the conference affiliation of the University (currently the Western Athletic Conference (WAC) and, as of July 1, 2014, the Big Sky Athletic Conference) changes during the term of this agreement and Coach's employment is not already terminated or suspended as otherwise provided herein, this Agreement shall automatically be extended by one (1) additional year to its then existing term; provided however that the planned change from the WAC to the Big Sky Athletic Conference effective July 1, 2014 shall not cause such an extension; and provided further, that at no time may the term of this Agreement exceed three (3) years. If the extension of the additional year as provided in this section 2.4 would have the effect of making the then existing terms of this agreement longer than three (3) years, then this provision shall be null and void and of no effect.

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) An annual salary of \$156,832 per year payable in biweekly installments in accordance with normal University procedures, such amount will increase by (4%) on July 1 of each year of the Agreement. The above salary amount is payable in biweekly installments in accordance with normal University procedures. Any salary increases are expressly contingent upon the following: (1) academic achievement and behavior of Team members, as described in Paragraph 3.2.4 of this Agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; (3) compliance with the University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25; and (4) approval by the President, in the President's sole discretion.
- b) The opportunity to receive such employee benefits 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 (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

3.2.1. Each year the Team is the conference champion or co-champion or becomes eligible for the NCAA tournament pursuant to NCAA Division I guidelines, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary during the fiscal year in which the championship or NCAA tournament eligibility is achieved. The University 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 any published national final poll of intercollegiate men's basketball teams and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary in effect on the date of the final poll. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach is named Conference Coach of the Year, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4 Coach shall be eligible to receive supplemental compensation each year based on the academic achievement and behavior of Team members. If the Team's annual APR exceeds 950, and if Coach continues to be employed as University's head basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$5,000. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.5 The Coach shall receive the sum of \$60,000 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 (Programs). Each year, one-half of this sum shall be paid prior to the first regular season men's basketball game, and one-half shall be paid no later than March 1 each year. Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his 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 his services to and perform on the Programs and to

cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches 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, through a media outlet that is not University-designated, 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 that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.6 If Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$5,000 for 14 victories; an additional \$5,000 for 17 victories; and an additional \$5,000 for 20 victories. The victories will include contests in both non-conference and conference competition. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team progresses to the Round of 16 in the NCAA tournament, the Coach shall receive supplemental compensation of \$25,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 If the Coach earns any of the forms of supplemental compensation described in paragraphs 3.2.2, 3.2.3, 3.2.4, 3.2.6, or 3.2.7, such supplemental compensation will increase by 25% in the next contract year. For example, if Coach is named conference coach of the year, and the conditions of Paragraph 3.2.3 are otherwise met, he will receive supplemental compensation of \$5000 in the year he is named. If he is again named conference coach of the year, his supplemental compensation will be \$6250 (\$5000 + 25%).

3.2.9 Each year gross gate receipts for men's basketball exceed \$35,000, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of 20% of the gate receipts that exceed \$35,000 and 25% of the gate receipts that exceed \$50,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.10 Away Game Guarantee. In the event the University schedules away contests with a non-conference opponents for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows: (a) the first \$50,000 of the game will be retained by the Department of Athletics; (b) any amount of the game guarantee exceeding the \$50,000, less expenses associated with the contest, will be distributed to Coach subject to Director of Athletics final approval.

3.2.11 Coach agrees that the University has the exclusive right to operate youth basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's

camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth basketball camps, the University shall pay Coach the remaining income from the youth basketball camps, less \$500, after all claims, insurance, and expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth basketball camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate youth basketball camps on the University's campus and using its facilities under the following terms and conditions:

:

- a) The summer youth camp operation reflects positively on the University of Idaho 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 of Idaho personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University of Idaho 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 of Idaho and Sodexo for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University of Idaho facilities.
- 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."

- 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 of Idaho 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 of Idaho while engaged in camp activities. The Coach and all other University of Idaho 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 of Idaho 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 of Idaho shall be released from all obligations relating thereto.

3.2.12 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. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally-related appearances as may be reasonably requested by the University. 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 men's basketball coach. In order to avoid entering into an agreement with a competitor of Nike, 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 NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional

appearances that 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, 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 that 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, 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 Department's 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: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Faculty Staff 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 men's basketball conference of which the University is a member.

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 that 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 Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account of all such income and benefits to the University's 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. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and
- (g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

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.

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 Regents.

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 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 prior

to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

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, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA..

5.1.1 In addition to the definitions contained in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension 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 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 that may have occurred during the employment of Coach at another NCAA or 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 of the violation and could have prevented it by 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 his 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 Coach the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains employment, whichever occurs first; provided however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser 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 Coach under the lesser employment, then subtracting from this adjusted gross

compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains 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 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 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 to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University that are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach. Such compensation is not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his 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 his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

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 his convenience he 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 with greater than two years on the contract; the sum of \$75,000.00; (b) if the Agreement is terminated with greater than one (1) year and less than two (2) years remaining on the contract; the sum of \$50,000.00; (c) In the event that less than one (1) year remains on the contract, the sum of zero. 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 bargained for and agreed to the foregoing 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 costs are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University. Such payments 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 provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit his right to receive all supplemental compensation and other payments unpaid as of the date Coach gives notice of termination, unless Coach's right to receive those payments has vested pursuant to the terms of this Agreement.

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 thereunder.

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 he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, 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 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 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 of Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Regents 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 Regents, 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 Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), 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 the courts of the state of 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 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 he 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: Director of Athletics
 University of Idaho
 P.O. Box 442302
 Moscow, Idaho 83844-2302

with a copy to: President
 University of Idaho
 P.O. Box 443151
 Moscow, ID 83844-3151

the Coach: Don Verlin
 Last known address on file with
 University's Human Resource Services

ATTACHMENT 2

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 whomever 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 his 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 constitutes the entire agreement of 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 Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney, and has either consulted with legal counsel or chosen not to. 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.

UNIVERSITY

COACH

M. Duane Nellis, President Date

Don Verlin Date

Approved by the Board of Regents on the day of , 2013.

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Coach Verlin Accomplishments**Year Four: 2011-12 Highlights**

- ▶ Third postseason invitation in four seasons and second year in a row
- ▶ First time earning back-to-back postseason bids since 1989-90
- ▶ One of two WAC schools to play in postseason each of last two seasons
- ▶ Most wins (19) since 1992-93 season
- ▶ Finished third in the WAC after being picked fifth in the preseason poll
- ▶ 9-5 WAC record is best since 1998-99 went 11-5
- ▶ Double-digit home wins for the third time in four seasons
- ▶ One Second-Team All-WAC honor (Kyle Barone)
- ▶ One All-WAC Honorable Mention honor (Deremy Geiger)
- ▶ One WAC All-Defensive Team honor (Landon Tatum)
- ▶ One WAC All-Newcomer Team honor (Djim Bandoumel)
- ▶ Two WAC Player of the Week honors
- ▶ Third ESPN BracketBusters victory in four seasons
- ▶ One of two WAC teams to beat every other league opponent
- ▶ 5-0 record in WAC games decided by five points or fewer
- ▶ Led WAC in 3-point shooting (.392) for second year in a row
- ▶ Had 12 double-doubles by four different players during the season
- ▶ Top 150 final RPI ranking for third time in four years
- ▶ Average final RPI ranking of 148 under head coach Don Verlin
- ▶ Won on Senior Night for fourth year in a row
- ▶ 21 Idaho record book entries
- ▶ Shot .500 or better as a team 14 times during the season (14-0 record in those games)
- ▶ 74-60 win at Oregon - second consecutive Pac-12 road win (only school in the WAC to do so)
- ▶ Finished the season ranked 16th in NCAA in 3-point shooting and 20th in NCAA in overall shooting

Don Verlin's Vandals

- ▶ Most wins (69) in a four-year span since 1991-95
- ▶ Highest two-year win total (37, 2010-12) since 1992-94
- ▶ Won 70 percent of home games (42-18) last four seasons
- ▶ Three postseason tournaments in four seasons (first time since 1980-83)
- ▶ Six All-WAC Awards, Two WAC All-Defensive Team selections
- ▶ 2-2 record against Pac-12 last two seasons - rest of WAC is 4-11
- ▶ Hosted first regular-season tournament in 21 years, and won BTI Classic title in 2010-11
- ▶ Nine players have moved on to play professionally.
- ▶ 68 entries into the Idaho school record book, two school records broken
- ▶ 31 double-digit victories in four years (more than the previous nine seasons at Idaho combined)
- ▶ Shot 50 percent from the field 47 times in four seasons (42-5 record)
- ▶ Held 36 opponents below .400 shooting in four seasons (32-4 record)
- ▶ 27-2 record when opponents score below 60 points
- ▶ Played in 31 televised games, including nine times on national TV
- ▶ Readers as Leaders community involvement program grew to 2,200+ participants in fourth year

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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. |
| June 2012 | Board approved amended employment agreements for UI, BSU, ISU, LCSC, and OSBE 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 and FY12. In May of 2013 the Board completed performance evaluations for the chief executive officers of Boise State University, Idaho State University, Lewis-Clark State College and the Office of the State Board of Education. The proposed amendment to the employment agreements extend them for one additional year.

BOARD ACTION

I move to approve the amended employment agreement for Dr. Kustra as President of Boise State University, extending the current contract term for one (1) additional year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

I move to approve the amended employment agreement for Dr. Vailas as President of Idaho State University, extending the current contract term for one (1) additional year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the amended employment agreement for Dr. Fernandez as President of Lewis-Clark State College, extending the current contract term for one (1) additional year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the amended employment terms for Dr. Rush as Executive Director of the Idaho State Board of Education, extending the current term for one(1) additional year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

| TAB | DESCRIPTION | ACTION |
|------------|---|-------------------|
| 1 | FY 2014 OPERATING BUDGETS | Motion to approve |
| 2 | FY 2015 LINE ITEMS | Motion to approve |
| 3 | ATHLETICS – ACTUALS, FORECAST & BUDGET REPORTS | Motion to approve |
| 4 | AMENDMENT TO BOARD POLICY Section V.B. – Budget Policies – Second Reading | Motion to approve |
| 5 | BOISE STATE UNIVERSITY East Campus Green Field Project – Planning and Design | Motion to approve |
| 6 | BOISE STATE UNIVERSITY Redirect Bond Proceeds | Motion to approve |
| 7 | IDAHO STATE UNIVERSITY Issuance of General Revenue Refunding Bonds | Motion to approve |
| 8 | UNIVERSITY OF IDAHO Property Purchase - Vacated Industrial/Railroad Lands | Motion to approve |
| 9 | UNIVERSITY OF IDAHO College of Education Building Project - Planning and Design | Motion to approve |
| 10 | EASTERN IDAHO TECHNICAL COLLEGE Property Sale | Motion to approve |

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

SUBJECT

Approval of FY 2014 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 provides as follows: “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 2013 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 education 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. All sources of revenues are included (i.e. 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, and appropriated student fees.

IMPACT

Approval of the budgets establishes agency and institutional fiscal spending plans for FY 2014, and allows the agencies and institutions to continue operations from FY 2013 into FY 2014.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

STAFF COMMENTS AND RECOMMENDATIONS

Budgets were developed according to legislative intent and/or Board guidelines. Staff calculated the average salary increase by classification for each institution. There was no funding for a Change in Employee Compensation (CEC) in FY 2014. Representatives from the institutions will be available to answer specific questions.

Page 32 presents a system-wide summation of personnel costs by institution, by classification and also includes the number of new positions added at each institution. Board policy only requires Board approval for the following positions:

- Any position at a level of vice-president (or equivalent) and above, regardless of funding source, requires Board approval.
- The initial appointment of an employee to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.
- The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

All other hiring authority has been expressly delegated to the presidents. Therefore, Board review of the operating budgets is the only time the Board sees the number of new positions added year-over-year.

The lists of FY 2014 maintenance projects recommended by the Permanent Building Fund Advisory Council is included starting at page 45.

BOARD ACTION

I move to approve the FY 2014 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 Service, Health Education Programs and Special Programs, as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

FY14 AGENCIES & INSTITUTIONS OPERATING BUDGET INDEX

Overview

| | |
|--|---|
| Cover Sheet..... | 1 |
| Pie Charts of Programs – FY 2014 General Funds | 5 |

Agencies

| | |
|--|----|
| Office of the State Board of Education | 7 |
| Idaho Public Television..... | 9 |
| Idaho Division of Vocational Rehabilitation..... | 11 |

College & Universities

| | |
|---|----|
| Budget Summary by Function by Classification – Charts | 13 |
| College & Universities Summary | 14 |
| Boise State University..... | 15 |
| Idaho State University..... | 19 |
| University of Idaho | 23 |
| Lewis-Clark State College..... | 27 |
| FY14 Budgeted Positions by Type – Charts..... | 31 |
| Personnel Cost Summary | 32 |

Postsecondary Programs - Professional-Technical Education

| | |
|---|----|
| Overview | 33 |
| Operating Budget Distribution by Activity & Expense Standard Class..... | 34 |
| Personnel Cost Summary..... | 35 |

Agricultural Research & Extension

| | |
|--|----|
| Overview | 37 |
| Operating Budget Distribution by Activity and Expense Class..... | 38 |
| Personnel Cost Summary..... | 39 |

Health Education Programs

| | |
|---|----|
| Budget Summary and Budget Overview..... | 41 |
|---|----|

Special Programs

| | |
|---|----|
| Budget Summary and Budget Overview..... | 43 |
|---|----|

Capital Improvement Budget Summary

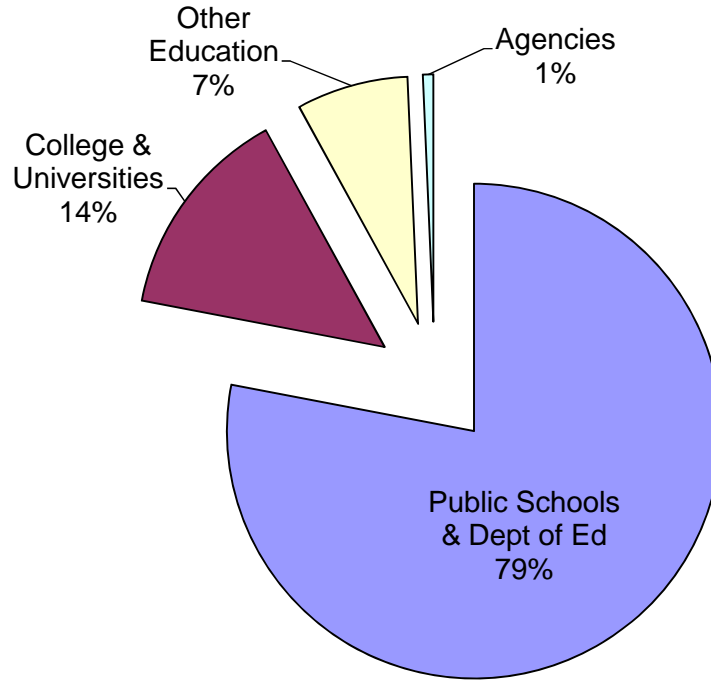
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|---|----|
| Permanent Build Fund Maintenance Projects | 45 |
|---|----|

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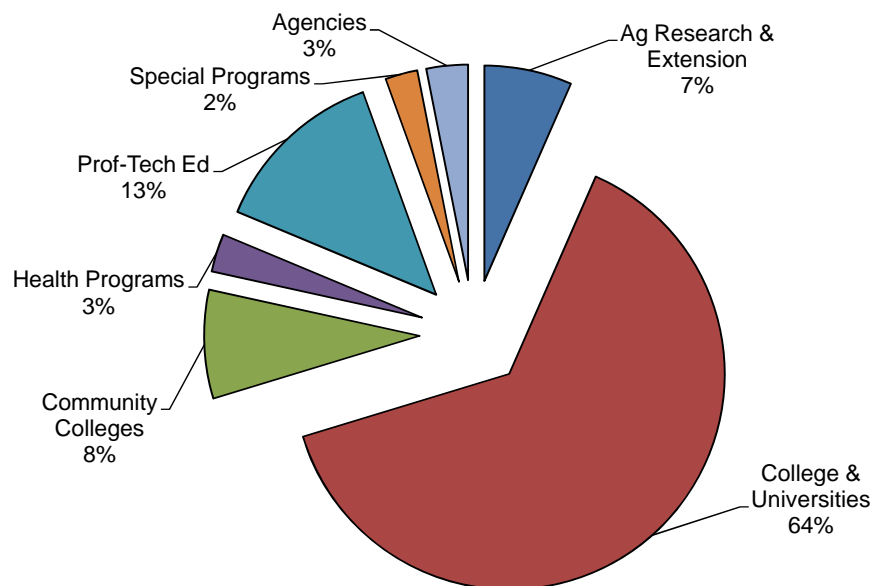
State Board of Education

FY14 General Funds by Program

Includes Public Schools and Department of Education General Funds



Excludes Public Schools and Department of Education General Funds



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OFFICE OF THE STATE BOARD OF EDUCATION
FY 2014 Operating Budget

| | FY 2013 BUDGET | FY 2014 BUDGET | PERCENT of CHANGE |
|---|---------------------------|---------------------------|------------------------------|
| By Cost Center: | | | |
| Office of the State Board of Education | | | |
| Management Services | 1,644,100 | 1,734,500 | 5.50% |
| Charter School Commission | 259,700 | 313,900 | 20.87% |
| Academic Services | 4,766,900 | 5,792,900 | 21.52% |
| Fiscal Services | 578,600 | 428,700 | -25.91% |
| System Wide Needs | 1,062,800 | 1,059,000 | -0.36% |
| Total Programs | 8,312,100 | 9,329,000 | 12.23% |
| By Fund Source: | | | |
| General Fund | 2,145,200 | 2,370,200 | 10.49% |
| Federal Funds | 2,934,100 | 2,958,000 | 0.81% |
| Miscellaneous Revenue | 3,035,700 | 3,968,900 | 30.74% |
| Indirect Cost Recovery Fund | 197,100 | 32,000 | -83.76% |
| Total Funds | 8,312,100 | 9,329,100 | 12.24% |
| By Expenditure Classification: | | | |
| Personnel Costs | 1,849,600 | 1,981,000 | 7.10% |
| Operating Expenditures | | | |
| Communications | 22,200 | 21,700 | -2.25% |
| Conference Registrations | 154,400 | 133,600 | -13.47% |
| Employee Dev./Memberships | 34,900 | 166,900 | 378.22% |
| Professional & Other Services | 1,393,300 | 1,379,900 | -0.96% |
| Travel | 334,600 | 330,300 | -1.29% |
| Supplies & Insurance | 533,600 | 518,000 | -2.92% |
| Other | 644,600 | 534,800 | -17.03% |
| Total Operating Expenditures | 3,117,600 | 3,085,200 | -1.04% |
| Capital Outlay | 0 | 0 | N/A |
| Trustee/Benefit Payments (GEARUP) | 3,344,900 | 4,262,900 | 27.44% |
| Lump Sum | 0 | 0 | N/A |
| Total Expenditures | 8,312,100 | 9,329,100 | 12.24% |
| Full Time Positions | 24.10 | 23.75 | -1.45% |
| Budget Overview | | | |
| The increase in Management Services includes the addition of a new Director of Research position which offset a shift of a portion of the Statewide Cost Allocation for Attorney General costs to Charter School Commission. Academic Services increased by \$131,000 for WICHE dues transferred from the Health Education Programs budget. Fiscal Services reduced \$125,000 for the reduction in Indirect Costs spending authority. | | | |
| General funds increased primarily due to the addition of the Director of Research position and the WICHE membership dues of \$131,000. Miscellaneous funds increased due to an increase in the expected GEARUP grants for FY 2014. | | | |
| The increase in Personnel Costs is due to the Director of Research position and Scholarships Program | | | |

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IDAHO PUBLIC TELEVISION
FY 2014 Operating Budget

| | | FY 2013* | FY 2014* | PERCENT |
|----|---------------------------------------|------------------|------------------|------------------|
| | | BUDGET | BUDGET | of CHANGE |
| 1 | | | | |
| 2 | By Program: | | | |
| 3 | Delivery System and Administration: | | | |
| 4 | Technical Services | (1) 2,201,100 | 1,827,900 | -16.96% |
| 5 | Administration | (2) 1,239,000 | 1,244,200 | 0.42% |
| 6 | Educational Content: | | | |
| 7 | Programming Acquisitions | (3) 1,516,100 | 1,431,700 | -5.57% |
| 8 | IdahoPTV Productions | (4) 1,329,400 | 1,402,000 | 5.46% |
| 9 | Special Productions | (5) 99,700 | 80,000 | |
| 10 | Communications | (6) 613,000 | 726,500 | 18.52% |
| 11 | Development | 986,700 | 997,700 | 1.11% |
| 12 | Total Programs | 7,985,000 | 7,710,000 | -3.44% |
| 13 | | | | |
| 14 | By Fund Source: | | | |
| 15 | General Fund - PC/OE | 1,397,400 | 1,524,700 | 9.11% |
| 16 | General Fund - Capital (One-Time) | 189,600 | 302,100 | 59.34% |
| 17 | Federal Funds | (7) 619,700 | 208,870 | -66.29% |
| 18 | Dedicated CPB Funds | 965,700 | 985,900 | 2.09% |
| 19 | Dedicated CPB Carryover | 58,000 | 0 | -100.00% |
| 20 | Local Funds | 4,654,900 | 4,608,430 | -1.00% |
| 21 | Special Productions | 99,700 | 80,000 | |
| 22 | Total Funds | 7,985,000 | 7,710,000 | -3.44% |
| 23 | | | | |
| 24 | By Expenditure Classification: | | | |
| 25 | Personnel Costs | (8) 3,905,100 | 3,919,400 | 0.37% |
| 26 | Operating Expenditures: | | | |
| 27 | Programming Rights and Other | (3) 1,392,100 | 1,317,900 | -5.33% |
| 28 | Production and Other | 369,300 | 359,700 | -2.60% |
| 29 | Repair/Maintenance and Rental | (9) 669,800 | 700,100 | 4.52% |
| 30 | Professional & Other Services | (10) 557,700 | 590,000 | 5.79% |
| 31 | Utility Costs | 120,000 | 118,000 | -1.67% |
| 32 | Total Operating Expenditures | 3,108,900 | 3,085,700 | -0.75% |
| 33 | Capital Outlay | (1) 971,000 | 704,900 | -27.40% |
| 34 | Total Expenditures | 7,985,000 | 7,710,000 | -3.44% |
| 35 | | | | |
| 36 | FTP Count | 58.0 | 59.0 | .0% |

Notes:

- 39 (1) Reduction in planned capital equipment replacement due to elimination of federal grant programs.
40 (2) Increases due to lease costs.
41 (3) PBS FY 2014 dues reduced from change in national allocation.
42 (4) Production equipment replacement if funding is secured.
43 (5) Special productions only occur if funding is secured for the project.
44 (6) Added Web personnel from FY 2014 Legislature Live line item.
45 (7) Federal grant programs eliminated; decreases reflect remaining federal grant projects under way.
46 (8) No CEC; net change with increased PERSI employer contributions.
47 (9) Increased repair and maintenance on aging equipment.
48 (10) To support aging equipment and utility costs.
49 * FY 2014 budget per SB1168; FY 2013 budget per SB1381

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IDAHO DIVISION OF VOCATIONAL REHABILITATION
FY 2014 Operating Budget

| | FY 2013 BUDGET | FY 2014 BUDGET | PERCENT of CHANGE |
|--|---------------------------|---------------------------|------------------------------|
| By Program: | | | |
| Renal Disease | 422,700 | 0 | -100.00% |
| Vocational Rehabilitation | 20,974,700 | 19,049,300 | -9.18% |
| Comm. Supp. Employ. Work Svcs. (CSE) | 3,705,600 | 3,880,200 | 4.71% |
| Council for the Deaf & Hard of Hearing | 174,700 | 193,200 | 10.59% |
| Total Programs | 25,277,700 | 23,122,700 | -8.53% |
| By Fund Source: | | | |
| General Fund | 7,503,000 | 7,304,000 | -2.65% |
| Federal Funds | 15,722,500 | 13,766,500 | -12.44% |
| Miscellaneous Revenue | 970,700 | 970,700 | 0.00% |
| Dedicated Funds | 1,081,500 | 1,081,500 | 0.00% |
| Total Funds | 25,277,700 | 23,122,700 | -8.53% |
| By Expenditure Classification: | | | |
| Personnel Costs | 10,105,100 | 10,160,700 | 0.55% |
| Operating Expenditures | | | |
| Communications | 250,000 | 250,000 | 0.00% |
| Employee Dev./Memberships | 59,300 | 59,300 | 0.00% |
| Professional & General Services | 507,000 | 517,500 | 2.07% |
| Travel | 95,000 | 90,000 | -5.26% |
| Supplies & Insurance | 111,000 | 111,000 | 0.00% |
| Rents | 430,000 | 430,000 | 0.00% |
| Other | 20,000 | 20,000 | 0.00% |
| Total Operating Expenditures | 1,472,300 | 1,477,800 | 0.37% |
| Capital Outlay | 82,200 | 48,800 | -40.63% |
| Trustee/Benefit Payments | 13,618,100 | 11,435,400 | -16.03% |
| Total Expenditures | 25,277,700 | 23,122,700 | -8.53% |
| Full Time Positions | 151.00 | 148.00 | -1.99% |

Budget Overview

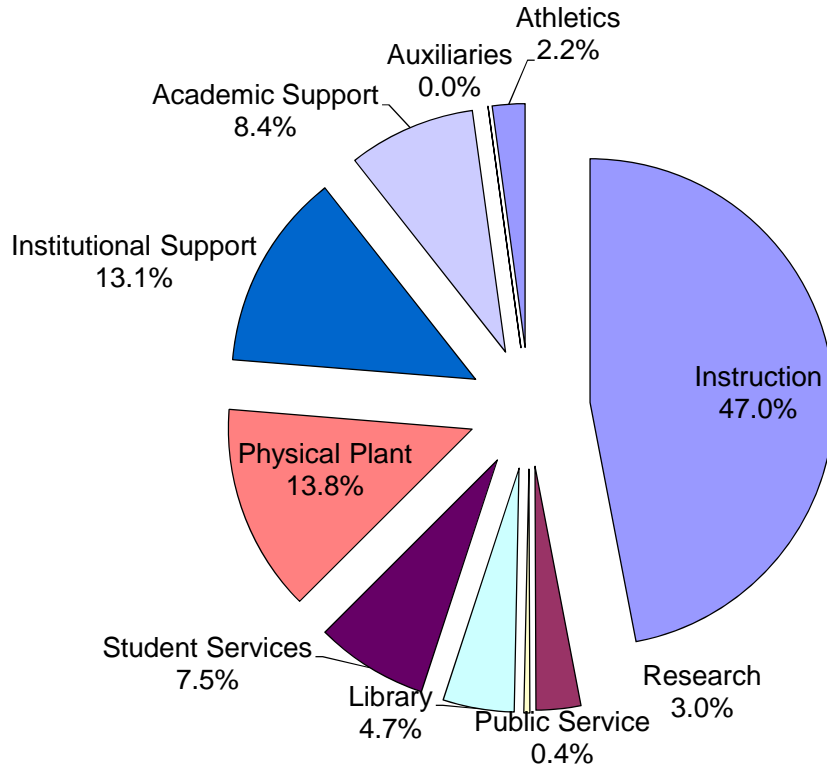
Senate Bill 1164 appropriates moneys for the Idaho Division of Vocational Rehabilitation for FY 2014.

The Renal Disease program was eliminated in FY 2014. A \$2M base reduction in the federal fund was made to more closely align appropriation with actual expenditures. An increase in operating expenditures for interpreters at the Council for the Deaf and Hard of Hearing and decrease in cost of SWCAP.

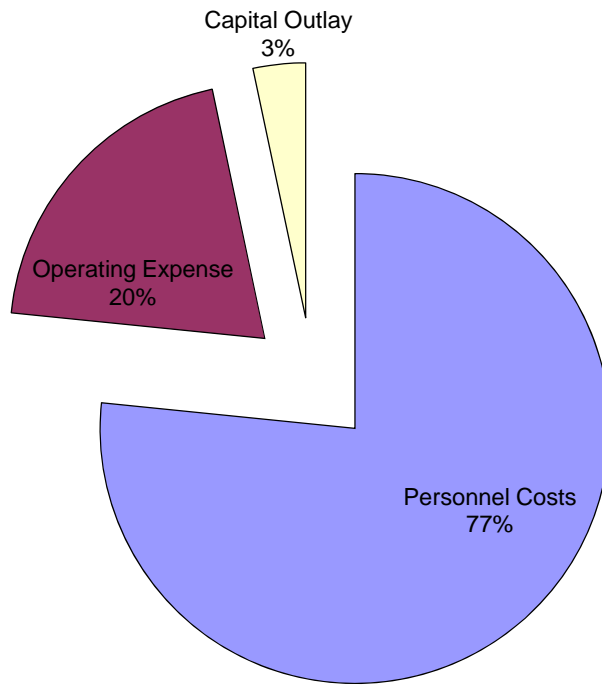
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COLLEGE & UNIVERSITIES

FY 2014 Appropriated Funds Budget By Function



FY 2014 Appropriated Funds Budget By Expenditure Classification



COLLEGE & UNIVERSITIES SUMMARY

Budget Distribution by Activity and Expense Class

July 1, 2013 - June 30, 2014

Appropriated Funds

| | FY2013 Original Budget | | FY2014 Original Budget | | Changes from Prior Year | |
|----------------------------------|------------------------|----------------|------------------------|----------------|-------------------------|--------------|
| | Amount | % of Total | Amount | % of Total | Amount | % Chge |
| By Function/ Exp Class | | | | | | |
| By Function: | | | | | | |
| Instruction | \$211,772,982 | 47.25% | \$219,963,067 | 47.01% | \$8,190,085 | 3.87% |
| Research | 12,841,581 | 2.87% | 13,628,658 | 2.91% | 787,077 | 6.13% |
| Public Service | 1,675,657 | 0.37% | 1,779,989 | 0.38% | 104,332 | 6.23% |
| Library | 21,694,627 | 4.84% | 22,126,774 | 4.73% | 432,147 | 1.99% |
| Student Services | 34,000,783 | 7.59% | 34,965,489 | 7.47% | 964,706 | 2.84% |
| Physical Plant | 60,743,832 | 13.55% | 64,451,194 | 13.77% | 3,707,362 | 6.10% |
| Institutional Support | 58,709,727 | 13.10% | 61,351,625 | 13.11% | 2,641,898 | 4.50% |
| Academic Support | 36,980,945 | 8.25% | 39,489,787 | 8.44% | 2,508,842 | 6.78% |
| Auxiliaries | 11,400 | 0.00% | 11,400 | 0.00% | 0 | 0.00% |
| Athletics | 9,753,137 | 2.18% | 10,154,052 | 2.17% | 400,915 | 4.11% |
| 14 Total Bdgt by Function | \$448,184,671 | 100.00% | \$467,922,035 | 100.00% | \$19,737,364 | 4.40% |
| By Expense Class: | | | | | | |
| Personnel Costs: | | | | | | |
| Salaries: | | | | | | |
| Faculty | \$132,693,648 | 29.61% | \$138,842,124 | 29.67% | \$6,148,476 | 4.63% |
| Executive/Admin | 16,340,812 | 3.65% | 16,800,888 | 3.59% | 460,076 | 2.82% |
| Managerial/Prof | 53,582,928 | 11.96% | 56,622,388 | 12.10% | 3,039,460 | 5.67% |
| Classified | 39,506,275 | 8.81% | 39,923,030 | 8.53% | 416,755 | 1.05% |
| Grad Assist | 8,652,859 | 1.93% | 9,093,864 | 1.94% | 441,005 | 5.10% |
| Irregular Help | 5,901,120 | 1.32% | 6,151,823 | 1.31% | 250,703 | 4.25% |
| Total Salaries | \$256,677,642 | 57.27% | \$267,434,117 | 57.15% | \$10,756,475 | 4.19% |
| Personnel Benefits | 87,457,990 | 19.51% | 91,078,430 | 19.46% | 3,620,440 | 4.14% |
| Total Pers Costs | \$344,135,632 | 76.78% | \$358,512,547 | 76.62% | \$14,376,915 | 4.18% |
| Operating Expense: | | | | | | |
| Travel | 1,391,993 | 0.31% | 1,389,645 | 0.30% | (2,348) | -0.17% |
| Utilities | 16,985,045 | 3.79% | 19,883,853 | 4.25% | 2,898,808 | 17.07% |
| Insurance | 2,949,017 | 0.66% | 2,708,570 | 0.58% | (240,447) | -8.15% |
| Other Oper. Exp | 67,269,550 | 15.01% | 69,896,018 | 14.94% | 2,626,468 | 3.90% |
| Total Oper. Exp | \$88,595,605 | 19.77% | \$93,878,086 | 20.06% | \$5,282,481 | 5.96% |
| Capital Outlay: | | | | | | |
| Depart Equipment | 5,080,507 | 1.13% | 4,782,475 | 1.02% | (298,032) | -5.87% |
| Library Acquisitions | 10,372,927 | 2.31% | 10,748,927 | 2.30% | 376,000 | 3.62% |
| Total Cap Outlay | \$15,453,434 | 3.45% | \$15,531,402 | 3.32% | \$77,968 | 0.50% |
| 37 Tot Bdgt by Exp Class | \$448,184,671 | 100.00% | \$467,922,035 | 100.00% | \$19,737,364 | 4.40% |
| One-time Expenditures | \$1,594,729 | | \$2,128,065 | | \$533,336 | |
| 39 Activity Total | \$449,779,400 | | \$470,050,100 | | \$20,270,700 | 4.51% |
| 40 TOTAL FTE POSITIONS | 4,019.99 | | 4,122.43 | | 102.44 | 2.55% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

BOISE STATE UNIVERSITY
FY2014 BUDGET OVERVIEW
Appropriated Funds

FY 2013 Base Operating Budget **\$150,052,200**

Adjustments to Base from State Funds

| | |
|---|-----------|
| Personnel Benefits (Health Insurance Costs) | 293,700 |
| Partial Equity Funding | 1,365,400 |
| SWCAP | -15,400 |
| Enrollment Workload Adj. | -88,000 |
| Occupancy | 1,650,000 |

Adjustments to Base from Student Tuition/Fees

| | |
|-----------------------------------|------------------|
| Net Change in Tuition/fee Revenue | <u>6,872,200</u> |
|-----------------------------------|------------------|

FY 2014 Base Operating Budget **\$160,130,100**

Boise State's FY 2014 operating budget of \$160,130,100 is a \$10.1 million increase over the previous year's base funding, with the bulk of it coming from increased student tuition and fees. The State general account funding comprises 48% of the operating budget and totals \$77,310,300, and student tuition and fees comprise 52% of the operating budget for a total of \$82,819,800.

Following are highlights of the FY 2014 appropriated operating budget.

- Health insurance costs continue to increase. The employer costs will be covered with partial funding from the State and the remaining from student tuition and fees. Total increased costs are estimated at \$558,600.
- \$1.365 million in partial funding to move towards a more equitable state funding per student allocation is being used to fund new faculty positions in tenure track upper division courses. These new positions have been strategically identified in targeted areas with the intention of enhancing instructional capacity.
- \$1.650 million in occupancy funds will be allocated to hire custodians, pay for utility costs and fund on-going maintenance needs for the new Micron Business and Economics building, Yanke Family Research Park, and the Environmental Research Building.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

- Projected revenues from student tuition and fees are based on flat enrollments. Current data suggests enrollment trends may be weakening and the numbers and trends are being carefully monitored at this time. Therefore specific funding decisions for a portion of the anticipated revenues will be made *after* the university is certain about fall enrollment numbers.
- As part of the annual budget process, a concerted effort was made to fully fund existing permanent positions in the FY 2014 budget. Prior to this time many positions were partially funded with one-time funds (such as carryforward funds), or other non-appropriated sources that have since been spent.

Boise State's annual budget and planning process is a rigorous and contemplative assessment of competing and compelling budget priorities, performance measures and strategic directions. The process includes all units on campus; academic and non-academic alike.

The planning process begins early in the spring semester when the President, Vice Presidents, Deans, and Directors evaluate strategies, budgets, and performance and make recommendations for reallocations of budgets to priority initiatives where possible. The majority of the focus for the FY 2014 operating budget was on identifying needed funding for instructional capacity building and university infrastructure areas.

Included in the annual process, business intelligence and analytics are used to assist with identifying funding needs to ensure allocations and re-allocations are made that are in agreement with the University's Strategic Plan and that align with the goal that 60% of Idahoans ages 25-34 will have a degree or certificate by 2020.

BOISE STATE UNIVERSITY
Budget Distribution by Activity and Expense Class
July 1, 2013 - June 30, 2014
Appropriated Funds

| | FY2013 Original Budget | | FY2014 Original Budget | | Changes from Prior Year | |
|----------------------------------|------------------------|----------------|------------------------|----------------|-------------------------|--------------|
| | Amount | % of Total | Amount | % of Total | Amount | % Chge |
| 1 By Function/ Exp Class | | | | | | |
| 3 By Function: | | | | | | |
| 4 Instruction | \$75,350,513 | 50.09% | \$79,356,774 | 49.56% | \$4,006,261 | 5.32% |
| 5 Research | 3,720,385 | 2.47% | 3,861,019 | 2.41% | 140,634 | 3.78% |
| 6 Public Service | 1,480,993 | 0.98% | 1,568,673 | 0.98% | 87,680 | 5.92% |
| 7 Library | 6,993,963 | 4.65% | 7,008,037 | 4.38% | 14,074 | 0.20% |
| 8 Student Services | 9,358,734 | 6.22% | 9,460,958 | 5.91% | 102,224 | 1.09% |
| 9 Physical Plant | 16,262,300 | 10.81% | 16,985,014 | 10.61% | 722,714 | 4.44% |
| 10 Institutional Support | 20,078,005 | 13.35% | 23,382,475 | 14.60% | 3,304,470 | 16.46% |
| 11 Academic Support | 14,753,707 | 9.81% | 15,991,350 | 9.99% | 1,237,643 | 8.39% |
| 12 Auxiliaries | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 13 Athletics | 2,424,400 | 1.61% | 2,515,800 | 1.57% | 91,400 | 3.77% |
| 14 Total Bdgt by Function | \$150,423,000 | 100.00% | \$160,130,100 | 100.00% | \$9,707,100 | 6.45% |
| 15 By Expense Class: | | | | | | |
| 16 Personnel Costs: | | | | | | |
| 17 Salaries: | | | | | | |
| 18 Faculty | \$49,694,105 | 33.04% | \$51,732,113 | 32.31% | \$2,038,008 | 4.10% |
| 19 Executive/Admin | 5,280,173 | 3.51% | 5,441,957 | 3.40% | 161,784 | 3.06% |
| 20 Managerial/Prof | 21,975,219 | 14.61% | 23,285,679 | 14.54% | 1,310,460 | 5.96% |
| 21 Classified | 9,882,523 | 6.57% | 10,091,858 | 6.30% | 209,335 | 2.12% |
| 22 Grad Assist | 3,566,989 | 2.37% | 4,010,238 | 2.50% | 443,249 | 12.43% |
| 23 Irregular Help | 957,984 | 0.64% | 1,220,491 | 0.76% | 262,507 | 27.40% |
| 24 Total Salaries | \$91,356,993 | 60.73% | \$95,782,336 | 59.82% | \$4,425,343 | 4.84% |
| 25 Personnel Benefits | 30,405,404 | 20.21% | 32,685,095 | 20.41% | 2,279,691 | 7.50% |
| 26 Total Pers Costs | \$121,762,397 | 80.95% | \$128,467,431 | 80.23% | \$6,705,034 | 5.51% |
| 27 Operating Expense: | | | | | | |
| 28 Travel | \$434,994 | 0.29% | \$512,856 | 0.32% | 77,862 | 17.90% |
| 29 Utilities | 4,003,341 | 2.66% | 4,030,906 | 2.52% | 27,565 | 0.69% |
| 30 Insurance | 919,828 | 0.61% | 837,480 | 0.52% | (82,348) | -8.95% |
| 31 Other Oper. Exp | 18,580,868 | 12.35% | 21,614,673 | 13.50% | 3,033,805 | 16.33% |
| 32 Total Oper. Exp | \$23,939,031 | 15.91% | \$26,995,915 | 16.86% | \$3,056,884 | 12.77% |
| 33 Capital Outlay: | | | | | | |
| 34 Depart Equipment | \$1,929,276 | 1.28% | \$1,874,458 | 1.17% | (54,818) | -2.84% |
| 35 Library Acquisitions | 2,792,296 | 1.86% | 2,792,296 | 1.74% | 0 | 0.00% |
| 36 Total Cap Outlay | \$4,721,572 | 3.14% | \$4,666,754 | 2.91% | (\$54,818) | -1.16% |
| 37 Tot Bdgt by Exp Class | \$150,423,000 | 100.00% | \$160,130,100 | 100.00% | \$9,707,100 | 6.45% |
| 38 One-time Expenditures | | | \$295,600 | | \$295,600 | |
| 39 Activity Total | \$150,423,000 | | \$160,425,700 | | \$10,002,700 | 6.65% |
| 40 TOTAL FTE POSITIONS | 1,364.02 | | 1,411.00 | | 46.98 | 3.44% |

BOISE STATE UNIVERSITY

Summary of Salary Changes for FY2014 by Employee Group

| Institution/Agency by Group | FY13 FTE | Existing Positions | | | | | | Position Adjustments | | Total | |
|---|----------|--------------------|-----------|-------------|---------------------------|-------------|--------------|----------------------|-------------|--------------|------------------------|
| | | FY2013 Salary Base | Promotion | Perf/Exp | Salary Adjustments Equity | Total | % Incr | FTE | Salary Base | FY14 FTE | FY14 Salary |
| General Education (Appropriated Only) | | | | | | | | | | | |
| Faculty | | | | | | | | | | | |
| Professor | 169.85 | 14,312,955.00 | \$90,040 | | \$91,199 | \$181,239 | \$14,494,194 | 1.01 | -3.90 | -524,512 | 165.95 13,969,682 |
| Associate Professor | 203.71 | 13,702,924.00 | \$185,254 | | \$32,791 | \$218,045 | \$13,920,969 | 1.02 | 7.94 | 361,121 | 211.65 14,282,090 |
| Assistant Professor | 140.22 | 7,980,889.00 | \$4,056 | | \$2,554 | \$6,610 | \$7,987,499 | 1.00 | 3.11 | 372,778 | 143.33 8,360,277 |
| Instr/Lect | 85.51 | 3,694,337.00 | \$14,108 | | \$11,649 | \$25,757 | \$3,720,094 | 1.01 | 8.88 | 399,970 | 94.39 4,120,064 |
| Part-Time Instructor | 0.00 | 10,003,000.00 | | | | | \$10,003,000 | 1.00 | 0.00 | 997,000 | 0.00 11,000,000 |
| Total Faculty | 599.29 | 49,694,105.00 | \$293,458 | \$0 | \$138,193 | \$431,651 | \$50,125,756 | 5.04 | 16.03 | 1,606,357.00 | 615.32 51,732,113 |
| Executive/Administrative | 36.57 | 5,280,173.00 | \$143,103 | \$15,787 | \$11,394 | \$170,284 | \$5,450,457 | 0.04 | -0.53 | -8,500 | 36.04 5,441,957 |
| Managerial/Professional | 390.90 | 21,975,219.00 | \$93,856 | \$8,965 | \$42,978 | \$145,799 | \$22,121,018 | 0.04 | 21.13 | 1,164,661 | 412.03 23,285,679 |
| Classified | 337.26 | 9,882,523.00 | \$39,355 | \$4,208 | \$10,129 | \$53,692 | \$9,936,215 | 0.03 | 10.35 | 155,643 | 347.61 10,091,858 |
| Student/Teaching Assistant | 0.00 | 3,566,989.00 | | | | \$0 | \$3,566,989 | 0.00 | 0.00 | 443,249 | 0.00 4,010,238 |
| Irregular Help | 0.00 | 957,984.00 | | | | \$0 | \$957,984 | 0.00 | 0.00 | 262,507 | 0.00 1,220,491 |
| Total | 1,364.02 | 91,356,993.00 | \$522,109 | \$1,885,146 | \$777,961 | \$3,185,216 | \$87,862,770 | 0.04 | 46.98 | 3,623,917.00 | 1,411.00 95,782,336.00 |
| 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 | 0 | 0.00 | | | |
| Total Faculty | | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | | | |
| Executive/Administrative | | | | | | 0 | 0 | 0.00 | | | |
| Managerial/Professional | 0.00 | 0 | | | | 0 | 0 | 0.00 | 0.79 | 55,967 | 0.79 55,967 |
| Classified | | | | | | 0 | 0 | 0.00 | | | |
| Student/Teaching Assistant | | | | | | 0 | 0 | 0.00 | | | |
| Irregular Help | | | | | | | | | | | 0.00 2,000 |
| Total | 0.00 | 0 | 0 | 0 | 0 | 0 | 31,296 | \$0.00 | 0.79 | 55,967.00 | 0.79 57,967.00 |
| TechHelp | | | | | | | | | | | |
| Faculty | | | | | | | | | | | |
| Professor | | | | | | \$0.00 | 0.00 | 0.00 | | | |
| Associate Professor | | | | | | 0 | 0 | 0.00 | | | |
| Assistant Professor | | | | | | 0 | 0 | 0.00 | | | |
| Instr/Lect | | | | | | 0 | 0 | 0.00 | | | |
| Part-Time Instructor | | | | | | 0 | 0 | 0.00 | | | |
| Total Faculty | | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | | | |
| Executive/Administrative | | | | | | 0 | 0 | 0.00 | | | |
| Managerial/Professional | 1.05 | 71,615 | | | | 0 | 71,615 | 0.02 | 0.90 | 58,587 | 1.95 130,202 |
| Classified | 0.00 | 0 | | | | 0 | 0 | #DIV/0! | | | 0 |
| Student/Teaching Assistant | | | | | | 0 | 0 | 0.00 | | | |
| Irregular Help | | | | | | | | | | | |
| Total | 1.05 | 71,615 | 0 | 0 | 1,611 | 1,611 | 82,166 | #DIV/0! | 0.90 | 58,587.00 | 1.95 130,202.00 |

IDAHO STATE UNIVERSITY
FY2014 BUDGET OVERVIEW
Appropriated Funds

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

A key component of the FY2014 budget was a budget reprioritization process. The instruction to the Deans and Department Heads was:

“In line with the Zero-Based Budgeting and Performance-Based Funding initiatives, budget adjustments will be based upon the following three strategic categories:

1. **Student Access & Progression** Course completion and student retention
2. **Student Success** On-Time degree completion, degrees awarded
3. **Stewardship** Efficient and effective stewardship of public resources”

Each area of the University was again asked to take a “bottoms up” view of their resources to determine whether existing programs or activities could be streamlined or eliminated in relation to the University’s mission and strategic plan.

“The Legislature finds that investing in state employee compensation should remain a high priority even in tough economic times, and therefore strongly encourages agency directors, institution executives and the Division of Financial Management to approve the use of salary savings to provide either one-time or ongoing merit increases for deserving employees....” (S1186, Section 2)

At the encouragement of the Legislature, ISU has continued to invest in our employees. In addition to merit increases based upon performance, the minimum salary for employees was adjusted to an amount above the poverty rate and/or moved to 74% of policy compensation.

The FY2014 overall ongoing operating budget (\$125,051,700) represents an increase of 4.26% over FY2013. State appropriations increased by \$2,843,100 which is a 4.45% increase. Revenue generated by student fees increased 4.0% (\$2,266,100) from tuition rate increases and enrollment variance.

Through State appropriations, institutional reallocations and tuition revenue, funding was allocated as follows:

1. Compensation/Benefits (net of State funding) \$1,920,012
2. Academic Promotion in Rank \$184,750
3. Instruction & Instruction Support \$1,079,596
4. Student Recruitment & Retention \$303,000
5. Research Infrastructure \$1,483,102
6. Faculty Research \$300,000
7. Facility Repair and Maintenance \$401,889.
8. Library Collection \$142,500
9. Other critical University staffing/operating needs \$545,326

IDAHO STATE UNIVERSITY
Budget Distribution by Activity and Expense Class
July 1, 2013 - June 30, 2014
Appropriated Funds

| | FY2013 Original Budget | | FY2014 Original Budget | | Changes from Prior Year | |
|----------------------------------|------------------------|----------------|------------------------|----------------|-------------------------|--------------|
| | Amount | % of Total | Amount | % of Total | Amount | % Chge |
| 1 By Function/ Exp Class | | | | | | |
| 2 By Function: | | | | | | |
| 4 Instruction | \$58,545,884 | 49.47% | \$60,731,210 | 49.29% | \$2,185,326 | 3.73% |
| 5 Research | 2,962,319 | 2.50% | 3,944,409 | 3.20% | 982,090 | 33.15% |
| 6 Public Service | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 7 Library | 5,158,128 | 4.36% | 5,185,735 | 4.21% | 27,607 | 0.54% |
| 8 Student Services | 7,666,290 | 6.48% | 7,981,915 | 6.48% | 315,625 | 4.12% |
| 9 Physical Plant | 17,786,844 | 15.03% | 18,232,676 | 14.80% | 445,832 | 2.51% |
| 10 Institutional Support | 12,425,794 | 10.50% | 13,288,259 | 10.78% | 862,465 | 6.94% |
| 11 Academic Support | 10,670,412 | 9.02% | 10,604,831 | 8.61% | (65,581) | -0.61% |
| 12 Auxiliaries | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 13 Athletics | 3,132,100 | 2.65% | 3,250,200 | 2.64% | 118,100 | 3.77% |
| 14 Total Bdgt by Function | \$118,347,771 | 100.00% | \$123,219,235 | 100.00% | \$4,871,464 | 4.12% |
| 15 By Expense Class: | | | | | | |
| 16 Personnel Costs: | | | | | | |
| 17 Salaries: | | | | | | |
| 18 Faculty | \$34,178,858 | 28.88% | \$35,385,234 | 28.72% | \$1,206,376 | 3.53% |
| 19 Executive/Admin | 4,227,048 | 3.57% | 4,275,401 | 3.47% | 48,353 | 1.14% |
| 20 Managerial/Prof | 13,713,616 | 11.59% | 14,817,075 | 12.02% | 1,103,459 | 8.05% |
| 21 Classified | 11,777,830 | 9.95% | 11,794,748 | 9.57% | 16,918 | 0.14% |
| 22 Grad Assist | 1,704,324 | 1.44% | 1,702,081 | 1.38% | (2,243) | -0.13% |
| 23 Irregular Help | 3,557,216 | 3.01% | 3,498,876 | 2.84% | (58,340) | -1.64% |
| 24 Total Salaries | \$69,158,892 | 58.44% | \$71,473,415 | 58.01% | \$2,314,523 | 3.35% |
| 25 Personnel Benefits | 23,658,440 | 19.99% | 24,955,340 | 20.25% | 1,296,900 | 5.48% |
| 26 Total Pers Costs | \$92,817,332 | 78.43% | \$96,428,755 | 78.26% | \$3,611,423 | 3.89% |
| 27 Operating Expense: | | | | | | |
| 28 Travel | \$495,122 | 0.42% | \$501,252 | 0.41% | 6,130 | 1.24% |
| 29 Utilities | 4,651,270 | 3.93% | 4,651,270 | 3.77% | 0 | 0.00% |
| 30 Insurance | 757,989 | 0.64% | 757,989 | 0.62% | 0 | 0.00% |
| 31 Other Oper. Exp | 14,860,034 | 12.56% | 16,034,563 | 13.01% | 1,174,529 | 7.90% |
| 32 Total Oper. Exp | \$20,764,415 | 17.55% | \$21,945,074 | 17.81% | \$1,180,659 | 5.69% |
| 33 Capital Outlay: | | | | | | |
| 34 Depart Equipment | \$2,218,995 | 1.87% | \$2,232,377 | 1.81% | 13,382 | 0.60% |
| 35 Library Acquisitions | 2,547,029 | 2.15% | 2,613,029 | 2.12% | 66,000 | 2.59% |
| 36 Total Cap Outlay | \$4,766,024 | 4.03% | \$4,845,406 | 3.93% | \$79,382 | 1.67% |
| 37 Tot Bdgt by Exp Class | \$118,347,771 | 100.00% | \$123,219,235 | 100.00% | \$4,871,464 | 4.12% |
| 38 One-time Expenditures | \$1,594,729 | | \$1,832,465 | | 237,736 | |
| 39 Activity Total | \$119,942,500 | | \$125,051,700 | | \$5,109,200 | 4.26% |
| 40 TOTAL FTE POSITIONS | 1,109.61 | | 1,130.25 | | 20.64 | 1.86% |

IDAHO STATE UNIVERSITY

Summary of Salary Changes for FY2014 by Employee Group

| Institution/Agency by Group | Existing Positions | | | | | | | Position Adjustments | | Total | |
|--|--------------------|------------------------|---------------------|-----------------------|--------------------|-----------------------|------------------------|----------------------|--------------|---------------------|------------------------|
| | FTE | FY2013 Salary Base | Promotion | Salary Adjustments | | | FY2014 Salary | % Incr | FTE | Salary Base | FY2014 Salary |
| | | | | Perf/Exp | Equity | Total | | | | | |
| General Education | | | | | | | | | | | |
| Faculty | 438.30 | 29,004,302.83 | 153,233.60 | 577,037.28 | | 730,270.88 | 29,734,573.71 | 2.52 | 4.95 | 223,567.74 | \$29,958,141.45 |
| Adjunct Faculty | | 5,174,555.14 | | 105,451.47 | 0.00 | 105,451.47 | 5,280,006.61 | 2.04 | | 147,085.74 | \$5,427,092.35 |
| Executive/Administrative | 30.18 | 4,227,048.06 | | 80,280.42 | -31,927.97 | 48,352.45 | 4,275,400.51 | 1.14 | 0.01 | | \$4,275,400.51 |
| Managerial/Professional | 238.54 | 13,713,615.55 | | 277,315.44 | | 277,315.44 | 13,990,930.99 | 2.02 | 18.23 | 826,143.65 | \$14,817,074.64 |
| Classified | 402.59 | 11,777,829.92 | | 227,105.74 | 27,837.60 | 254,943.34 | 12,032,773.26 | 2.16 | -2.55 | -238,025.06 | \$11,794,748.20 |
| Teaching Assistant | 0.00 | 1,704,324.48 | | | 32,937.36 | 32,937.36 | 1,737,261.84 | 1.93 | | -35,180.40 | \$1,702,081.44 |
| Irregular Salaries | 0.00 | 3,557,216.00 | | | | 0.00 | 3,557,216.00 | 0.00 | | -58,339.67 | \$3,498,876.33 |
| Total | 1,109.61 | \$69,158,891.98 | \$153,233.60 | \$1,267,190.35 | \$28,846.99 | \$1,449,270.94 | \$70,608,162.92 | 2.10 | 20.64 | \$865,252.00 | \$71,473,414.92 |
| Idaho Dental Education Program | | | | | | | | | | | |
| Faculty | 2.00 | 128,107.20 | 6,011.20 | 1,580.80 | | 7,592.00 | 135,699.20 | 5.93 | 0.00 | | \$135,699.20 |
| 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 | 91,299.87 | | 2,391.13 | | 2,391.13 | 93,691.00 | 2.62 | | | \$93,691.00 |
| 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 | 69,344.00 | | | | 0.00 | 69,344.00 | N/A | | -6,208.97 | \$63,135.03 |
| Total | 3.25 | \$288,751.07 | \$6,011.20 | \$3,971.93 | \$0.00 | \$9,983.13 | \$298,734.20 | 3.46 | 0.00 | -\$6,208.97 | \$292,525.23 |
| Idaho Museum of Natural History | | | | | | | | | | | |
| Faculty | 0.17 | 12,787.92 | | 258.74 | | 258.74 | 13,046.66 | 2.02 | 0.00 | 0.00 | \$13,046.66 |
| Adjunct Faculty | | 0.00 | | | | 0.00 | 0.00 | | | | \$0.00 |
| Executive/Administrative | 0.41 | 54,098.20 | | 1,625.67 | | 1,625.67 | 55,723.87 | 3.01 | | | \$55,723.87 |
| Managerial/Professional | 4.35 | 162,425.04 | | 2,614.56 | -7,425.52 | -4,810.96 | 157,614.08 | -2.96 | 0.95 | 40,940.64 | \$198,554.72 |
| Classified | 2.20 | 82,418.84 | | 1,206.40 | -616.60 | 589.80 | 83,008.64 | 0.72 | -1.00 | -46,945.60 | \$36,063.04 |
| Teaching Assistant | 0.00 | 0.00 | | | | 0.00 | 0.00 | N/A | | | \$0.00 |
| Irregular Salaries | 0.00 | 0.00 | | | | 0.00 | 0.00 | N/A | | 12,218.79 | \$12,218.79 |
| Total | 7.13 | \$311,730.00 | \$0.00 | \$5,705.37 | -\$8,042.12 | -\$2,336.75 | \$309,393.25 | -0.75 | -0.05 | \$6,213.83 | \$315,607.08 |
| Family Practice Residency | | | | | | | | | | | |
| Faculty | 1.76 | 248,973.11 | 0.00 | 4,053.51 | | 4,053.51 | 253,026.62 | 1.63 | 0.00 | 963.27 | \$253,989.89 |
| 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 | 179,002.25 | | 5,037.50 | | 5,037.50 | 184,039.75 | 2.81 | | -568.36 | \$183,471.39 |
| Classified | 1.00 | 31,116.80 | | 603.20 | 395.20 | 998.40 | 32,115.20 | 3.21 | | -1,747.20 | \$30,368.00 |
| Teaching Assistant | 0.00 | 0.00 | | | | 0.00 | 0.00 | N/A | | | \$0.00 |
| Irregular Salaries | 0.00 | 0.00 | | | | 0.00 | 0.00 | N/A | | | \$0.00 |
| Total | 4.30 | \$459,092.16 | \$0.00 | \$9,694.21 | \$395.20 | \$10,089.41 | \$469,181.57 | 2.20 | 0.00 | -\$1,352.29 | \$467,829.28 |

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UNIVERSITY OF IDAHO
FY2014 BUDGET OVERVIEW
Appropriated Funds

The FY2014 General Education operating budget totals \$156,584,000. The base state general fund allocation for FY2014 includes \$1,341,500 in permanent funding for enrollment workload adjustment as well as funding for occupancy and benefit increases leading to an overall increase in permanent state funding from \$74,736,200 to \$76,713,900 or 2.6%.

The Board approved an undergraduate student fee increase of 5.0% or \$312 per academic year. The ASUI leadership once again provided key support for the operating budget, in this case by limiting the student activity fee increase for the coming year to 0.7%. They were able to accomplish this in part through the reallocation of existing activity fees to higher priority activities. This action by student leadership enabled the majority of the student fee increase to go to tuition, which is the primary source of flexible dollars to meet the institution's key operating budget needs. There were no increases to the facility or technology fees for FY14.

The Board approved professional fee increases for the UI College of Law and the Art and Architecture program. These increases will enable these programs to sustain quality and provide services at a level that ensures continued accreditation and student development. In addition increases for the Masters of Science and Doctorate self-supporting programs in Athletic Training were approved and will provide needed resources for maintain the quality of these programs.

The University continues to focus on ensuring that all university resources are used in an effective manner to meet the strategic priorities of the university. Within the General Education budget these efforts for the coming year include the use of increased state funding to help cover the increased costs of providing medical benefits to our employees, and, together with the funds received through the basic fee increase, to meet obligated cost increases for utilities, contracts, faculty promotions, inflationary costs in Library serials and periodicals, indexing financial aid support, critical positions and the debt service on the property in McCall (MOSS).

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, 2013 - June 30, 2014
Appropriated Funds

| | FY2013 Original Budget | | FY2014 Original Budget | | Changes from Prior Year | |
|-------------------------------|------------------------|----------------|------------------------|----------------|-------------------------|--------------|
| | Amount | % of Total | Amount | % of Total | Amount | % Chge |
| By Function/ Exp Class | | | | | | |
| By Function: | | | | | | |
| Instruction | \$65,267,548 | 42.66% | \$66,395,244 | 42.40% | \$1,127,696 | 1.73% |
| Research | 6,048,935 | 3.95% | 5,712,749 | 3.65% | (336,186) | -5.56% |
| Public Service | 642 | 0.00% | 642 | 0.00% | 0 | 0.00% |
| Library | 8,477,823 | 5.54% | 8,777,624 | 5.61% | 299,801 | 3.54% |
| Student Services | 14,694,040 | 9.60% | 14,596,466 | 9.32% | (97,574) | -0.66% |
| Physical Plant | 23,808,147 | 15.56% | 26,364,014 | 16.84% | 2,555,867 | 10.74% |
| Institutional Support | 21,812,101 | 14.26% | 20,320,796 | 12.98% | (1,491,305) | -6.84% |
| Academic Support | 9,539,704 | 6.24% | 10,939,065 | 6.99% | 1,399,361 | 14.67% |
| Auxiliaries | | 0.00% | | 0.00% | 0 | 0.00% |
| Athletics | 3,351,060 | 2.19% | 3,477,400 | 2.22% | 126,340 | 3.77% |
| Total Bdgt by Function | \$153,000,000 | 100.00% | \$156,584,000 | 100.00% | \$3,584,000 | 2.34% |
| By Expense Class: | | | | | | |
| Personnel Costs: | | | | | | |
| Salaries: | | | | | | |
| Faculty | \$41,107,245 | 26.87% | \$43,527,433 | 27.80% | \$2,420,188 | 5.89% |
| Executive/Admin | 5,614,941 | 3.67% | 5,850,551 | 3.74% | 235,610 | 4.20% |
| Managerial/Prof | 14,527,093 | 9.49% | 14,926,472 | 9.53% | 399,379 | 2.75% |
| Classified | 15,296,182 | 10.00% | 15,507,339 | 9.90% | 211,157 | 1.38% |
| Grad Assist | 3,381,546 | 2.21% | 3,381,545 | 2.16% | (1) | 0.00% |
| Irregular Help | 1,048,120 | 0.69% | 1,001,096 | 0.64% | (47,024) | -4.49% |
| Total Salaries | \$80,975,127 | 52.92% | \$84,194,436 | 53.77% | \$3,219,309 | 3.98% |
| Personnel Benefits | 27,459,346 | 17.95% | 27,218,688 | 17.38% | (240,658) | -0.88% |
| Total Pers Costs | \$108,434,473 | 70.87% | \$111,413,124 | 71.15% | \$2,978,651 | 2.75% |
| Operating Expense: | | | | | | |
| Travel | \$461,877 | 0.30% | \$375,537 | 0.24% | (86,340) | -18.69% |
| Utilities & Debt Service | 7,442,434 | 4.86% | 10,313,677 | 6.59% | 2,871,243 | 38.58% |
| Insurance | 1,123,500 | 0.73% | 939,385 | 0.60% | (184,115) | -16.39% |
| Other Oper. Exp | 30,005,878 | 19.61% | 27,957,035 | 17.85% | (2,048,843) | -6.83% |
| Total Oper. Exp | \$39,033,689 | 25.51% | \$39,585,634 | 25.28% | \$551,945 | 1.41% |
| Capital Outlay: | | | | | | |
| Depart Equipment | \$841,236 | 0.55% | \$584,640 | 0.37% | (256,596) | -30.50% |
| Library Acquisitions | 4,690,602 | 3.07% | 5,000,602 | 3.19% | 310,000 | 6.61% |
| Total Cap Outlay | \$5,531,838 | 3.62% | \$5,585,242 | 3.57% | \$53,404 | 0.97% |
| Tot Bdgt by Exp Class | \$153,000,000 | 100.00% | \$156,584,000 | 100.00% | \$3,584,000 | 2.34% |
| One-time Expenditures | | | | | \$0 | |
| Activity Total | \$153,000,000 | | \$156,584,000 | | \$3,584,000 | 2.34% |
| TOTAL FTE POSITIONS | 1,226.17 | | 1,254.65 | | 28.48 | 2.32% |

UNIVERSITY OF IDAHO

Summary of Salary Changes for FY2014 by Employee Group

| Institution/Agency by Group | FY2013 Budget Book | | Annual Salary Process | | | | | | | Midyear Changes and Position Adjustments | | FY2014 Budget Book | |
|-----------------------------|--------------------|------------------|-----------------------|---------------|--------------|-------|---------------|------------------|--------|--|-----------------|--------------------|------------------|
| | FY2013 | | Salary Adjustments | | | | | | | | | FY2014 | |
| | | | Across the | | | | | | | | | | |
| | FTE | Salary Base | Promotion | Merit | Equity/Other | Board | Total | Salary | % Incr | FTE | Salary Base | FTE | Salary |
| General Education | | | | | | | | | | | | | |
| Faculty | | | | | | | | | | | | | |
| Professor | 168.09 | \$ 15,787,042.00 | \$ 59,596.70 | \$ 43,714.50 | \$ 21.05 | \$ - | \$ 103,332.25 | \$ 15,890,374.25 | 0.65% | (8.86) | \$ (908,092.25) | 159.23 | \$ 14,982,282.00 |
| Associate Professor | 137.60 | 9,608,458.00 | 121,319.40 | 40,558.20 | (107.55) | - | 161,770.05 | 9,770,228.05 | 1.68% | 7.03 | 683,797.95 | 144.63 | 10,454,026.00 |
| Assistant Professor | 115.23 | 7,016,635.00 | - | 16,235.98 | - | - | 16,235.98 | 7,032,870.98 | 0.23% | (4.48) | (430,027.98) | 110.75 | 6,602,843.00 |
| Other | 100.57 | 8,695,110.00 | - | 7,857.87 | - | - | 7,857.87 | 8,702,967.87 | 0.09% | 22.36 | 2,785,314.13 | 122.93 | 11,488,282.00 |
| Total Faculty | 521.49 | \$ 41,107,245.00 | \$ 180,916.10 | \$ 108,366.55 | \$ (86.50) | \$ - | \$ 289,196.15 | \$ 41,396,441.15 | 0.70% | 16.05 | \$ 2,130,991.85 | 537.54 | \$ 43,527,433.00 |
| Executive/Administrative | 38.24 | 5,614,941.00 | - | 37,611.20 | - | - | 37,611.20 | 5,652,552.20 | 0.67% | 1.23 | 197,998.80 | 39.47 | 5,850,551.00 |
| Managerial/Professional | 232.35 | 14,527,093.00 | - | 28,030.97 | - | - | 28,030.97 | 14,555,123.97 | 0.19% | 7.82 | 371,348.03 | 240.17 | 14,926,472.00 |
| Classified | 434.09 | 15,296,182.00 | - | 50,084.25 | - | - | 50,084.25 | 15,346,266.25 | 0.33% | 3.38 | 161,072.75 | 437.47 | 15,507,339.00 |
| Teaching Assistant | - | 3,381,546.00 | - | - | - | - | - | 3,381,546.00 | 0.00% | - | (1.00) | - | 3,381,545.00 |
| Irregular Help | - | 1,048,120.00 | - | - | - | - | - | 1,048,120.00 | 0.00% | - | (47,024.00) | - | 1,001,096.00 |
| Total | 1,226.17 | \$ 80,975,127.00 | \$ 180,916.10 | \$ 224,092.97 | \$ (86.50) | \$ - | \$ 404,922.57 | \$ 81,380,049.57 | 0.50% | 28.48 | \$ 2,814,386.43 | 1,254.65 | \$ 84,194,436.00 |

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LEWIS-CLARK STATE COLLEGE
FY2014 BUDGET OVERVIEW
Appropriated Funds

LCSC's FY2014 General Fund budget of \$13,460,700 represents a 5% increase in appropriated General Fund dollars compared to FY2013, as a result of additional funding to cover increased employee benefit costs and current year Enrollment Workload Adjustment (EWA) entitlements (appropriated at 67% of calculated cost of credit hour delivery). Since FY2009, LCSC's total General Fund budget has decreased by 11% while enrollment (student headcount) has grown by 15%. Continuing the trend which started in FY2010, the Legislature did not fund LCSC's FY2014 request for MCO funds (inflation and capital replacement), nor was funding provided for the College's single line-item request ("Complete College Idaho" needs) or for Change in Employee Compensation (CEC). Sustaining delivery of quality instructional programs in 2014 will require careful planning and execution—and reallocation, as necessary, in accordance with Zero-Based Budgeting principles—as the College works to make the most effective and efficient use of available resources.

The cumulative 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 2013). We estimate, based on our conservative enrollment projections and the newly-approved tuition level, that approximately \$13.2M in student fees will be generated in FY2014. Normal School Endowment funds are projected to remain level at \$1,335,000. LCSC's Professional-Technical Education (P.T.E.) appropriation for FY2014 (\$3,779,397) represents a .25% decrease from the FY2013 funding level (11% below the FY2009 funding level). The total of the above budget components (General Fund, Student Fees, Normal School Endowment, and P.T.E. dollars) equals LCSC's FY2014 Total General Education and Professional-Technical Education budget of \$31,768,096.

LCSC's General Education personnel structure will remain stable in FY2014, with a total of 326.53 FTE on board. In FY2014 the institution will continue austerity measures for Personnel Costs, Operating Expenses, Capital Outlay, and maintenance expenditures.

Looking ahead to FY2015 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%" target, 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 their FY2014 operating funds and to efficiently and effectively deliver the instructional programs within their 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, 2013 - June 30, 2014
Appropriated Funds

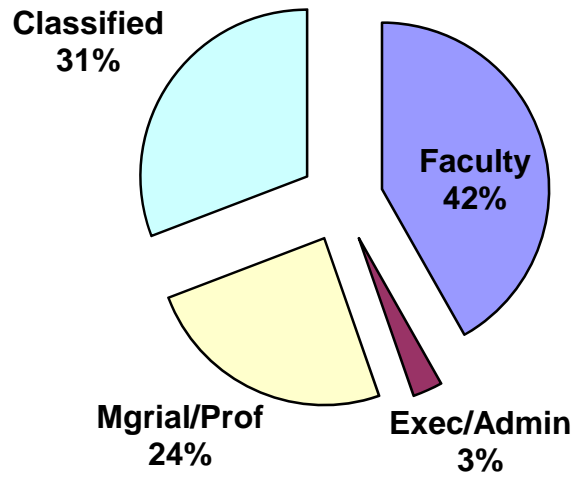
| | FY2013 Original Budget | | FY2014 Original Budget | | Changes from Prior Year | |
|-------------------------------|------------------------|----------------|------------------------|----------------|-------------------------|--------------|
| | Amount | % of Total | Amount | % of Total | Amount | % Chge |
| By Function: | | | | | | |
| Instruction | \$12,609,037 | 47.74% | \$13,479,839 | 48.16% | \$870,802 | 6.91% |
| Research | 109,942 | 0.42% | 110,481 | 0.39% | 539 | 0.49% |
| Public Service | 194,022 | 0.73% | 210,674 | 0.75% | 16,652 | 8.58% |
| Library | 1,064,713 | 4.03% | 1,155,378 | 4.13% | 90,665 | 8.52% |
| Student Services | 2,281,719 | 8.64% | 2,926,150 | 10.45% | 644,431 | 28.24% |
| Physical Plant | 2,886,541 | 10.93% | 2,869,490 | 10.25% | (17,051) | -0.59% |
| Institutional Support | 4,393,827 | 16.63% | 4,360,095 | 15.58% | (33,732) | -0.77% |
| Academic Support | 2,017,122 | 7.64% | 1,954,541 | 6.98% | (62,581) | -3.10% |
| Auxiliaries | 11,400 | 0.04% | 11,400 | 0.04% | 0 | 0.00% |
| Athletics | 845,577 | 3.20% | 910,652 | 3.25% | 65,075 | 7.70% |
| Total Bdgt by Function | \$26,413,900 | 100.00% | \$27,988,700 | 100.00% | \$1,574,800 | 5.96% |
| By Expense Class: | | | | | | |
| Personnel Costs: | | | | | | |
| Salaries: | | | | | | |
| Faculty | \$7,713,440 | 29.20% | \$8,197,344 | 29.29% | \$483,904 | 6.27% |
| Executive/Admin | 1,218,650 | 4.61% | 1,232,979 | 4.41% | 14,329 | 1.18% |
| Managerial/Prof | 3,367,000 | 12.75% | 3,593,162 | 12.84% | 226,162 | 6.72% |
| Classified | 2,549,740 | 9.65% | 2,529,085 | 9.04% | (20,655) | -0.81% |
| Grad Assist | | 0.00% | | 0.00% | 0 | 0.00% |
| Irregular Help | 337,800 | 1.28% | 431,360 | 1.54% | 93,560 | 27.70% |
| Total Salaries | \$15,186,630 | 57.49% | \$15,983,930 | 57.11% | \$797,300 | 5.25% |
| Personnel Benefits | 5,934,800 | 22.47% | 6,219,307 | 22.22% | 284,507 | 4.79% |
| Total Pers Costs | \$21,121,430 | 79.96% | \$22,203,237 | 79.33% | \$1,081,807 | 5.12% |
| Operating Expense: | | | | | | |
| Travel | \$0 | 0.00% | \$0 | 0.00% | 0 | 0.00% |
| Utilities | 888,000 | 3.36% | 888,000 | 3.17% | 0 | 0.00% |
| Insurance | 147,700 | 0.56% | 173,716 | 0.62% | 26,016 | 17.61% |
| Other Oper. Exp | 3,822,770 | 14.47% | 4,289,747 | 15.33% | 466,977 | 12.22% |
| Total Oper. Exp | \$4,858,470 | 18.39% | \$5,351,463 | 19.12% | \$492,993 | 10.15% |
| Capital Outlay: | | | | | | |
| Depart Equipment | \$91,000 | 0.34% | \$91,000 | 0.33% | 0 | 0.00% |
| Library Acquisitions | 343,000 | 1.30% | 343,000 | 1.23% | 0 | 0.00% |
| Total Cap Outlay | \$434,000 | 1.64% | \$434,000 | 1.55% | \$0 | 0.00% |
| Tot Bdgt by Exp Class | \$26,413,900 | 100.00% | \$27,988,700 | 100.00% | \$1,574,800 | 5.96% |
| One-time Expenditures | \$0 | | \$0 | | 0 | |
| Activity Total | \$26,413,900 | | \$27,988,700 | | \$1,574,800 | 5.96% |
| TOTAL FTE POSITIONS | 320.19 | | 326.53 | | 6.34 | 1.98% |

Schedule A:
LEWIS-CLARK STATE COLLEGE
Summary of Salary Changes for FY2014 by Employee Group

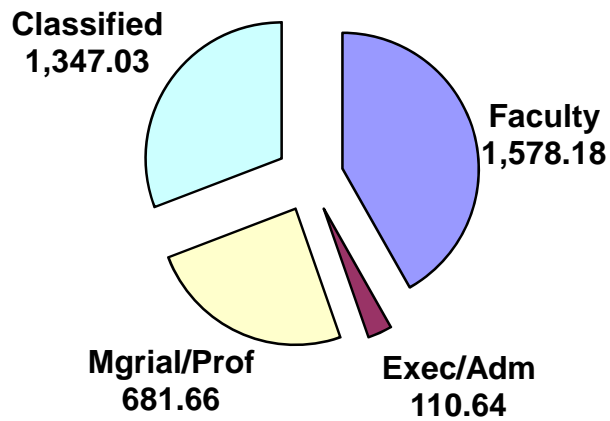
| Institution/Agency by Group | Existing Positions | | | | | | | Position Adjustments | | Total | |
|-----------------------------|--------------------|-------------|-----------|--------------------|--------|---------|------------|----------------------|--------|-------------|-------------------|
| | FY2013 | | Promotion | Salary Adjustments | | | FY2014 | % Incr | FTE | Salary Base | FY2014 |
| | FTE | Salary Base | | Perf/Exp | Equity | Total | | | | | Salary Base |
| General Education | | | | | | | | | | | |
| Faculty | | | | | | | | | | | |
| Professor | 48.00 | 2,903,546 | 10,000 | | 18,570 | 28,570 | 2,932,116 | 0.98 | (3.00) | (195,181) | 45.00 2,736,935 |
| Associate Professor | 26.00 | 1,392,568 | 21,000 | | 9,882 | 30,882 | 1,423,450 | 2.22 | (1.00) | (101,341) | 25.00 1,322,109 |
| Assistant Professor | 36.50 | 1,743,187 | | | 10,460 | 10,460 | 1,753,647 | 0.60 | 7.00 | 240,590 | 43.50 1,994,237 |
| Instr/Lect | 27.40 | 1,032,139 | | | 2,500 | 2,500 | 1,034,639 | 0.24 | (2.90) | (32,576) | 24.50 1,002,063 |
| Part-Time Instructor | 0.00 | 642,000 | | | | 0 | 642,000 | 0.00 | | 500,000 | 0.00 1,142,000 |
| Total Faculty | 137.90 | 7,713,440 | 31,000 | 0 | 41,412 | 72,412 | 7,785,852 | 0.94 | 0.10 | 411,492 | 138.00 8,197,344 |
| Executive/Administrative | 13.90 | 1,218,650 | | | 15,500 | 15,500 | 1,234,150 | 1.27 | | (1,171) | 13.90 1,232,979 |
| Managerial/Professional | 75.77 | 3,367,000 | | | 28,865 | 28,865 | 3,395,865 | 0.86 | 5.29 | 197,297 | 81.06 3,593,162 |
| Classified | 92.62 | 2,549,740 | | 1,476 | 291 | 1,767 | 2,551,507 | 0.07 | 0.95 | (22,422) | 93.57 2,529,085 |
| Irregular Help | 0.00 | 337,800 | | | | 0 | 337,800 | 0.00 | | 93,560 | 0.00 431,360 |
| Total | 320.19 | 15,186,630 | 31,000 | 1,476 | 86,068 | 118,544 | 15,305,174 | 0.78 | 6.34 | 678,756 | 326.53 15,983,930 |

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**College & Universities
FY14 Budgeted Positions by Type - % of Total**



**College & Universities
FY14 Budgeted Positions by Type - FTP**



COLLEGE & UNIVERSITIES
Operating Budget Personnel Costs Summary
July 1, 2013 - June 30, 2014

| FY2013 Original Budget | | | | | FY2014 Original Budget | | | |
|------------------------------|----------|---------------|---------------|---------------|------------------------|---------------|---------------|---------------|
| Classification | FTE | Salaries | Benefits | Total | FTE | Salaries | Benefits | Total |
| BOISE STATE UNIVERSITY | | | | | | | | |
| 1 Faculty | 599.39 | \$49,694,105 | \$15,573,594 | \$65,267,699 | 615.32 | \$51,732,113 | \$16,747,682 | \$68,479,795 |
| 2 Executive/Administrative | 37.60 | 5,280,173 | \$1,467,277 | 6,747,450 | 36.04 | 5,441,957 | \$1,500,706 | 6,942,663 |
| 3 Managerial/Professional | 389.68 | 21,975,219 | \$8,166,312 | 30,141,531 | 412.03 | 23,285,679 | \$8,767,537 | 32,053,216 |
| 4 Classified | 337.35 | 9,882,523 | \$5,058,497 | 14,941,020 | 347.61 | 10,091,858 | \$5,338,046 | 15,429,904 |
| 5 Irregular Help | | 957,984 | 86,219 | 1,044,203 | | 1,220,491 | 170,714 | 1,391,205 |
| 6 Graduate Assistants | | 3,566,989 | 53,505 | 3,620,494 | | 4,010,238 | 160,410 | 4,170,648 |
| 7 TOTAL | 1,364.02 | \$91,356,993 | \$30,405,404 | \$121,762,397 | 1,411.00 | \$95,782,336 | \$32,685,095 | \$128,467,431 |
| Number of New Positions | | | | | 46.98 | | | |
| IDAHO STATE UNIVERSITY | | | | | | | | |
| 12 Faculty | 438.30 | \$34,178,858 | \$ 11,152,007 | \$45,330,865 | 443.25 | \$35,385,234 | \$ 11,622,115 | \$47,007,349 |
| 13 Executive/Administrative | 30.18 | 4,227,048 | 1,135,197 | 5,362,245 | 30.19 | 4,275,401 | 1,142,005 | 5,417,406 |
| 14 Managerial/Professional | 238.54 | 13,713,616 | 4,938,783 | 18,652,399 | 256.77 | 14,817,075 | 5,416,827 | 20,233,902 |
| 15 Classified | 402.59 | 11,777,830 | 6,066,675 | 17,844,505 | 400.04 | 11,794,748 | 6,394,051 | 18,188,799 |
| 16 Irregular Help | | 3,557,216 | 358,674 | 3,915,890 | | 3,498,876 | 372,724 | 3,871,600 |
| 17 Graduate Assistants | | 1,704,324 | 7,104 | 1,711,428 | | 1,702,081 | 7,618 | 1,709,699 |
| 18 TOTAL | 1,109.61 | \$69,158,892 | \$23,658,440 | \$92,817,332 | 1,130.25 | \$71,473,415 | \$24,955,340 | \$96,428,755 |
| Number of New Positions | | | | | 20.64 | | | |
| UNIVERSITY OF IDAHO | | | | | | | | |
| 23 Faculty | 521.49 | \$41,107,245 | \$13,414,275 | \$54,521,520 | 537.54 | \$43,527,433 | \$13,250,553 | \$56,777,986 |
| 24 Executive/Administrative | 38.24 | 5,614,941 | 1,551,080 | 7,166,021 | 39.47 | 5,850,551 | 1,485,009 | 7,335,560 |
| 25 Managerial/Professional | 232.35 | 14,527,093 | 5,183,526 | 19,710,619 | 268.05 | 14,926,472 | 5,324,473 | 20,250,945 |
| 26 Classified | 434.09 | 15,296,182 | 7,067,837 | 22,364,019 | 437.47 | 15,507,339 | 6,924,618 | 22,431,957 |
| 27 Irregular Help | | 1,048,120 | 208,813 | 1,256,933 | | 1,001,096 | 200,220 | 1,201,316 |
| 28 Graduate Assistants | | 3,381,546 | 33,815 | 3,415,361 | | 3,381,545 | 33,815 | 3,415,360 |
| 29 TOTAL | 1,226.17 | \$80,975,127 | \$27,459,346 | \$108,434,473 | 1,282.53 | \$84,194,436 | \$27,218,688 | \$111,413,124 |
| Number of New Positions | | | | | 56.36 | | | |
| LEWIS CLARK STATE COLLEGE | | | | | | | | |
| 34 Faculty | 137.90 | \$7,713,440 | \$2,776,655 | \$10,490,095 | 138.00 | \$8,197,344 | \$2,880,503 | \$11,077,847 |
| 35 Executive/Administrative | 13.90 | 1,218,650 | 376,833 | 1,595,483 | 13.90 | 1,232,979 | 382,703 | 1,615,682 |
| 36 Managerial/Professional | 75.77 | 3,367,000 | 1,377,040 | 4,744,040 | 81.06 | 3,593,162 | 1,500,866 | 5,094,028 |
| 37 Classified | 92.62 | 2,549,740 | 1,374,444 | 3,924,184 | 93.57 | 2,529,085 | 1,418,095 | 3,947,180 |
| 38 Irregular Help | | 337,800 | 29,828 | 367,628 | | 431,360 | 37,140 | 468,500 |
| 39 Graduate Assistants | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 40 TOTAL | 320.19 | \$15,186,630 | \$5,934,800 | \$21,121,430 | 326.53 | \$15,983,930 | \$6,219,307 | \$22,203,237 |
| Number of New Positions | | | | | 6.34 | | | |
| TOTAL COLLEGE & UNIVERSITIES | | | | | | | | |
| 45 Faculty | 1,697.08 | \$132,693,648 | \$42,916,531 | \$175,610,179 | 1,734.11 | \$138,842,124 | \$44,500,853 | \$183,342,977 |
| 46 Exec/Admin | 119.92 | 16,340,812 | 4,530,387 | 20,871,199 | 119.60 | 16,800,888 | 4,510,423 | 21,311,311 |
| 47 Mgrial/Prof | 936.34 | 53,582,928 | 19,665,661 | 73,248,589 | 1,017.91 | 56,622,388 | 21,009,703 | 77,632,091 |
| 48 Classified | 1,266.65 | 39,506,275 | 19,567,453 | 59,073,728 | 1,278.69 | 39,923,030 | 20,074,810 | 59,997,840 |
| 49 Irregular Help | 0.00 | 5,901,120 | 683,534 | 6,584,654 | 0.00 | 6,151,823 | 780,798 | 6,932,621 |
| 50 Graduate Assistants | 0.00 | 8,652,859 | 94,424 | 8,747,283 | 0.00 | 9,093,864 | 201,843 | 9,295,707 |
| 51 TOTAL | 4,019.99 | \$256,677,642 | \$87,457,990 | \$344,135,632 | 4,150.31 | \$267,434,117 | \$91,078,430 | \$358,512,547 |
| Number of New Positions | | | | | 130.32 | | | |

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

POSTSECONDARY PROFESSIONAL-TECHNICAL EDUCATION SYSTEM
FISCAL YEAR 2014 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 appropriation for postsecondary professional-technical education at its April 18, 2013 meeting. The State Division of Professional-Technical Education requests approval of the FY2014 Operating Budget for the Postsecondary Professional-Technical Education System.

The allocation and reallocation of funds for the FY2014 Postsecondary Professional-Technical Education System is based on the Strategic Plan for Professional-Technical Education in Idaho – FY2013 – 2017, as well as Board and Legislative Intent.

The FY2014 budget reflects an overall increase in the on-going budget of \$414,500 or 1.2% increase in the state general fund. In addition, the Legislature appropriated a decrease of \$36,000 in student fees at EITC and \$136,400 one-time state general funds for one-time operating expenses and capital outlay. The overall increase in the state general fund allocation includes: (1) cost of employee benefit increase in the amount of \$414,000; and (2) operating expense increase in the amount of \$500 for Controller fees at EITC.

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, 2013 - June 30, 2014

| | Original FY2013 | Percent of Total | Original FY2014 | Percent of Total | Change from Prior Year | Percent Change |
|--|--------------------|---------------------|--------------------|---------------------|------------------------------|-------------------|
| By Activity: | | | | | | |
| Instruction | 34,035,992 | 96.00% | 34,395,121 | 96.68% | 359,129 | 1.06% |
| Plant Maintenance & Operations | 1,026,808 | 2.90% | 1,046,179 | 2.94% | 19,371 | 0.05% |
| One-Time Funds | 390,000 | 1.10% | 136,400 | 0.38% | (253,600) | |
| Total Operating Budget | 35,452,800 | 100.00% | 35,577,700 | 100.00% | 124,900 | 0.35% |
| TOTAL BUDGET | <u>35,452,800</u> | <u>100.00%</u> | <u>35,577,700</u> | <u>100.00%</u> | <u>124,900</u> | <u>0.35%</u> |
| By Expense Standard Class: | | | | | | |
| Personnel Costs- | | | | | | |
| Faculty | 14,417,560 | 41.12% | 14,340,794 | 40.46% | (76,766) | -0.53% |
| Executive/Administrative | 840,161 | 2.40% | 854,074 | 2.41% | 13,913 | 1.66% |
| Managerial/Professional | 3,140,391 | 8.96% | 3,113,789 | 8.79% | (26,602) | -0.85% |
| Classified | 3,659,936 | 10.44% | 3,716,186 | 10.49% | 56,250 | 1.54% |
| Irregular Help | 800,787 | 2.28% | 1,138,117 | 3.21% | 337,330 | 42.12% |
| Total Salaries | 22,858,835 | 65.19% | 23,162,960 | 65.36% | 304,125 | 1.33% |
| Personnel Benefits | 8,660,738 | 24.70% | 8,982,499 | 25.34% | 321,761 | 3.72% |
| Total Personnel Costs | 31,519,573 | 89.89% | 32,145,459 | 90.70% | 625,886 | 1.99% |
| Operating Expenses- | 3,506,026 | 10.00% | 3,275,841 | 9.24% | (230,185) | -6.57% |
| Capital Outlay- | 37,201 | 0.11% | 20,000 | 0.06% | (17,201) | -46.24% |
| Total On-Going Operating Budget | 35,062,800 | 100.00% | 35,441,300 | 100.00% | 378,500 | 1.08% |
| One-Time Operating Expenses | 0 | 0.00% | 27,000 | 0.00% | 27,000 | |
| One-Time Capital Outlay | 390,000 | 0.00% | 109,400 | 0.00% | (280,600) | |
| Total One-Time Funds | 390,000 | 0.00% | 136,400 | 0.00% | (253,600) | |
| TOTAL BUDGET | <u>35,452,800</u> | <u>100.00%</u> | <u>35,577,700</u> | <u>100.00%</u> | <u>124,900</u> | <u>0.35%</u> |
| Total Full Time Positions (FTP) | <u>479.96</u> | | <u>472.09</u> | | <u>(7.87)</u> | <u>-1.64%</u> |

Postsecondary Professional-Technical Education System
Operating Budget Personnel Costs
Summary
July 1, 2013 - June 30, 2014

| | FY 2013 Operating Budget | | | | FY 2014 Operating Budget | | | |
|-----------------------|---------------------------------|-------------------|------------------|-------------------|---------------------------------|-------------------|------------------|-------------------|
| Classification | FTP | Salaries | Benefits | Total | FTP | Salaries | Benefits | Total |
| Faculty | 294.100 | 14,417,560 | 5,414,951 | 19,832,511 | 287.450 | 14,340,794 | 5,526,767 | 19,867,561 |
| Exec/Admin | 8.975 | 840,161 | 252,316 | 1,092,477 | 8.975 | 854,074 | 258,618 | 1,112,692 |
| Manage/Prof | 59.510 | 3,140,391 | 1,148,848 | 4,289,239 | 58.390 | 3,113,789 | 1,180,395 | 4,294,184 |
| Classified | 117.370 | 3,659,936 | 1,723,245 | 5,383,181 | 117.270 | 3,716,186 | 1,812,029 | 5,528,215 |
| Irreg Help | 0.000 | 800,787 | 121,378 | 922,165 | 0.000 | 1,138,117 | 204,690 | 1,342,807 |
| TOTAL | 479.955 | 22,858,835 | 8,660,738 | 31,519,573 | 472.085 | 23,162,960 | 8,982,499 | 32,145,459 |

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

University of Idaho
FY2014 Budget Overview
Agricultural Research and Extension Service

The Agricultural Research and Extension Service Appropriation (ARES) received a 3.5% increase in appropriation from FY13.

We continue to prioritize positions and programs and analyze our needs and priorities to operate within our funding constraints. A strategic planning process has been completed and areas of importance have been identified. The next step in this process will be to redirect resources and the efforts of current faculty and staff to grow these areas. 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

| 1 FUNDS AVAILABLE | FTE | AMOUNT |
|--|---------------|----------------------|
| 2 | | |
| 3 FY2013 Operating Budget Base | 277.79 | \$ 23,329,100 |
| 4 Adjustments: Omnibus Rescission | | - |
| 5 Adjustments: Appropriation Adjustment | | - |
| 6 Adjustments: Remove One-Time | | - |
| 7 | | - |
| 8 | | - |
| 9 Adjustments: FTP Eliminations | | - |
| 10 Adjustments: FTP Adjustment | 2.94 | |
| 11 FY2013 Adjusted Budget Base | <u>280.73</u> | <u>\$ 23,329,100</u> |
| 12 | | |
| 13 Additional Funding for FY2013 | | |
| 14 | | \$ - |
| 15 | | - |
| 16 Total Funding Reduction | <u>-</u> | <u>\$ -</u> |
| 17 Total Funds Available for FY2013 | <u>280.73</u> | <u>\$ 23,329,100</u> |
| 18 | | |
| 19 | | |
| 20 | | |
| 21 ALLOCATION OF FUNDS | | |
| 22 | | |
| 23 FY2013 Adjusted Budget Base | 280.73 | \$ 23,329,100 |
| 24 | | |
| 25 MCO Increases/Decreases to Budget Base | | |
| 26 Operating Expense | | \$ 650,000 |
| 27 Benefit Costs | | 130,000 |
| 28 Inflationary Adjustments (Dedicated) | | 2,000 |
| 29 Occupancy Costs (Kimberly) | | 13,600 |
| 30 Total MCO Increases/Decreases | <u>-</u> | <u>\$ 795,600</u> |
| 31 | | |
| 32 Enhancements to Budget Base | | |
| 33 Capital Outlay (One-time) | | \$ 350,000 |
| 34 | | - |
| 35 Total Enhancements | <u>-</u> | <u>\$ 350,000</u> |
| 36 | | |
| 37 Total Increases | <u>-</u> | <u>\$ 1,145,600</u> |
| 38 | | |
| 39 FY2014 Operating Budget | <u>280.73</u> | <u>\$ 24,474,700</u> |

AGRICULTURAL RESEARCH & EXTENSION SERVICE

Operating Budget Personnel Costs Summary

July 1, 2012 - June 30, 2013

| Classification | FY2013 Operating Budget | | | | FY2014 Operating Budget | | | |
|--------------------------|-------------------------|---------------------|--------------------|---------------------|-------------------------|---------------------|--------------------|---------------------|
| | FTE | Salaries | Benefits | Total | FTE | Salaries | Benefits | Total |
| Faculty | 167.39 | \$10,361,549 | \$3,891,257 | \$14,252,806 | 167.86 | \$10,311,122 | \$3,985,048 | \$14,296,170 |
| Executive/Administrative | 2.66 | 420,850 | \$122,042 | 542,892 | 2.68 | 420,839 | \$123,285 | 544,124 |
| Managerial/Professional | 28.41 | 1,425,858 | \$582,244 | 2,008,102 | 29.24 | 1,462,155 | \$609,690 | 2,071,845 |
| Classified | 82.15 | 2,700,494 | \$1,349,321 | 4,049,815 | 80.95 | 2,688,410 | \$1,368,421 | 4,056,831 |
| Irregular Help | | 297,572 | 26,289 | 323,861 | | 297,569 | 44,635 | 342,204 |
| Graduate Assistants | | 239,827 | 2,398 | 242,225 | | 239,827 | 2,398 | 242,225 |
| TOTAL | 280.61 | \$15,446,150 | \$5,973,550 | \$21,419,700 | 280.73 | \$15,419,922 | \$6,133,478 | \$21,553,400 |

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HEALTH EDUCATION PROGRAMS

FY 2014 Operating Budget

| | FY 2013 BUDGET | FY 2014 BUDGET | PERCENT of CHANGE |
|---------------------------------------|-------------------|-------------------|----------------------|
| By Program: | | | |
| WI Veterinary Education | 1,882,300 | 1,955,800 | 3.90% |
| WWAMI Medical Education | 3,986,900 | 4,250,700 | 6.62% |
| IDEP Dental Education | 1,591,800 | 1,643,000 | 3.22% |
| University of Utah Medical Education | 1,257,200 | 1,283,200 | 2.07% |
| Family Medicine Residencies | 1,953,900 | 2,023,900 | 3.58% |
| Boise Internal Medicine Residency | 0 | 240,000 | 100.00% |
| Psychiatry Residency | 111,400 | 111,400 | 0.00% |
| Total Programs | 10,783,500 | 11,508,000 | 6.72% |
| By Fund Source: | | | |
| General Fund | 9,977,600 | 10,548,800 | 5.72% |
| Student Fee Revenue | 805,900 | 959,200 | 19.02% |
| Total Funds | 10,783,500 | 11,508,000 | 6.72% |
| By Expenditure Classification: | | | |
| Personnel Costs | 2,272,900 | 2,457,700 | 8.13% |
| Operating Expenditures | 1,791,000 | 1,941,700 | 8.41% |
| Capital Outlay | 26,400 | 64,600 | 144.70% |
| Trustee & Benefits | 6,693,200 | 7,044,000 | 5.24% |
| Lump Sum | 0 | 0 | 0.00% |
| Total Expenditures | 10,783,500 | 11,508,000 | 6.72% |
| Full Time Position | 20.5 | 21.3 | 3.90% |

Budget Overview

The FY 2014 budget for Health Education Programs reflects a 3.90% increase including contract inflation totaling \$145K. The WI Veterinary Education program received \$59K in one-time replacement capital, and the WWAMI program received \$225K appropriation for five additional medical student positions for the first of a four year phase in of a Targeted Rural and Under-Served Track (TRUST) Program. Family Medicine Residencies received a base funding increase of \$68,400, and the Boise Internal Medicine Residency will support a total of 24 interns, eight first-year, eight second-year and eight third-year residencies by subsidizing residency training, and will include rotations at small nonaffiliated offices such as dermatology, Terry Reilly Health Care System and other community-based training sites.

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SPECIAL PROGRAMS

FY 2014 Operating Budget

| | FY 2013 BUDGET | FY 2014 BUDGET | PERCENT of CHANGE |
|---------------------------------------|-------------------|-------------------|----------------------|
| By Program: | | | |
| Forest Utilization Research | 504,100 | 667,400 | 32.39% |
| Geological Survey | 701,200 | 706,900 | 0.81% |
| Scholarships and Grants: | | | |
| Idaho Promise Scholarship - A | 317,100 | 317,000 | -0.03% |
| 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 | 210,000 | 210,000 | 0.00% |
| Teachers/Nurses Loan Forgiveness | 225,000 | 150,000 | -33.33% |
| Freedom Scholarship | 40,000 | 40,000 | 0.00% |
| Peace Officer/Firefighter Scholarship | 80,000 | 80,000 | 0.00% |
| Grow Your Own Teacher Scholarship | 420,000 | | 0.00% |
| Scholarships Program Manager | | 58,100 | 100.00% |
| Opportunity Scholarship | 1,000,000 | 1,045,800 | 4.58% |
| GEARUP Scholarship | 830,300 | 1,688,100 | 103.31% |
| Unallocated Federal Appropriation | 34,700 | 34,700 | 0.00% |
| Total Scholarships and Grants | 7,977,600 | 8,444,200 | 5.85% |
| Museum of Natural History | 452,500 | 476,600 | 5.33% |
| Small Business Development Centers | 247,500 | 248,800 | 0.53% |
| TechHelp | 143,900 | 144,400 | 0.35% |
| Total Programs | 10,026,800 | 10,688,300 | 6.60% |
| By Fund Source: | | | |
| General Fund | 8,712,500 | 8,965,500 | 2.90% |
| Federal Funds | 865,000 | 1,722,800 | 99.17% |
| Opportunity Scholarship Fund | 449,300 | | 0.00% |
| Total Funds | 10,026,800 | 10,688,300 | 6.60% |
| By Expenditure Classification: | | | |
| Personnel Costs | 1,981,300 | 2,164,100 | 9.23% |
| Operating Expenditures | 79,100 | 124,100 | 56.89% |
| Capital Outlay | 7,000 | 32,200 | |
| Trustee/Benefit or Lump Sum Payments | 7,959,400 | 8,367,900 | 5.13% |
| Total Expenditures | 10,026,800 | 10,688,300 | 6.60% |
| Full Time Position | 27.33 | 28.33 | 3.66% |

Budget Overview

The FY 2014 budget for Special Programs reflects a 3.66% increase including an addition of \$161K in general funds associated with a Rangeland Center for Forest Utilization Research. The scholarship programs are undergoing a transition which will result in major changes. Grow Your Own will be discontinued at the close-out of FY13, and the funds will be be reallocated to the Opportunity Scholarship. FY 2014 will be the last year for Promise A&B and Minority/"At Risk". No additional Teacher/Nurses Loan Forgiveness program contracts will be initiated. Existing contracts will be paid out through the life of the contracts. A Scholarships Program Manager position was appropriated in FY 2014. The second year of the federal GEARUP grants resulted in a doubling of its budget.

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FY2014 ALTERATION AND REPAIR PROJECTS

| AGENCY / INSTITUTION | PBFAC RECOMMENDATIONS | AGENCY REQUESTS | PRIORITY |
|---|--------------------------|--------------------|----------|
| EDUCATION, STATE BOARD OF | | | |
| BOISE STATE UNIVERSITY | | | |
| Replace Roof, Science Building | 324,000 | 324,000 | 1 |
| Fire Alarm Upgrade, Phase 6 (05199, 07196, 08215, 09196, 1219) | 180,000 | 180,000 | 2 |
| Replace Chiller, Communication Building | 150,000 | 150,000 | 3 |
| Freight Elevator, Science Building | 325,000 | 275,000 | 4 |
| Space Consolidation/Renovation, Administration Building (continued -- 11198, 12196) | 400,000 | 400,000 | 5 |
| Exit Sign Renewal, Albertsons Library | 90,000 | 90,000 | 6 |
| Pedestrian/Bicycle Circulation Master Plan and Safety Improvements, Phase 4 (08200, 10199, 12198) | 75,000 | 75,000 | 7 |
| Classroom Renovations, Various Buildings (cont. 12194, 13194) | 225,000 | 225,000 | 8 |
| Emergency Lighting Renewal, Bronco Gymnasium | 64,000 | 64,000 | 9 |
| Renovations to Support Research Space for Colleges of Arts and Sciences, Engineering, Education, and Social Sciences & Public Affairs (continued -- 12195, 13195) | | 1,000,000 | 10 |
| Replace Windows and Frames, Ph 1, Yanke Family Research Par | 180,000 | 180,000 | 11 |
| Convert Indoor Transformer Pots to Pad-Mounted Units, Liberal Arts Building | 120,000 | 120,000 | 12 |
| Install Cooling System, Bronco Gymnasium | 180,000 | 180,000 | 13 |
| Elevator Upgrades, Albertsons Library | | 500,000 | 14 |
| Replace Domestic Water Supply and Distribution System, Science Building | | 1,200,000 | 15 |
| Replace Fly Rail System, Special Events Center | | 100,000 | 16 |
| Upgrade Elevators, Various Buildings | | 190,000 | 17 |
| Systems Upgrade, Business Building | | 620,000 | 18 |
| Site, Entry, and Irrigation Improvements, Yanke Family Research Park | | 573,000 | 19 |
| Replace Siding, Yanke Family Research Park | | 500,000 | 20 |
| Landscape Improvements, Expansion Area | | 150,000 | 21 |
| Campus Lighting Safety Improvements (continued -- 08199, 10193) | | 175,000 | 22 |
| Utility Relocation, Expansion Area | | 150,000 | 23 |
| Install Fire Protection, Welding/Burning Areas, LA Building | | 100,000 | 24 |
| Install Four-Pipe Heating and Cooling Systems, LA Building | | 600,000 | 25 |
| Convert VAVs and Controls to DDC, Simplot-Micron Instructional Technology Center | | 100,000 | 26 |
| Exterior Repairs, Education Building | | 75,000 | 27 |
| Renovations for Teaching and Research Space for Colleges of Arts and Sciences, Engineering, Education, and Social Sciences & Public Affairs (continued -- 12195, 13195) | | 2,500,000 | 28 |
| Bicycle End-Trip Upgrades, Campus Wide | | 75,000 | 29 |
| Update Master Key Systems, Phase 2 of 3 (10194) | | 230,000 | 30 |
| Exterior Repairs, Morrison Center | | 42,000 | 31 |
| Replace Windows and Aluminum Frames, Albertsons Library | | 600,000 | 32 |
| Electronic Access Project, Phase 4 (05191, 07198, 11193) | | 180,000 | 33 |
| Replace Obsolete HVAC Controllers, Various Buildings | | 120,000 | 34 |
| Classroom Renovations, Various Buildings (continued) | | 225,000 | 35 |
| Renew 800 Amp Electrical Service, Heat Plant | | 58,400 | 36 |
| Renovations for Teaching and Research Space for Colleges of Arts and Sciences, Engineering, Education, and Social Sciences & Public Affairs (continued) | | 2,500,000 | 37 |
| Replace Pneumatic HVAC Controls with DDC, LA Building | | 146,600 | 38 |
| Exterior Wall Repairs, Liberal Arts Building | | 51,000 | 39 |
| Replace Carpet, Albertsons Library | | 1,000,000 | 40 |

FY2014 ALTERATION AND REPAIR PROJECTS

| AGENCY / INSTITUTION | PBFAC RECOMMENDATIONS | AGENCY REQUESTS | PRIORITY |
|---|--------------------------|--------------------|----------|
| Improvements, Education Building | | 155,000 | 41 |
| Remove Smokestack, Heat Plant | | 100,000 | 42 |
| Renovations to Support Research Space for Colleges of Arts and Sciences, Engineering, Education, and Social Sciences & Public Affairs | | 2,500,000 | 43 |
| Address Erosion, Under Broadway Avenue Sidewalk | | 69,000 | 44 |
| Replace Acoustic Ceiling Tiles, Education Building | | 389,000 | 45 |
| Replace One Foot-by-One Foot Ceiling Tiles, Lobby, Ed Bldg. | | 103,000 | 46 |
| Replace Windows and Aluminum Frames, Education Building | | 1,021,000 | 47 |
| Update Master Key System, Phase 3 of 3 (10194) | | 230,000 | 48 |
| Replace Carpet, Education Building | | 500,000 | 49 |
| Electronic Access Project, Phase 5 | | 180,000 | 50 |
| Replace Hydraulic Elevator, Math/Geosciences Building | | 70,000 | 51 |
| Fire Alarm System Replacement, Phase 7, Science and Education Buildings | | 480,000 | 52 |
| Exterior Repairs, Multiple Buildings | | 180,000 | 53 |
| Replace Vinyl, Micron Engineering Building | | 197,000 | 54 |
| Replace Carpet, Academic Portion, Morrison Center | | 200,000 | 55 |
| Replace One Foot-by-One Foot Ceiling Tile System, Academic Portion, Morrison Center | | 97,000 | 56 |
| HVAC Upgrade, PAAW Building | | 150,000 | 57 |
| Window Replacement, Exterior Skin, Science Building | | 450,000 | 58 |
| Replace One Foot-by-One Foot Ceiling Tiles, Science Building | | 250,000 | 59 |
| Replace Lab Casework, Science Building | | 631,000 | 60 |
| Replace Carpet, Simplot Micron Instructional Tech Center | | 120,000 | 61 |
| Replace Air Handling Unit, South End, Theatre Arts Annex | | 165,000 | 62 |
| Upgrade HVAC, Micron Engineering Center | | 360,000 | 63 |
| Replace Entry Plaza, Business Building | | 200,000 | 64 |
| Remodel Classrooms 103 and 110, Engineering Building | | 1,500,000 | 65 |
| Multiple Projects, Special Events Center | | 148,000 | 66 |
| SUBTOTAL | 2,313,000 | 26,469,000 | |

IDAHO STATE UNIVERSITY

| | | | |
|---|-----------|-----------|----|
| Cadaver Lab Renovation and Addition, Gale Life Sciences Bldg. | 1,070,000 | 1,070,000 | 1 |
| Replace Entry Doors, Various Buildings | 216,600 | 216,600 | 2 |
| Railing Repairs, Reed Gymnasium | 45,000 | 45,000 | 3 |
| Upgrade Lighting System, Utility Tunnels | 120,000 | 120,000 | 4 |
| Sewer Main and Manholes, North Side of Quad | 115,296 | 115,296 | 5 |
| Interior Notification System, 20 Buildings | 307,100 | 307,100 | 6 |
| Interior Notification System, Nine Housing Locations | | 84,000 | 7 |
| Replace and Add Manhole Access Points, Campus Wide | 139,240 | 139,240 | 8 |
| Seismic Bracing, Eli Oboler Library | | 166,750 | 9 |
| Replace Blow-Down Heat Recovery System, Heat Plant | | 147,500 | 10 |
| Replace Variable Frequency Drives, Physical Science Complex | | 160,400 | 11 |
| Renovate Restrooms, Phase 1 of 4, Eli Oboler Library | | 196,000 | 12 |
| Concrete Repairs, Ph 2 of 2, Cesar Chavez Avenue Area (12227) | | 273,500 | 13 |
| Partial Roof Replacement, Reed Gymnasium | | 112,900 | 14 |
| Exterior Stairway, McIntosh Manor to North Parking Lot | | 78,200 | 15 |
| Replace Utility Tunnel Lid and Wall, West of ESTEC Building | | 65,136 | 16 |
| Replace Entry Stairs, Owen-Redfield Building and Trade and Technology Building | | 158,000 | 17 |
| Steam Pressure Reducing Stations, Lillibridge Engineering and Frazier Hall | | 131,960 | 18 |
| Replace Fire Alarm System, Fine Arts Building | | 131,740 | 19 |
| Humidification and HVAC Controls, Computer Operations Center, Business Administration Building | | 74,300 | 20 |

FY2014 ALTERATION AND REPAIR PROJECTS

| AGENCY / INSTITUTION | PBFAC RECOMMENDATIONS | AGENCY REQUESTS | PRIORITY |
|--|--------------------------|--------------------|----------|
| Replace Lighting and Sound Control Equipment, Auditorium, Tingey Administration Building, University Place Campus | | 142,720 | 21 |
| Replace Fire Alarm System, Liberal Arts | | 187,011 | 22 |
| Sprinkler, Domestic Water, and Hydrant Water Lines and Connections, Business Building | | 149,860 | 23 |
| Upgrade Cooling System, UPS Rooms and Two Computer Labs, Rendezvous Building | | 116,100 | 24 |
| Study Area, Pharmacy Practice Lab, Leonard Hall | | 260,000 | 25 |
| Upgrade HVAC, Phase 2, Tech Library, Tingey Administration Building, University Place Campus | | 295,000 | 26 |
| Replace Roof, Fine Arts Building | | 333,500 | 27 |
| Replace Hydronic Heating Pumps and Piping, Leonard Hall | | 189,000 | 28 |
| Interior Emergency Notification System, Regional Campuses | | 73,000 | 29 |
| Interior Emergency Notification System, Ten Off-Campus Locations | | 195,400 | 30 |
| Interior Emergency Notification System, Off-Campus Housing | | 44,000 | 31 |
| HVAC, Central Heating and Cooling, Phase 2 of 3, Administration Building | | 995,360 | 32 |
| Replace Membrane and Drainage System, Elevated Walkway, Tingey Administration Building, University Place Campus | | 79,000 | 33 |
| Replace Freight Elevator Doors, Gale Life Science | | 65,500 | 34 |
| HVAC Equipment and Controls, Plant Sciences Building | | 88,560 | 35 |
| Replace Carpet, Eli Oboler Library | | 310,000 | 36 |
| Replace Windows, Student Health Center | | 151,650 | 37 |
| Remove and Re-Route Steam Line Service, Dental Sciences Bldg. | | 68,000 | 38 |
| Replace Exterior Finish, Family Medicine/Family Dentistry Bldg. | | 132,396 | 39 |
| Direct Digital Controls, Emergency Boiler, Gale Life Science | | 65,000 | 40 |
| Upgrade Finishes and Systems, Video Classroom, Oboler Library | | 775,000 | 41 |
| Remodel ITRC Lab, Video Editing, and Front Desk, Oboler Library | | 75,000 | 42 |
| Renovate Classroom, Beckley Nursing Building | | 937,821 | 43 |
| Renovate Culinary Arts, Roy F. Christensen Building | | 941,120 | 44 |
| Compact Shelving and Storage Room Renovation, Museum | | 300,000 | 45 |
| Renovation, Dance Department, Red Hill Building | | 688,482 | 46 |
| Install Safety Fence, Union Pacific Railroad Tracks, University Place Campus | | 95,500 | 47 |
| SUBTOTAL | 2,013,236 | 11,547,602 | |
| UNIVERSITY OF IDAHO | | | |
| Exterior Envelope Repair, Education Bldg (Construction) (13251) | 1,004,900 | 1,004,900 | 1 |
| Replace Roofs, West Wing/Mechanical Level and E/W Sides Mechanical Level, Ag Science | 479,000 | 479,000 | 2 |
| Outdoor Lighting, Phase 2, Perimeter Drive | 410,000 | 410,000 | 3 |
| Replace/Repair Fire Dampers, Engineering/Physics | 175,000 | 175,000 | 4 |
| Repair North Entry Steps and Mosaic Tile, Administration Bldg. | | 265,400 | 5 |
| Emergency Generator, Holm Center | | 281,500 | 6 |
| Life Safety Improvements, Sixth Street Greenhouses | | 154,500 | 7 |
| Replace Flat Roof Elements, Memorial Gymnasium | 87,600 | 87,600 | 8 |
| Replace Pitched Roof, Lionel Hampton School of Music | | 160,000 | 9 |
| Engineering Shop and Storage Addition, KUID Building | | 163,900 | 10 |
| Renovate Entry Foyer and Main Stairs, Administration Building | | 920,000 | 11 |
| HVAC Upgrade, Phase 3, Janssen Engineering Building | | 928,800 | 12 |
| Stand-By Power Generator, Life Science South | | 491,700 | 13 |
| Pedestrian Improvements, 7th Street | | 411,100 | 14 |
| Emergency Eye Wash Stations and Showers, Phase 2, Academic Buildings (13253) | | 150,000 | 15 |
| Life Safety Improvements, Phase 2, Buchanan Engineering Lab | | 850,000 | 16 |
| Repair/Renovate East Entry Steps/Planters, Menard Law Bldg. | | 327,800 | 17 |

FY2014 ALTERATION AND REPAIR PROJECTS

| AGENCY / INSTITUTION | PBFAC RECOMMENDATIONS | AGENCY REQUESTS | PRIORITY |
|---|--------------------------|--------------------|----------|
| HVAC Upgrade, Phase 3, Life Sciences South | | 1,059,000 | 18 |
| Replace Roof, Menard Law Building | | 463,500 | 19 |
| Exterior Envelope Repair, Administration Building | | 927,900 | 20 |
| Repair HVAC System, Phase 2, Gibb Hall | | 1,057,200 | 21 |
| HVAC System Improvements, Ph 2, Administration Building | | 1,110,200 | 22 |
| HVAC Upgrade, Phase 4, Janssen Engineering Building | | 555,000 | 23 |
| Repair HVAC System, Phase 3, Gibb Hall | | 1,110,200 | 24 |
| Repairs and Repaving, Idaho Avenue Extension | | 795,700 | 25 |
| SUBTOTAL | 2,156,500 | 14,339,900 | |
| LEWIS-CLARK STATE COLLEGE | | | |
| Upgrade Silverthorne Auditorium, Phase 1, Administration Bldg. (Includes ADA; Total \$640,000 with \$440,000 Agency Funds) | 200,000 | 100,000 | 1 |
| Upgrade Fire Suppression Sys., Computer Server Rm, Library | 45,000 | 45,000 | 2 |
| Replace Chiller, Reid Centennial Hall (Total \$125,000 with \$25,000 Agency Funds) | 100,000 | 100,000 | 3 |
| Replace Roof, Student Union Building (Total \$550,000 with \$150,000 Agency Funds) | | 400,000 | 4 |
| Replace Chiller, Library (Total \$125,000 with \$25,000 Agency Funds) | 100,000 | 100,000 | 5 |
| Replace Roof, Sam Glenn Complex (Total \$700,000 with \$150,000 Agency Funds) | | 550,000 | 6 |
| SUBTOTAL | 445,000 | 1,295,000 | |

FY2014 ALTERATION AND REPAIR PROJECTS

| AGENCY / INSTITUTION | PBFAC RECOMMENDATIONS | AGENCY REQUESTS | PRIORITY |
|---|--------------------------|--------------------|-----------|
| NORTH IDAHO COLLEGE | | | |
| I-Beam Repairs, Boswell Hall | 180,000 | 180,000 | 1 |
| Replace Roof, Workforce Training Center | | 420,000 | 2 |
| Upgrade Sprinkler System, Soccer Field | | 69,000 | 3 |
| Roadway Improvements, College Drive and Parking Lot Improvements, Winton-Post Hall | 200,000 | 200,000 | 4 |
| Replace Carpet, Various Buildings | | 300,000 | 5 |
| Upgrade Seating, Shuler Performance Arts Center | | 152,250 | 6 |
| Proximity Card Locking/Security System, Various Buildings | | 290,000 | 7 |
| Replace Windows and Frames, and Replace Interior Lighting, Boswell Hall | | 200,000 | 8 |
| SUBTOTAL | 380,000 | 1,811,250 | |
| COLLEGE OF SOUTHERN IDAHO | | | |
| Replace Main Water Lines, Shields Building | 77,900 | 77,900 | 1 |
| Replace Rigging, Fine Arts Building | 124,100 | 124,100 | 2 |
| Electrical Upgrades, Phase 2, Campus Wide (Total \$199,200 with \$43,800 Agency Funds) | 155,400 | 155,400 | 3 |
| Chip Coat Entryways, Northwest and Falls Avenue | 109,800 | 109,800 | 4 |
| Chip Coat Entryways, Northeast and Washington Street | | 109,800 | 5 |
| Chip Coat, Campus Circle | | 303,000 | 6 |
| Chip Seal Parking Lot Bays 1-6 | | 275,400 | 7 |
| Chip Coat Parking Lot Bays 9-16 | | 442,100 | 8 |
| Chip Coat, North Overflow Parking Lot | | 118,200 | 9 |
| Chip Coat, North Parking Lot, Desert Building | | 196,100 | 10 |
| SUBTOTAL | 467,200 | 1,911,800 | |
| COLLEGE OF WESTERN IDAHO | | | |
| Master Plan, Phase 2, Nampa Campus (from Capital Request) | 210,000 | | Capital 1 |
| Replace Cooling Tower, Canyon County Center | | 115,500 | 1 |
| Lighting Upgrade, North Parking Lot, Nampa Campus | | 63,000 | 2 |
| Lighting Upgrade, Parking Lot, Canyon County Center | | 152,000 | 3 |
| SUBTOTAL | 210,000 | 330,500 | |
| EASTERN IDAHO TECHNICAL COLLEGE | | | |
| Modify Large Bay Areas, Rooms 205 and 215, Technical Bldg. | 45,000 | 45,000 | 1 |
| Repair Asphalt Parking Areas, Campus Wide | 80,000 | 80,000 | 2 |
| Improve Shop Support Systems, Sessions Mechanical Building | 135,000 | 135,000 | 3 |
| Update HVAC, Sessions Mechanical Building | 43,000 | 43,000 | 4 |
| Modify Sprinkler System, South End of Campus | 35,000 | 35,000 | 5 |
| SUBTOTAL | 338,000 | 338,000 | |

FY2014 ALTERATION AND REPAIR PROJECTS

| AGENCY / INSTITUTION | PBFAC RECOMMENDATIONS | AGENCY REQUESTS | PRIORITY |
|--|----------------------------------|----------------------------|-----------------|
| UNIVERSITY PLACE - ISU/UNIVERSITY OF IDAHO | | | |
| Replace Boilers, Center for Higher Education | 382,925 | 382,925 | 1 |
| Replace Failing Heat Pumps, Phase 1, Center for Higher Ed | | 300,000 | 2 |
| Remodel Chemistry Labs and Storage Rms, Cntr for Higher Ed | | 547,500 | 3 |
| SUBTOTAL | 382,925 | 1,230,425 | |
| IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND | | | |
| Replace Roof, Main Building, Phase 1 | 293,750 | 630,000 | 1 |
| Replace Windows and Blinds, Cottage Building | | 125,000 | 2 |
| Renovations for Classrooms, Round Building | | 250,000 | 3 |
| SUBTOTAL | 293,750 | 1,005,000 | |
| IDAHO PUBLIC TELEVISION | | | |
| Building Renovation Study, Paradise Ridge, Latah County | 30,000 | 267,000 | 1 |
| SUBTOTAL | 30,000 | 267,000 | |
| TOTAL SBE: | 9,029,611 | 60,545,477 | |
| AGENCY SUMMARY: | | | |
| EDUCATION, STATE BOARD OF | 9,029,611 | 60,545,477 | |
| TOTAL FY14 ALTERATION AND REPAIR PROJECTS | 9,029,611 | 60,545,477 | |

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2015 Line Item Budget Requests

REFERENCE

April 2013

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 2013 meeting, the Board will accept the line item requests and provide guidance at the June 2013 meeting. Subsequently, the Board will approve the final budget request at the August 2013 meeting. Following Board approval in August, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 3, 2013.

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**
- **Performance-based Funding**
- **Deferred Maintenance**
- **Equalized Instructional Funding**
- **Institution Specific Initiatives (up to two)**

Subsequently, staff determined that Occupancy Costs would not count as one of the two institution specific initiatives. 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 20, 2013

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 (BAHR), DFM and the agencies/institutions to prepare line items to be approved at the August meeting.

ATTACHMENTS

| | |
|---|----------|
| Line Items Summary: College & Universities..... | Page 4 |
| Line Items Summary: Community Colleges and Agencies | Page 5-6 |
| Occupancy Costs | Page 7 |
| Individual Line Items..... | Page 9 |

STAFF COMMENTS AND RECOMMENDATIONS

The Board's guidance in reviewing and accepting the line items will enable the institutions and agencies to prepare their FY 2015 budgets requests with the proper amount of analysis and oversight.

Staff and the institutions will work with the BAHR committee in further developing the four Systemwide initiatives leading up to the August Board meeting.

There are a number of significant initiatives the agencies and institutions are proposing, and request associated funding. Representatives from the agencies and institutions will be available to answer specific questions.

Of particular note, Idaho State University (ISU) and College of Southern Idaho (CSI) both have separate line item requests addressing the delivery of community college courses at Eastern Idaho Technical College (EITC). Neither the ISU nor the CSI requests mention the other, so staff recommends the institutions provide the Board assurance that delivery of undergraduate courses at EITC would be collaborative and not duplicative. CSI is currently offering a limited number of courses at EITC.

In addition, each of the three community colleges has requested ongoing General Funds in support of their participation in the Voluntary Framework of Accountability (VFA). The VFA is comprehensive national accountability system with three parts: (1) measure of student progress and outcomes; (2) measure of workforce, economic, and community development; and (3) an approach for assessing student learning outcomes. Board staff will need to continue to work with the Community Colleges (CC) to ensure a seamless integration of CC data into the Systemwide Longitudinal Data System (SLDS).

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

BOARD ACTION

I move to approve the FY 2015 line items as listed on the Line Items Summary at Tab 1 pages 3-5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE BOARD OF EDUCATION
FY 2015 Line Items - College and Universities

| By Institution/Agency | FY 2014 Appropriation | Page | Priority | Occupancy Costs | Complete College Idaho | Performance Based Funding | Deferred Maintenance | Per Student Funding | Institution Specific Initiatives | Total |
|---------------------------------------|--------------------------|------|----------|--------------------|------------------------------|---------------------------------|-------------------------|---------------------------|--|---------------|
| 1 System-wide Needs | 4,518,100 | | | | | | | | | |
| Complete College Idaho | placeholder | | | | | | | | | 0 |
| Performance Based Funding | placeholder | | | | | | | | | 0 |
| Deferred Maintenance | placeholder | | | | | | | | | 0 |
| Equalized Instructional Funding | placeholder | | | | | | | | | 0 |
| 2 Boise State University | 77,310,300 | | | | | | | | | 10,475,300 |
| New Faculty/Advisors/Support | | 9 | 1 | | | | | | 6,999,000 | 6,999,000 |
| Faculty & Staff Merit Adjustments | | 11 | 2 | | | | | | 3,144,500 | 3,144,500 |
| Occupancy Costs | | 7 | 3 | 331,800 | | | | | | 331,800 |
| 3 Idaho State University | 64,540,600 | | | | | | | | | 634,700 |
| Occupancy Costs | | 7 | 1 | 86,000 | | | | | | 86,000 |
| Educational Foundations/Outreach | | 13 | 2 | | | | | | 401,500 | 401,500 |
| College Courses at EITC | | 17 | 3 | | | | | | 147,200 | 147,200 |
| 4 University of Idaho | 76,713,900 | | | | | | | | | 400,000 |
| College of Law, Boise 2nd yr | | 21 | 2 | | | | | | 400,000 | 400,000 |
| 5 Lewis-Clark State College | 13,460,700 | | | | | | | | | 977,300 |
| Student Success/Support | | 25 | 1 | | | | | | 977,300 | 977,300 |
| 6 Total College and Universities | \$ 236,543,600 | | | \$ 417,800 | \$ - | \$ - | \$ - | \$ - | | \$ 12,487,300 |
| 7 Percentage of FY 2014 Appropriation | | | | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | | 5.3% |

STATE BOARD OF EDUCATION
FY 2015 Line Items - Community Colleges and Agencies

| Prio | By Institution/Agency | FY 2014 Appropriation | Page | Priority | FY 2015 Request | Comments |
|------|--|--------------------------|------|----------|--------------------|-----------------------------------|
| 1 | Professional-Technical Education | 48,957,400 | | | 1,669,000 | |
| | State Leadership & Technical Asst. | 1,952,500 | | | | |
| | General Programs | 10,965,000 | | | | |
| | Post-secondary Programs | 35,067,700 | 31 | 1 | 1,669,000 | Advanced Manufacturing Initiative |
| | Related Services | 972,200 | | | | |
| 2 | Community Colleges | 30,226,600 | | | 3,351,800 | |
| | College of Southern Idaho | 11,948,200 | | | 802,300 | |
| | Occupancy Costs | | 7 | 1 | 210,100 | |
| | Voluntary Framework for Accountability | | 35 | 2 | 115,400 | |
| | Idaho Falls Outreach Center | | 39 | 3 | 191,500 | |
| | Graduation Rate Improvement | | 43 | 4 | 107,200 | |
| | STEM Initiative | | 49 | 5 | 178,100 | |
| | North Idaho College | 10,029,600 | | | 497,700 | |
| | Voluntary Framework of Accountability | | 55 | 1 | 98,600 | |
| | Sandpoint Outreach | | 59 | 2 | 302,300 | |
| | Veterans Center | | 63 | 3 | 96,800 | |
| | College of Western Idaho | 8,248,800 | | | 2,051,800 | |
| | Occupancy Costs | | 7 | 1 | 870,900 | |
| | Nursing Staff | | 67 | 2 | 621,000 | |
| | Virtual One-Stop Student Services | | 71 | 3 | 195,400 | |
| | Voluntary Framework for Accountability | | 75 | 4 | 123,400 | |
| | Dual Credit Expansion | | 79 | 5 | 241,100 | |
| 3 | Agricultural Research/Extension | 24,422,700 | | | 1,510,000 | |
| | Operating Expenses | | 83 | 1 | 1,510,000 | |
| 4 | Health Education Programs | 10,558,800 | | | 460,400 | |
| | WI Veterinary Education | 1,855,800 | | | | |
| | WWAMI Medical Education | 3,579,300 | 87 | 1 | 252,400 | Trust Program |
| | IDEP Dental Education | 1,455,200 | | | | |
| | Univ. of Utah Med. Ed. | 1,283,200 | 89 | | 28,000 | preceptor stipend |
| | Family Medicine Residencies | 2,023,900 | | | | |
| | Boise Internal Medicine Residency | 240,000 | | | | |
| | Psychiatry Residency | 121,400 | | | | |
| | Kootenai FMR CDA | | 0 | 91 | 180,000 | |

STATE BOARD OF EDUCATION
FY 2015 Line Items - Community Colleges and Agencies

| Prio | By Institution/Agency | FY 2014 Appropriation | Page | Priority | FY 2015 Request | Comments |
|------|--|--------------------------|------|----------|--------------------|--|
| 5 | Special Programs | 8,965,500 | | | 207,300 | |
| | Forest Utilization Research | 667,400 | | | 133,000 | |
| | Forest Operations | | 95 | 1 | 72,200 | |
| | Policy Analysis Group | | 99 | 2 | 60,800 | |
| | Geological Survey | 706,900 | 103 | 1 | 74,300 | Strategic Initiative |
| | Scholarships and Grants | 6,721,400 | | | | |
| | Museum of Natural History | 476,600 | | | | |
| | Small Bus. Development Centers | 248,800 | | | | |
| | TechHelp | 144,400 | | | | |
| 6 | Office of the State Board of Education | 2,411,500 | | | 155,500 | |
| | Web Developer | | 109 | 1 | 79,300 | |
| | Misc. Revenue Spending Authority | | 113 | 2 | 76,200 | |
| 7 | Idaho Public Television | 1,826,800 | 115 | 1 | 130,000 | Repair and Maintenance Restoration Funding |
| 8 | Vocational Rehabilitation | 7,304,000 | | | 222,200 | |
| | Vocational Rehabilitation | 3,230,600 | | | 222,200 | |
| | Corrections Transitions | | 117 | 1 | 0 | No general funds requested |
| | Counselor Salaries | | 121 | 2 | 122,200 | |
| | Replacement of Agreements | | 125 | 3 | 100,000 | |
| | Community Supported Employment | 3,880,200 | | | | |
| | Council for the Deaf/Hard of Hearing | 193,200 | | | | |
| 9 | Total | \$ 134,673,300 | | | \$ 7,706,200 | |

STATE BOARD OF EDUCATION

FY 2015 Budget Request

Colleges & Universities

Calculation of Occupancy Costs

| | | % of Use for | (1) | | | | | | | (2) | (3) | (4) | | (5) | Total | % qtrs | Revised |
|----|--------------------------------------|-----------------------------|------------|------------|---------|-----------|----------|---------|-----------------|------------|-------------------|------------|----------|--------------|----------|---------|---------|
| | | Non-Aux. | Gross | Non-Aux. | | | | | Custodial Costs | Utility | Maintenance Costs | | | | | % qtrs | Revised |
| 1 | Institution/Project | Projected Date of Occupancy | Sq Footage | Sq Footage | FTE | Sal & Ben | Supplies | Total | Estimate | Repl Value | Cost@1.5% | Other | Occ Cost | used in FY15 | FY15 | | |
| 2 | | | | | | | | | | | | | | | | | |
| 3 | BOISE STATE UNIVERSITY | | | | | | | | | | | | | | | | |
| 4 | University Church | | 100% | 45,162 | 45,162 | 1.74 | 58,700 | 4,500 | 63,200 | 79,000 | 5,900,000 | 88,500 | 39,500 | 270,200 | 100% | 270,200 | |
| 5 | BoDo | | 100% | 8,852 | 8,852 | 0.34 | 11,500 | 900 | 12,400 | 15,500 | 1,700,000 | 25,500 | 8,200 | 61,600 | 100% | 61,600 | |
| 6 | | | | | 2.08 | 70,200 | 5,400 | 75,600 | 94,500 | | 114,000 | 47,700 | 331,800 | | 331,800 | | |
| 7 | | | | | | | | | | | | | | | | | |
| 8 | IDAHO STATE UNIVERSITY | | | | | | | | | | | | | | | | |
| 9 | Meridian Building - Anatomy Phys Lab | July-14 | 100% | 8,000 | 8,000 | 0.31 | 10,400 | 800 | 11,200 | 13,300 | 3,500,000 | 52,500 | 9,000 | 86,000 | 100% | 86,000 | |
| 10 | | | | | | | | | | | | | | | | - | |
| 11 | | | | | 0.31 | 10,400 | 800 | 11,200 | 13,300 | | 52,500 | 9,000 | 86,000 | | 86,000 | | |
| 12 | | | | | | | | | | | | | | | | | |
| 13 | College of Southern Idaho | | | | | | | | | | | | | | | | |
| 14 | Advanced Technology and Innovation | December-13 | 100% | 41,630 | 41,630 | 1.60 | 52,000 | 4,200 | 56,200 | 72,900 | 7,524,800 | 112,900 | 38,100 | 280,100 | 100% | 280,100 | |
| 15 | FY 2014 Appropriation at 25% | | | | | -13,000 | -1,100 | -14,100 | -18,200 | | -28,200 | -9,500 | -70,000 | 25% | (70,000) | | |
| 16 | Net FY 2015 Request | | | | | 39,000 | 3,100 | 42,100 | 54,700 | 7,524,800 | 84,700 | 28,600 | 210,100 | | 210,100 | | |
| 17 | | | | | | | | | | | | | | | | | |
| 18 | College of Western Idaho | | | | | | | | | | | | | | | | |
| 19 | Micron Center for Prof-Tech Ed. | ** | August-12 | 98% | 175,000 | 170,750 | 6.57 | 213,700 | 17,100 | 230,800 | 298,800 | 13,612,574 | 199,200 | 142,100 | 870,900 | 100% | 870,900 |
| 20 | pending transfer from Foundation | | | | 6.57 | 213,700 | 17,100 | 230,800 | 298,800 | | 199,200 | 142,100 | 870,900 | | 870,900 | | |
| 21 | | | | | | | | | | | | | | | | | |

(1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.

(2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.

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 0.3000% x salary

Life Insurance 0.6750% x salary

Retirement: PERSI 11.3200% x salary

Workmans Comp x salary

Sick Leave 0.6500% x salary

Human Resources

20.5950% per position

Health Insurance \$9,100.00

Supplies 0.10

(3) Annual utility costs will be projected at \$1.75 per sq ft 1.75

(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.

(5) Other:

IT Maintenance 1.5000 GSF

Security 0.2200 GSF

General Safety 0.0900 GSF

Research & Scientific Safety Costs 0.5000 GSF

Total 2.3100

Too High - Used 1/3 0.7700 GSF

Landscape Greenscape 0.0003 CRV

Insurance Costs 0.0005 CRV

Total 0.00080 CRV

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Boise State University
FUNCTION: General Education -
Instruction

Agency No.: 512

FY 2015 Request

Function No.: 01

Page 1 of Pages
Original Submission X or
Revision No.

ACTIVITY:

Activity No.:

| New Faculty/Advisors/Support | | | | | |
|--|---------------------|-----------|---------|-------------------------|-------------|
| A: Decision Unit No: 12.01 | Title: Staff | | | Priority Ranking 1 of 3 | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 92 | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries and benefits | \$6,633,000 | | | | \$6,633,000 |
| 2. | | | | | |
| 3. | | | | | |
| TOTAL PERSONNEL COSTS: | \$6,633,000 | | | | \$6,633,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| Operating Expenditures | \$276,000 | | | | \$276,000 |
| TOTAL OPERATING EXPENDITURES: | \$276,000 | | | | \$276,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Library Acquisitions | \$90,000 | | | | \$90,000 |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$6,999,000 | | | | \$6,999,000 |

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 identifies needs associated with transforming initiatives and general education reform initiatives in an effort to enhance the success of the State Board of Education 60% goal. It is Boise State University's priority line item.

2. What resources are necessary to implement this request:

A key strategy will be to hire 40 faculty, 32 academic advisors and 20 support staff. Knowing that Boise State University needs to produce approximately 3,400 Baccalaureates in 2020 to meet the Board's 60% goal, a strong emphasis on

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

improving graduation rates and retention is needed. Increasing the number of academic advisors will be fundamental to ensuring that success. In addition, enrollments in general must increase and thus new faculty will be required to meet the growth.

Prior to the August budget submission, a detailed listing of positions, titles, anticipated hire dates etc. will be provided.

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 State general account 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?

The success of this initiative will serve Idaho residents and is intended to create a better educated population that will enhance the economy and standard of living for Idahoans.

5. If this is a high priority item, list reason non-appropriated Line Items from the FY2014 budget request are not prioritized first.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Boise State University
FUNCTION: General Education -
 Instruction

Agency No.: 512

FY 2015 Request

Function No.: 01

Page 1 of Pages
 Original Submission X or
 Revision No.

ACTIVITY:

Activity No.:

| A: Decision Unit No: 12.02 | | Title: Faculty and Staff Merit and Retention Adjustments | | | Priority Ranking 2 of 3 |
|--|-------------|---|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries and benefits | \$3,144,500 | | | | \$3,144,500 |
| 2. | | | | | |
| 3. | | | | | |
| TOTAL PERSONNEL COSTS: | \$3,144,500 | | | | \$3,144,500 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| Operating Expenditures | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| : | | | | | |
| : | | | | | |
| GRAND TOTAL | \$3,144,500 | | | | \$3,144,500 |

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 funds needed for targeted faculty and staff compensation adjustments, and that will address, in part, serious salary compression issues. Targeted compensation adjustments would help mitigate turnover and retention challenges that continue to surface and impede progress. Boise State University hires faculty and staff on a national level and must be able to compete at that level when the need arises.

Recent benchmarking analysis was completed that shows Boise State University's faculty compensation is well below national averages in general, particularly at the Associate and Full Professor levels.

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.

This request is for State general account funds.

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?

The success of this initiative will benefit faculty and staff and help ensure a stable work force at Boise State University. It will also ease the mounting challenge of talented employees as current employees retire and positions need to be refilled.

4. If this is a high priority item, list reason non-appropriated Line Items from the FY2014 budget request are not prioritized first.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Idaho State University
FUNCTION: General Education
ACTIVITY: Educational Foundations/
 Outreach

Agency No.: 513
 Function No.: 1000
 Activity No.:

FY 2015 Request
 Page ____ of ____ Pages
 Original Submission X or
 Revision No. ____

| Educational Foundations/ Outreach | | | | | |
|--|-----------|------------------------|---------|-------------------------|-----------|
| A: Decision Unit No: 12.02 | | Title: Outreach | | Priority Ranking 2 of 3 | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.0 | | | | 1.0 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries (includes \$50,000 released time stipends & \$50,000 1 position) | \$100,000 | | | | \$100,000 |
| 2. Benefits | 38,800 | | | | 38,800 |
| 3. Group Position Funding (part-time employees) | 32,700 | | | | 32,700 |
| TOTAL PERSONNEL COSTS: | \$171,500 | | | | \$171,500 |
| 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 | \$401,500 | | | | \$401,500 |

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

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.

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

- 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.

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, 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
JUNE 20, 2013

AGENCY: Idaho State University
 FUNCTION: General Education
 ACTIVITY: ISU Community College
 Courses offered on EITC Campus

Agency No.: 513
 Function No.: 1000
 Activity No.:

FY 2015 Request
 Page ____ of ____ Pages
 Original Submission X or
 Revision No. ____

| A: Decision Unit No: 12.03 | | Title: ISU College Courses At EITC | | | Priority Ranking 3 of 3 |
|---|-----------|---|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding (adjunct faculty) | \$147,200 | | | | \$147,200 |
| TOTAL PERSONNEL COSTS: | \$147,200 | | | | \$147,200 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | | | | | |
| 2. Materials/Supplies | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. PC and workstation | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| | | | | | |
| GRAND TOTAL | \$147,200 | | | | \$147,200 |

Supports institution/agency and Board strategic plans:

Offering ISU general education courses at a reduced tuition rate on the Eastern Idaho Technical College campus will support key strategies identified in the State Board of Education and Idaho State University strategic plans. In particular providing general education (community education) courses at a reduced tuition rate 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 development of cost effective delivery of postsecondary education in eastern Idaho.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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.

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.

Complete College Idaho:

- Transform remediation by developing strategies and goals to improve remediation.
- Develop community college options for cost effective delivery of postsecondary education in eastern Idaho.

Performance Measure:

Provide 4 community college level courses to 30 students taking a 12-credit hour load for 2 semesters.

Description:

Both ISU and EITC have a strong presence in Idaho Falls, and each institution is trusted by the community to deliver quality programs. Hence collaboration between the two institutions to provide community college courses would be welcomed by the greater Idaho Falls community and instill confidence in the quality of the courses offered.

ISU would offer community college classes in Idaho Falls at EITC using ISU instructors to teach remedial and selected general education courses at \$110 per credit hour. Students admitted to ISU under an admission agreement would be advised into the community college courses with schedules reflecting an academic adviser's assessment of the student's academic readiness. Revenue loss to ISU would be compensated through this one-time, line item funding.

This would be a pilot program involving 30 students who will take a 12 credit hour load for two semesters (fall 2013 and spring 2014) generating 720 credit hours. At the end of the program, students will complete detailed surveys about their experience, examining cost, quality, facilities, etc. Survey results will guide future community college endeavors.

The financial model is based on the following premises:

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

- At some point a community college district will likely exist in Bonneville County (and perhaps neighboring counties).
- ISU courses at the 100 and 200 level (freshman and sophomore) will be offered to residents of those counties at community college prices on the EITC campus.
- ISU faculty will teach these lower division courses in the community college and upper division courses in the university.

This model—integrating the community college with the university (similar to the University of New Mexico at Taos, Gallup, Valencia, and Santa Fe)—would enable strong pedagogical connections to exist between the community college and the university and ensure that Associate degree recipients are adequately prepared for participation in upper division bachelor's degree courses.

This line item request is based on the following cost calculations derived from differing tuition rates and increased instructional costs:

Instructional costs: \$4,500 per course x 8 courses = \$36,000

“University” rate: 30 students at \$3,172/semester for 2 semesters = \$190,320

“Community College” rate: 30 students at \$110.00/credit hour at 12 credit hours for 2 semesters = \$79,200

Total Cost Recovery for ISU Offering Community College Courses: \$111,120

Note: This proposal does not attempt to predetermine the organizational structure of a future relationship between ISU and EITC, but simply tests the market for offering ISU courses to community college students in Idaho Falls using ISU faculty.

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 instructional costs for and the recovery of lost revenue from reduced tuition rate. 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.

Not applicable.

- 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

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for one-time funding of instructional costs and revenue loss recovery.

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 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: College & Universities

Agency No.: 510

FY 2015 Request

FUNCTION: University of Idaho

Function No.: 04

Page 1 of 4 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or
Revision No. ____

| | | | | | |
|--|----------------|---|----------------|--------------|-------------------------|
| A: Decision Unit No: 12.01 | | Title: College of Law – Boise 2nd Year Curriculum | | | Priority Ranking 1 of 1 |
| | | | | | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 3.00 | | | | 3.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$263,600 | | | | \$263,600 |
| 2. Benefits | 86,400 | | | | 86,400 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$350,000 | | | | \$350,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. On-Line Services | \$50,000 | | | | \$50,000 |
| TOTAL OPERATING EXPENDITURES: | \$50,000 | | | | \$50,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| | 0 | | | | 0 |
| TOTAL CAPITAL OUTLAY: | 0 | | | | 0 |
| 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 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 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 2nd year curriculum in Boise. The 2nd year curriculum in Boise received programmatic approval from the State Board in October 2012. The approved curriculum would deepen the College's business, regulatory, and other curricular offerings, through proximity to the center of state government, to the location of major federal agencies in Idaho, to the wide variety of local governments and special purpose governmental units in the Treasure Valley and across southern Idaho, and to the business and entrepreneurial center of the state. Students would benefit from in-person instruction from government and business professionals as well as from practitioners in for-profit, 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

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 \$12,000 with wages and benefits
- b. 1 to 2 existing Moscow faculty positions transferred to Boise
- c. \$50,000 in on-going operating 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.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Full programmatic and budget information was previously submitted to the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: Student Success/Support

Agency No.: 511

Function No.:

Activity No.:

FY 2015 Request

Page 1 of 4 Pages

Original Submission X or

Revision No. ____

| A: Decision Unit No: 12.01 | | Title: Student Success/Support | | | Priority Ranking 1 of 1 |
|---|-----------|---------------------------------------|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 14.00 | | | | 14.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$620,000 | | | | \$620,000 |
| 2. Benefits | 256,800 | | | | 256,800 |
| 3. Group Position Funding | 0 | | | | 0 |
| TOTAL PERSONNEL COSTS: | \$876,800 | | | | \$876,800 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Supplies | \$18,500 | | | | \$18,500 |
| 2. Instructional Materials | 30,000 | | | | 30,000 |
| 3. Program Expenses | 10,000 | | | | 10,000 |
| TOTAL OPERATING EXPENDITURES: | \$58,500 | | | | \$58,500 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Computers/office setup | \$42,000 | | | | \$42,000 |
| TOTAL CAPITAL OUTLAY: | \$42,000 | | | | \$42,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$977,300 | | | | \$977,300 |

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.

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

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?

Eight faculty positions are being requested, which would directly impact student learning at LCSC. Five 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 three remaining faculty positions directly support our primary emphasis area – teacher education and justice studies – which are also thriving program areas at LCSC.

Five 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

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 support position within Community Programs being requested directly impacts our efforts in distance learning. This position works 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.

One position is being requested as a direct-report to the President, to serve as LCSC's Internal Auditor. The State Board of Education's Audit Committee has directed that the College establish an independent Internal Audit position, assigned administratively to the institution president, with reporting channels running directly to the Board's Audit Committee.

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 (8): \$45,000 to \$48,000 + 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.

Program Advisors (2): \$36,000 + fringe & health insurance; professional K-grade employees; support students and faculty in an advising capacity.

Distance Learning (1): \$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 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

Internal Auditor (1): \$54,000 + fringe & health insurance; serve as Internal Audit reporting to the President

- 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: \$58,500 - instructional materials, supplies, direct program expenses

Capital: \$42,000 - 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.

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 position within Community Programs supports increasingly large numbers of students and faculty. We are committed to delivering quality programs and services, and our growth in this area will be stifled without additional personnel.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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, FY2013 and FY2014 budget requests. The additional positions are being requested for FY2015 to help address the continuing need for faculty and related positions.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

**AGENCY: Division of Professional-Technical
Education**

FUNCTION: Postsecondary Programs

ACTIVITY:

Agency No.: 503

Function No.: 03

Activity No.:

FY 2015 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

| A: Decision Unit No: 12.01 | | Title: Advanced Manufacturing Initiative | | | Priority Ranking 1 of 1 |
|--|-------------|---|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 9.8 | | | | 9.8 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$491,500 | | | | \$491,500 |
| 2. Benefits | 190,600 | | | | 190,600 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$682,100 | | | | \$682,100 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Supplies and services | \$213,000 | | | | \$213,000 |
| TOTAL OPERATING EXPENDITURES: | \$213,000 | | | | \$213,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Instructional equipment (one time) | \$773,900 | | | | \$773,900 |
| TOTAL CAPITAL OUTLAY: | \$773,900 | | | | \$773,900 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$1,669,000 | | | | \$1,669,000 |

Supports institution/agency and Board strategic plans:

Idaho State Board of Education 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.

Performance Measure:

Percent of Idahoans (ages 25-34) who have a college degree or certificate.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Benchmark: 60% by 2020

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.

Description:

The further emergence of computer-integrated manufacturing (CIM) has placed increasing demands on both employers and the educational programs that support them. To remain competitive in the marketplace, the manufacturing sector of Idaho is faced with the implementation, operation, and maintenance of highly sophisticated digital controls to automate their manufacturing, production, and processing systems.

As an agent of economic development, PTE programs provide the workforce with the sophisticated skills required to support the new highly automated systems across the broad spectrum of advanced manufacturers in Idaho: food and dairy processors, large scale fabrication and assembly, aerospace, rapid prototyping, and many subsectors distributed around the state of Idaho. The current PTE postsecondary program inventory includes some elements of these needs, but there are specific emerging regional needs that prompt this request: a critical mass of food processors needing engineering and food processing technicians and industrial mechanics; the aerospace sector in northern Idaho; so called rec-tech, gunsmithing, ammunition and firearms manufacturing; and growing large-scale fabrication operations.

In addressing these needs with each of the technical colleges, this proposal serves to upgrade, enhance, refine, and expand programs across the state as follows:

Line Item Request Summary FY2015

| Institutional totals | | FTP | salary | benefits | OE | equipment | budget total |
|----------------------|---|-----|---------|----------|---------|-----------|--------------|
| CSI | Industrial Mechanics/Food Processing Technology Program | 1 | 42,000 | 19,240 | 16,000 | 221,270 | 298,510 |
| CWI | Advanced Manufacturing | 2.8 | 155,000 | 55,000 | 20,000 | 150,000 | 380,000 |
| EITC | Welding Fabrication and Advanced Manufacturing Technologies | 1 | 59,000 | 21,000 | 70,000 | 150,000 | 300,000 |
| ISU | Advanced Manufacturing Technology Program | 1 | 60,000 | 23,561 | 23,500 | 203,000 | 310,061 |
| LCSC | Electronics Engineering Technology | 1 | 45,000 | 18,800 | 35,700 | 21,600 | 121,100 |
| | Automated Manufacturing | 1 | 45,000 | 18,800 | 16,500 | | 80,300 |
| | Engineering Technology | 1 | 45,000 | 18,800 | 27,300 | 25,000 | 116,100 |
| NIC | Advanced Manufacturing Aerospace Instructor | 1 | 40,516 | 15,396 | 4,000 | 3,000 | 62,912 |
| Grand total | | 9.8 | 491,516 | 190,597 | 213,000 | 773,870 | 1,668,983 |

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 advanced manufacturing 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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.

Full time professional-technical program faculty 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 adequately support the emerging high-tech nature of the Idaho manufacturing sector and 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 Idaho Technical College System, it is an imperative that programs adapt to current need. There are elements of the prior year request in this current request. The major difference is the focus on a particular industry sector in need and giving instructional program development at this level of funding a higher priority than student success services.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: College of Southern Idaho
FUNCTION: General Education
ACTIVITY: General Education

Agency No.:
 Function No.:
 Activity No.:

FY 2015 Request
 Page ____ of ____ Pages
 Original Submission X
 or Revision No. ____

| Voluntary Framework for Accountability | | | | | |
|---|------------------------------|-----------|---------|-------------------------|-----------|
| A: Decision Unit No: 12.02 | Title: Accountability | | | Priority Ranking 2 of 5 | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2.00 | | | | 2.0 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$80,000 | | | | \$80,000 |
| 2. Benefits | 35,400 | | | | 35,400 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$115,400 | | | | \$115,400 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$115,400 | | | | \$115,400 |

Supports Idaho State Board of Education 2013-2017 Strategic plan:

Goal 3: Effective and Efficient Delivery Systems- Ensure educational resources are used efficiently

Objective B: Data-driven Decision Making – Increase the quality, thoroughness and accessibility of data for informed decision-making and continuous improvements of Idaho's educational system.

Narrative Support:

This request is to provide additional support for our institutional research department. We currently have a part time institutional researcher with a half time assistant. With the setting up of the Student Longitudinal Data System and additional accountability reports being required, current demands for data are overwhelming.

In addition, we want to participate in the American Association of Community Colleges Voluntary Framework of Accountability. Currently, fifty eight community colleges are participating in this program. The program involves ensuring each piece of data is collected consistently in the same manner among all participants, a given set of data is required to be collected and that data is accurate and comparable. The data is analyzed and shared among participants. Participants can also select various peer groups within the framework to compare themselves with.

The implementing of data integrity policies and the systematic approach to insuring data accuracy will require a significant amount of time. The analysis and presentation to decision makers will also be a part of this process.

Through this process, community colleges hope to identify strengths, weaknesses and best practices so actions can be taken that will increase completers and graduation rates.

Much of the current data and requirements are geared towards four year schools and do not provide meaningful information to community colleges. The Framework for Accountability will specifically address community colleges.

SBOE Performance Measures:

Develop P-20 to workforce longitudinal data system with the ability to access timely and relevant data. Complete by 2016.

CSI Strategic Plan 2012-2017

Strategic Initiative 3: Performance and Accountability

Goal 4: Committee to continuous improvement and institutional effectiveness

Objective 4.2: Continually assess and improve the quality of, relevancy, efficiency and effectiveness of our systems, programs, services and processes.

Narrative Support:

The Community College Framework of Accountability will not only require us to improve the quality of our data and define the data we need to collect but give us access to comparable data from community colleges all over the country.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

CSI Performance Measures:

Acceptance into the Community College Framework for Accountability group.

Description:

This request will fund the necessary resources to get selective and high quality data to facilitate decision making that will positively impact students.

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 institutional researcher and a support staff position to complement our existing part time institutional research staff. Additional staffing is required to both meet the requirements of existing data requirements and to move forward into the Framework of Accountability program.

Currently a part time institutional researcher with a part time assistant is built into 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

| Position | FTE | Salary | Benefits | Total |
|--------------------------|-----|----------|----------|----------|
| Institutional Researcher | 1.0 | \$50,000 | \$19,700 | \$69,700 |
| Researcher Assistant | 1.0 | \$30,000 | \$15,700 | \$45,700 |

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing resources will be redirected and existing resources will not be negatively impacted.

- c. List any additional operating funds and capital items needed.

No additional operating funds or capital items will be 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.).

This request is for the positions to be funded from the General Fund.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 will result in better data and better decision making based upon comparable data. It will have a positive impact upon the citizens of the State of Idaho and result in more efficient use of the dollars we have to get the results we want.

If this request is not funded, we will continue to do the best we can with what we have but will miss out on an opportunity to make meaningful, data driven changes to improve our operation.

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 the first year for this request.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: College of Southern Idaho
FUNCTION: General Education
ACTIVITY: General Education

Agency No.:
 Function No.:
 Activity No.:

FY 2015 Request
 Page ____ of ____ Pages
 Original Submission X
 or Revision No. ____

| A: Decision Unit No: 12.03 | | Title: Idaho Falls Outreach Center | | | Priority Ranking 3 of 5 |
|--|-----------|---|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 3.00 | | | | 3.0 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$100,000 | | | | \$100,000 |
| 2. Benefits | 49,500 | | | | 49,500 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$149,500 | | | | \$149,500 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| Lease Payments | \$42,000 | | | | \$42,000 |
| TOTAL OPERATING EXPENDITURES: | \$42,000 | | | | \$42,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$191,500 | | | | \$191,500 |

Supports Idaho State Board of Education 2013-2017 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 C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

Narrative Support:

This request is to expand academic community college offerings in the Idaho Falls area. Working in cooperation with Eastern Idaho Technical College (EITC), we will establish an outreach center to provide the courses necessary for core certification for academic students. With the articulation agreements that are already in place, Idaho Falls students will be able to complete the first two years of college at an affordable price.

As we have experienced with our other outreach centers, it is critical to have staff living, working and being a part of the community to build and maintain educational programs. The outreach center director and staff will need to work very closely with EITC concerning course offerings, workforce training and community education.

We are proposing establishing a 4,000 square foot outreach center consisting of four classrooms and an office area to serve as a base of operations. Additional instructional space will be leased from local high schools and EITC as needed. Since we are already offering an extensive amount of dual credit in eastern Idaho, we should be able to integrate into the high schools fairly easily.

Student tuition and fees will be the same as those at the College of Southern Idaho. We will be able to pay for instructional costs and other variable operational costs associated with the Idaho Falls program with the tuition and fee revenue.

Performance Measures:

Percent of Idahoans (ages 25-34) who have a college degree or certificate.

Benchmark: 60% by 2020

Number of collaborative projects and amount of cost savings.

Benchmark: 10 Projects

CSI Strategic Plan 2012-2017

Goal 1: Demonstrate continued commitment to and shared responsibility for student learning and success.

Objective 1.1 Provide quality educational programs and experiences that prepare students to reach their educational and career goals

Narrative Support:

This request will provide community college classes at affordable prices in the Idaho Falls area. In cooperation with Eastern Idaho Technical College, community college services can be offered.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

CSI Performance Measures:

Serve 500 students in lower division academic classes in Idaho Falls and the surrounding communities by the Fall of 2016.

Description:

This request is to fund personnel costs for a director, student advisor and student service specialist to provide direct services to students. The request also includes \$42,000 for space rental for classroom and office space.

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 to provide access to lower division academic programs at an affordable price to students in the Idaho Falls area. We are requesting funding to hire a director, student advisor and student service specialist to provide services in Idaho Falls.

This request also is for rental space for an outreach center in Idaho Falls. We are estimating that a four classroom area along with offices will require about 4,000 square feet. At a lease rate of approximately \$10.50 per square foot, this would cost approximately \$42,000.

There are currently no funds in our base for this 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

| Position | FTE | Salary | Benefits | Total |
|----------------------------|-----|----------|----------|----------|
| Center Director | 1.0 | \$43,000 | \$18,200 | \$61,200 |
| Student Advisor | 1.0 | \$30,000 | \$15,700 | \$45,700 |
| Student Service Specialist | 1.0 | \$27,000 | \$15,600 | \$42,600 |

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Our existing staff will absorb the supervision and mentoring of this new center staff. The students and staff will be absorbed into our existing operations. Existing operations will not be impacted by the addition of an Idaho Falls outreach center.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

- c. List any additional operating funds and capital items needed.

Equipment and supplies will be provided by the College of Southern Idaho.

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 General Funds support for three staff positions.

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, employers and the public will all be served by the College of Southern Idaho opening an outreach center in Idaho Falls. The addition of academic lower division community college classes will provide an affordable alternative to students pursuing a degree. The collaboration of CSI and EITC for workforce training and in the developing of programs to meet the needs of employers and the community will be very positive.

If this request is not funded, Idaho Falls will continue to be one of the largest metropolitan areas in the state without community college services. Students, employers and the public will be 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.

The College of Southern Idaho has been assisting the College of Western Idaho over the last four years. With CWI achieving Candidacy status for accreditation and becoming responsible for their registration and financial aid systems, CSI's role is diminishing. Based upon our experience with CWI, CSI would like to bring the community college access model to Idaho Falls. We are looking forward to a model that is as successful as CWI.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: College of Southern Idaho
FUNCTION: General Education
ACTIVITY: General Education

Agency No.:
 Function No.:
 Activity No.:

FY 2015 Request
 Page ____ of ____ Pages
 Original Submission X or
 Revision No. ____

| A: Decision Unit No: 12.04 | | Title: Graduation Rate Improvement | | | Priority Ranking 4 of 5 |
|--|-----------|---|---------|-------|-------------------------|
| 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 2013-2017 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 2016.

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 2016.

Description:

The College of Southern Idaho (CSI) 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 (SBOE), 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 (Commission), 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 increase 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?

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 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, taxpayers, 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 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, 2014

1 FTE - Student Service Specialist - \$27,000, Benefits of \$15,600, Anticipated Hire Date-July 1, 2014

- 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 students 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
JUNE 20, 2013

- 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.

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.).

We anticipate the salaries and operational costs to be paid for by our General Fund appropriation.

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 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 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.

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 was also our number 6 priority last year and is our number 4 priority this year.

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 20, 2013

AGENCY: College of Southern Idaho
FUNCTION: College of General
 Education

Agency No.: 501

FY 2015 Request

Function No.: 02

Page ____ of ____ Pages
 Original Submission X or

ACTIVITY: General Education

Activity No.:

Revision No. ____

| | | | | | |
|--|----------------|-----------------------------------|----------------|--------------|-------------------------|
| A: Decision Unit No: 12.05 | | Title: CSI STEM Initiative | | | Priority Ranking 5 of 5 |
| | | | | | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 3.00 | | | | 3.0 |
| PERSONNEL COSTS: | | | | | |
| Full-time STEM Coordinator | | | | | |
| 1. Salaries | \$106,500 | Use State Benefit Rates | | | \$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 2013-2017 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.

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.

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

Performance Measures:

High School Graduation rate as defined in the Accountability Workbook.

Benchmark: 90%

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 2015
 - a. Develop a CSI STEM club by Fall of 2014
 - 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 2014
2. Improve student engagement in STEM subjects:

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 6th 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:

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:

Maintain and increase professional development opportunities in STEM education--ongoing
5. Identify and respond to the specific STEM needs of external constituents:

Develop an advisory committee that includes members from CSI, K-12, university, industry, and employment organizations.

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 will include 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 the Idaho National Laboratory, public schools, private grants and higher education 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 would 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

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 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, 2014

- 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, State Board of Education (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 2014 request. This request was our number four priority last year and is our number five priority this year.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Occupancy costs for our new Applied Technology and Innovation Center is our number one priority for 2015.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: North Idaho College

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.: 02

Activity No.:

FY 2015 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

| Voluntary Framework of Accountability | | | | | |
|---------------------------------------|------------------------------|-----------|---------|-------------------------|----------|
| A: Decision Unit No: 12.01 | Title: Accountability | | | Priority Ranking 1 of 3 | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.0 | | | | 1.0 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$50,000 | | | | \$50,000 |
| 2. Benefits | 15,000 | | | | 15,000 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$65,000 | | | | \$65,000 |
| OPERATING EXPENDITURES: | | | | | |
| Establish M & O budget: | | | | | |
| Travel | \$3,000 | | | | \$3,000 |
| Staff Development | 1,500 | | | | 1,500 |
| Supplies | 1,000 | | | | 1,000 |
| Memberships | 1,500 | | | | 1,500 |
| Subscriptions | | | | | |
| Misc. (software) | 9,600 | | | | 9,600 |
| TOTAL OPERATING EXPENDITURES: | \$16,600 | | | | \$16,600 |
| CAPITAL OUTLAY by summary object: | | | | | |
| Remodeling Space | \$10,000 | | | | \$10,000 |
| Furniture | 5,000 | | | | 5,000 |
| Computer | 2,000 | | | | 2,000 |
| TOTAL CAPITAL OUTLAY: | \$17,000 | | | | \$17,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$98,600 | | | | \$98,600 |

Supports institution/agency and Board strategic plans:

Goal 3: Effective and Efficient Delivery Systems-The college will use the Voluntary Framework for Accountability student tracking system to analyze the effectiveness and efficiency of the educational resources used to educate and graduate its students.

- **Objective B: Higher Level of Educational Attainment** – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. Allows students to opt out and back into their course of study by using a tracking system that is data driven and allows the tracking of students over a long period of time.
- **Objective C: Administrative Efficiencies** – Will allow the three community colleges to speak with one voice and allow the legislature to compare apples to apples with regards to student tracking information provided to them by the colleges.

Narrative Support:

The Presidents' of the three community colleges have met on a regular basis to discuss items of importance to the colleges and one of their priorities has been to respond to legislative concerns that the data provided to them by the three colleges does not allow them to compare apples to apples and thus not to be able to come up with effective solutions to help the community colleges meet the goals of the Complete College Idaho (CCI) initiative.

Description:

The Voluntary Framework for Accountability is a very intensive student tracking and analysis system created by the American Association of Community Colleges (AACC) specifically for community colleges by community colleges that allows North Idaho College to track a cohort of students for 6 years whether at work or in school. The system will track academic students, PTE students and Work Force Training Center non-credit students. All three community colleges have agreed to use the Voluntary Framework of Accountability tracking system beginning with academic year 2013-2014.

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 funds for: a full-time position that needs to be dedicated to analyzing the data produced by this very data intensive system to tie the results back to the CCI initiative; remodel current space into office space; provide software costs and software maintenance; supplies; and travel including at least three trips per year to Boise to participate in conferences and travel for professional development.

2. What resources are necessary to implement this request?

- a. Salary request for 1 full-time staff benefitted staff position.
- b. Office furniture, office space remodeling, software purchase and appropriate maintenance costs, professional development travel and travel to attend three conferences in Boise. Office supplies.

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 request would be 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

- a. Students from the five northern counties served by North Idaho College and Eastern Washington in addition to Kootenai County taxpayers and the State of Idaho. The tracking of students will allow the college to provide better educational options for students and improve retention efforts for students. Kootenai County taxpayers will benefits from better prepared students and better utilization of tax dollars in the education of students. The State of Idaho will benefits from consistent data from the community colleges that will allow for more informed decisions regarding the allocation of state funds.
- b. If not funded information provided by the community colleges to the state would continue to not be consistent between the three colleges allowing for less informed financial decisions regarding the allocation of state funds to the colleges. The quality of education for students will not improve as much as it could and appropriate use of funds to educate students will be less efficient.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: North Idaho College
FUNCTION: General Education
ACTIVITY: General Education

Agency No.:
Function No.: 02
Activity No.:

FY 2015 Request
Page ____ **of** ____ **Pages**
Original Submission X **or**
Revision No. ____

| Expansion of Sandpoint Outreach | | | | | |
|--|----------------|----------------------|----------------|-------------------------|--------------|
| A: Decision Unit No: 12.02 | | Title: Center | | Priority Ranking 2 of 3 | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 4.0 | | | | 4.0 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$178,400 | | | | \$178,400 |
| 2. Benefits | 55,900 | | | | 55,900 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$234,300 | | | | \$234,300 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| Increase Lease costs for add'l space | \$28,000 | | | | \$28,000 |
| Travel | 5,000 | | | | 5,000 |
| Office Supplies | 5,000 | | | | 5,000 |
| Janitorial Cost | 10,000 | | | | 10,000 |
| TOTAL OPERATING EXPENDITURES: | \$48,000 | | | | \$48,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| Desks, Chairs, Computers | \$20,000 | | | | \$20,000 |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$302,300 | | | | \$302,300 |

Supports institution/agency and Board strategic plans:

GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Performance Measures: Number of collaborative projects and amount of cost savings.

Narrative Support:

In the summer of 2012, North Idaho College relocated its Sandpoint Center to downtown Sandpoint. The expansion of the existing lease will allow the college to expand its program offerings to include theater arts programming, culinary arts and to offer enough space to cooperatively work with the University of Idaho and Lewis Clark State College to offer education beyond the two year level to the citizens of Bonner County and surrounding areas. The college was able, with the help of the local Sandpoint Urban Renewal District, to obtain increased education space at a lower cost than the former location. By relocating and expanding the center we are allowing citizens of North Idaho to have greater access with less travel to the educational opportunities provided by North Idaho College.

Description:

North Idaho College's Sandpoint Outreach Center can be expanded to provide a more comprehensive set of services to this important part of NIC's service area. The current space does not easily allow NIC to offer a variety of courses, either for credit or on the non-credit side. Expansion would allow enough classroom space to accommodate programs being requested by our constituents in the area. As the center is a former high school, the location provides a large multipurpose room and theater area that can be used to expand class offerings.

In addition, the larger space will allow for us to house NIC's Area Agency on Aging Sandpoint offices offering seniors support through that agency in conjunction with courses specifically designed for seniors. The new Sandpoint Center is also across the street from the Sandpoint Center of North Idaho College's Head Start program. This location allows for additional synergies between the entities and their 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?

NIC is requesting funds to lease additional space and hire additional staff to expand course offerings and student support services for students in Bonner County. Current staffing level for the Sandpoint outreach office includes a full time center assistant and two full time faculty plus additional part staff as needed.

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
JUNE 20, 2013

Salary request is for 1 full time benefitted faculty member, two full-time benefitted professional staff members (an academic advisor and a financial aid advisor) and one full time admission and registration support staff.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

n/a

- c. List any additional operating funds and capital items needed.

Additional lease space was calculated at current cost of \$14/square feet for an additional 2,000 square feet. Other operating expenses include costs for computers, desks and other office necessities for the four new positions. Travel is for the additional staff members to go to local schools and businesses as well as to come to the main campus for training and collaboration. The janitorial costs are for an outsourced cleaning service estimated at \$5 per additional square foot per year.

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 would be 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?

a. Students of Bonner County, Boundary County and Northern Kootenai County will have more course options and services available to them locally. This will also better serve dual credit students in the high schools in these counties as well as provide addition support to the AAA and HS outreach centers in the area. It will allow us to customize training programs for the adult workforce in Bonner County to better support local industries and those currently unemployed.

b. If the request is not funded, students in the above mentioned areas will need to continue to travel to the main campus for programs and student support services not currently offered in Sandpoint.

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 20, 2013

AGENCY: North Idaho College

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.: 02

Activity No.:

FY 2015 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

| A: Decision Unit No: 12.03 | | Title: Establish Veteran's Center | | | Priority Ranking 3 of 3 |
|--|----------|--|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.0 | | | | 1.0 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$45,000 | | | | \$45,000 |
| 2. Benefits | 15,000 | | | | 15,000 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$60,000 | | | | \$60,000 |
| OPERATING EXPENDITURES: | | | | | |
| Establish M & O budget: | | | | | |
| Travel | \$1,500 | | | | \$1,500 |
| 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: | \$19,300 | | | | \$19,300 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$96,800 | | | | \$96,800 |

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: College of Western Idaho
 FUNCTION: General Education

Agency No.: 507

FY 2015 Request

ACTIVITY: Strategic Initiative -
 Academic Support

Function No.: 07

Activity No.:

Page ____ of ____ Pages
 Original Submission X or
 Revision No. ____

| A: Decision Unit No: 12.02 | | Title: Nursing Staff Funding | | | Priority Ranking 2 of 3 |
|--|------------|-------------------------------------|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 7.00 | | | | 7.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$ 426,707 | | | | \$ 426,707 |
| 2. Benefits | 178,493 | | | | 178,493 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$ 605,200 | | | | \$ 605,200 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Operating expenses | \$ 14,600 | | | | \$ 14,600 |
| TOTAL OPERATING EXPENDITURES: | \$ 14,600 | | | | \$ 14,600 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | \$ 1,200 | | | | \$ 1,200 |
| TOTAL CAPITAL OUTLAY: | \$ 1,200 | | | | \$ 1,200 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$ 621,000 | | | | \$ 621,000 |

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2014 – 2018

Institutional Priority 1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

Objectives

CWI will be actively involved in college readiness efforts that prepare students for success.

Goal # 2: Develop Systems to Support Faculty and Staff

The College of Western Idaho will prioritize support for employees, which thereby maximizes student success.

Objectives

Develop resource allocation guidelines to effectively deliver programs and services.

Institutional Priority 3: Implement Practices for Fiscal Stability

The College of Western Idaho will operate within its available resources and implement strategies to increase revenue while improving operating efficiencies.

Objectives

Increase revenue to fund enhanced college operations including infrastructure.

Idaho State Board of Education 2012-2016 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.

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.

Description:

CWI (and previously at Boise State University/Selland College) has been funded from State Division of Professional Technical Education (SDPTE) state allocated funds. The SDPTE directed CWI to begin a 3-year transition from PTE allocated funds to CWI

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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.

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?

CWI requests the total budget amount needed for the move of the existing PTE nursing program to General Education because of the AS requirement for nursing degrees. CWI and its 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 on 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.

1. 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: seven nursing faculty and one academic advising position (total salary and benefits \$ 605,200). The nursing faculty have 9.0 or 9.5 month appointments and the academic advising position is a 12 month employee. All eight positions receive benefits. All positions currently have CWI employees in them.

- 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 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.

No additional funds will be requested in future years.

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.

All funds requested are State General Funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

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?

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.

4. If this is a high priority item, list reason non-appropriated Line Items from FY 2014 budget request are not prioritized first.

This Line Item was prioritized as #1 in the FY 2014 CWI budget request, but was not funded. It is the #2 priority for FY 2015, because Occupancy Costs is the #1 priority.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: College of Western Idaho
FUNCTION: General Education

Agency No.: 507

FY 2015 Request

Function No.: 07

Page ____ of ____ Pages
 Original Submission X or
 Revision No. ____

ACTIVITY: General Education

Activity No.:

| A: Decision Unit No: 12.03 | | Title: Virtual One-Stop Student Services | | | Priority Ranking 3 of 3 |
|---|------------|---|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2.00 | | | | 2.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$ 70,000 | | | | \$ 70,000 |
| 2. Benefits | 29,500 | | | | 29,500 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$ 99,500 | | | | \$ 99,500 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Operating expenses - misc | \$ 15,900 | | | | \$ 15,900 |
| 2. | | | | | |
| TOTAL OPERATING EXPENDITURES: | \$ 15,900 | | | | \$ 15,900 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1.Call center technology upgrades | \$80,000 | | | | \$80,000 |
| TOTAL CAPITAL OUTLAY: | \$80,000 | | | | \$80,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$ 195,400 | | | | \$ 195,400 |

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2014 – 2018

Institutional Priority 1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Objectives

CWI will be actively involved in college readiness efforts that prepare students for success. The CWI community will engage students and provide timely, relevant, and effective support.

CWI will proactively cultivate pathways for continued student success beyond CWI by expanding CWI's transfer program and creating a CWI-based Transfer Center.

CWI will develop a system of appropriate measures to facilitate participation in the Voluntary Framework of Accountability program sponsored by the American Association of Community Colleges.

CWI will develop a system of appropriate measures to facilitate the Idaho State Board of Education Performance Measures.

Institutional Priority 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

Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.

Institutional Priority 3: Implement Practices for Fiscal Stability

The College of Western Idaho will operate within its available resources by institutionalizing a number of practices, such as improving operating efficiencies and implement strategies to increase revenue.

Idaho State Board of Education 2013-2017 Strategic Plan

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

GOAL 3: Effective and Efficient Delivery Systems

Ensure educational resources are used efficiently.

Objective B: Data-driven Decision Making

Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Description

The College of Western Idaho provides a variety of traditionally stand-alone student-related services within a single One-Stop environment. Enrollment, registrar, financial aid, etc., services are provided in a comprehensive fashion to students in person. With the significant growth of online students, CWI must also provide these services in an online manner.

Expand and improve CWI's ability to deliver Student Support Services and Enrollment assistance to individuals who are exploring educational or career training programs available through CWI. Support enrolled students in solving issues related to Financial Aid, registration and program advising, obtaining information related to all areas of student life, and Career Services for both "bricks and mortar" and online students. This concept is currently supported using separate applications of "call center" technology, email response systems and WEB-based contact procedures. CWI anticipates developing a common technology platform that will support "call center" functions, WEB and Portal-based communications procedures and "live chat."

All of the CWI One-Stop Centers focus upon the following key functions/objectives:

- Integrating the Intake Functions for all CWI offerings; ABE, Non-credit (Center for Workforce Development) and Credit (Course and program enrollment) and increase participation in online learning opportunities.
- Blending Outreach, Admissions, Financial Aid, Registrar, and Academic & Career Advising Services to meet the needs of our students.
- Adapting the Customer Service Center Approach as our "Best Practices Model."
- Blending On-line or e-functions, Call-in/Call-out services, Multiple campus-based Customer Service Centers, One-Stop Centers apply Call Center methodologies, Site-based Service Centers and E-technologies to provide strong, seamless student services.
- A system that provides one door – to all of CWI's learning opportunities - ABE, Non-credit and Credit offerings.

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 two Enrollment and Student Support Specialist positions, related operating expenses and a technology upgrade for the One-Stop call center. As of May 22, 2013, CWI has 30 Specialists on staff.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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.

Enrollment and Student Support Specialist, full-time, benefit eligible. Anticipated hire date July 1, 2013. Current salary \$ 22,400 (minimum), \$29,000 (midpoint).
 - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing One-Stop staff are dynamically assigned to face-to-face vs. online support. Adding additional staff for online support, with technology upgrades, will enhance the advising process.
 - 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 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?

All potential and current CWI students will be served by enhancing the virtual one-stop student services process. As CWI continues to experience explosive enrollment growth without substantial funding increases, adding additional staff for traditional face-to-face advising is not feasible.
5. If this is a high priority item, list reason non-appropriated Line Items from FY 2014 budget request are not prioritized first.

This item was Priority #2 in the final CWI budget request for FY 2014. Priority #1 from FY 2014 is Priority #2 for FY 2015. Neither was funded in the FY 2014 state appropriation to CWI.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: College of Western Idaho

FUNCTION: General Education

ACTIVITY: General Education

Agency No.: 507

Function No.: 07

Activity No.:

FY 2015 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

| Voluntary Framework of Accountability | | | | | |
|---|------------------------------|-----------|---------|-------------------------|------------|
| A: Decision Unit No: 12.04 | Title: Accountability | | | Priority Ranking 4 of 5 | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2.00 | | | | 2.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$ 73,500 | | | | \$ 73,500 |
| 2. Benefits | 33,700 | | | | 33,700 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$107,200 | | | | \$107,200 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Staff Development | \$ 3,000 | | | | \$ 3,000 |
| 2. Supplies | 1,000 | | | | 1,000 |
| 3. Travel | 4,200 | | | | 4,200 |
| 4 Misc. (Software Licenses) | 3,200 | | | | 3,200 |
| TOTAL OPERATING EXPENDITURES: | \$ 11,200 | | | | \$ 11,200 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. Furniture | \$2,000 | | | | \$2,000 |
| 2. Computer | 3,000 | | | | 3,000 |
| TOTAL CAPITAL OUTLAY: | \$5,000 | | | | \$5,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$ 123,400 | | | | \$ 123,400 |

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2014 – 2018

Institutional Priority 1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Objectives

CWI will develop a system of appropriate measures to facilitate participation in the Voluntary Framework of Accountability program sponsored by the American Association of Community Colleges.

CWI will develop a system of appropriate measures to facilitate the Idaho State Board of Education Performance Measures.

Idaho State Board of Education 2013-2017 Strategic Plan

GOAL 3: Effective and Efficient Delivery Systems

Ensure educational resources are used efficiently.

Objective B: Data-driven Decision Making

Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Objective C: Administrative Efficiencies

Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

Narrative Support:

The Presidents' of the three community colleges have met on a regular basis to discuss items of importance to the colleges and one of their priorities has been to respond to legislative concerns that the data provided to them by the three colleges does not allow them to compare apples to apples and thus not to be able to come up with effective solutions to help the community colleges meet the goals of the Complete College Idaho initiative.

Description:

The Voluntary Framework for Accountability is a very intensive student tracking and analysis system created by the American Association of Community Colleges (AACC) specifically for community colleges by community colleges that allows College of Western Idaho to track a cohort of students for 6 years whether at work or in school. The system will track academic students, PTE students and Work Force Training Center non-credit students. All three community colleges have agreed to use the Voluntary Framework of Accountability tracking system beginning with academic year 2013-2014.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 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 funding for two full-time positions and related operating expenses and capital outlay to analyze the data produced to include: computer, furniture, software licensing, supplies, professional development and related travel.

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.

Project Manager III and Admin. Assistant II, full-time, benefit eligible. Anticipated hire date July 1, 2013. Current salary \$ 44,500 and 29,000 (midpoint), respectively.

- 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

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. The request is ongoing except \$5,000 for capital outlay items.

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 potential and current CWI students will be served as will the State Board of Education (SBOE) and the three community colleges as CWI will be providing data in a manner consistent with the other community colleges.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2014 budget request are not prioritized first.

This item was not listed in the final CWI budget request for FY 2014. Collaboration among all three community during this year created the shared idea.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: College of Western Idaho

FUNCTION: General Education

ACTIVITY: Dual Credit Expansion

Agency No.: 507

Function No.: 07

Activity No.:

FY 2015 Request

Page ____ of ____ Pages

Original Submission X or

Revision No. ____

| A: Decision Unit No: 12.05 | | Title: Dual Credit expansion | | | Priority Ranking 5 of 5 |
|---|------------|-------------------------------------|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 2.00 | | | | 2.00 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$ 85,000 | | | | \$ 85,000 |
| 2. Benefits | 36,100 | | | | 36,100 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$121,100 | | | | \$121,100 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Dual Credit Program | \$20,000 | | | | \$20,000 |
| 2. Scholarships | 100,000 | | | | 100,000 |
| TOTAL OPERATING EXPENDITURES: | \$ 120,000 | | | | \$ 120,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$ 241,100 | | | | \$ 241,100 |

Supports institution/agency and Board strategic plans:

College of Western Idaho Strategic Plan 2014 – 2018

Institutional Priority 1: Structure Student Success

The College of Western Idaho will implement a variety of programs to foster students' success in reaching their educational and/or career goals.

Objectives

CWI will be actively involved in college readiness efforts that prepare students for success.

Idaho State Board of Education 2013-2017 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.

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.

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?

Request is to expand the existing CWI Dual Credit program, particularly to include a new component of 'college readiness services' (see below). This approach is currently being piloted by CWI in 6 alternative high schools, with significant success in terms of preparing high school students for postsecondary education. Additionally, CWI's experience shows the largest barrier to entry into a Dual Credit program is financial: students do not have family funds to pay the dual credit costs. This request includes \$100,000, which would allow 500 students to take one three-credit course.

Dual credit has the potential to become a tangible link between secondary and post-secondary education. CWI has shifted its dual credit philosophy, when serving alternative schools, from simply focusing on curricular alignment to incorporating college readiness into its services. Since the implementation of this program the alternative schools involved in the project have grown their dual credit offerings, and the number of students going on to pursue a post-secondary degree or certificate has more than tripled in each school.

CWI administration believes that incorporating student support services into the dual credit program in a holistic way could change the course of dual credit throughout the state of Idaho. If provided the opportunity, the College of Western Idaho would like to expand its ability to provide important student service support to all partnering schools above and beyond curriculum alignment. Scholarship support would offer

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

an opportunity to break down barriers to students who would not have the ability to take advantage of dual credit otherwise. Increasing staffing in the dual credit office would greatly boost our ability to provide students with dual credit orientations, college advising workshops, campus tours and other support that will educate students on to how to utilize their dual credits and transition into a post-secondary institution, as well as train teachers and counselors more efficiently in order to create sustainable dual credit programs within schools.

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.

Professional student services admissions staff. Exact job title unknown, but will fit into the existing CWI student services job titles. Salary midpoint of \$ 42,500. Positions will be full-time, benefitted. Anticipated hire date would be July 1, 2013.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

CWI currently has three staff involved in the dual credit program, including a Director, administrative support, and one outreach coordinator.

- c. List any additional operating funds and capital items needed.

None requested outside of this Line Item.

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.

Funds requested are ongoing, for staff, regular operating expenses and scholarships.

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?

CWI expects to serve 40 additional high schools with the 'college readiness services' model. Estimated number of additional high school students served is 1,000.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2014 budget request are not prioritized first.

This request has not previously been made.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Ag Research/Extension
FUNCTION: Agricultural Research & Extension Service

Agency No.: 514

FY 2015 Request

Function No.: 02

Page 1 of 4 Pages
 Original Submission X or
 Revision No. ____

ACTIVITY: General Education

Activity No.:

| A: Decision Unit No: 12.01 | | Personnel and Operating Expenditures | | | Priority Ranking 1 of 1 |
|---|-------------|--------------------------------------|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 4.0 | | | | 4.0 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$220,000 | | | | \$220,000 |
| 2. Benefits | 90,000 | | | | 90,000 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$310,000 | | | | \$310,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Operating Expenses | \$1,200,000 | | | | \$1,200,000 |
| TOTAL OPERATING EXPENDITURES: | \$1,200,000 | | | | \$1,200,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$1,510,000 | | | | \$1,510,000 |

Supports institution/agency and Board strategic plans:

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 Agricultural Research and Extension Service (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.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

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.

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 agricultural 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?

We are requesting the following resources:

Salary (2 FTE) for Faculty

Clinical Research Faculty – Potato Pathology (Pale Cyst Nematode Eradication and Management)

In 2011, Idaho was number one in the USA in all potato production and potatoes were ranked first in value of Idaho crop production at nearly \$980 million. Pale cyst nematode (PCN) is a serious invasive pest of potato and is found in the USA only in Idaho. Left uncontrolled PCN can cause up to 80% yield loss, and worldwide accounts for more than 12% yield loss in potatoes. Idaho exports potatoes to more than 15 countries worldwide. The USA exports about 1,366,000 metric tons of potatoes per year with an estimated value of \$1.35 billion. As the largest potato-growing state in the USA, Idaho contributes greatly to this number. PCN infestation could cause a ban on export of Idaho potatoes. A proactive approach requires the development of PCN eradication tactics specific for Idaho potato production conditions. A 100% clinical research faculty position (non-tenure track) is needed to develop effective PCN eradication tools that can be used to protect Idaho's number one crop. The research program will develop and implement biological and chemical eradication strategies for PCN, which will eliminate existing infestation of

the pest and prevent further invasion of potato fields in Idaho. The goal is to protect Idaho's potato industry from this serious and invasive pest.

Tenure Track Research and Extension Faculty – Barley Agronomist

In 2011, Idaho ranked number one in the USA in barley production and barley was ranked sixth in value of crop production in Idaho at over \$300 million. Barley was harvested from 500,000 acres; over 92% of Idaho's barley was grown in south central and eastern Idaho. A tenure-track assistant professor barley agronomist faculty position is needed to advance this important Idaho agricultural industry. The position will be 70% research and 30% extension, and will be located at the Aberdeen Research and Extension Center in eastern Idaho. The research and extension program will address significant state, regional and national issues related to best management practices for sustainable barley production, including soil nutrient management for yield and end-use quality, plant health and productivity, precision agriculture, and protection of soil and water quality. The recently established Idaho Barley Commission \$1 million Idaho Barley Agronomy Endowed Professorship will provide funding to help support this barley research and extension program.

Salary (2 FTE) for Technical Support

Technical support position to support research in Potato Pathology (Pale Cyst Nematode Eradication and Management). The position will be located in Moscow on the University of Idaho campus. The support staff will assist the principle investigator with the development of new, improved PCN eradication tools that can be used to protect Idaho's potato crop. Principal responsibilities include supervising day-to-day operations of field, greenhouse, and laboratory aspects of the program; writing extension and research articles, reports and grants proposals, and preparing and presenting information to stakeholders.

Technical support position to support research and extension in Barley Agronomy. The position will be located at the Aberdeen Research and Extension Center. The support staff will assist the principle investigator with the development of new, improved best management practices for sustainable barley production, including soil nutrient management for yield and end-use quality, plant health and productivity, precision agriculture, and protection of soil and water quality. Principal responsibilities include supervising day-to-day operations of field, greenhouse, and laboratory aspects of the program; writing extension and research articles, reports and grants proposals, and preparing and presenting information to stakeholders.

Operating funds in the amount of \$1,200,000 to meet the base operational needs of the Idaho Agricultural Experiment Station and the Cooperative Extension Service programs. Previous budget reductions have eroded the funding source to maintain current operations at Research and Extension Centers throughout the state, disseminate information to the people of Idaho and meet the needs of the agriculture

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

industry. This funding is needed for current staffing to conduct research and extension activities in their areas of expertise.

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 #1 above

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No positions are available to redirect to barley agronomy or potato pathology (PCN) because ARES budget reductions during FY2009 through FY2011 caused College Agriculture and Life Sciences (CALS) to eliminate over 70 faculty and staff positions. These positions have not been refilled.

- c. List any additional operating funds and capital items needed.

See #1 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.).

100% of the requested \$1,510,000 is recurring state general fund funding.

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 citizens of Idaho, the agricultural industry, and our growing export markets will be better served through improved research and extension activities if this funding request is approved. The same constituent groups will suffer if the request for operating expenditures is not approved.

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 a high priority for FY14 also and will continue to be in future years due to the increased costs of operating research and extension intensive facilities.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Health Programs
FUNCTION: WWAMI Medical
Education

Agency No.: 515

FY 2015 Request

Function No.: 02

Page 1 of 2 Pages
 Original Submission X or
 Revision No. ____

ACTIVITY: Strategic Initiative

Activity No.:

| Continuation of Five Medical School Seats for WWAMI TRUST Program (Year Two of Four). | | | | | |
|---|-----------|-----------|---------|-------------------------|-----------|
| A: Decision Unit No: 12.01 | Title: | | | 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. Travel | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. PC and workstation | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | \$252,400 | | | | \$252,400 |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$252,400 | | | | \$252,400 |

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 year, and the ratio of Idaho applicants per funded medical student position.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 is a request for the continuation of funding for the five Idaho TRUST (Targeted Rural Under-Served Track) students added in the FY14 Budget, who will now be continuing on into their second year of medical training in the WWAMI program at the University of Washington School of Medicine in Seattle.

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.

Budget support for Year 2 is in the form of Trustee/Benefits payments under the WWAMI contract. No new positions, staffing, capital, or operating funds are included in this request. The increase in State funding goes entirely for medical student education for these 5 TRUST students admitted to the Idaho WWAMI program in 2013.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Health Education Programs

FUNCTION: University of Utah

ACTIVITY:

Agency No.: 515

Function No.: 04

Activity No.:

FY 2015 Request

Page 1 of 2 Pages

Original Submission X or

Revision No.

| A: Decision Unit No: 12.01 | | Title: Preceptor Stipends | | | 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. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | \$28,000 | | | | \$28,000 |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$28,000 | | | | \$28,000 |

Description:

The Idaho students in the residency program with the University of Utah are required to spend seven weeks in Idaho in their third year doing a four week family medicine rotation and a three week internal medicine rotation. It is becoming much more difficult to find physician mentors, or preceptors, for the Idaho students for these rotations. There are a number of contributing factors for this difficulty, but one of the problems is insufficient funding for compensation for the Idaho physician mentors. Currently the preceptors do this on a good will volunteer basis. WAMMI has been compensating the mentors for the work they do with the WAMMI students.

This request is to compensate the physician mentors \$500 per week for seven weeks times the eight sponsored third year students for a total additional \$28,000 per year. These funds would stay in Idaho and allow University of Utah to be more competitive for finding good mentors for the Idaho students.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 is for an increase in the Trustee/Benefits general funds that go directly to the University of Utah medical education program to benefit Idaho-sponsored students. It will be used to recruit and compensate Idaho physician mentors for the time and effort they expend to help train Idaho students.

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.

Trustee/Benefits increase of \$28,000.

- 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

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.

\$28,000 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?

Idaho student residents will benefit by enhanced mentoring, and Idaho citizens will profit by better trained physicians.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2013 budget request are not prioritized first.

This item was not requested in the FY 2014 budget request.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Health Education Programs
FUNCTION: Kootenai FMR CDA
Curriculum Support

Agency No.:

FY 2015 Request

Function No.:

Page ____ of ____ Pages
 Original Submission X or
 Revision No. ____

ACTIVITY: Board approved category

Activity No.:

| Kootenai FMR CDA Curriculum Support | | | | | |
|---|-----------------------|-----------|-------------------------|-------|-----------|
| A: Decision Unit No: 12.01 | Title: Support | | 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 | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. PC and workstation | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | \$180,000 | | | | \$180,000 |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$180,000 | | | | \$180,000 |

Supports institutions/agency and Board strategic plan:

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 important curriculum support of the Kootenai Health Family Medicine Coeur d'Alene Residency which will help in the start up and ongoing operations of this new family medicine residency in North Idaho. The startup date is scheduled for July 2014, with the matching of 6 first year residents. In the subsequent 2 years an additional 6 residents will be added (6 residents in July 2015 and 6 residents in July 2016) to attain the full complement 18 residents, 6 residents in each of the three years of the family medicine residency training program.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

The vision of the new program is to establish a highly desired, competitive family medicine residency program which develops and nurtures compassionate, competent family physicians. Our mission is to provide superb, comprehensive graduate medical education, resulting in physicians who are committed to life-long learning and to providing personal, patient focused care. Our core values include: Compassion: We thoughtfully approach the human condition of suffering with empathy and compassion; Quality: We are committed to life-long learning and evidence-based practice to deliver superior quality; Stewardship: We work to instill a spirit of thoughtful balance and wise use of resources.

We are specifically targeting the primary care physician shortage which exists in North Idaho and are secondarily targeting the fact that the State of Idaho is experiencing a significant physician manpower shortage, which will become more acute over the next 5 to 10 years. The State of Idaho currently ranks number 49 out of the 50 states in the number of physicians per capita. It is projected that within 5 to 7 years, approximately 20 of the present 30 family physicians in the Kootenai County region will retire. In the State of Idaho, it is projected that approximately 50% of the currently practicing family physicians will retire within the next 7 to 10 years. National research projects a shortage of 60,000 family physicians in the United States by the year 2020.

Expanding graduate medical education (GME/residency) training in Idaho has been identified as an educational and funding priority in the state of Idaho. 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) have all noted the importance of increasing the amount of GME training in Idaho. The State Board of Education rank-ordered ten recommendations towards expansion of medical education (1/26/09) with the first of these recommendations being: "Expand the development of graduate medical education (residency programs) opportunities in the State of Idaho focusing on primary care and rural practice."

Performance Measure: Percent of Kootenai Health Family Medicine Coeur d'Alene Residency graduates practicing in Idaho.

Benchmark: 60 percent

Description:

In order to train our family medicine graduates to the level of expertise and experience required for practice in rural Idaho, each resident will be spending 5 months away from the center of training in Coeur d'Alene, specifically focusing on pediatric training and on rural experience in one-month blocks at regional rural hospitals. These specific times away from the center remain unfunded. Requested funding assistance from the State of Idaho is intended to cover the costs of salary, benefits and indirect costs for these residents while away from the center.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Specific funding requests are calculated as follows: In FY 2015, salary and benefits per month equal approximately \$6,000/resident. Two months away for each resident (2X6=12), 12 multiplied by \$6,000/resident equals \$72,000 + \$108,000 (Federal GME paid to Providence Spokane for Pediatrics training in the R1 year) equals \$180,000 total. This equates to \$30,000 per resident per year.

FY 2015

Projected Operating Expenses:

| | |
|---------------------|--------------------|
| Clinic Operations | \$1,950,000 |
| Residency Operation | \$1,800,000 |
| Total: | <u>\$3,750,000</u> |

Projected Revenues:

| | |
|-------------------|-------------------|
| Clinic Revenues | \$1,800,000 |
| Fed GME (IME/DME) | \$ 796,000 |
| Kootenai Health | \$ 974,000 |
| State of Idaho | <u>\$ 180,000</u> |

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Special Programs
FUNCTION: Forest Utilization
Research

Agency No.: 516

FY 2015 Request

Function No.: 01

Page 1 of 3 Pages
 Original Submission X
 or Revision No. ____

ACTIVITY: Strategic Initiatives

Activity No.:

| A: Decision Unit No: 12.01 | | Title: FUR-Forest Operations | | | Priority Ranking 1 of 2 |
|---|----------|-------------------------------------|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 0.50 | | | | 0.50 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries (R.Keefe ½) | \$29,400 | | | | \$29,400 |
| 2. Benefits | 17,800 | | | | 17,800 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$47,200 | | | | \$47,200 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | \$5,000 | | | | \$5,000 |
| 2. Operating | 10,000 | | | | 10,000 |
| TOTAL OPERATING EXPENDITURES: | \$15,000 | | | | \$15,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. PC and workstation | \$10,000 | | | | \$10,000 |
| TOTAL CAPITAL OUTLAY: | \$10,000 | | | | \$10,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$72,200 | | | | \$72,200 |

Supports institution/agency and Board strategic plans:

Goal 1, Objectives A.1 and A.2; Goal 2, Objective A.1. This request will upgrade and develop university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship in forest operations that advances the college's strategic themes and land-grant mission and are directly linked to FUR programs in the UI Experimental Forest and Forest Nursery complex. Scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho will be enhanced by improving timber harvesting, forest productivity, regeneration, and management with respect to a full range of ecosystem services and products, including environmental quality. The direct metrics of performance will be the

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

number of CNR faculty, staff, students and constituency groups involved in scholarship or capacity building activities in forest operations research projects.

Goal 1, Objective B.2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses such as timber harvesting and processing, regeneration and rehabilitation firms, as well as governmental and non-governmental enterprises and operating units. The direct metrics of performance will be the number of non-FUR funding leveraged by FUR funded forest operations research projects.

Goal 2, Objectives A.2 and A.3. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations; in addition, foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests. The direct metrics of performance will be communities served and resulting documentable impacts from serving various communities, governmental and non-governmental organizations, and private businesses and landowners.

Goal 3, Objectives A.1, A.2 and A.3. Provide undergraduate, graduate and professional students with education and research opportunities in forest operations research and management that are integrated educational experiences with ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus, and also engage alumni and stakeholders as partners in research, learning, and outreach. The direct metrics of performance will be number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate undergraduate, graduate and professional students.

Description:

Advancing forest operations research at the University of Idaho by investing in human resources.

Forests cover nearly forty percent of Idaho and produce a wide variety of goods and services including timber, livestock forage, wildlife habitat, water resources, recreation opportunities, open space, and ecosystem services such as water purification and carbon sequestration. The ability to serve current and future generations will be influenced by our understanding of forest operations for providing these goods and services because these lands are vital to the ecological and economic health of Idaho. Improving forest operations through science and applied management in the current context of ecological and societal change will require newly integrative thinking and innovative practices to maintain and restore forest lands and the human communities that rely on them.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 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?

The College of Natural Resources is requesting \$72,200 in the Forest Utilization Research (FUR) budget to provide partial salary (half-time) support for the incumbent forest operations assistant professor, and travel, operations, and capital equipment. These resources will enhance the ability of FUR programs to work with stakeholders and leverage additional funds from other non-state sources, both of which help strengthen a traditional Idaho industry and the rural communities that long have relied upon the jobs from harvesting, transporting and processing timber into useful consumer products.

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.

The College of Natural Resources is requesting funds sufficient to provide partial (half-time) salary and benefits support for the incumbent forest operations assistant professor, a tenure-track position.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

There will not be redirection.

- c. List any additional operating funds and capital items needed.

The request includes \$5,000 for travel, \$10,000 for operating expenses, and \$10,000 for capital equipment used to process data.

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.).

Not applicable.

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 in forest operations using the requested resources will directly serve professional managers and state and private owners of Idaho timberlands and enhance the skills and tools to sustain and improve forest health and productivity. Rural communities and outdoor recreation stakeholders in Idaho benefit from productive forest lands that support economic enterprises, vigorous wildlife populations, fertile soils and clean abundant water.

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

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 has not been made previously.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Special Programs
FUNCTION: Forest Utilization
Research

Agency No.: 516

FY 2015 Request

Function No.: 01

Page 1 of 3 Pages
 Original Submission X
 or Revision No. ____

ACTIVITY: Strategic Initiatives

Activity No.:

| A: Decision Unit No: 12.01 | | Title: FUR-Policy Analysis Group | | | Priority Ranking 2 of 2 |
|--|----------|---|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.3 | | | | 1.3 |
| PERSONNEL COSTS: | | | | | |
| 2. Salaries | | | | | |
| Res Assoc chng to 1 FTE* 26,258 | \$41,300 | | | | \$41,300 |
| Admin Asst .5 15,000 | 15,500 | | | | 15,500 |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$56,800 | | | | \$56,800 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | | | | | |
| 2. Operating | \$1,000 | | | | \$1,000 |
| TOTAL OPERATING EXPENDITURES: | \$1,000 | | | | \$1,000 |
| 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 | \$60,800 | | | | \$60,800 |

*Research Associate is currently 0.2 FTE

Supports institution/agency and Board strategic plans:

Goal 1, Objective A.1. Upgrade and development of university human resource faculty and staff competencies in the Policy Analysis Group (PAG) to strengthen disciplinary and interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR. The Policy Analysis Group has a mission mandated by Idaho Code § 38-714 to provide objective data and analysis on natural resource issues important to Idaho citizens. The direct metrics of performance will be

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

the number of CNR faculty, other university faculty, and constituency groups involved in PAG-related scholarship or capacity building activities.

Goal 1, Objective B.1 and B.3. As a result of upgraded human resources, the PAG's leadership will be enhanced in addressing key research priorities that are established by an external advisory committee, as per Idaho Code § 38-714. The advisory committee helps the PAG design and conduct unbiased policy analyses to aid decision-makers and citizens understanding of natural resource and land use policy issues. The direct metrics of performance will be the number of publications related to PAG projects.

Goal 2, Objective A.3. The Policy Analysis Group (PAG) will foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests and rangelands while enhancing air and water quality that can be enhanced by improved understanding of the public policy environment that affects public and private land and resource owners, agencies, and professional managers. The direct metrics of performance will be the number of invited presentations related to PAG projects.

Description:

Advancing the College of Natural Resources Policy Analysis Group at the University of Idaho by restoring human resources lost during recent budget cuts.

Forests and rangelands are vast natural landscapes that cover more than three-fourths of Idaho and produce a wide variety of goods and services including timber, livestock forage, wildlife habitat, water resources, recreation opportunities, open space, and ecosystem services such as water purification and carbon sequestration. These lands are vital to the ecological and economic health of Idaho. The ability to serve current and future generations will be influenced by how well we understand how the management of forests and rangelands is affected by public policies that can either constrain or enhance the output of goods and services and maintain environmental quality. Objective analysis of policies that affect forest and rangelands was what drove the Idaho Legislature in 1989 to create the Policy Analysis Group (see Idaho Code § 38-714). The PAG has developed a statewide, regional, and national reputation for conducting objective analysis of a wide variety of natural resource issues, including endangered species, state and federal land management, sustainable forest management, and maintenance of air and water quality.

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?

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

The College of Natural Resources is requesting \$60,800 in the Forest Utilization Research (FUR) budget to support the reinstatement of 1.3 FTE personnel lost in budget cuts for FY 2009 by restoring the PAG budget to its FY 2008 level, plus salary enhancement to promote the incumbent research associate to research scientist. This will enhance the ability of the PAG to meet its mandated mission, described in Idaho Code § 38-714 as providing objective data and analysis of forest and rangeland policy issues important to Idaho citizens. The PAG is funded entirely through FUR.

From 1997 to 2008 the annual appropriation for PAG activities was essentially static. In 2009 the budget was cut, reducing staff from 2.5 FTE to 1.2 FTE. Current staff includes a full-time PAG director and a part-time research scientist at approximately 0.2 FTE. As a result of the budget cut, the quantity of work the PAG can do has been diminished.

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.

The College of Natural Resources is requesting funds sufficient to allow the 0.2 FTE research associate currently employed at approximately 0.2 FTE to become a full-time research scientist. The incumbent is a skilled, experienced, and highly-valued PAG employee. Before the FY 2009 budget cut, the incumbent's job description was being rewritten from research associate to research scientist. In addition, the request is to restore funds sufficient to hire a half-time administrative assistant.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The incumbent research scientist is currently employed approximately 0.2 FTE in the PAG and 0.8 FTE in another research unit in the College of Natural Resources. Funding for the 0.8 FTE portion in FY 2015 is uncertain at this time.

- c. List any additional operating funds and capital items needed.

The request includes \$1,000 for operating expenses and \$3,000 for upgrading computers and workstations.

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.).

Not applicable.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 Policy Analysis Group and the requested resources will empower forest and rangeland managers, owners and stakeholders with objective policy-related information that can be applied to sustain and improve forest and rangeland health and productivity that will benefit a wide range of interests, including economic activity in rural communities.

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 has not been made previously.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Special Programs
FUNCTION: Idaho Geological Survey
ACTIVITY: Strategic Initiatives

Agency No.: 516
 Function No.: 02
 Activity No.:

FY 2015 Request
 Page 1 of 5 Pages
 Original Submission X or
 Revision No. ____

| A: Decision Unit No: 12.01 | | Title: IGS Strategic Initiative | | | Priority Ranking 1 of 1 |
|--|----------|--|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | .50 | | | | .50 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries Administrative Assistant 1 Full Research Geologist Associate Research Geologist | \$51,400 | | | | \$51,400 |
| 2. Benefits Administrative Assistant 1 Full Research Geologist Associate Research Geologist | 15,900 | | | | 15,900 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$67,300 | | | | \$67,300 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | \$6,000 | | | | \$6,000 |
| TOTAL OPERATING EXPENDITURES: | \$6,000 | | | | \$6,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. PC (for Administrative Assistant) | \$1,000 | | | | \$1,000 |
| TOTAL CAPITAL OUTLAY: | \$1,000 | | | | \$1,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$74,300 | | | | \$74,300 |

Supports institution/agency and Board strategic plans:

This Decision Unit Strategic Initiative supports all the following elements of the IGS Strategic Plan.

GOAL 1: OUTREACH AND ENGAGEMENT (SERVICE)

Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and financial sectors, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, web site products, in-house collections and customer inquiries. Emphasize web site delivery of digital products and compliance with state documents requirements (Idaho Code 33-205). Maintain concentrated effort to collect and preserve Idaho's valuable geologic data at risk.

Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements

Performance Measure:

- Number of published reports on geology/hydrology/geologic hazards/mineral and energy resources.

Objective B: Build and deliver Web site products and develop user apps and search engines

Performance Measure:

- Number of IGS web site viewers and products used/downloaded.

GOAL 2: SCHOLARLY AND CREATIVE ACTIVITY (RESEARCH)

Advance the knowledge and practical application of geology and earth science in Idaho. Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping techniques in compliance with required state and federal GIS standards. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, regional coalitions, and state and federal resource management agencies. Pursue opportunities for public and private research partnerships.

Objective A: Sustain and enhance geological mapping and related studies

Performance Measure:

- Increase the area of modern digital geologic map coverage for Idaho by mapping in priority areas designated by the Idaho Geological Mapping Advisory Committee (IGMAC).

Objective B: Sustain and build research funding

Performance Measure:

- Externally funded grant and contract dollars

GOAL 3: TEACHING AND LEARNING (EDUCATION)

Educate clients and stakeholders in the use of earth science information for society benefit. Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Develop and deliver earth science education programs and public presentations

Performance Measure:

- Educational programs for public audiences

GOAL 4: COMMUNITY AND CULTURE (SERVICE)

We are committed to a culture of service to Idaho. We value the diversity of Idaho's geologic resources and diversity of community uses. We strive to partner with communities and stakeholders to increase the intellectual capacity to resolve resource challenges facing Idaho and consumers of our state resources.

Objective A: Develop and deliver products serving all sectors of users.]

Performance Measure and Benchmark: (included in deliverables listed in Goal 1)

Description:

Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The main office is in Moscow at the University of Idaho with satellite offices in Pocatello and Boise. The Survey accomplishes their mission through research, service, and outreach activities. The Idaho Geological Survey's goal is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments and transparent access. IGS is committed to the advancement of the science and emphasize the practical application of geology to benefit Idaho and the economic development. IGS appropriations have been drastically reduced in recent years due to the poor economy. Staffing levels and operating funds for essential programs have been cut to below adequate levels.

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 Survey is working with its Advisory Board to investigate new opportunities for survey programs. This decision unit will provide a base to develop and sustain critical programs essential to serve Idaho and move the agency forward. The agency's ability to complete its mission is inadequate in key areas.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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.

Salary (1/2 FTE) for Administrative Assistant, pay grade F. The director and agency staff unit do not have any administrative support. To effectively manage IGS an administrative assistant is essential. We anticipate hiring a half-time, benefits' eligible administrative assistant by December 2013, with funding to follow in FY15.

Salary to restore 2 Academic Year (AY) research geologists at satellite offices in Boise (Economic Geologist) and Pocatello (Hydrogeologist) to Fiscal Year (FY) appointments. One half of the research faculty is currently on AY status resulting in decline of research and service and outreach performance. Particularly since field investigations are predominantly during the summer season, FY status would restore 3 months of research, service and outreach functions for economic geology, energy, and hydrogeology programs. New economic development in Idaho is driven in a large part by geology and related earth resources and all sectors are requesting objective up-to-date science.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Research staff may be redirected to priority projects to meet current state needs.

- c. List any additional operating funds and capital items needed.

Travel funds for appropriated programs has been essentially eliminated from the OE to retain base funding for fixed OE (phone etc.) Travel is requested to perform mandated state travel (including Advisory board per *Idaho Code*, Agency representation, State Emergency Response Plan).

A desk top computer is needed for the administrative assistant position.

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.).

Personnel costs and travel are ongoing. Capital outlay is one time.

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 citizens of Idaho and the users of the state earth resources will be better served through improved research and outreach activities if this funding request is approved. The same constituent groups will suffer if the request is not approved.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 the highest priority request.

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 20, 2013

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2015 Request

FUNCTION: OSBE Administration

Function No.: 02

Page _1_ of _3 Pages

ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ____

| A: Decision Unit No: 12.01 | | Title: Web Developer | | | Priority Ranking 1 of 2 |
|--|----------|-----------------------------|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | 1.0 | | | | 1.0 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$57,300 | | | | \$57,300 |
| 2. Benefits | \$20,800 | | | | \$20,800 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$78,100 | | | | \$78,100 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. PC and monitor (OT) | \$1,200 | | | | \$1,200 |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$79,300 | | | | \$79,300 |

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.

Objective B: Data-driven Decision Making - Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes

Description:

The Office of the State Board of Education (OSBE) requests one (1) FTP and associated funding for a Web Developer position. In general, this position will enhance

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

the Board's online presence by enhancing and maintaining its website. Specifically, the position would establish policies and procedures for publishing web pages and applications; establish server directory trees, segregating public and private files; design, develop and update information in databases; develop web page infrastructure and applications; and assure web server and site technical performance.

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?

OSBE is requesting a full-time Web Developer (1 FTP) and one-time funds for a computer/monitor for the position. OSBE funded a web developer position in FY 2011, but budget cuts in FY 2012 necessitated the elimination of the position. Since then, OSBE has attempted to use consultants on an as needed basis to develop and manage its website. Basic content updates have largely been managed in-house by two members of the OSBE management team -- they do this on the side on an as-needed basis, but the maintenance of the web site has been difficult. This position will assure the Board will be able to keep its website content up to date and promote its strategic initiatives in a well-coordinated and more cost effective and efficient manner.

There are no funds in the base for this 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.

Web Developer, Pay Grade L, full-time, non-classified, benefit eligible, hire date: July 1, 2014

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing human resources are currently being redirected on an ad hoc basis to address this unmet need. If this position were approved and funded, existing operations would be impacted because it would allow the two current staff members to spend 100% of their time on their assigned duties.

- c. List any additional operating funds and capital items needed.

\$1,200 one-time CO for computer/monitor

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.

See 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?

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Policymakers and the general public would be better served by this request. If the request is not funded, OSBE will be unable to post information to its website on a timely basis and to proactively develop content which is increasingly expected by the public.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2013 budget request are not prioritized first.

This item was not requested in the FY 2014 budget request.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2015 Request

FUNCTION: OSBE Administration

Function No.: 02

Page _1_ of _2_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

| A: Decision Unit No: 12.02 | | Title: Misc. Funds Spending Authority | | | Priority Ranking 2 of 2 |
|---|---------|--|---------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | \$55,000 | | | \$55,000 |
| 2. Benefits | | \$20,000 | | | \$20,000 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | | \$75,000 | | | \$75,000 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. PC and monitor (OT) | | \$1,200 | | | \$1,200 |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | | \$76,200 | | | \$76,200 |

Idaho Code 33-2407, Powers and Duties of Director, requires the administration and enforcement of the provisions and requirements of the code provisions for postsecondary and proprietary schools. Required duties include conducting investigations and examination of the books and records of postsecondary educational institutions and proprietary schools.

Description:

The Office of the State Board of Education (OSBE) requests an increase in spending authority for Miscellaneous Funds for the Proprietary Schools Program. There are sufficient revenues in this program to accommodate this increase in expenditures. OSBE will utilize existing FTP for this position.

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?

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

OSBE is requesting an increase in Miscellaneous Funds spending authority to fund a full-time position for the Proprietary Schools program. This is a placeholder for the June Board agenda and a fully detailed request will be provided at the August Board meeting. In general, this position will assist the Proprietary Schools program by conducting investigations through site visits and field work. This important work is necessary in order to comply with Idaho Code.

A laptop computer is necessary for accumulating information during site visits.

Revenues generated from registration fees will accommodate the addition of this position.

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.

Specific information will be available in August; no FTP is being requested.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing human resources will be redirected to this new effort and no impact is anticipated to existing operations.

- c. List any additional operating funds and capital items needed.

\$1,200 one-time CO for laptop computer

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.

Existing annual registration fee revenue will accommodate the ongoing personnel costs for this position.

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?

Policymakers and the general public would be better served by this request. If the request is not funded, OSBE will be unable to investigate proprietary and postsecondary schools to the extent necessary to ensure compliance with Idaho Code.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2013 budget request are not prioritized first.

This item was not requested in the FY 2014 budget request.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Idaho Public Television

FUNCTION: Idaho Public Television

ACTIVITY:

Agency No.: 520

Function No.: 01

Activity No.:

FY 2015 Request

Page 1 of 3

Original Submission ___ or

Revision No. ____

| Repair & Maintenance Restoration of Funding | | | | | |
|--|-----------|-----------|---------|-------------------------|-----------|
| A: Decision Unit No: 12.01 | Title: | | | Priority Ranking 1 of 1 | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS - 4000: | | | | | |
| 1. Salaries | | | | | |
| 2. Benefits | | | | | |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | | | | | |
| OPERATING EXPENDITURES - 5000 | | | | | |
| by sub object: | | | | | |
| Communication Services | \$30,000 | | | | \$30,000 |
| Repair and Maintenance Services | 70,000 | | | | 70,000 |
| Gas/Fuel | 15,000 | | | | 15,000 |
| Repair and Maintenance Supplies | 15,000 | | | | 15,000 |
| TOTAL OPERATING EXPENDITURES: | \$130,000 | | | | \$130,000 |
| CAPITAL OUTLAY - 6000 | | | | | |
| by sub object: | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$130,000 | | | | \$130,000 |

Questions:

1. What is being requested and why?

To provide adequate operating support of the statewide delivery system, which includes numerous rural areas. In FY 2009, IdahoPTV lost \$81,600 in operating expenditures, which was followed by a 7.5% holdback in FY 2010 of \$124,500. This left no state funding for repairs, maintenance, gas or communication expenditures that are critical in maintaining the statewide delivery system. As a result, IdahoPTV continues to defer operational repairs and maintenance.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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. No personnel is being requested
 - b. Note any existing agency human resources that will be redirected to this new effort and how existing operations will be impacted. No change.
 - c. List any additional operating funds and capital items needed. IdahoPTV has continued to defer repairs and maintenance on the delivery system infrastructure that is critical to fulfilling its mission.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example,

This is a request for ongoing funding from general fund.

4. Who is served by this request, and what are the expected impacts of requested funding? If this request is not funded who and what are impacted?

This has a statewide impact on Idaho taxpayers with a reduced risk of delivery system failures (including the statewide Emergency Alert Service), as well as IdahoPTV's ability to fulfill its mission within the State Board of Education's mission and objectives. Funding this request will also support several mission-critical partnerships with Public Safety, universities and colleges, Idaho State Historical Society, Libraries, and legislative coverage (Idaho in Session) for all residents.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

AGENCY: Division of Vocational Rehabilitation

Agency No.: 523

FY 2015 Request

FUNCTION: Vocational Rehabilitation

Function No.: 02

Page ____ of ____ Pages

ACTIVITY: Vocational Rehabilitation

Activity No.: 02

Original Submission X or
Revision No. ____

| A: Decision Unit No: 12.01 | | Title: Corrections Transitions | | | Priority Ranking 1 of 3 |
|--|---------|---------------------------------------|-----------|-------|-------------------------|
| | | | | | |
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | 1.00 | 3.50 | | 1.0 |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | | \$42,100 | \$155,700 | | \$197,800 |
| 2. Benefits | | 20,500 | 75,900 | | 96,400 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | | \$62,600 | \$231,600 | | \$294,200 |
| OPERATING EXPENDITURES by summary object: | | | | | |
| 1. Travel | | \$1,300 | \$4,700 | | \$6,000 |
| 2. Supplies | | 400 | 2,600 | | 3,000 |
| TOTAL OPERATING EXPENDITURES: | | \$1,700 | \$7,300 | | \$9,000 |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. 6 PC's and workstations | | \$1,900 | \$7,100 | | \$9,000 |
| TOTAL CAPITAL OUTLAY: | | \$1,900 | \$7,100 | | \$9,000 |
| T/B PAYMENTS: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | | \$66,200 | \$246,000 | | \$312,200 |

Supports institution/agency and Board strategic plans:

Goal 1 Objective 1

Objective: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

Performance Measure: To enhance the level of job preparedness services to all customers.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Description:

IDVR is requesting spending authority and staffing increase to be able to provide services using funding from the Department of Corrections (DOC).

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?

IDVR is requesting spending authority of \$66,200 of state dollars and \$246,000 of federal dollars and 4.5 FTP to provide services through an agreement with DOC. IDVR currently has an agreement in the Treasure Valley with DOC and the success of the agreement has led DOC to suggest expanding the agreement to other parts of the state. This agreement helps DOC and IDVR to meet the needs of people who are leaving the prison system and have a disability so that they can get their employment situation settled as soon as possible.

Staffing level for this function is currently 114.3 FTP VR Counselors and Assistants at a cost of \$6,730,000, split between \$1,346,000 from general funds and \$5,384,000 from federal funds.

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 Vocational Rehabilitation Counselors, Non-classified equivalent to pay grade L, full-time with benefits to be hired on June 15, 2014

3 Vocational Rehabilitation Assistants, Classified pay grade I, half-time with benefits to be hired on June 15, 2014.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing human resources will be redirected to this new effort.

- c. List any additional operating funds and capital items needed.

Additional operating funds for travel and supplies and capital outlay items for computers and communication equipment are 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 assumption(s) (e.g. anticipated grants, etc.).

Miscellaneous Revenue funds are to provided by the Idaho Department of Corrections and federal funds will be from the existing basic Vocational Rehabilitation grant. The grant has been underutilized due to lack of nonfederal, matching funds.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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?

People with disabilities leaving the correctional system are the people served by this request. The impacts for this are quite significant because it helps serve people while they are most ready to look for work. Additionally research has shown that offenders who find employment are less likely to reiterate. Thus these dollars actually will help reduce future needs.

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 20, 2013

AGENCY: Office of the State Board of Education

Agency No.: 523

FY 2015 Request

FUNCTION: Vocational Rehabilitation

Function No.: 02

Page ____ of ____ Pages

ACTIVITY: Basic Grant

Activity No.: 02

Original Submission X or
Revision No. ____

| A: Decision Unit No: 12.02 | | Title: Counselor Salaries | | | Priority Ranking 2 of 3 |
|--|-----------|----------------------------------|-----------|-------|-------------------------|
| DESCRIPTION | General | Dedicated | Federal | Other | Total |
| FULL TIME POSITIONS (FTP) | | | | | |
| PERSONNEL COSTS: | | | | | |
| 1. Salaries | \$101,000 | | \$373,100 | | \$474,100 |
| 2. Benefits | 21,200 | | 78,200 | | 99,400 |
| 3. Group Position Funding | | | | | |
| TOTAL PERSONNEL COSTS: | \$122,200 | | \$451,300 | | \$573,500 |
| 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: | | | | | |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$122,200 | | \$451,300 | | \$573,500 |

Supports institution/agency and Board strategic plans:

Goal 2 Objective 5

Objective: IDVR will maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

Benchmark: Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually and all Vocational Rehabilitation Specialist positions will be in compliance with the agency's standard to reach CSPD in FFY 2014.

IDVR will have trouble meeting this standard without this increase because we are having trouble recruiting counselors that meet this standard because of the salary and we lose many counselors to Health and Welfare agencies because their pay for equivalent positions start \$3 an hour higher than ours.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Description:

IDVR is requesting funds to increase funding for our Vocational Rehabilitation Counselors (VRC) positions so that they can have a comparable salary to other state agencies with positions requiring a Master's in a similar field.

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?

IDVR has 62 VRCs and 8 Regional Managers in the agency. These VRCs provide the most essential service IDVR offers -- Counseling and Guidance. It is critical for IDVR to achieve its goals that we have high quality VRCs. Unfortunately IDVR has had trouble hiring VRCs that meet the criteria as laid out in our Comprehensive System of Personnel Development that is a part of our State Plan that is submitted to the Rehabilitation Services Administration. Our VRCs are required to have or be able to sit to become a Certified Rehabilitation Counselor (CRC). This requirement means that they have a Master's in Rehabilitation Counseling or a Master's in a similar field and 18 hours of graduate level studies in vocational rehabilitation. This severely limits our pool of candidates. In addition IDVR has lost many VRCs to other state agencies that pay substantially more for a similar education.

Staffing level for this function is currently 70.0 FTP VR Counselors and Regional Managers at a cost of \$4,816,500, split between \$963,300 from general funds and \$3,855,200 from federal funds.

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.

IDVR currently has 70 non-classified positions in the field offices that would be impacted. Position titles are Vocational Rehabilitation Counselors and Regional Managers all of them full-time with benefits.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No existing human resources will be redirected.

- c. List any additional operating funds and capital items needed.

No additional operating funds or capital outlay is 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.).

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

The federal grant is sufficient to fund up to 78.7% of this cost and those funds are currently being returned to the federal agency because the 21.3% non-federal share is insufficient.

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 ultimately makes it so IDVR can serve our customers better. By being able to recruit and retain quality VRCs, IDVR will reduce the impacts of overstaffed caseloads that result in diminished services as well as unnecessary changes between counselors that stagnate progress for the customer.

If this request is not funded IDVR will face considerable difficulty recruiting and retaining VRCs throughout the state. We have already had a lot of difficulty hiring VRCs in certain parts of the state.

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 20, 2013

AGENCY: Office of the State Board of Education

Agency No.: 523

FY 2015 Request

FUNCTION: Vocational Rehabilitation

Function No.: 02

Page ____ of ____ Pages

ACTIVITY: Basic Grant

Activity No.: 02

Original Submission X or
Revision No. ____

| | | | | | |
|--|----------------|---|----------------|-------------------------|--------------|
| A: Decision Unit No: 12.03 | | Title: Replacement of Agreements | | Priority Ranking 3 of 3 | |
| | | | | | |
| 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. Travel | | | | | |
| TOTAL OPERATING EXPENDITURES: | | | | | |
| CAPITAL OUTLAY by summary object: | | | | | |
| 1. PC and workstation | | | | | |
| TOTAL CAPITAL OUTLAY: | | | | | 0 |
| T/B PAYMENTS: | \$100,000 | \$-100,000 | | | 0 |
| LUMP SUM: | | | | | |
| GRAND TOTAL | \$100,000 | \$-100,000 | | | 0 |

Supports institution/agency and Board strategic plans:

Goal 2 Objective 2

Objective: To comply with State and Federal regulations.

Performance Measure: Demonstrate compliance with state and federal regulation through both internal and external audits with zero findings in FFY 2014.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Description:

IDVR is requesting \$100,000 of state general fund to replace money that is no longer available through third-party agreements.

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?

IDVR is requesting funds to replace two third-party agreements that will not proceed. Without these agreements IDVR will receive an audit finding in the future as well as face a Maintenance of Effort penalty from the Rehabilitation Services Administration.

IDVR had two third-party agreements: with Idaho Educational Services for the Deaf and the Blind (IESDB) and Idaho Department of Labor (DOL). The IESDB agreement was viewed as a way to use state funds to capture federal funds to meet both agencies' mission. The reality is that the restrictions regarding third-party agreements make it so that both agencies could serve people as required. The DOL agreement was ended because it was a demonstration project that did not meet expectations and thus was not continued.

1. 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.

None

- 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

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.).

Non-general funds were from agreements that will not be continued.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

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 will allow IDVR to continue to serve our customers including customers who had previously been served by the third-party agreements that are ending.

If this request is not funded we face a significant risk for audit findings and a Maintenance of Effort penalty.

4. 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 20, 2013

COLLEGE AND UNIVERSITIES OF THE STATE BOARD

SUBJECT

FY 2014 Intercollegiate Athletics Operating Budget Report

REFERENCE

April 2013

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 V.X.

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 and time to be determined by the Executive Director.”

A common reporting format has been established for reporting intercollegiate athletic revenues and expenditures. Page 3 displays a four-part pie chart that shows FY14 revenue by fund source by institution. Page 4 (FY14 Board Limits on General and Institutional Funds) separates the state General Fund limit between regular General Funds and gender equity. Note that all three universities are budgeting General Fund, gender equity, and institutional funds for athletics within their limits. LCSC is also within its limits but does not choose to use its limit for gender equity. 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:

- FY12 Actual Expenditures (June 2012) – columns 1 & 2
- Latest FY13 Estimate (May 2013) – columns 3 & 4
- Variance (\$ and %) comparing the FY12 Actual with the latest FY13 estimate – columns 5 & 6
- FY14 Operating Budget (June 2013) – columns 7 & 8
- Variance (\$ & %) comparing the FY14 proposed Budget with the FY13 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 2013 meeting the Board voted to set the general funds, including a gender equity component and institutional funds limit for athletics as follows:

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

| | General Fund | Gender Equity | Institutional |
|-------------|--------------|---------------|---------------|
| BSU | \$2,515,800 | \$1,109,700 | \$406,400 |
| ISU | \$2,515,800 | \$ 734,400 | \$568,900 |
| UI | \$2,515,800 | \$ 961,600 | \$812,800 |
| LCSC | \$ 935,300 | N/A | \$162,400 |

IMPACT

Staff and the institutions have developed an enhanced gender equity report which includes definitions and methodologies to aid the institutions in consistently measuring students, participants, financial aid, and compliance. The institutions will present their gender equity reports at the August Board meeting at which time they may request an increase to their respective gender equity limit.

Going forward the gender equity reports will be provided to the Board at the April Board meeting in order for each institution to request an increase to their gender equity limit above the normal amount calculated per Board policy.

ATTACHMENTS

Attachment 1 – FY14 Revenue by Source by Institution Page 3

Attachment 2 – FY14 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

FY12 Actual, Revised Estimates for FY13, and FY14 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

All institutions show net income and positive fund balances for FY 2014.

In reviewing the budget reports, each institution has areas in which the variance from FY13 estimate to FY14 budget is significant. The institutions are prepared to explain their respective reports and variances therein.

BOARD ACTION

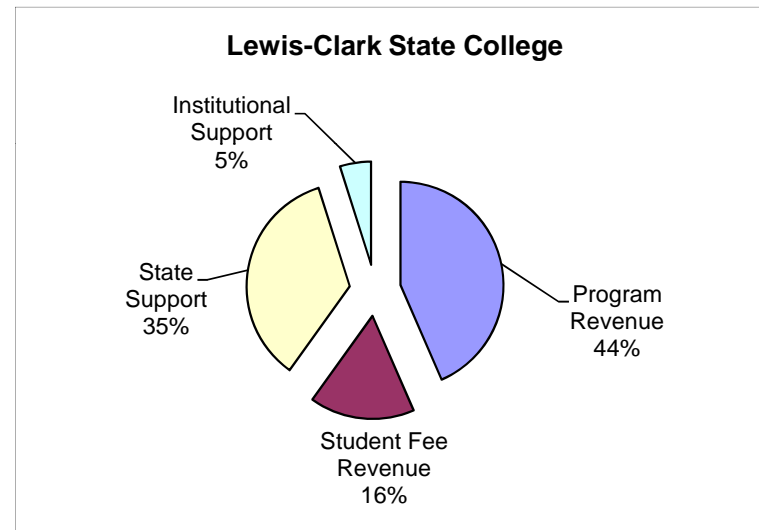
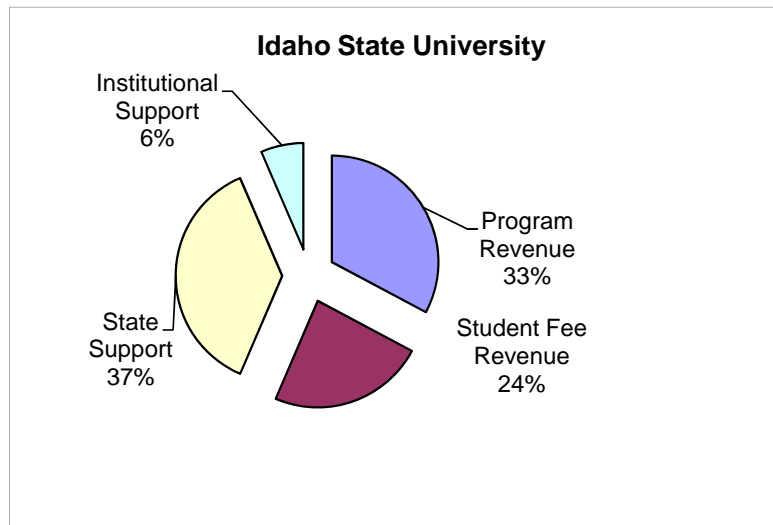
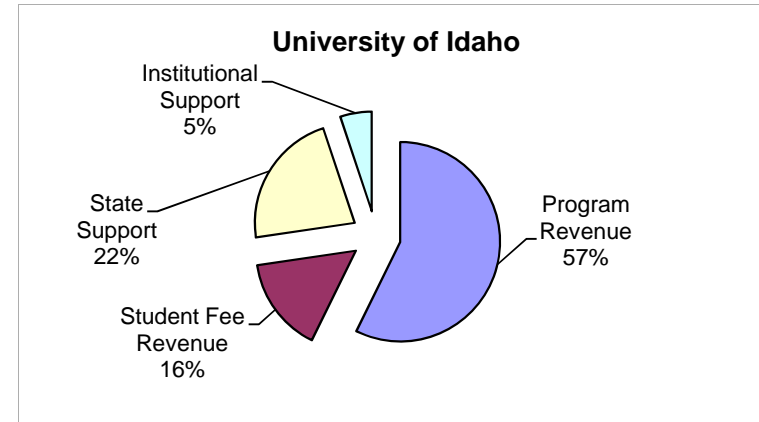
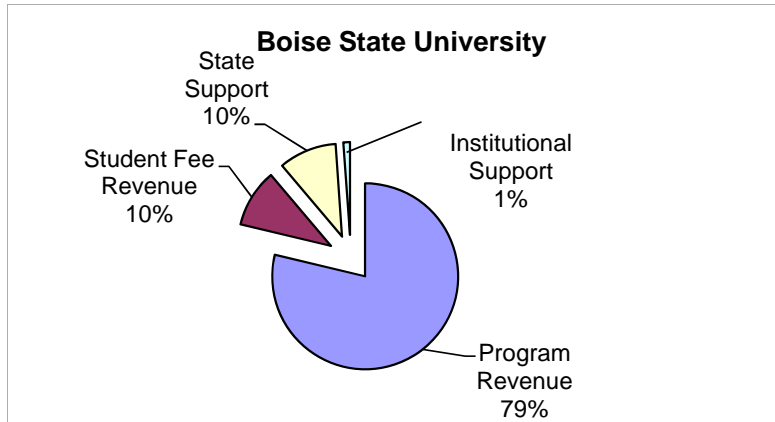
I move to accept the Athletics Operating Budget reports for Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College, as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

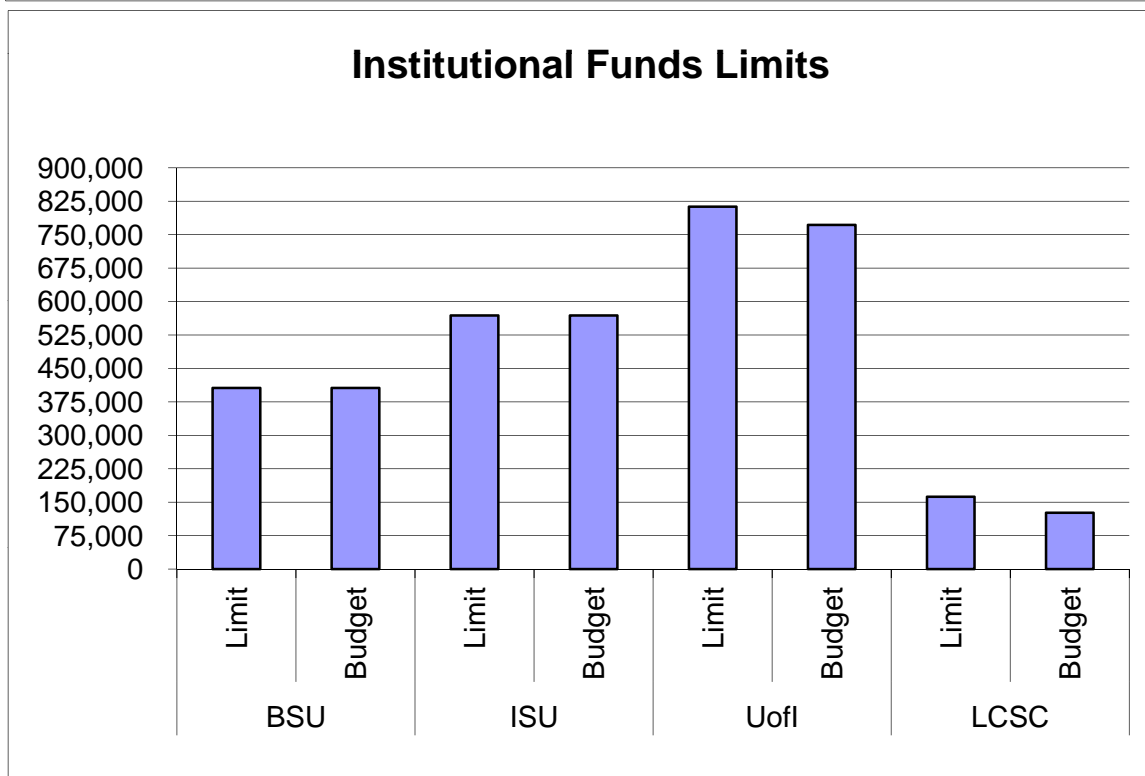
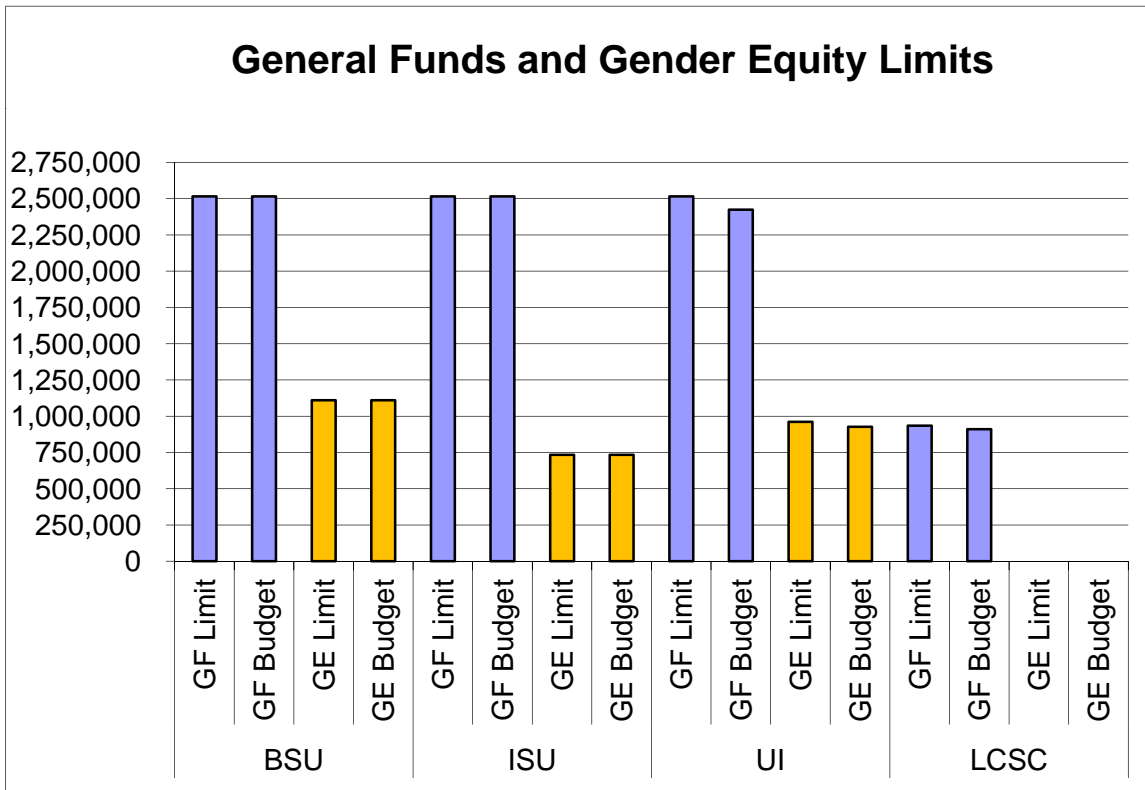
Intercollegiate Athletics

FY14 Revenue by Source by Institution

Attachment 1

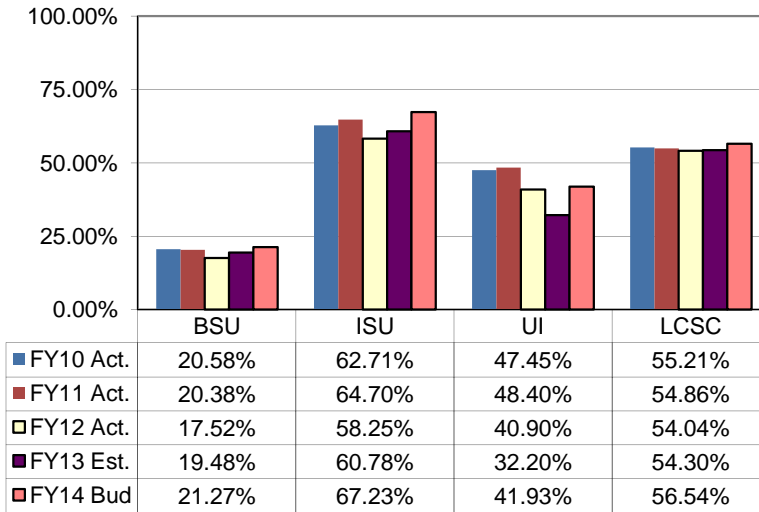


FY14 Board Limits on General and Institutional Funds



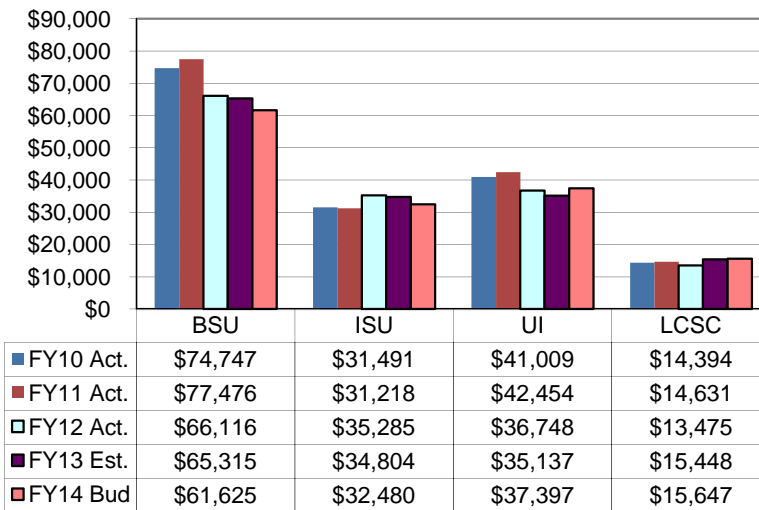
Attachment 3

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
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets

Attachment 5

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--|------------|---------|------------------------|---------|---------------------------|---------------|------------------------|---------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 1 Revenue: | | | | | | | | | | |
| 2 Program Revenue: | | | | | | | | | | |
| 3 Ticket Sales | 8,306,921 | 19.48% | 7,897,257 | 18.89% | (409,664) | -4.93% | 7,931,630 | 19.54% | 34,373 | 0.44% |
| 4 Guarantees | 2,287,500 | 5.36% | 1,575,000 | 3.77% | (712,500) | -31.15% | 615,000 | 1.52% | (960,000) | -60.95% |
| 5 Contributions | 9,261,601 | 21.72% | 10,909,746 | 26.09% | 1,648,145 | 17.80% | 9,706,761 | 23.92% | (1,202,985) | -11.03% |
| 6 NCAA/Conference/Tournaments | 3,782,335 | 8.87% | 3,561,452 | 8.52% | (220,883) | -5.84% | 4,166,483 | 10.27% | 605,031 | 16.99% |
| 7 TV/Radio/Internet Rights | 64,249 | 0.15% | 50,000 | 0.12% | (14,249) | -22.18% | 50,000 | 0.12% | 0 | 0.00% |
| 8 Program/Novelty Sales, Concessionns, Parking | 1,030,353 | 2.42% | 894,760 | 2.14% | (135,593) | -13.16% | 872,511 | 2.15% | (22,249) | -2.49% |
| 9 Royalty, Advertisement, Sponsorship | 3,668,995 | 8.60% | 3,409,107 | 8.15% | (259,888) | -7.08% | 3,491,352 | 8.60% | 82,245 | 2.41% |
| 10 Endowment/Investment Income | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 11 Other | 3,057,533 | 7.17% | 1,592,822 | 3.81% | (1,464,711) | -47.90% | 1,521,651 | 3.75% | (71,171) | -4.47% |
| 12 Total Program Revenue | 31,459,487 | 73.76% | 29,890,144 | 71.48% | (1,569,343) | -4.99% | 28,355,388 | 69.86% | (1,534,756) | -5.13% |
| 13 Non-Program Revenue: | | | | | | | | | | |
| 14 NCAA/Bowl/World Series | 385,201 | 0.90% | 213,091 | 0.51% | (172,110) | -44.68% | 29,750 | 0.07% | (183,341) | -86.04% |
| 15 Student Fees | 3,227,977 | 7.57% | 3,493,676 | 8.36% | 265,699 | 8.23% | 3,634,709 | 8.96% | 141,033 | 4.04% |
| 16 Direct State General Funds | 2,214,700 | 5.19% | 2,424,400 | 5.80% | 209,700 | 9.47% | 2,515,800 | 6.20% | 91,400 | 3.77% |
| 17 Gender Equity - General Funds | 976,872 | 2.29% | 976,872 | 2.34% | 0 | 0.00% | 1,109,700 | 2.73% | 132,828 | 13.60% |
| 18 Direct Institutional Support | 346,600 | 0.81% | 386,100 | 0.92% | 39,500 | 11.40% | 406,400 | 1.00% | 20,300 | 5.26% |
| 19 Subtotal State/Institutional Support | 3,538,172 | 8.30% | 3,787,372 | 9.06% | 249,200 | 7.04% | 4,031,900 | 9.93% | 244,528 | 6.46% |
| 20 Total Non-Program Revenue | 7,151,350 | 16.77% | 7,494,139 | 17.92% | 342,789 | 4.79% | 7,696,359 | 18.96% | 202,220 | 2.70% |
| 21 Subtotal Operating Revenue | 38,610,837 | 90.53% | 37,384,283 | 89.41% | (1,226,554) | -3.18% | 36,051,747 | 88.83% | (1,332,536) | -3.56% |
| 22 Non-Cash Revenue | | | | | | | | | | |
| 23 Third Party Support | | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 24 Indirect Institutional Support | 1,828,871 | 4.29% | 2,056,427 | 4.92% | 227,556 | 12.44% | 1,924,930 | 4.74% | (131,497) | -6.39% |
| 25 Non-Cash Revenue | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 26 Out-of-State Tuition Revenue | 2,210,648 | 5.18% | 2,373,316 | 5.68% | 162,668 | 7.36% | 2,610,648 | 6.43% | 237,332 | 10.00% |
| 27 Subtotal Non-Cash Revenue | 4,039,519 | 9.47% | 4,429,743 | 10.59% | 390,224 | 9.66% | 4,535,578 | 11.17% | 105,835 | 2.39% |
| 28 Total Revenue: | 42,650,356 | 100.00% | 41,814,026 | 100.00% | (836,330) | -1.96% | 40,587,325 | 100.00% | (1,226,701) | -2.93% |
| 29 | | | | | | | | | | |
| 30 Expenditures | | | | | | | | | | |
| 31 Operating Expenditures: | | | | | | | | | | |
| 32 Athletics Student Aid | 4,126,419 | 9.75% | 4,644,701 | 11.06% | 518,282 | 12.56% | 4,908,672 | 12.09% | 263,971 | 5.68% |
| 33 Guarantees | 633,314 | 1.50% | 637,000 | 1.52% | 3,686 | 0.58% | 838,000 | 2.06% | 201,000 | 31.55% |
| 34 Coaching Salary/Benefits | 8,169,987 | 19.31% | 9,141,994 | 21.77% | 972,007 | 11.90% | 10,028,206 | 24.71% | 886,212 | 9.69% |
| 35 Admin Staff Salary/Benefits | 5,021,919 | 11.87% | 5,251,355 | 12.51% | 229,436 | 4.57% | 5,478,924 | 13.50% | 227,569 | 4.33% |
| 36 Severence Payments | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 37 Recruiting | 411,603 | 0.97% | 432,722 | 1.03% | 21,119 | 5.13% | 432,120 | 1.06% | (602) | -0.14% |
| 38 Team Travel | 2,163,971 | 5.11% | 2,660,016 | 6.34% | 496,045 | 22.92% | 2,422,888 | 5.97% | (237,128) | -8.91% |
| 39 Equipment, Uniforms and Supplies | 1,430,251 | 3.38% | 1,218,932 | 2.90% | (211,319) | -14.77% | 1,136,416 | 2.80% | (82,516) | -6.77% |
| 40 Game Expenses | 1,790,666 | 4.23% | 1,004,918 | 2.39% | (785,748) | -43.88% | 1,023,634 | 2.52% | 18,716 | 1.86% |
| 41 Fund Raising, Marketing, Promotion | 337,076 | 0.80% | 259,892 | 0.62% | (77,184) | -22.90% | 281,291 | 0.69% | 21,399 | 8.23% |
| 42 Direct Facilities/Maint/Rentals | 8,520,267 | 20.13% | 3,612,058 | 8.60% | (4,908,209) | -57.61% | 1,756,171 | 4.33% | (1,855,887) | -51.38% |
| 43 Debt Service on Facilities | 3,383,251 | 7.99% | 5,012,328 | 11.94% | 1,629,077 | 48.15% | 5,005,383 | 12.33% | (6,945) | -0.14% |
| 44 Spirit Groups | 185,101 | 0.44% | 115,205 | 0.27% | (69,896) | -37.76% | 110,081 | 0.27% | (5,124) | -4.45% |
| 45 Medical Expenses & Insurance | 134,805 | 0.32% | 91,500 | 0.22% | (43,305) | -32.12% | 622,500 | 1.53% | 531,000 | 580.33% |
| 46 Memberships & Dues | 488,816 | 1.16% | 520,461 | 1.24% | 31,645 | 6.47% | 687,314 | 1.69% | 166,853 | 32.06% |
| 47 NCAA/Special Event/Bowls | 375,967 | 0.89% | 222,384 | 0.53% | (153,583) | -40.85% | 9,350 | 0.02% | (213,034) | -95.80% |
| 48 Other Operating Expenses | 1,107,465 | 2.62% | 2,730,778 | 6.50% | 1,623,313 | 146.58% | 1,309,668 | 3.23% | (1,421,110) | -52.04% |
| 49 Subtotal Operating Expenditures | 38,280,878 | 90.45% | 37,556,244 | 89.45% | (724,634) | -1.89% | 36,050,618 | 88.82% | (1,505,626) | -4.01% |
| 50 Non-Cash Expenditures | | | | | | | | | | |
| 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 | 1,828,871 | 4.32% | 2,056,427 | 4.90% | 227,556 | 12.44% | 1,924,930 | 4.74% | (131,497) | -6.39% |
| 54 Non-Cash Expense | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 55 Out-of-State Tuition Expense | 2,210,648 | 5.22% | 2,373,316 | 5.65% | 162,668 | 7.36% | 2,610,648 | 6.43% | 237,332 | 10.00% |
| 56 Subtotal Non-Cash Expenditures | 4,039,519 | 9.55% | 4,429,743 | 10.55% | 390,224 | 9.66% | 4,535,578 | 11.18% | 105,835 | 2.39% |
| 57 Total Expenditures: | 42,320,397 | 100.00% | 41,985,987 | 100.00% | (334,410) | -0.79% | 40,586,196 | 100.00% | (1,399,791) | -3.33% |

Boise State University
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets

Attachment 5

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|---|----------|-----|------------------------|-----|---------------------------|---------------|------------------------|-------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 58 | | | | | | | | | | |
| 59 Net Income/(deficit) | 329,959 | | (171,961) | | (501,920) | -152.12% | 1,129 | | 173,090 | -100.66% |
| 60 | | | | | | | | | | |
| 61 Ending Fund Balance 6/30 (PY Fund Balance plus Line 59) | 987,513 | | 815,552 | | (171,961) | -17.41% | 816,681 | | 1,129 | 0.14% |
| 62 | | | | | | | | | | |
| 63 Sport Camps & Clinics | | | | | | | | | | |
| 64 Revenue | 755,194 | | 400,000 | | (355,194) | -47.03% | 400,000 | 0.99% | 0 | 0.00% |
| 65 Coach Compensation from Camp | 342,655 | | 150,000 | | (192,655) | -56.22% | 150,000 | 0.37% | 0 | 0.00% |
| 66 Camp Expenses | 509,173 | | 250,000 | | (259,173) | -50.90% | 250,000 | 0.62% | 0 | 0.00% |
| 67 Total Expenses | 851,828 | | 400,000 | | (451,828) | -53.04% | 400,000 | 0.99% | 0 | 0.00% |
| 68 Ending Fund Balance 6/30-BSU Camps | 744,238 | | | | | | | | | |
| 69 Net Income from Camps | 647,604 | | 0 | | (647,604) | -100.00% | 0 | | 0 | 0.00% |

Boise State University
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets

Attachment 5

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|------------------------------------|------------|---------|------------------------|---------|---------------------------|---------------|------------------------|---------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| Revenue by Program: | | | | | | | | | | |
| 1 General Revenue: | | | | | | | | | | |
| 2 Student Fees | 3,227,977 | 8.36% | 3,493,676 | 9.35% | 265,699 | 8.23% | 3,634,709 | 10.08% | 141,033 | 4.04% |
| 3 Contributions | 9,261,601 | 23.99% | 10,909,746 | 29.18% | 1,648,145 | 17.80% | 9,706,761 | 26.92% | (1,202,985) | -11.03% |
| 4 Direct State General Funds | 2,214,700 | 5.74% | 2,424,400 | 6.49% | 209,700 | 9.47% | 2,515,800 | 6.98% | 91,400 | 3.77% |
| 5 Gender Equity - General Funds | 976,872 | 2.53% | 976,872 | 2.61% | 0 | 0.00% | 1,109,700 | 3.08% | 132,828 | 13.60% |
| 6 Institutional Support | 346,600 | 0.90% | 386,100 | 1.03% | 39,500 | 11.40% | 406,400 | 1.13% | 20,300 | 5.26% |
| 7 NCAA/Conference | 3,782,335 | 9.80% | 3,561,452 | 9.53% | (220,883) | -5.84% | 4,166,483 | 11.56% | 605,031 | 16.99% |
| 8 TV/Radio/Internet | 64,249 | 0.17% | 50,000 | 0.13% | (14,249) | -22.18% | 50,000 | 0.14% | 0 | 0.00% |
| 9 Concessions/program/etc. | 1,030,353 | 2.67% | 894,760 | 2.39% | (135,593) | -13.16% | 872,511 | 2.42% | (22,249) | -2.49% |
| 10 Advertising/sponsorship/Royalty | 3,668,995 | 9.50% | 3,409,107 | 9.12% | (259,888) | -7.08% | 3,491,352 | 9.68% | 82,245 | 2.41% |
| 11 Endowments | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 12 NCAA/Bowl/World Series | 385,201 | 1.00% | 213,091 | 0.57% | (172,110) | -44.68% | 29,750 | 0.08% | (183,341) | -86.04% |
| 13 Other | 3,057,533 | 7.92% | 1,592,822 | 4.26% | (1,464,711) | -47.90% | 1,521,651 | 4.22% | (71,171) | -4.47% |
| 14 Total General Revenue | 28,016,416 | 72.56% | 27,912,026 | 74.66% | (104,390) | -0.37% | 27,505,117 | 76.29% | (406,909) | -1.46% |
| 15 Revenue By Sport: | | | | | | | | | | |
| 16 Men's Programs: | | | | | | | | | | |
| 17 Football | | | | | | | | | | |
| 18 Ticket Sales | 7,550,296 | 19.55% | 7,147,722 | 19.12% | (402,574) | -5.33% | 6,931,465 | 19.23% | (216,257) | -3.03% |
| 19 Game Guarantees | 2,201,000 | 5.70% | 1,575,000 | 4.21% | (626,000) | -28.44% | 575,000 | 1.59% | (1,000,000) | -63.49% |
| 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 | 620,293 | 1.61% | 646,545 | 1.73% | 26,252 | 4.23% | 946,795 | 2.63% | 300,250 | 46.44% |
| 23 Game Guarantees | 85,000 | 0.22% | 0 | 0.00% | (85,000) | -100.00% | 40,000 | 0.11% | 40,000 | 100.00% |
| 24 Other (Tourn/Bowl/Conf) | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 25 Track & Field/Cross Country | 5,038 | 0.01% | 3,226 | 0.01% | (1,812) | -35.97% | 3,723 | 0.01% | 497 | 15.41% |
| 26 Tennis | 0 | 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 | 41,361 | 0.11% | 15,837 | 0.04% | (25,524) | -61.71% | 6,206 | 0.02% | (9,631) | -60.81% |
| 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 | 10,502,988 | 27.20% | 9,388,330 | 25.11% | (1,114,658) | -10.61% | 8,503,189 | 23.59% | (885,141) | -9.43% |
| 32 Women's Programs | | | | | | | | | | |
| 33 Volleyball | | | | | | | | | | |
| 34 Ticket Sales | 6,280 | 0.02% | 4,660 | 0.01% | (1,620) | -25.80% | 5,378 | 0.01% | 718 | 15.41% |
| 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 | 53,907 | 0.14% | 56,682 | 0.15% | 2,775 | 5.15% | 12,000 | 0.03% | (44,682) | -78.83% |
| 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 | 5,158 | 0.01% | 3,226 | 0.01% | (1,932) | -37.46% | 3,723 | 0.01% | 497 | 15.41% |
| 42 Tennis | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 43 Gymnastics | 9,662 | 0.03% | 7,170 | 0.02% | (2,492) | -25.79% | 8,274 | 0.02% | 1,104 | 15.40% |
| 44 Golf | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 45 Soccer | 9,662 | 0.03% | 7,170 | 0.02% | (2,492) | -25.79% | 8,274 | 0.02% | 1,104 | 15.40% |
| 46 Softball | 6,764 | 0.02% | 5,019 | 0.01% | (1,745) | -25.80% | 5,792 | 0.02% | 773 | 15.40% |
| 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 | 91,433 | 0.24% | 83,927 | 0.22% | (7,506) | -8.21% | 43,441 | 0.12% | (40,486) | -48.24% |
| 50 Total Revenue | 38,610,837 | 100.00% | 37,384,283 | 100.00% | (1,226,554) | -3.18% | 36,051,747 | 100.00% | (1,332,536) | -3.56% |

Boise State University
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets

Attachment 5

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|----------------------------------|------------|---------|------------------------|---------|---------------------------|---------------|------------------------|---------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 51 Expenditures by Sport | | | | | | | | | | |
| 52 Administrative and General | | | | | | | | | | |
| 53 Athletic Director Office | 2,151,763 | 5.62% | 1,954,366 | 5.20% | (197,397) | -9.17% | 2,374,284 | 6.59% | 419,918 | 21.49% |
| 54 Fund Raising Office | 626,932 | 1.64% | 748,451 | 1.99% | 121,519 | 19.38% | 774,272 | 2.15% | 25,821 | 3.45% |
| 55 Academics Support | 1,052,068 | 2.75% | 1,014,201 | 2.70% | (37,867) | -3.60% | 1,046,545 | 2.90% | 32,344 | 3.19% |
| 56 Media Relations | 265,624 | 0.69% | 362,051 | 0.96% | 96,427 | 36.30% | 369,637 | 1.03% | 7,586 | 2.10% |
| 57 Marketing and Promotions | 445,782 | 1.16% | 433,025 | 1.15% | (12,757) | -2.86% | 452,042 | 1.25% | 19,017 | 4.39% |
| 58 Ticket Office | 353,820 | 0.92% | 381,901 | 1.02% | 28,081 | 7.94% | 360,350 | 1.00% | (21,551) | -5.64% |
| 59 Athletic Training Room | 646,873 | 1.69% | 644,162 | 1.72% | (2,711) | -0.42% | 708,397 | 1.97% | 64,235 | 9.97% |
| 60 Memberships and Dues | 488,816 | 1.28% | 520,461 | 1.39% | 31,645 | 6.47% | 687,314 | 1.91% | 166,853 | 32.06% |
| 61 Facilities Mtn & Debt Service | 5,427,987 | 14.18% | 7,420,748 | 19.76% | 1,992,761 | 36.71% | 7,705,712 | 21.37% | 284,964 | 3.84% |
| 62 Capital Improvements | 7,187,002 | 18.77% | 2,183,248 | 5.81% | (5,003,754) | -69.62% | | 0.00% | (2,183,248) | -100.00% |
| 63 NCAA/Special Event/Bowls | 375,967 | 0.98% | 222,384 | 0.59% | (153,583) | -40.85% | 9,350 | 0.03% | (213,034) | -95.80% |
| 64 Other Miscellaneous | 2,582,069 | 6.75% | 4,504,842 | 11.99% | 1,922,773 | 74.47% | 3,408,503 | 9.45% | (1,096,339) | -24.34% |
| 65 Total Admin & General | 21,604,703 | 56.44% | 20,389,840 | 54.29% | (1,214,863) | -5.62% | 17,896,406 | 49.64% | (2,493,434) | -12.23% |
| 66 | | | | | | | | | | |
| 67 Men's Programs: | | | | | | | | | | |
| 68 Football | 8,537,612 | 22.30% | 8,991,149 | 23.94% | 453,537 | 5.31% | 9,646,406 | 26.76% | 655,257 | 7.29% |
| 69 Basketball | 1,729,154 | 4.52% | 1,655,241 | 4.41% | (73,913) | -4.27% | 1,758,116 | 4.88% | 102,875 | 6.22% |
| 70 Track & Field/Cross Country | 503,319 | 1.31% | 507,067 | 1.35% | 3,748 | 0.74% | 552,213 | 1.53% | 45,146 | 8.90% |
| 71 Tennis | 355,193 | 0.93% | 325,925 | 0.87% | (29,268) | -8.24% | 327,868 | 0.91% | 1,943 | 0.60% |
| 72 Baseball | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 73 Wrestling | 486,327 | 1.27% | 453,955 | 1.21% | (32,372) | -6.66% | 461,159 | 1.28% | 7,204 | 1.59% |
| 74 Golf | 186,419 | 0.49% | 182,850 | 0.49% | (3,569) | -1.91% | 189,223 | 0.52% | 6,373 | 3.49% |
| 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 | 11,798,024 | 30.82% | 12,116,187 | 32.26% | 318,163 | 2.70% | 12,934,985 | 35.88% | 818,798 | 6.76% |
| 78 | | | | | | | | | | |
| 79 Women's Programs | | | | | | | | | | |
| 80 Volleyball | 584,346 | 1.53% | 590,600 | 1.57% | 6,254 | 1.07% | 588,308 | 1.63% | (2,292) | -0.39% |
| 81 Basketball | 1,063,506 | 2.78% | 1,123,022 | 2.99% | 59,516 | 5.60% | 1,127,015 | 3.13% | 3,993 | 0.36% |
| 82 Track & Field/Cross Country | 591,738 | 1.55% | 596,143 | 1.59% | 4,405 | 0.74% | 649,028 | 1.80% | 52,885 | 8.87% |
| 83 Tennis | 167,725 | 0.44% | 276,250 | 0.74% | 108,525 | 64.70% | 301,852 | 0.84% | 25,602 | 9.27% |
| 84 Gymnastics | 512,089 | 1.34% | 518,909 | 1.38% | 6,820 | 1.33% | 545,239 | 1.51% | 26,330 | 5.07% |
| 85 Golf | 205,041 | 0.54% | 206,827 | 0.55% | 1,786 | 0.87% | 214,246 | 0.59% | 7,419 | 3.59% |
| 86 Soccer | 573,723 | 1.50% | 523,050 | 1.39% | (50,673) | -8.83% | 551,201 | 1.53% | 28,151 | 5.38% |
| 87 Softball | 560,874 | 1.47% | 616,475 | 1.64% | 55,601 | 9.91% | 626,111 | 1.74% | 9,636 | 1.56% |
| 88 Skiing | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 89 Swimming | 619,109 | 1.62% | 598,941 | 1.59% | (20,168) | -3.26% | 616,227 | 1.71% | 17,286 | 2.89% |
| 90 Rodeo/New Sport | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 91 Total Women's Programs | 4,878,151 | 12.74% | 5,050,217 | 13.45% | 172,066 | 3.53% | 5,219,227 | 14.48% | 169,010 | 3.35% |
| 92 | | | | | | | | | | |
| 93 Total Expenditures | 38,280,878 | 100.00% | 37,556,244 | 100.00% | (724,634) | -1.89% | 36,050,618 | 100.00% | (1,505,626) | -4.01% |

**Idaho State University
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets**

Attachment 6

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--|------------|---------|------------------------|---------|---------------------------|---------------|------------------------|---------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 1 Revenue: | | | | | | | | | | |
| 2 Program Revenue: | | | | | | | | | | |
| 3 Ticket Sales | 326,481 | 2.85% | 218,932 | 1.88% | (107,549) | -32.94% | 255,368 | 2.30% | 36,436 | 16.64% |
| 4 Guarantees | 1,099,500 | 9.60% | 1,367,500 | 11.72% | 268,000 | 24.37% | 1,219,000 | 10.97% | (148,500) | -10.86% |
| 5 Contributions | 359,422 | 3.14% | 388,600 | 3.33% | 29,178 | 8.12% | 298,200 | 2.68% | (90,400) | -23.26% |
| 6 NCAA/Conference/Tournaments | 664,303 | 5.80% | 507,939 | 4.35% | (156,364) | -23.54% | 454,769 | 4.09% | (53,170) | -10.47% |
| 7 TV/Radio/Internet Rights | 9,199 | 0.08% | 4,000 | 0.03% | (5,199) | -56.52% | 0 | 0.00% | (4,000) | -100.00% |
| 8 Program/Novelty Sales, Concessionns, Parking | 17,000 | 0.15% | 17,000 | 0.15% | 0 | 0.00% | 17,000 | 0.15% | 0 | 0.00% |
| 9 Royalty, Advertisement, Sponsorship | 767,784 | 6.70% | 464,000 | 3.98% | (303,784) | -39.57% | 547,550 | 4.93% | 83,550 | 18.01% |
| 10 Endowment/Investment Income | 23,140 | 0.20% | 17,851 | 0.15% | (5,289) | -22.86% | 18,207 | 0.16% | 356 | 1.99% |
| 11 Other | 643,142 | 5.61% | 686,160 | 5.88% | 43,018 | 6.69% | 63,569 | 0.57% | (622,591) | -90.74% |
| 12 Total Program Revenue | 3,909,971 | 34.13% | 3,671,982 | 31.48% | (237,989) | -6.09% | 2,873,663 | 25.86% | (798,319) | -21.74% |
| 13 Non-Program Revenue: | | | | | | | | | | |
| 14 NCAA/Bowl/World Series | 36,458 | 0.32% | 13,720 | 0.12% | (22,738) | -62.37% | 0 | 0.00% | (13,720) | -100.00% |
| 15 Student Fees | 2,160,685 | 18.86% | 2,062,691 | 17.68% | (97,994) | -4.54% | 2,076,837 | 18.69% | 14,146 | 0.69% |
| 16 Direct State General Funds | 2,214,700 | 19.33% | 2,485,600 | 21.31% | 270,900 | 12.23% | 2,515,800 | 22.64% | 30,200 | 1.21% |
| 17 Gender Equity - General Funds | 646,500 | 5.64% | 646,500 | 5.54% | 0 | 0.00% | 734,400 | 6.61% | 87,900 | 13.60% |
| 18 Direct Institutional Support | 485,100 | 4.23% | 516,700 | 4.43% | 31,600 | 6.51% | 568,900 | 5.12% | 52,200 | 10.10% |
| 19 Subtotal State/Institutional Support | 3,346,300 | 29.21% | 3,648,800 | 31.28% | 302,500 | 9.04% | 3,819,100 | 34.37% | 170,300 | 4.67% |
| 20 Total Non-Program Revenue | 5,543,443 | 48.38% | 5,725,211 | 49.08% | 181,768 | 3.28% | 5,895,937 | 53.06% | 170,726 | 2.98% |
| 21 Subtotal Operating Revenue | 9,453,414 | 82.51% | 9,397,193 | 80.55% | (56,221) | -0.59% | 8,769,600 | 78.92% | (627,593) | |
| 22 Non-Cash Revenue | | | | | | | | | | |
| 23 Third Party Support | 37,389 | 0.33% | 35,000 | 0.30% | (2,389) | -6.39% | 35,000 | 0.31% | 0 | 0.00% |
| 24 Indirect Institutional Support | | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 25 Non-Cash Revenue | 573,359 | 5.00% | 600,000 | 5.14% | 26,641 | 4.65% | 600,000 | 5.40% | 0 | 0.00% |
| 26 Out-of-State Tuition Revenue | 1,393,045 | 12.16% | 1,633,890 | 14.01% | 240,845 | 17.29% | 1,707,415 | 15.37% | 73,525 | 4.50% |
| 27 Subtotal Non-Cash Revenue | 2,003,793 | 17.49% | 2,268,890 | 19.45% | 265,097 | 13.23% | 2,342,415 | 21.08% | 73,525 | 3.24% |
| 28 Total Revenue: | 11,457,207 | 100.00% | 11,666,083 | 100.00% | 208,876 | 1.82% | 11,112,015 | 100.00% | (554,068) | -4.75% |
| 29 | | | | | | | | | | |
| 30 Expenditures | | | | | | | | | | |
| 31 Operating Expenditures: | | | | | | | | | | |
| 32 Athletics Student Aid | 2,130,563 | 18.59% | 2,239,035 | 19.19% | 108,472 | 5.09% | 2,411,510 | 21.70% | 172,475 | 7.70% |
| 33 Guarantees | 61,257 | 0.53% | 54,000 | 0.46% | (7,257) | -11.85% | 106,000 | 0.95% | 52,000 | 96.30% |
| 34 Coaching Salary/Benefits | 1,738,519 | 15.17% | 1,921,139 | 16.47% | 182,620 | 10.50% | 2,063,234 | 18.57% | 142,095 | 7.40% |
| 35 Admin Staff Salary/Benefits | 1,392,011 | 12.15% | 1,393,744 | 11.95% | 1,733 | 0.12% | 1,402,592 | 12.62% | 8,848 | 0.63% |
| 36 Severence Payments | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 37 Recruiting | 204,478 | 1.78% | 209,010 | 1.79% | 4,532 | 2.22% | 223,803 | 2.01% | 14,793 | 7.08% |
| 38 Team Travel | 941,467 | 8.22% | 1,108,713 | 9.50% | 167,246 | 17.76% | 971,461 | 8.74% | (137,252) | -12.38% |
| 39 Equipment, Uniforms and Supplies | 326,594 | 2.85% | 344,850 | 2.96% | 18,256 | 5.59% | 279,418 | 2.51% | (65,432) | -18.97% |
| 40 Game Expenses | 262,426 | 2.29% | 253,395 | 2.17% | (9,031) | -3.44% | 260,728 | 2.35% | 7,333 | 2.89% |
| 41 Fund Raising, Marketing, Promotion | 130,733 | 1.14% | 155,499 | 1.33% | 24,766 | 18.94% | 144,637 | 1.30% | (10,862) | -6.99% |
| 42 Direct Facilities/Maint/Rentals | 1,196,670 | 10.44% | 703,976 | 6.03% | (492,694) | -41.17% | 147,042 | 1.32% | (556,934) | -79.11% |
| 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 | 268,988 | 2.35% | 254,510 | 2.18% | (14,478) | -5.38% | 272,810 | 2.46% | 18,300 | 7.19% |
| 46 Memberships & Dues | 47,926 | 0.42% | 48,000 | 0.41% | 74 | 0.15% | 48,000 | 0.43% | 0 | 0.00% |
| 47 NCAA/Special Event/Bowls | 30,314 | 0.26% | 15,748 | 0.13% | (14,566) | -48.05% | 0 | 0.00% | (15,748) | -100.00% |
| 48 Other Operating Expenses | 724,547 | 6.32% | 695,574 | 5.96% | (28,973) | -4.00% | 438,365 | 3.94% | (257,209) | -36.98% |
| 49 Subtotal Operating Expenditures | 9,456,493 | 82.52% | 9,397,193 | 80.55% | (59,300) | -0.63% | 8,769,600 | 78.92% | (627,593) | -6.68% |
| 50 Non-Cash Expenditures | | | | | | | | | | |
| 51 3rd Party Coaches Compensation | 33,520 | 0.29% | 30,000 | 0.26% | (3,520) | -10.50% | 30,000 | 0.27% | 0 | 0.00% |
| 52 3rd Party Admin Staff Compensation | 3,869 | 0.03% | 5,000 | 0.04% | 1,131 | 29.23% | 5,000 | 0.04% | 0 | 0.00% |
| 53 Indirect Facilities & Admin Support | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 54 Non-Cash Expense | 573,359 | 5.00% | 600,000 | 5.14% | 26,641 | 4.65% | 600,000 | 5.40% | 0 | 0.00% |
| 55 Out-of-State Tuition Expense | 1,393,045 | 12.16% | 1,633,890 | 14.01% | 240,845 | 17.29% | 1,707,415 | 15.37% | 73,525 | 4.50% |
| 56 Subtotal Non-Cash Expenditures | 2,003,793 | 17.48% | 2,268,890 | 19.45% | 265,097 | 13.23% | 2,342,415 | 21.08% | 73,525 | 3.24% |
| 57 Total Expenditures: | 11,460,286 | 100.00% | 11,666,083 | 100.00% | 205,797 | 1.80% | 11,112,015 | 100.00% | (554,068) | -4.75% |

**Idaho State University
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets**

Attachment 6

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--|-----------|-----|------------------------|-----|---------------------------|---------------|------------------------|-------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 58 | | | | | | | | | | |
| 59 Net Income/(deficit) | (3,079) | | 0 | | 3,079 | -100.00% | 0 | | 0 | 0.00% |
| 60 | | | | | | | | | | |
| 61 Ending Fund Balance 6/30 (PY Fund Balance plus Line 59) | 1,422,301 | | 1,422,301 | | 0 | 0.00% | 1,422,301 | | 0 | 0.00% |
| 62 | | | | | | | | | | |
| 63 Sport Camps & Clinics | | | | | | | | | | |
| 64 Revenue | 79,570 | | 150,000 | | 70,430 | 88.51% | 150,000 | 1.35% | 0 | 0.00% |
| 65 Coach Compensation from Camp | 37,109 | | 90,000 | | 52,891 | 142.53% | 90,000 | 0.81% | 0 | 0.00% |
| 66 Camp Expenses | 54,692 | | 60,000 | | 5,308 | 9.71% | 60,000 | 0.54% | 0 | 0.00% |
| 67 Total Expenses | 91,801 | | 150,000 | | 58,199 | 63.40% | 150,000 | 1.35% | 0 | 0.00% |
| 68 | | | | | | | | | | |
| 69 Net Income from Camps | -12,231 | | 0 | | 12,231 | -100.00% | 0 | | 0 | 0.00% |

**Idaho State University
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets**

Attachment 6

| | | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|----------------------------|---------------------------------|-----------|---------|------------------------|---------|---------------------------|---------------|------------------------|---------|---------------------------|---------------|
| | | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| Revenue by Program: | | | | | | | | | | | |
| 1 | General Revenue: | | | | | | | | | | |
| 2 | Student Fees | 2,160,685 | 22.86% | 2,062,691 | 21.95% | (97,994) | -4.54% | 2,076,837 | 23.68% | 14,146 | 0.69% |
| 3 | Contributions | 359,422 | 3.80% | 388,600 | 4.14% | 29,178 | 8.12% | 298,200 | 3.40% | (90,400) | -23.26% |
| 4 | Direct State General Funds | 2,214,700 | 23.43% | 2,485,600 | 26.45% | 270,900 | 12.23% | 2,515,800 | 28.69% | 30,200 | 1.21% |
| 5 | Gender Equity - General Funds | 646,500 | 6.84% | 646,500 | 6.88% | 0 | 0.00% | 734,400 | 8.37% | 87,900 | 13.60% |
| 6 | Institutional Support | 485,100 | 5.13% | 516,700 | 5.50% | 31,600 | 6.51% | 568,900 | 6.49% | 52,200 | 10.10% |
| 7 | NCAA/Conference | 664,303 | 7.03% | 507,939 | 5.41% | (156,364) | -23.54% | 454,769 | 5.19% | (53,170) | -10.47% |
| 8 | TV/Radio/Internet | 9,199 | 0.10% | 4,000 | 0.04% | (5,199) | -56.52% | 0 | 0.00% | (4,000) | -100.00% |
| 9 | Concessions/program/etc. | 17,000 | 0.18% | 17,000 | 0.18% | 0 | 0.00% | 17,000 | 0.19% | 0 | 0.00% |
| 10 | Advertising/sponsorship/Royalty | 767,784 | 8.12% | 464,000 | 4.94% | (303,784) | -39.57% | 547,550 | 6.24% | 83,550 | 18.01% |
| 11 | Endowments | 23,140 | 0.24% | 17,851 | 0.19% | (5,289) | -22.86% | 18,207 | 0.21% | 356 | 1.99% |
| 12 | NCAA/Bowl/World Series | 36,458 | 0.39% | 13,720 | 0.15% | (22,738) | -62.37% | 0 | 0.00% | (13,720) | -100.00% |
| 13 | Other | 643,142 | 6.80% | 686,160 | 7.30% | 43,018 | 6.69% | 63,569 | 0.72% | (622,591) | -90.74% |
| 14 | Total General Revenue | 8,027,433 | 84.92% | 7,810,761 | 83.12% | (216,672) | -2.70% | 7,295,232 | 83.19% | (515,529) | -6.60% |
| 15 | Revenue By Sport: | | | | | | | | | | |
| 16 | Men's Programs: | | | | | | | | | | |
| 17 | Football | | | | | | | | | | |
| 18 | Ticket Sales | 152,189 | 1.61% | 119,480 | 1.27% | (32,709) | -21.49% | 140,000 | 1.60% | 20,520 | 17.17% |
| 19 | Game Guarantees | 720,000 | 7.62% | 970,000 | 10.32% | 250,000 | 34.72% | 840,000 | 9.58% | (130,000) | -13.40% |
| 20 | Other (Tourn/Bowl/Conf) | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 21 | Basketball | | | | | | | | | | |
| 22 | Ticket Sales | 86,292 | 0.91% | 60,000 | 0.64% | (26,292) | -30.47% | 75,474 | 0.86% | 15,474 | 25.79% |
| 23 | Game Guarantees | 328,000 | 3.47% | 320,000 | 3.41% | (8,000) | -2.44% | 320,000 | 3.65% | 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 | 3,041 | 0.03% | 2,250 | 0.02% | (791) | -26.01% | 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 | 1,289,522 | 13.64% | 1,471,730 | 15.66% | 182,208 | 14.13% | 1,377,474 | 15.71% | (94,256) | -6.40% |
| 32 | Women's Programs | | | | | | | | | | |
| 33 | Volleyball | | | | | | | | | | |
| 34 | Ticket Sales | 3,781 | 0.04% | 7,331 | 0.08% | 3,550 | 93.89% | 6,094 | 0.07% | (1,237) | -16.87% |
| 35 | Game Guarantees | 6,000 | 0.06% | 6,000 | 0.06% | 0 | 0.00% | | 0.00% | (6,000) | -100.00% |
| 36 | Other (Tourn/Bowl/Conf) | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 37 | Basketball | | | | | | | | | | |
| 38 | Ticket Sales | 76,425 | 0.81% | 25,900 | 0.28% | (50,525) | -66.11% | 25,217 | 0.29% | (683) | -2.64% |
| 39 | Game Guarantees | 44,000 | 0.47% | 69,000 | 0.73% | 25,000 | 56.82% | 59,000 | 0.67% | (10,000) | -14.49% |
| 40 | Other (Tourn/Bowl/Conf) | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 41 | Track & Field/Cross Country | 3,042 | 0.03% | 2,250 | 0.02% | (792) | -26.04% | 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 | 3,211 | 0.03% | 4,221 | 0.04% | 1,010 | 31.45% | 4,583 | 0.05% | 362 | 8.58% |
| 46 | Softball | 0 | 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 | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 49 | Total Women's Sport Rev | 136,459 | 1.44% | 114,702 | 1.22% | (21,757) | -15.94% | 96,894 | 1.10% | (17,808) | -15.53% |
| 50 | Total Revenue | 9,453,414 | 100.00% | 9,397,193 | 100.00% | (56,221) | -0.59% | 8,769,600 | 100.00% | (627,593) | -6.68% |

**Idaho State University
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets**

Attachment 6

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--------------------------------------|------------------|----------------|------------------------|----------------|---------------------------|----------------|------------------------|----------------|---------------------------|----------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 51 Expenditures by Sport | | | | | | | | | | |
| 52 Administrative and General | | | | | | | | | | |
| 53 Athletic Director Office | 656,672 | 6.94% | 640,162 | 6.81% | (16,510) | -2.51% | 605,466 | 6.90% | (34,696) | -5.42% |
| 54 Fund Raising Office | 199,881 | 2.11% | 210,597 | 2.24% | 10,716 | 5.36% | 208,907 | 2.38% | (1,690) | -0.80% |
| 55 Academics Support | 241,055 | 2.55% | 212,027 | 2.26% | (29,028) | -12.04% | 217,449 | 2.48% | 5,422 | 2.56% |
| 56 Media Relations | 181,473 | 1.92% | 180,469 | 1.92% | (1,004) | -0.55% | 183,174 | 2.09% | 2,705 | 1.50% |
| 57 Marketing and Promotions | 180,034 | 1.90% | 180,858 | 1.92% | 824 | 0.46% | 174,626 | 1.99% | (6,232) | -3.45% |
| 58 Ticket Office | | 0.00% | 0 | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 59 Athletic Training Room | 267,815 | 2.83% | 285,219 | 3.04% | 17,404 | 6.50% | 302,230 | 3.45% | 17,011 | 5.96% |
| 60 Memberships and Dues | 47,926 | 0.51% | 45,000 | 0.48% | (2,926) | -6.11% | 48,000 | 0.55% | 3,000 | 6.67% |
| 61 Facilities Mtn & Debt Service | 85,000 | 0.90% | 85,000 | 0.90% | 0 | 0.00% | 85,000 | 0.97% | 0 | 0.00% |
| 62 Capital Improvements | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 63 NCAA/Special Event/Bowls | 30,314 | 0.32% | 13,720 | 0.15% | (16,594) | -54.74% | | 0.00% | (13,720) | -100.00% |
| 64 Other Miscellaneous | 1,497,684 | 15.84% | 1,001,582 | 10.66% | (496,102) | -33.12% | 473,577 | 5.40% | (528,005) | -52.72% |
| 65 Total Admin & General | 3,387,854 | 35.83% | 2,854,634 | 30.38% | (533,220) | -15.74% | 2,298,429 | 26.21% | (556,205) | -19.48% |
| 66 | | | | | | | | | | |
| 67 Men's Programs: | | | | | | | | | | |
| 68 Football | 2,267,725 | 23.98% | 2,639,433 | 28.09% | 371,708 | 16.39% | 2,387,888 | 27.23% | (251,545) | -9.53% |
| 69 Basketball | 867,162 | 9.17% | 820,923 | 8.74% | (46,239) | -5.33% | 845,574 | 9.64% | 24,651 | 3.00% |
| 70 Track & Field/Cross Country | 308,489 | 3.26% | 312,277 | 3.32% | 3,788 | 1.23% | 321,401 | 3.66% | 9,124 | 2.92% |
| 71 Tennis | 107,912 | 1.14% | 106,978 | 1.14% | (934) | -0.87% | 118,733 | 1.35% | 11,755 | 10.99% |
| 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% |
| 77 Total Men's Programs | 3,551,288 | 37.55% | 3,879,611 | 41.28% | 328,323 | 9.25% | 3,673,596 | 41.89% | (206,015) | -5.31% |
| 78 | | | | | | | | | | |
| 79 Women's Programs | | | | | | | | | | |
| 80 Volleyball | 382,796 | 4.05% | 419,833 | 4.47% | 37,037 | 9.68% | 419,450 | 4.78% | (383) | -0.09% |
| 81 Basketball | 703,770 | 7.44% | 747,702 | 7.96% | 43,932 | 6.24% | 758,474 | 8.65% | 10,772 | 1.44% |
| 82 Track & Field/Cross Country | 414,199 | 4.38% | 420,914 | 4.48% | 6,715 | 1.62% | 456,813 | 5.21% | 35,899 | 8.53% |
| 83 Tennis | 138,800 | 1.47% | 152,895 | 1.63% | 14,095 | 10.15% | 184,879 | 2.11% | 31,984 | 20.92% |
| 84 Gymnastics | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 85 Golf | 120,128 | 1.27% | 123,342 | 1.31% | 3,214 | 2.68% | 139,966 | 1.60% | 16,624 | 13.48% |
| 86 Soccer | 413,482 | 4.37% | 419,113 | 4.46% | 5,631 | 1.36% | 460,394 | 5.25% | 41,281 | 9.85% |
| 87 Softball | 344,176 | 3.64% | 379,149 | 4.03% | 34,973 | 10.16% | 377,599 | 4.31% | (1,550) | -0.41% |
| 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% |
| 91 Total Women's Programs | 2,517,351 | 26.62% | 2,662,948 | 28.34% | 145,597 | 5.78% | 2,797,575 | 31.90% | 134,627 | 5.06% |
| 92 | | | | | | | | | | |
| 93 Total Expenditures | 9,456,493 | 100.00% | 9,397,193 | 100.00% | (59,300) | -0.63% | 8,769,600 | 100.00% | (627,593) | -6.68% |

University of Idaho
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets

Attachment 7

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--|------------|---------|------------------------|---------|---------------------------|---------------|------------------------|---------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 1 Revenue: | | | | | | | | | | |
| 2 Program Revenue: | | | | | | | | | | |
| 3 Ticket Sales | 534,127 | 2.97% | 988,746 | 4.99% | 454,619 | 85.11% | 517,000 | 2.69% | (471,746) | -47.71% |
| 4 Guarantees | 2,213,000 | 12.29% | 2,489,000 | 12.57% | 276,000 | 12.47% | 3,170,000 | 16.48% | 681,000 | 27.36% |
| 5 Contributions | 2,822,547 | 15.68% | 2,797,793 | 14.13% | (24,754) | -0.88% | 3,233,172 | 16.81% | 435,379 | 15.56% |
| 6 NCAA/Conference/Tournaments | 1,527,711 | 8.49% | 2,501,232 | 12.63% | 973,521 | 63.72% | 875,580 | 4.55% | (1,625,652) | -64.99% |
| 7 TV/Radio/Internet Rights | 50,000 | 0.28% | 50,000 | 0.25% | 0 | 0.00% | 50,000 | 0.26% | 0 | 0.00% |
| 8 Program/Novelty Sales, Concessionns, Parking | 34,250 | 0.19% | 32,850 | 0.17% | (1,400) | -4.09% | 34,100 | 0.18% | 1,250 | 3.81% |
| 9 Royalty, Advertisement, Sponsorship | 892,500 | 4.96% | 489,675 | 2.47% | (402,825) | -45.13% | 710,000 | 3.69% | 220,325 | 44.99% |
| 10 Endowment/Investment Income | 216,892 | 1.20% | 220,000 | 1.11% | 3,108 | 1.43% | 225,000 | 1.17% | 5,000 | 2.27% |
| 11 Other | 469,500 | 2.61% | 255,806 | 1.29% | (213,694) | -45.52% | 306,000 | 1.59% | 50,194 | 19.62% |
| 12 Total Program Revenue | 8,760,527 | 48.66% | 9,825,102 | 49.62% | 1,064,575 | 12.15% | 9,120,852 | 47.42% | (704,250) | -7.17% |
| 13 Non-Program Revenue: | | | | | | | | | | |
| 14 NCAA/Bowl/World Series | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 15 Student Fees | 2,335,025 | 12.97% | 2,262,621 | 11.43% | (72,404) | -3.10% | 2,295,858 | 11.94% | 33,237 | 1.47% |
| 16 Direct State General Funds | 2,214,700 | 12.30% | 2,424,400 | 12.24% | 209,700 | 9.47% | 2,515,800 | 13.08% | 91,400 | 3.77% |
| 17 Gender Equity - General Funds | 846,560 | 4.70% | 926,660 | 4.68% | 80,100 | 9.46% | 961,600 | 5.00% | 34,940 | 3.77% |
| 18 Direct Institutional Support | 666,530 | 3.70% | 772,100 | 3.90% | 105,570 | 15.84% | 812,800 | 4.23% | 40,700 | 5.27% |
| 19 Subtotal State/Institutional Support | 3,727,790 | 20.70% | 4,123,160 | 20.82% | 395,370 | 10.61% | 4,290,200 | 22.30% | 167,040 | 4.05% |
| 20 Total Non-Program Revenue | 6,062,815 | 33.67% | 6,385,781 | 32.25% | 322,966 | 5.33% | 6,586,058 | 34.24% | 200,277 | 3.14% |
| 21 Subtotal Operating Revenue | 14,823,342 | 82.33% | 16,210,883 | 81.87% | 1,387,541 | 9.36% | 15,706,910 | 81.66% | (503,973) | |
| 22 Non-Cash Revenue | | | | | | | | | | |
| 23 Third Party Support | 402,300 | 2.23% | 402,300 | 2.03% | 0 | 0.00% | 418,800 | 2.18% | 16,500 | 4.10% |
| 24 Indirect Institutional Support | 389,531 | 2.16% | 389,437 | 1.97% | (94) | -0.02% | 234,127 | 1.22% | (155,310) | -39.88% |
| 25 Non-Cash Revenue | 539,460 | 3.00% | 539,460 | 2.72% | 0 | 0.00% | 536,710 | 2.79% | (2,750) | -0.51% |
| 26 Out-of-State Tuition Revenue | 1,850,000 | 10.28% | 2,259,461 | 11.41% | 409,461 | 22.13% | 2,338,347 | 12.16% | 78,886 | 3.49% |
| 27 Subtotal Non-Cash Revenue | 3,181,291 | 17.67% | 3,590,658 | 18.13% | 409,367 | 12.87% | 3,527,984 | 18.34% | (62,674) | -1.75% |
| 28 Total Revenue: | 18,004,633 | 100.00% | 19,801,541 | 100.00% | 1,796,908 | 9.98% | 19,234,894 | 100.00% | (566,647) | -2.86% |
| 29 | | | | | | | | | | |
| 30 Expenditures | | | | | | | | | | |
| 31 Operating Expenditures: | | | | | | | | | | |
| 32 Athletics Student Aid | 3,152,441 | 17.49% | 3,281,484 | 17.30% | 129,043 | 4.09% | 3,545,062 | 18.43% | 263,578 | 8.03% |
| 33 Guarantees | 319,500 | 1.77% | 314,740 | 1.66% | (4,760) | -1.49% | 902,000 | 4.69% | 587,260 | 186.59% |
| 34 Coaching Salary/Benefits | 2,989,545 | 16.58% | 3,368,462 | 17.76% | 378,917 | 12.67% | 2,863,509 | 14.89% | (504,953) | -14.99% |
| 35 Admin Staff Salary/Benefits | 1,860,881 | 10.32% | 1,968,694 | 10.38% | 107,813 | 5.79% | 2,025,923 | 10.53% | 57,229 | 2.91% |
| 36 Severence Payments | 25,000 | 0.14% | 0 | 0.00% | (25,000) | -100.00% | 0 | 0.00% | 0 | 0.00% |
| 37 Recruiting | 413,780 | 2.30% | 411,680 | 2.17% | (2,100) | -0.51% | 363,080 | 1.89% | (48,600) | -11.81% |
| 38 Team Travel | 1,881,907 | 10.44% | 2,146,416 | 11.32% | 264,509 | 14.06% | 2,058,313 | 10.70% | (88,103) | -4.10% |
| 39 Equipment, Uniforms and Supplies | 548,250 | 3.04% | 536,571 | 2.83% | (11,679) | -2.13% | 538,711 | 2.80% | 2,140 | 0.40% |
| 40 Game Expenses | 686,164 | 3.81% | 635,256 | 3.35% | (50,908) | -7.42% | 588,909 | 3.06% | (46,347) | -7.30% |
| 41 Fund Raising, Marketing, Promotion | 266,210 | 1.48% | 233,641 | 1.23% | (32,569) | -12.23% | 275,226 | 1.43% | 41,585 | 17.80% |
| 42 Direct Facilities/Maint/Rentals | 22,000 | 0.12% | 19,500 | 0.10% | (2,500) | -11.36% | 24,229 | 0.13% | 4,729 | 24.25% |
| 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 | 376,455 | 2.09% | 342,656 | 1.81% | (33,799) | -8.98% | 388,580 | 2.02% | 45,924 | 13.40% |
| 46 Memberships & Dues | 409,100 | 2.27% | 409,100 | 2.16% | 0 | 0.00% | 259,100 | 1.35% | (150,000) | -36.67% |
| 47 NCAA/Special Event/Bowls | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 48 Other Operating Expenses | 1,894,926 | 10.51% | 1,705,369 | 8.99% | (189,557) | -10.00% | 1,874,268 | 9.74% | 168,899 | 9.90% |
| 49 Subtotal Operating Expenditures | 14,846,159 | 82.35% | 15,373,569 | 81.07% | 527,410 | 3.55% | 15,706,910 | 81.66% | 333,341 | 2.17% |
| 50 Non-Cash Expenditures | | | | | | | | | | |
| 51 3rd Party Coaches Compensation | 384,800 | 2.13% | 384,800 | 2.03% | 0 | 0.00% | 403,800 | 2.10% | 19,000 | 4.94% |
| 52 3rd Party Admin Staff Compensation | 17,500 | 0.10% | 17,500 | 0.09% | 0 | 0.00% | 15,000 | 0.08% | (2,500) | -14.29% |
| 53 Indirect Facilities & Admin Support | 389,531 | 2.16% | 389,437 | 2.05% | (94) | -0.02% | 234,127 | 1.22% | (155,310) | -39.88% |
| 54 Non-Cash Expense | 539,460 | 2.99% | 539,460 | 2.84% | 0 | 0.00% | 536,710 | 2.79% | (2,750) | -0.51% |
| 55 Out-of-State Tuition Expense | 1,850,000 | 10.26% | 2,259,461 | 11.91% | 409,461 | 22.13% | 2,338,347 | 12.16% | 78,886 | 3.49% |
| 56 Subtotal Non-Cash Expenditures | 3,181,291 | 17.65% | 3,590,658 | 18.93% | 409,367 | 12.87% | 3,527,984 | 18.34% | (62,674) | -1.75% |
| 57 Total Expenditures: | 18,027,450 | 100.00% | 18,964,227 | 100.00% | 936,777 | 5.20% | 19,234,894 | 100.00% | 270,667 | 1.43% |

University of Idaho
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets

Attachment 7

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--|----------|-----|------------------------|-----|---------------------------|---------------|------------------------|-------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 58 | | | | | | | | | | |
| 59 Net Income/(deficit) | (22,817) | | 837,314 | | 860,131 | -3769.69% | 0 | | (837,314) | -100.00% |
| 60 | | | | | | | | | | |
| 61 Ending Fund Balance 6/30 (PY Fund Balance plus Line 59) | 93,284 | | 930,598 | | 837,314 | 897.60% | 930,598 | | 0 | 0.00% |
| 62 | | | | | | | | | | |
| 63 Sport Camps & Clinics | | | | | | | | | | |
| 64 Revenue | 236,300 | | 236,300 | | 0 | 0.00% | 236,300 | 1.23% | 0 | 0.00% |
| 65 Coach Compensation from Camp | 61,828 | | 61,828 | | 0 | 0.00% | 61,828 | 0.32% | 0 | 0.00% |
| 66 Camp Expenses | 174,472 | | 174,472 | | 0 | 0.00% | 174,472 | 0.91% | 0 | 0.00% |
| 67 Total Expenses | 236,300 | | 236,300 | | 0 | 0.00% | 236,300 | 1.23% | 0 | 0.00% |
| 68 | | | | | | | | | | |
| 69 Net Income from Camps | 0 | | 0 | | 0 | 0.00% | 0 | | 0 | 0.00% |
| | | | | | | | | | | |

University of Idaho
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets

Attachment 7

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|------------------------------------|------------|---------|------------------------|---------|---------------------------|---------------|------------------------|---------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| Revenue by Program: | | | | | | | | | | |
| 1 General Revenue: | | | | | | | | | | |
| 2 Student Fees | 2,335,025 | 15.75% | 2,262,621 | 13.96% | (72,404) | -3.10% | 2,295,858 | 14.62% | 33,237 | 1.47% |
| 3 Contributions | 2,822,547 | 19.04% | 2,797,793 | 17.26% | (24,754) | -0.88% | 3,233,172 | 20.58% | 435,379 | 15.56% |
| 4 Direct State General Funds | 2,214,700 | 14.94% | 2,424,400 | 14.96% | 209,700 | 9.47% | 2,515,800 | 16.02% | 91,400 | 3.77% |
| 5 Gender Equity - General Funds | 846,560 | 5.71% | 926,660 | 5.72% | 80,100 | 9.46% | 961,600 | 6.12% | 34,940 | 3.77% |
| 6 Institutional Support | 666,530 | 4.50% | 772,100 | 4.76% | 105,570 | 15.84% | 812,800 | 5.17% | 40,700 | 5.27% |
| 7 NCAA/Conference | 1,527,711 | 10.31% | 2,501,232 | 15.43% | 973,521 | 63.72% | 875,580 | 5.57% | (1,625,652) | -64.99% |
| 8 TV/Radio/Internet | 50,000 | 0.34% | 50,000 | 0.31% | 0 | 0.00% | 50,000 | 0.32% | 0 | 0.00% |
| 9 Concessions/program/etc. | 34,250 | 0.23% | 32,850 | 0.20% | (1,400) | -4.09% | 34,100 | 0.22% | 1,250 | 3.81% |
| 10 Advertising/sponsorship/Royalty | 892,500 | 6.02% | 489,675 | 3.02% | (402,825) | -45.13% | 710,000 | 4.52% | 220,325 | 44.99% |
| 11 Endowments | 216,892 | 1.46% | 220,000 | 1.36% | 3,108 | 1.43% | 225,000 | 1.43% | 5,000 | 2.27% |
| 12 NCAA/Bowl/World Series | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 13 Other | 469,500 | 3.17% | 255,806 | 1.58% | (213,694) | -45.52% | 306,000 | 1.95% | 50,194 | 19.62% |
| 14 Total General Revenue | 12,076,215 | 81.47% | 12,733,137 | 78.55% | 656,922 | 5.44% | 12,019,910 | 76.53% | (713,227) | -5.60% |
| 15 Revenue By Sport: | | | | | | | | | | |
| 16 Men's Programs: | | | | | | | | | | |
| 17 Football | | | | | | | | | | |
| 18 Ticket Sales | 449,424 | 3.03% | 918,362 | 5.67% | 468,938 | 104.34% | 425,000 | 2.71% | (493,362) | -53.72% |
| 19 Game Guarantees | 2,075,000 | 14.00% | 2,350,000 | 14.50% | 275,000 | 13.25% | 3,035,000 | 19.32% | 685,000 | 29.15% |
| 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 | 69,703 | 0.47% | 55,384 | 0.34% | (14,319) | -20.54% | 80,000 | 0.51% | 24,616 | 44.45% |
| 23 Game Guarantees | 87,000 | 0.59% | 90,000 | 0.56% | 3,000 | 3.45% | 77,000 | 0.49% | (13,000) | -14.44% |
| 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 | 2,681,127 | 18.09% | 3,413,746 | 21.06% | 732,619 | 27.33% | 3,617,000 | 23.03% | 203,254 | 5.95% |
| 32 Women's Programs | | | | | | | | | | |
| 33 Volleyball | | | | | | | | | | |
| 34 Ticket Sales | 8,000 | 0.05% | 8,000 | 0.05% | 0 | 0.00% | 6,000 | 0.04% | (2,000) | -25.00% |
| 35 Game Guarantees | 3,000 | 0.02% | 5,000 | 0.03% | 2,000 | 66.67% | 0 | 0.00% | (5,000) | -100.00% |
| 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 | 7,000 | 0.05% | 7,000 | 0.04% | 0 | 0.00% | 6,000 | 0.04% | (1,000) | -14.29% |
| 39 Game Guarantees | 44,000 | 0.30% | 40,000 | 0.25% | (4,000) | -9.09% | 58,000 | 0.37% | 18,000 | 45.00% |
| 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 | 4,000 | 0.03% | 4,000 | 0.02% | 0 | 0.00% | 0 | 0.00% | (4,000) | -100.00% |
| 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 | 66,000 | 0.45% | 64,000 | 0.39% | (2,000) | -3.03% | 70,000 | 0.45% | 6,000 | 9.38% |
| 50 Total Revenue | 14,823,342 | 100.00% | 16,210,883 | 100.00% | 1,387,541 | 9.36% | 15,706,910 | 100.00% | (503,973) | -3.11% |

University of Idaho
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets

Attachment 7

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--------------------------------------|-------------------|----------------|------------------------|----------------|---------------------------|---------------|------------------------|----------------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 51 Expenditures by Sport | | | | | | | | | | |
| 52 Administrative and General | | | | | | | | | | |
| 53 Athletic Director Office | 964,776 | 6.50% | 823,306 | 5.36% | (141,470) | -14.66% | 792,568 | 5.05% | (30,738) | -3.73% |
| 54 Fund Raising Office | 363,748 | 2.45% | 351,299 | 2.29% | (12,449) | -3.42% | 347,860 | 2.21% | (3,439) | -0.98% |
| 55 Academics Support | 151,929 | 1.02% | 155,546 | 1.01% | 3,617 | 2.38% | 196,781 | 1.25% | 41,235 | 26.51% |
| 56 Media Relations | 193,769 | 1.31% | 193,879 | 1.26% | 110 | 0.06% | 194,576 | 1.24% | 697 | 0.36% |
| 57 Marketing and Promotions | 181,666 | 1.22% | 191,390 | 1.24% | 9,724 | 5.35% | 225,482 | 1.44% | 34,092 | 17.81% |
| 58 Ticket Office | 268,415 | 1.81% | 203,215 | 1.32% | (65,200) | -24.29% | 203,618 | 1.30% | 403 | 0.20% |
| 59 Athletic Training Room | 585,811 | 3.95% | 265,000 | 1.72% | (320,811) | -54.76% | 307,000 | 1.95% | 42,000 | 15.85% |
| 60 Memberships and Dues | 409,100 | 2.76% | 409,100 | 2.66% | 0 | 0.00% | 259,100 | 1.65% | (150,000) | -36.67% |
| 61 Facilities Mtn & Debt Service | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 62 Capital Improvements | 14,000 | 0.09% | 18,500 | 0.12% | 4,500 | 32.14% | 17,250 | 0.11% | (1,250) | -6.76% |
| 63 NCAA/Special Event/Bowls | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 64 Other Miscellaneous | 881,703 | 5.94% | 1,330,217 | 8.65% | 448,514 | 50.87% | 1,403,870 | 8.94% | 73,653 | 5.54% |
| 65 Total Admin & General | 4,014,917 | 27.04% | 3,941,452 | 25.64% | (73,465) | -1.83% | 3,948,105 | 25.14% | 6,653 | 0.17% |
| 66 | | | | | | | | | | |
| 67 Men's Programs: | | | | | | | | | | |
| 68 Football | 4,904,770 | 33.04% | 5,392,657 | 35.08% | 487,887 | 9.95% | 5,714,530 | 36.38% | 321,873 | 5.97% |
| 69 Basketball | 1,386,010 | 9.34% | 1,301,415 | 8.47% | (84,595) | -6.10% | 1,324,528 | 8.43% | 23,113 | 1.78% |
| 70 Track & Field/Cross Country | 412,494 | 2.78% | 427,689 | 2.78% | 15,195 | 3.68% | 434,931 | 2.77% | 7,242 | 1.69% |
| 71 Tennis | 184,955 | 1.25% | 195,215 | 1.27% | 10,260 | 5.55% | 203,614 | 1.30% | 8,399 | 4.30% |
| 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 | 195,428 | 1.32% | 207,827 | 1.35% | 12,399 | 6.34% | 209,257 | 1.33% | 1,430 | 0.69% |
| 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 | 7,083,657 | 47.71% | 7,524,803 | 48.95% | 441,146 | 6.23% | 7,886,860 | 50.21% | 362,057 | 4.81% |
| 78 | | | | | | | | | | |
| 79 Women's Programs | | | | | | | | | | |
| 80 Volleyball | 663,308 | 4.47% | 720,074 | 4.68% | 56,766 | 8.56% | 688,463 | 4.38% | (31,611) | -4.39% |
| 81 Basketball | 1,039,776 | 7.00% | 1,058,240 | 6.88% | 18,464 | 1.78% | 1,001,564 | 6.38% | (56,676) | -5.36% |
| 82 Track & Field/Cross Country | 506,468 | 3.41% | 523,949 | 3.41% | 17,481 | 3.45% | 538,341 | 3.43% | 14,392 | 2.75% |
| 83 Tennis | 236,204 | 1.59% | 238,276 | 1.55% | 2,072 | 0.88% | 247,935 | 1.58% | 9,659 | 4.05% |
| 84 Gymnastics | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 85 Golf | 227,670 | 1.53% | 238,771 | 1.55% | 11,101 | 4.88% | 252,678 | 1.61% | 13,907 | 5.82% |
| 86 Soccer | 556,383 | 3.75% | 606,526 | 3.95% | 50,143 | 9.01% | 621,486 | 3.96% | 14,960 | 2.47% |
| 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% | 0 | 0.00% |
| 89 Swimming | 517,776 | 3.49% | 521,478 | 3.39% | 3,702 | 0.71% | 521,478 | 3.32% | 0 | 0.00% |
| 90 Rodeo/New Sport | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 91 Total Women's Programs | 3,747,585 | 25.24% | 3,907,314 | 25.42% | 159,729 | 4.26% | 3,871,945 | 24.65% | (35,369) | -0.91% |
| 92 | | | | | | | | | | |
| 93 Total Expenditures | 14,846,159 | 100.00% | 15,373,569 | 100.00% | 527,410 | 3.55% | 15,706,910 | 100.00% | 333,341 | 2.17% |

**Lewis Clark College
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets**

Attachment 8

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--|------------------|----------------|------------------------|----------------|---------------------------|---------------|------------------------|----------------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 1 Revenue: | | | | | | | | | | |
| 2 Program Revenue: | | | | | | | | | | |
| 3 Ticket Sales | 37,159 | 1.02% | 39,150 | 0.99% | 1,991 | 5.36% | 35,000 | 0.86% | (4,150) | -10.60% |
| 4 Guarantees | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 5 Contributions | 624,717 | 17.23% | 650,778 | 16.38% | 26,061 | 4.17% | 581,700 | 14.32% | (69,078) | -10.61% |
| 6 NCAA/Conference/Tournaments | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 7 TV/Radio/Internet Rights | 5,700 | 0.16% | 6,500 | 0.16% | 800 | 14.04% | 7,300 | 0.18% | 800 | 12.31% |
| 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 | 667,576 | 18.41% | 696,428 | 17.53% | 28,852 | 4.32% | 624,000 | 15.36% | (72,428) | -10.40% |
| 13 Non-Program Revenue: | | | | | | | | | | |
| 14 NCAA/Bowl/World Series | 416,796 | 11.49% | 460,800 | 11.60% | 44,004 | 10.56% | 500,000 | 12.31% | 39,200 | 8.51% |
| 15 Student Fees | 386,450 | 10.66% | 409,225 | 10.30% | 22,775 | 5.89% | 425,000 | 10.46% | 15,775 | 3.85% |
| 16 Direct State General Funds | 762,186 | 21.02% | 839,480 | 21.13% | 77,294 | 10.14% | 910,650 | 22.41% | 71,170 | 8.48% |
| 17 Gender Equity - General Funds | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 18 Direct Institutional Support | 126,500 | 3.49% | 126,500 | 3.18% | 0 | 0.00% | 126,500 | 3.11% | 0 | 0.00% |
| 19 Subtotal State/Institutional Support | 888,686 | 24.50% | 965,980 | 24.31% | 77,294 | 8.70% | 1,037,150 | 25.52% | 71,170 | 7.37% |
| 20 Total Non-Program Revenue | 1,691,932 | 46.65% | 1,836,005 | 46.21% | 144,073 | 8.52% | 1,962,150 | 48.29% | 126,145 | 6.87% |
| 21 Subtotal Operating Revenue | 2,359,508 | 65.06% | 2,532,433 | 63.73% | 172,925 | 7.33% | 2,586,150 | 63.65% | 53,717 | 2.12% |
| 22 Non-Cash Revenue | | | | | | | | | | |
| 23 Third Party Support | 29,250 | 0.81% | 32,600 | 0.82% | 3,350 | 11.45% | 32,400 | 0.80% | (200) | -0.61% |
| 24 Indirect Institutional Support | 160,123 | 4.42% | 176,014 | 4.43% | 15,891 | 9.92% | 197,000 | 4.85% | 20,986 | 11.92% |
| 25 Non-Cash Revenue | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 26 Out-of-State Tuition Revenue | 1,077,904 | 29.72% | 1,232,394 | 31.02% | 154,490 | 14.33% | 1,247,800 | 30.71% | 15,406 | 1.25% |
| 27 Subtotal Non-Cash Revenue | 1,267,277 | 34.94% | 1,441,008 | 36.27% | 173,731 | 13.71% | 1,477,200 | 36.35% | 36,192 | 2.51% |
| 28 Total Revenue: | 3,626,785 | 100.00% | 3,973,441 | 100.00% | 346,656 | 9.56% | 4,063,350 | 100.00% | 89,909 | 2.26% |
| 29 | | | | | | | | | | |
| 30 Expenditures | | | | | | | | | | |
| 31 Operating Expenditures: | | | | | | | | | | |
| 32 Athletics Student Aid | 460,623 | 13.14% | 519,560 | 13.49% | 58,937 | 12.80% | 573,000 | 14.17% | 53,440 | 10.29% |
| 33 Guarantees | 37,555 | 1.07% | 27,078 | 0.70% | (10,477) | -27.90% | 38,500 | 0.95% | 11,422 | 42.18% |
| 34 Coaching Salary/Benefits | 409,133 | 11.68% | 497,855 | 12.93% | 88,722 | 21.69% | 569,436 | 14.08% | 71,581 | 14.38% |
| 35 Admin Staff Salary/Benefits | 266,289 | 7.60% | 248,934 | 6.46% | (17,355) | -6.52% | 246,464 | 6.10% | (2,470) | -0.99% |
| 36 Severance Payments | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 37 Recruiting | 32,122 | 0.92% | 33,923 | 0.88% | 1,801 | 5.61% | 30,200 | 0.75% | (3,723) | -10.97% |
| 38 Team Travel | 299,834 | 8.56% | 294,353 | 7.64% | (5,481) | -1.83% | 303,000 | 7.49% | 8,647 | 2.94% |
| 39 Equipment, Uniforms and Supplies | 154,149 | 4.40% | 186,790 | 4.85% | 32,641 | 21.17% | 174,180 | 4.31% | (12,610) | -6.75% |
| 40 Game Expenses | 66,101 | 1.89% | 78,450 | 2.04% | 12,349 | 18.68% | 71,070 | 1.76% | (7,380) | -9.41% |
| 41 Fund Raising, Marketing, Promotion | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 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 | 15,600 | 0.45% | 15,600 | 0.41% | 0 | 0.00% | 15,500 | 0.38% | (100) | -0.64% |
| 46 Memberships & Dues | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 47 NCAA/Special Event/Bowls | 429,826 | 12.27% | 442,400 | 11.49% | 12,574 | 2.93% | 480,000 | 11.87% | 37,600 | 8.50% |
| 48 Other Operating Expenses | 65,672 | 1.87% | 64,934 | 1.69% | (738) | -1.12% | 64,800 | 1.60% | (134) | -0.21% |
| 49 Subtotal Operating Expenditures | 2,236,904 | 63.84% | 2,409,877 | 62.58% | 172,973 | 7.73% | 2,566,150 | 63.47% | 156,273 | 6.48% |
| 50 Non-Cash Expenditures | | | | | | | | | | |
| 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 | 160,123 | 4.57% | 176,014 | 4.57% | 15,891 | 9.92% | 197,000 | 4.87% | 20,986 | 11.92% |
| 54 Non-Cash Expense | 29,250 | 0.83% | 32,600 | 0.85% | 3,350 | 11.45% | 32,400 | 0.80% | (200) | -0.61% |
| 55 Out-of-State Tuition Expense | 1,077,904 | 30.76% | 1,232,394 | 32.00% | 154,490 | 14.33% | 1,247,800 | 30.86% | 15,406 | 1.25% |
| 56 Subtotal Non-Cash Expenditures | 1,267,277 | 36.16% | 1,441,008 | 37.42% | 173,731 | 13.71% | 1,477,200 | 36.53% | 36,192 | 2.51% |
| 57 Total Expenditures: | 3,504,181 | 100.00% | 3,850,885 | 100.00% | 346,704 | 9.89% | 4,043,350 | 100.00% | 192,465 | 5.00% |

Lewis Clark State College
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets

Attachment 8

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--|----------|-----|------------------------|-----|---------------------------|---------------|------------------------|-------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 58 | | | | | | | | | | |
| 59 Net Income/(deficit) | 122,604 | | 122,556 | | (48) | -0.04% | 20,000 | | (102,556) | -83.68% |
| 60 | | | | | | | | | | |
| 61 Ending Fund Balance 6/30 (PY Fund Balance plus Line 59) | 218,029 | | 340,585 | | 122,556 | 56.21% | 360,585 | | 20,000 | 5.87% |
| 62 | | | | | | | | | | |
| 63 Sport Camps & Clinics | | | | | | | | | | |
| 64 Revenue | 84,417 | | 112,920 | | 28,503 | 33.76% | 113,000 | 2.79% | 80 | 0.07% |
| 65 Coach Compensation from Camp | 24,296 | | 25,144 | | 848 | 3.49% | 25,000 | 0.62% | (144) | -0.57% |
| 66 Camp Expenses | 27,096 | | 37,316 | | 10,220 | 37.72% | 37,000 | 0.92% | (316) | -0.85% |
| 67 Total Expenses | 51,392 | | 62,460 | | 11,068 | 21.54% | 62,000 | 1.53% | (460) | -0.74% |
| 68 | | | | | | | | | | |
| 69 Net Income from Camps | 33,025 | | 50,460 | | 17,435 | 52.79% | 51,000 | | 540 | 1.07% |
| | | | | | | | | | | |

**Lewis Clark College
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets**

Attachment 8

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--|-----------|---------|------------------------|---------|---------------------------|---------------|------------------------|---------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| Revenue by Program: | | | | | | | | | | |
| 1 General Revenue: | | | | | | | | | | |
| 2 Student Fees | 386,450 | 16.38% | 409,225 | 16.16% | 22,775 | 5.89% | 425,000 | 16.43% | 15,775 | 3.85% |
| 3 Contributions | 180,824 | 7.66% | 192,204 | 7.59% | 11,380 | 6.29% | 217,700 | 8.42% | 25,496 | 13.27% |
| 4 Direct State General Funds | 762,186 | 32.30% | 839,480 | 33.15% | 77,294 | 10.14% | 910,650 | 35.21% | 71,170 | 8.48% |
| 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 | 5.36% | 126,500 | 5.00% | 0 | 0.00% | 126,500 | 4.89% | 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 | 5,700 | 0.24% | 6,500 | 0.26% | 800 | 14.04% | 7,300 | 0.28% | 800 | 12.31% |
| 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 | 416,796 | 17.66% | 460,800 | 18.20% | 44,004 | 10.56% | 500,000 | 19.33% | 39,200 | 8.51% |
| 13 Other | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 14 Total General Revenue | 1,878,456 | 79.61% | 2,034,709 | 80.35% | 156,253 | 8.32% | 2,187,150 | 84.57% | 152,441 | 7.49% |
| 15 Revenue By Sport: | | | | | | | | | | |
| 16 Men's Programs: | | | | | | | | | | |
| 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 | 8,175 | 0.35% | 8,613 | 0.34% | 438 | 5.36% | 7,700 | 0.30% | (913) | -10.60% |
| 23 Game Guarantees | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 24 Contributions (Fundraising) | 57,921 | 2.45% | 76,135 | 3.01% | 18,214 | 31.45% | 35,000 | 1.35% | (41,135) | -54.03% |
| 24 Other (Tourn/Bowl/Conf) | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 25 Track & Field/Cross Country (Contributions & Fundraising) | 27,536 | 1.17% | 28,006 | 1.11% | 470 | 1.71% | 25,000 | 0.97% | (3,006) | -10.73% |
| 26 Tennis (Contributions & Fundraising) | 5,360 | 0.23% | 3,934 | 0.16% | (1,426) | -26.60% | 11,000 | 0.43% | 7,066 | 179.61% |
| 27 Baseball | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 28 Ticket Sales | 18,579 | 0.79% | 19,575 | 0.77% | 996 | 5.36% | 17,500 | 0.68% | (2,075) | -10.60% |
| 29 Contributions (Fundraising) | 74,067 | 3.14% | 92,268 | 3.64% | 18,201 | 24.57% | 93,000 | 3.60% | 732 | 0.79% |
| 29 Wrestling | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 30 Golf (Contributions & Fundraising) | 16,385 | 0.69% | 35,064 | 1.38% | 18,679 | 114.00% | 20,000 | 0.77% | (15,064) | -42.96% |
| 31 Volleyball | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 32 Total Men's Sport Revenue | 208,023 | 8.82% | 263,595 | 10.41% | 55,572 | 26.71% | 209,200 | 8.09% | (54,395) | -20.64% |
| 33 Women's Programs | | | | | | | | | | |
| 34 Volleyball | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 35 Ticket Sales | 2,230 | 0.09% | 2,349 | 0.09% | 119 | 5.34% | 2,100 | 0.08% | (249) | -10.60% |
| 36 Game Guarantees | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 37 Contributions (Fundraising) | 45,317 | 1.92% | 21,590 | 0.85% | (23,727) | -52.36% | 50,000 | 1.93% | 28,410 | 131.59% |
| 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 | 8,175 | 0.35% | 8,613 | 0.34% | 438 | 5.36% | 7,700 | 0.30% | (913) | -10.60% |
| 41 Game Guarantees | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 42 Contributions (Fundraising) | 111,542 | 4.73% | 91,217 | 3.60% | (20,325) | -18.22% | 62,000 | 2.40% | (29,217) | -32.03% |
| 43 Other (Tourn/Bowl/Conf) | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 44 Track & Field/Cross Country (Contributions & Fundraising) | 65,118 | 2.76% | 63,241 | 2.50% | (1,877) | -2.88% | 36,000 | 1.39% | (27,241) | -43.07% |
| 45 Tennis (Contributions & Fundraising) | 10,491 | 0.44% | 4,522 | 0.18% | (5,969) | -56.90% | 12,000 | 0.46% | 7,478 | 165.37% |
| 46 Gymnastics | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 47 Golf (Contributions & Fundraising) | 30,156 | 1.28% | 42,597 | 1.68% | 12,441 | 41.26% | 20,000 | 0.77% | (22,597) | -53.05% |
| 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 | 273,029 | 11.57% | 234,129 | 9.25% | (38,900) | -14.25% | 189,800 | 7.34% | (44,329) | -18.93% |
| 53 Total Revenue | 2,359,508 | 100.00% | 2,532,433 | 100.00% | 172,925 | 7.33% | 2,586,150 | 100.00% | 53,717 | 2.12% |

**Lewis Clark State College
Intercollegiate Athletics Report
FY12 Actuals, Revised Estimates for FY13, and FY14 Operating Budgets**

Attachment 8

| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|--------------------------------------|-----------|---------|------------------------|---------|---------------------------|---------------|------------------------|---------|---------------------------|---------------|
| | | | | | (3-1) | (5/1) | | | (7-3) | (9/3) |
| | FY12 Act | % | FY13 Est as of 5/13 | % | Variance 13 Est/12 Act | Variance % | FY14 Orig Oper Bdgt | % | Variance 14 Bud/13 Est | Variance % |
| 54 Expenditures by Sport | | | | | | | | | | |
| 55 Administrative and General | | | | | | | | | | |
| 56 Athletic Director Office | 353,690 | 15.81% | 357,173 | 14.82% | 3,483 | 0.98% | 383,942 | 14.96% | 26,769 | 7.49% |
| 57 Fund Raising Office | 188 | 0.01% | 1,130 | 0.05% | 942 | 501.06% | 1,500 | 0.06% | 370 | 32.74% |
| 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 | 33,677 | 1.51% | 34,991 | 1.45% | 1,314 | 3.90% | 34,500 | 1.34% | (491) | -1.40% |
| 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 | 429,826 | 19.22% | 442,400 | 18.36% | 12,574 | 2.93% | 480,000 | 18.71% | 37,600 | 8.50% |
| 67 Other Miscellaneous | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 68 Total Admin & General | 817,381 | 36.54% | 835,694 | 34.68% | 18,313 | 2.24% | 899,942 | 35.07% | 64,248 | 7.69% |
| 69 | | | | | | | | | | |
| 70 Men's Programs: | | | | | | | | | | |
| 71 Football | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 72 Basketball | 226,151 | 10.11% | 201,067 | 8.34% | (25,084) | -11.09% | 230,662 | 8.99% | 29,595 | 14.72% |
| 73 Track & Field/Cross Country | 57,959 | 2.59% | 59,559 | 2.47% | 1,600 | 2.76% | 76,835 | 2.99% | 17,276 | 29.01% |
| 74 Tennis | 50,405 | 2.25% | 29,863 | 1.24% | (20,542) | -40.75% | 48,429 | 1.89% | 18,566 | 62.17% |
| 75 Baseball | 385,383 | 17.23% | 476,480 | 19.77% | 91,097 | 23.64% | 491,054 | 19.14% | 14,574 | 3.06% |
| 76 Wrestling | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 77 Golf | 38,348 | 1.71% | 63,190 | 2.62% | 24,842 | 64.78% | 58,827 | 2.29% | (4,363) | -6.90% |
| 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 Total Men's Programs | 758,246 | 33.90% | 830,159 | 34.45% | 71,913 | 9.48% | 905,807 | 35.30% | 75,648 | 9.11% |
| 81 | | | | | | | | | | |
| 82 Women's Programs | | | | | | | | | | |
| 83 Volleyball | 203,421 | 9.09% | 238,704 | 9.91% | 35,283 | 17.34% | 229,001 | 8.92% | (9,703) | -4.06% |
| 84 Basketball | 256,048 | 11.45% | 268,599 | 11.15% | 12,551 | 4.90% | 266,090 | 10.37% | (2,509) | -0.93% |
| 85 Track & Field/Cross Country | 101,571 | 4.54% | 118,012 | 4.90% | 16,441 | 16.19% | 137,340 | 5.35% | 19,328 | 16.38% |
| 86 Tennis | 50,657 | 2.26% | 36,441 | 1.51% | (14,216) | -28.06% | 51,729 | 2.02% | 15,288 | 41.95% |
| 87 Gymnastics | | 0.00% | | 0.00% | 0 | 0.00% | | 0.00% | 0 | 0.00% |
| 88 Golf | 49,580 | 2.22% | 82,268 | 3.41% | 32,688 | 65.93% | 76,241 | 2.97% | (6,027) | -7.33% |
| 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 Total Women's Programs | 661,277 | 29.56% | 744,024 | 30.87% | 82,747 | 12.51% | 760,401 | 29.63% | 16,377 | 2.20% |
| 95 | | | | | | | | | | |
| 96 Total Expenditures | 2,236,904 | 100.00% | 2,409,877 | 100.00% | 172,973 | 7.73% | 2,566,150 | 100.00% | 156,273 | 6.48% |

BUSINESS AFFAIRS & HUMAN RESOURCES
JUNE 20, 2013

SUBJECT

Board Policy V.B. – Budget Policies – second reading

REFERENCE

February 2013

Board approved second reading for V.A. Policies regarding Miscellaneous Receipts

April 2013

Board approved first reading for V.B. – Budget Policies

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

At the February 2013 Board meeting, the Board approved the second reading of changes to policy V.A. which removed “miscellaneous receipts” as a defined term because the definition is out of date and unnecessary. Staff found the term is also used in policy V.B., so the policy needs to be updated. The proposed amendment will replace the term “miscellaneous receipts” with “student tuition and fee revenue.”

IMPACT

The proposed amendment would clarify that policy V.B. (Budget Policies) applies to student tuition and fee revenue.

ATTACHMENTS

Attachment 1 – Section V.B. – Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy Section V.B., Budget Policies, with all revisions as presented.

Moved by_____ Seconded by_____ Carried Yes____ No____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

~~October 2012~~ June 2013

1. Budget Requests

For purposes of Items 1. and 10., the community colleges (CSI, CWI and NIC) are included.

a. Submission of Budget Requests

The Board is responsible for submission of budget request for the institutions, ~~school~~ and agencies under its governance to the executive and legislative branches of government. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

b. Direction by the Office of the State Board of Education

The preparation of all annual budget requests is to be directed by the Office of the State Board of Education which designates forms to be used in the process. The procedures for the preparation and submission of budget requests apply to operational and capital improvements budgets.

c. Preparation and Submission of Annual Budget Requests

Annual budget requests to be submitted to the Board by the institutions, ~~school~~ and agencies under Board governance are due in the Office of the State Board of Education on the date established by the Executive Director.

d. Presentation to the Board

Annual budget requests are formally presented to the designated committee by the chief executive officer of each institution, ~~school~~ or agency or his or her designee. The designated committee will review the requests and provide recommendations to the Board for their action.

2. Budget Requests and Expenditure Authority

a. Budget requests must include projected ~~miscellaneous receipts~~ student tuition and fee revenue based on the enrollment of the fiscal year just completed (e.g., the FY 2003 budget request, prepared in the summer of 2001, projected ~~miscellaneous receipts~~ student tuition and fee revenue based on academic year 2001 enrollments which ended with the Spring 2001 semester).

b. Approval by the Executive Director, or his or her designee, as authorized, for all increases and decreases of spending authority caused by changes in ~~miscellaneous receipts~~ student tuition and fee revenue is required.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

~~October 2012~~June 2013

- c. ~~Miscellaneous receipts~~Student tuition and fee revenue collected by an institution will not be allocated to another institution. The lump sum appropriation will not be affected by changes in ~~receipts~~student tuition and fee revenue.

3. Operating Budgets (Appropriated)

a. Availability of Appropriated Funds

- i. Funds appropriated by the legislature from the State General ~~Account Fund~~ for the operation of the institutions, ~~school~~ and agencies (exclusive of funds for construction appropriated to the Permanent Building Fund) become available at the beginning of the fiscal year following the session of the legislature during which the funds are appropriated, except when ~~the~~ appropriation ~~legislation~~ contains an emergency clause.

~~ii. These funds are generally allotted periodically or are disbursed on submission of expenditure vouchers to the Office of the State Controller.~~

b. Approval of Operating Budgets

- i. The appropriated funds operating budgets for the institutions, ~~school~~ and agencies under Board supervision are based on a fiscal year, beginning July 1 and ending on June 30 of the following year.
- ii. During the spring of each year, the chief executive officer of each institution, ~~school~~ 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.

c. ~~Budget Transfers and Revisions~~Appropriation Transactions

i. Chief Executive Officer Approval

The chief executive officer of each institution, agency, ~~school~~, office, or department is responsible for approving all ~~budget transfers~~appropriation transactions. Appropriation transactions include original yearly set up, object and program transfers, receipt to appropriation and non-cognizable funds.

ii. ~~Allotment and Allotment Transfers~~Institution Requests

Requests for ~~allotments or changes in allotments~~appropriation transactions are submitted by the institution ~~s, school or agency~~ to the Division of Financial Management and copies provided concurrently to the Office of the State Board of Education. ~~(Refer to allotment form in the Fiscal Reference Manual of the Division of Financial Management.)~~ ~~The Office of the State Board of~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

~~October 2012~~ June 2013

~~Education will coordinate the request for allotments and changes to allotments for the college and universities.~~

4. Operating Budgets (Non-appropriated -- Auxiliary Enterprises)

a. Auxiliary Enterprises Defined

An auxiliary enterprise directly or indirectly provides a service to students, faculty, or staff and charges a fee related to but not necessarily equal to the cost of services. The distinguishing characteristic of most auxiliary enterprises is that they are managed essentially as self-supporting activities, whose services are provided primarily to individuals in the institutional community rather than to departments of the institution, although a portion of student fees or other support is sometimes allocated to them. Auxiliary enterprises should contribute and relate directly to the mission, goals, and objectives of the college or university. Intercollegiate athletics and student health services should be included in the category of auxiliary enterprises if the activities are essentially self-supporting.

All operating costs, including personnel, utilities, maintenance, etc., for auxiliary enterprises are to be paid out of income from fees, charges, and sales of goods or services. No state appropriated funds may be allocated to cover any portion of the operating costs. However, rental charges for uses of the facilities or services provided by auxiliary enterprises may be assessed to departments or programs supported by state-appropriated funds.

b. Operating Budgets

Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

5. Operating Budgets (Non-appropriated -- Local Service Operations)

a. Local Service Operations Defined

Local service operations provide a specific type of service to various institutional entities and are supported by charges for such services to the user. Such a service might be purchased from commercial sources, but for reasons of convenience, cost, or control, is provided more effectively through a unit of the institution. Examples are mailing services, duplicating services, office machine maintenance, motor pools, and central stores.

- b. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

~~October 2012~~ June 2013

- c. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

6. Operating Budgets (Non-appropriated -- Other)

- a. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.
- b. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

7. Agency Funds

- a. Agency funds are assets received and held by an institution, ~~school~~ or agency, as custodian or fiscal agent for other individuals or organizations, but over which the institution, ~~school~~ or agency exercises no fiscal control.
- b. Agency funds may be expended for any legal purpose prescribed by the individual or organization depositing the funds with the institution, ~~school~~ or agency following established institutional disbursement procedures.

8. Major Capital Improvement Project -- Budget Requests

For purposes of Item 8., the community colleges (CSI, CWI and NIC) are included, except as noted in V.B.8.b. ~~(2ii)~~.

a. Definition

A major capital improvement is defined as the acquisition of an existing building, construction of a new building or an addition to an existing building, or a major renovation of an existing building. A major renovation provides for a substantial change to a building. The change may include a remodeled wing or floor of a building, or the remodeling of the majority of the building's net assignable square feet. An extensive upgrade of one (1) or more of the major building systems is generally considered to be a major renovation.

b. Preparation and Submission of Major Capital Improvement Requests

i. Permanent Building Fund Requests

Requests for approval of major capital improvement projects to be funded from the Permanent Building Fund are to be submitted to the Office of the State Board of Education on a date and in a format established by the Executive Director. Only technical revisions may be made to the request for a

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

~~October 2012~~ June 2013

given fiscal year after the Board has made its recommendation for that fiscal year. Technical revisions must be made prior to November 1.

ii. Other Requests

Requests for approval of major capital improvement projects from other fund sources are to be submitted in a format established by the Executive Director. Substantive and fiscal revisions to a requested project are resubmitted to the Board for approval. This subsection shall not apply to the community colleges.

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions, ~~school~~ and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

9. Approval by the Board

Requests for approval of major capital improvement projects must be submitted for Board action. Major capital improvement projects, which are approved by the Board and for which funds from the Permanent Building Fund are requested, are placed in priority order prior to the submission of major capital budget requests to the Division of Public Works.

10. Occupancy Costs.

a. Definitions.

- i. "Auxiliary Enterprise" is an entity that exists to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services.
- ii. "Eligible Space" means all owner-occupied space other than auxiliary enterprise space. Space owned by an institution but leased to another entity is not eligible space. Occupancy costs for "common use" space (i.e. space which shares eligible and auxiliary enterprise space) will be prorated based on its use. When funds are used to expand, remodel, or convert existing space, the eligible space shall be limited to square footage of the expanded, remodeled or converted space, only.
- iii. "Gross Square Feet" (GSF) means the sum of all areas on all floors of a building included within the outside faces of its exterior walls.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

~~October 2012~~June 2013

- iv. "Occupancy costs" means those costs associated with occupying eligible space including custodial, utility, maintenance and other costs as outlined in the occupancy costs formula.
- b. Notification of New Eligible Space.
 - i. No institution shall acquire, build, take possession of, expand, remodel, or convert any eligible space for which occupancy costs will be requested unless prior written notification has been provided to the Division of Financial Management (DFM) and the Legislative Services Office, Budget and Policy Analysis Division (LSO-BPA). Written notification shall be provided to DFM and LSO-BPA by the approving entity or institution within thirty (30) calendar days of final project approval by:
 - 1) the State Board of Education or its executive director,
 - 2) the vice-president for finance and administration (or functional equivalent) in the case of a locally approved project, or
 - 3) a community college board of trustees.
 - Written notification shall include:
 - 1) description of the eligible space, its intended use, and how it relates to the mission of the institution;
 - 2) estimated cost of the building or facility, and source(s) of funds;
 - 3) estimated occupancy costs; and
 - 4) estimated date of completion.
 - ii. A facility or project specifically identified by name and approved by the Legislature and the Governor in the capital projects category of the Permanent Building Fund appropriation bill satisfies the notice requirement for purposes of requesting occupancy costs. All other facilities and projects for which occupancy costs may be requested shall follow the notification requirements of this policy.
- c. Sources of Funds. Institutions may request occupancy costs regardless of the source(s) of funds used to acquire or construct eligible space.
- d. Required Information. Requests for occupancy costs shall include the following information: (i) projected date of occupancy of the eligible space; (ii) gross square feet of eligible space; and (iii) number of months of the fiscal year the eligible space will be occupied (i.e. identify occupancy of eligible space for a full or partial fiscal year).
- e. Once an institution has taken occupancy of a facility, or the remodeled or expanded area of a facility, the institution shall provide verification to DFM and

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

~~October 2012~~June 2013

LSO-BPA of the gross square footage, construction costs, current replacement value, and, if applicable, current or proposed lease space.

f. Occupancy Costs Formula.

i. Custodial: For the first 13,000 GSF and in 13,000 GSF increments thereafter, one-half (.50) custodial FTE. In addition, 10¢ per GSF may be requested for custodial supplies.

ii. Utility Costs: \$1.75 per GSF.

iii. Building Maintenance: 1.5% of the construction costs, excluding pre-construction costs (e.g. architectural/engineering fees, site work, etc.) and moveable equipment.

iv. Other Costs:

- 1) 77¢ per GSF for information technology maintenance, security, general safety, and research and scientific safety;
- 2) .0005 current replacement value for insurance; and
- 3) .0003 current replacement value for landscape maintenance.

v. The formula rates may be periodically reviewed against inflation.

vi. Reversions.

- 1) If eligible space which received occupancy costs is later:
 - a) razed and replaced with non-eligible space; or
 - b) converted to non-eligible space,then the institution shall revert back to the state the occupancy cost funding at the base level originally funded.
- 2) If eligible space is razed and replaced with new eligible space, then the institution may retain the base occupancy costs, net the funded GSF against any additional GSF, and request funding for the difference.

g. Unfunded Occupancy Costs. If occupancy costs for eligible space have been requested but not funded due to budgetary reasons, institutions may request occupancy costs again in the following year. If, however, occupancy costs are denied for non-budgetary reasons, no further requests for occupancy costs related to the space in question will be considered.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: B. Budget Policies

~~October 2012~~ June 2013

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BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

BOISE STATE UNIVERSITY

SUBJECT

Design of East Campus Green Field

REFERENCE

June 2012

Six-Year Capital Improvement Plan Amendment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

BACKGROUND/DISCUSSION

The Boise State University (BSU) Master Plan has identified several locations for green space on campus to promote a variety of health and wellness, recreational and athletic activities. The University is prepared to commence design of the East Campus Green Field, a new natural grass competition and practice field located south of the Bronco Gym and the Kinesiology Annex. The field will be used by Athletics for football practice and will also host student intramural and student club sports practices and competitions.

To facilitate the construction of the field, the project entails abatement and demolition of the Applied Technology Building, and pending sufficient budget, the Mechanical Technology Building. These buildings were used for vocational studies and have now been vacated by the College of Western Idaho (CWI). It is not feasible to remodel or repurpose the buildings for other University uses.

During the construction phase, fencing and landscaping will be installed at the perimeter of the field. Budget permitting, a portion of Bronco Circle will be improved as an east-west transit corridor to provide a pedestrian and bicycle priority pathway while still accommodating vehicular traffic. The University will use a design-build approach to plan and construct the field.

IMPACT

Depending on the final scope and design development details, total project costs are estimated at \$1.9 million. The University expects to spend \$150,200 on design and will return to the Board for construction approval.

ATTACHMENTS

Attachment 1 – Project Budget

Page 3

Attachment 2 – Capital Project Tracking Sheet

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

In BSU's 2008 Campus Master Plan the area in question was designated for a parking structure. Demolition of facilities vacated by CWI is included on BSU's six-year capital plan approved by the Board in August 2012.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Board policy provides that the “approval process for major projects using a design-build contract shall be the same as the approval process required for a design-bid-build contract.” Under this process, “Board approval shall first be required to undertake the design and planning phase, including selection of the design-build team. ... Once the design-build team completes the design and construction cost estimates, the institution or agency must then obtain Board approval of the project budget and financing plan and of construction of the project.”

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to proceed with design of the East Campus Green Field for a total cost not to exceed \$150,200.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

| | |
|-----------------|-------------------------|
| Project Number: | TBD |
| Project Title: | East Campus Green Field |
| Date: | Jun-13 |

| Category | Budget |
|--------------------------------|------------------------|
| Architectural Fees | \$ 150,200.00 |
| Construction Costs | \$ 1,430,000.00 |
| Testing, Inspections and Misc. | \$ 48,300.00 |
| Construction Contingency | \$ 71,500.00 |
| Subtotal | \$ 1,700,000.00 |

| | |
|---------------------------|---------------|
| University Costs | \$ 57,000.00 |
| Project Contingency (10%) | \$ 143,000.00 |

| | |
|----------------------|------------------------|
| Total Project | \$ 1,900,000.00 |
|----------------------|------------------------|

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
Jun-13

History Narrative

| | | | | |
|---|-----------------------------|--|-----------------|-------------------------|
| 1 | Institution/Agency: | Boise State University | Project: | East Campus Green Field |
| 2 | Project Description: | Design and Construction of new East Campus Green Field | | |
| 3 | Project Use: | Athletics and Recreational Use | | |
| 4 | Project Size: | Approx. 5 Acres | | |

| | | | | | | | | | |
|----|-------------------------|------------------|------|--------------|---------------|--------------|--------------------|------------|--------------|
| 6 | | Sources of Funds | | | | Use of Funds | | | |
| 7 | | | | | | | | | |
| 8 | | PBF | ISBA | Other * | Total Sources | Planning | Use of Funds Const | Other | Total Uses |
| 9 | Initial Cost of Project | \$ - | \$ - | \$ 1,900,000 | \$ 1,900,000 | \$ 150,200 | \$ 1,501,500 | \$ 248,300 | \$ 1,900,000 |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |
| 13 | | | | | | | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |
| 16 | | | | | | | | | |
| 17 | | | | | | | | | |
| 18 | | | | | | | | | |
| 19 | | | | | | | | | |
| 20 | | | | | | | | | |
| 21 | | | | | | | | | |
| 22 | Total Project Costs | \$ - | \$ - | \$ 1,900,000 | \$ 1,900,000 | \$ 150,200 | \$ 1,501,500 | \$ 248,300 | \$ 1,900,000 |

| History of Funding: | | * Other Sources of Funds | | | | | | |
|---------------------|--|--------------------------|------|---------------------|-----------------|-------|--------------|---------------|
| | | PBF | ISBA | Institutional Funds | Student Revenue | Other | Total Other | Total Funding |
| Jun-13 | | \$ - | \$ - | \$ 1,900,000 | | | \$ 1,900,000 | \$ 1,900,000 |
| | | | | | | | \$ - | \$ - |
| | | | | | | | | |
| | | | | | | | | |
| Total | | \$ - | \$ - | \$ 1,900,000 | \$ - | \$ - | \$ 1,900,000 | \$ 1,900,000 |

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

BOISE STATE UNIVERSITY

SUBJECT

Request to Redirect Bond Proceeds

REFERENCE

August 2012

Board approved request to remodel
Math/Geosciences building

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.5
Idaho Code §33-3804

BACKGROUND/DISCUSSION

Bonds are issued to fund projects based on projected costs. Projects rarely cost the exact amount anticipated and interest is earned on unspent bond proceeds. When a project is completed, remaining funds need to be reallocated to other projects with the same tax status as the original issuance.

A number of tax exempt bond issuances for Boise State University (BSU) have unspent proceeds that must be reallocated. With the exception of the NORCO project, which came in under budget, the amounts to be allocated consist of interest earned on unspent bond proceeds.

The excess bond proceeds and earnings listed below will be used to fund the remodel of the Math/Geosciences Building, a project approved by the Board in August 2012. The projected cost of that remodel was \$4.2 million and the source of funds authorized for this project was institutional reserves. This request is to replace approximately \$792,765 of institutional funds with bond proceeds and earnings. This amount will be adjusted to include future interest earned before the balances are expended. The intention is to bring the unspent proceeds balance to zero.

| Source | Original Use | Amount |
|--------------------|---|-----------|
| Series 2004A Bonds | Geothermal Project | \$ 63,420 |
| Series 2007A Bonds | NORCO Building | \$435,788 |
| Series 2007A Bonds | Yanke Building, Geothermal Project, & Miscellaneous Small Projects | \$155,874 |
| Series 2009A Bonds | Environmental Research Building, Taco Bell Arena, Lincoln Housing | \$53,852 |

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

| | | |
|--------------------|--|------------------|
| Series 2010A Bonds | Micron Business and Economics Building | \$ 56,172 |
| Total | | \$765,106 |

IMPACT

Redirecting the proceeds will allow the University to allocate funds to the Math/Geosciences remodel project and facilitate proper use of funds remaining from previous bond issuances.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to redirect bond proceeds from previous bond issuances as outlined herein to fund a portion of the Math/Geosciences building remodel, an economically feasible project necessary for the proper operation of University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY

SUBJECT

Issuance of general revenue refunding bonds for the remainder of the Series 2003 bonds that were partially refunded in June 2012

REFERENCES

- | | |
|----------------|---|
| February 1998 | The State Board of Education 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. |
| June 2012 | <p>The Board approved issuance of general revenue refunding bonds to refinance:</p> <ul style="list-style-type: none">(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 |

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

- (iii) \$485,000 principal amount of the University's General Revenue Bonds, Series 2004B, which mature April 1, 2023.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.
Idaho Code §33-3804

BACKGROUND/DISCUSSION

The Series 2013 Bonds are being issued by Idaho State University (ISU) to (i) refund certain outstanding bonds of the University to achieve debt service savings of approximately \$300,00 and (ii) pay the costs of issuance of the Series 2013 Bonds. The Series 2013 Bonds are issued solely for refinancing purposes; there are no new capital projects or other new funding related to the Series 2013 Bonds.

The Series 2013 Bonds are issued as a direct purchase with Zions First National Bank instead of the negotiated sale typically executed in the past. The following criteria were considered in coming to this determination.

- Size – The remaining outstanding principle of the University's General Refunding and Improvement Revenue Bonds, Series 2003 is \$3,810,000. Given the comparatively small size of this issue the costs of going to market on a proportional basis can be disadvantageous when compared to selling the bonds through a direct purchase.
- Cost – By selling the bonds through a direct purchase the University will minimize the costs of issuing the bonds. The table below compares the costs of a direct purchase and the costs of a typical negotiated sale, similar to what the University did in June 2012.

| Cost Type | | Direct Purchase | Negotiated Sale |
|--|---------------------------------|-----------------|-----------------|
| Consultants | Direct Purchaser | \$30,000 | |
| Legal | Bond Counsel | \$20,000 | \$25,000 |
| Disclosure: | Official Statement Preparation | | 10,000 |
| | Official Statement Distribution | | 1,000 |
| Market related fees: | CUSIP (6) | | 700 |
| | DTC expense | | 300 |
| Ratings: | Moody's rating Fee | | 11,000 |
| | S&P rating Fee | | 12,000 |
| Trust Services: | Paying Agent - Set-up | \$1,500 | 500 |
| | Paying Agent - First year | \$1,500 | 500 |
| Subtotal of Costs | | \$53,000 | \$61,000 |
| Underwriter Related Costs (per \$1000 of bonds) | | | |
| Takedown | \$5.00 | | \$19,050 |
| Management Fee | 1.00 | | 3,810 |
| Expenses | 1.50 | | 5,715 |
| Total Underwriter Fees | \$7.50 | \$ 0.00 | \$28,575 |

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

| | | | |
|-----------------------------|--|----------|----------|
| Total All Costs of Issuance | | \$53,000 | \$89,575 |
|-----------------------------|--|----------|----------|

- Pricing – A pricing comparison showing the direct purchase pricing compared to the pricing the University received on its 2012 refunding relative to today's AAA Municipal Market Data Index disclosed a nominal difference in the pricing.
- Expedience – One of the major benefits to doing a direct purchase is the speed at which it can be done. It does not require a rating process, no Official Statement preparation and no marketing of the bonds, all of which require considerable time. With the proposed direct purchase, credit has already been reviewed and the issue can be closed in just over a month.
- Reduced Staff and Administrative Work – There is considerable effort and due diligence required by University staff to complete a negotiated sale. With the rating and the credit still fresh and usable from the 2012 refunding, the direct purchase will require minimal staff time to review and complete.
- Market Factors – Indicators suggest that interest rates may rise in the future. With the ability to price and sale the refunding bonds quickly through a direct purchase, the University can avoid the interest rate risk and potential lost savings if rates begin to rise.

The Series 2013 Bond refinancing provides for the current refunding of all of the remaining \$3,810,000 principal amount of the University's General Refunding and Improvement Revenue Bonds, Series 2003, with maturity dates and principal amounts ranging from 2014 to 2020 (the "Series 2003 Refunded Bonds").

Principal Amount

Approximately \$3,810,000

Maturities

April 1, 2014 to April 1, 2020

Interest Rates

The proposed interest rates are to be as follows contingent upon the Board's approval.

| Maturity | Yield |
|----------|--------|
| 4/1/2014 | 0.760% |
| 4/1/2015 | 0.960% |
| 4/1/2016 | 1.160% |
| 4/1/2017 | 1.460% |
| 4/1/2018 | 1.700% |
| 4/1/2019 | 2.030% |
| 4/1/2020 | 2.280% |

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

| | |
|--------------------|--------|
| True Interest Cost | 1.645% |
|--------------------|--------|

Source of Security

Existing specific and general revenues pledged 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 2013 Bonds; and
3. Update to the Bond Purchase Agreement showing bond rates and maturities.

ATTACHMENTS

| | |
|--|---------|
| Attachment 1 – Draft Supplemental Resolution | Page 7 |
| Attachment 2 – Draft Bond Purchase Agreement | Page 31 |
| Attachment 3 – Preliminary Bond Sizing and Debt Service Schedule | Page 41 |

IMPACT

The refunding of the remaining Series 2003 Refunded Bonds in the aggregate principal amount of approximately \$3,810,000 would result in a debt service net present value savings in the amount of approximately \$300,000.

STAFF COMMENTS AND RECOMMENDATIONS

ISU requests approval to refund existing bonds to achieve debt service savings. No new capital projects are associated with the proposed bond issuance. The refinancing would not extend debt maturity dates.

As of June 30, 2012, ISU's debt burden ratio (debt service as a percent of operating budget excluding Foundation assets) was 3.7%. That ratio should improve with ISU's August 2012 refinancing and now this proposed June 2013 refinancing, since the refinancing will reduce ISU's debt service and there are no plans for incurring new debt in the near future. The Board has informally considered 8% as a debt service ceiling.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

BOARD ACTION

I move to approve a Supplemental Resolution for the Series 2013 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 2013, in the principal amount of up to \$3,810,000; 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 2013 Bonds.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY

Supplemental Resolution
Authorizing the Issuance and Sale of
\$3,810,000
General Revenue Refunding Bonds,
Series 2013
of
The Board of Trustees of Idaho State University

Adopted June 20, 2013

Table of Contents

| | Page |
|--|------|
| ARTICLE I DEFINITIONS | 11 |
| Section 1.1 Definitions..... | 11 |
| Section 1.2 Authority for Supplemental Resolution | 12 |
| ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2013 BONDS | 13 |
| Section 2.1 Authorization of Series 2013 Bonds, Principal Amount, Designation and Series..... | 13 |
| Section 2.2 Finding and Purpose | 13 |
| Section 2.3 Issue Date..... | 13 |
| Section 2.4 Series 2013 Bonds..... | 13 |
| Section 2.5 Sale of Series 2013 Bonds | 14 |
| Section 2.6 Delivery of Series 2013 Bonds | 14 |
| Section 2.7 Redemption of Series 2013 Bonds Prior to Maturity. | 14 |
| Section 2.8 Form of Series 2013 Bond | 15 |
| Section 2.9 Submittal to Attorney General | 15 |
| Section 2.10 Registration of Series 2013 Bonds..... | 15 |
| Section 2.11 Tax-Exemption of Bonds..... | 16 |
| ARTICLE III CREATION OF ACCOUNTS; APPLICATION OF SERIES 2013 BOND PROCEEDS..... | 18 |
| Section 3.1 Creation of Accounts | 18 |
| Section 3.2 Application of Proceeds of Series 2013 Bonds..... | 18 |
| Section 3.3 Series 2013 Cost of Issuance Fund | 18 |
| ARTICLE IV PLAN OF REFUNDING..... | 19 |
| Section 4.1 Defeasance of Refunded Bonds | 19 |
| Section 4.2 Redemption of Refunded Bonds..... | 19 |
| ARTICLE V MISCELLANEOUS | 20 |
| Section 5.1 Governing Law | 20 |
| Section 5.2 Partial Invalidity..... | 20 |
| Section 5.3 Savings Clause | 20 |
| Section 5.4 Conflicting Resolutions; Effective Date | 20 |
| Section 5.5 Perfection of Security Interest | 20 |
| EXHIBIT A FORM OF SERIES 2013 BOND..... | A-22 |

SUPPLEMENTAL RESOLUTION

A SUPPLEMENTAL RESOLUTION authorizing the issuance and sale of \$3,810,000 General Revenue Refunding Bonds, Series 2013 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 2013 Bonds; authorizing the execution and delivery of a bond purchase agreement and other related documents; and providing for other matters relating to the Series 2013 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 under Section 57-504 Idaho Code to issue bonds to refinance projects; 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”), (viii) General Revenue Bonds, Series 2007 (the “Series 2007 Bonds”), and (ix) General Revenue Refunding Bonds, Series 2012 (the “Series 2012 Bonds”); and

WHEREAS, the Board has determined that all of the Series 2003 Bonds, 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 the Act and Section 57-504 Idaho Code;

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 June 25, 2013, between the Board and the Purchaser pursuant to which the Series 2013 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 2013 Bonds.

“Code” means the Internal Revenue Code of 1986, as amended.

“Purchaser” means Zions First National Bank, as purchaser of the Series 2013 Bonds.

“Refunded Bonds” means, collectively, 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:

| <u>Maturity (April 1)</u> | <u>Principal</u> | <u>Interest Rate</u> |
|-------------------------------|------------------|----------------------|
| 2014 | \$1,595,000 | 5.00% |
| 2015 | 325,000 | 5.00 |
| 2016 | 340,000 | 5.00 |
| 2017 | 360,000 | 5.00 |
| 2018 | 380,000 | 5.00 |
| 2019 | 395,000 | 5.00 |
| 2020 | 415,000 | 5.00 |

“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.

“Series 2013 Bondholder” means the holder of any Series 2013 Bond.

“Series 2013 Bonds” means the \$3,810,000 principal amount of General Revenue Refunding Bonds, Series 2013 authorized to be issued pursuant to this Supplemental Resolution.

“Series 2013 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 2013 Bonds shall be paid.

“Supplemental Resolution” means this Supplemental Resolution of the Board adopted on June 20, 2013, authorizing the Series 2013 Bonds.

“Trustee and Paying Agent” means U.S. Bank National Association, and its successors and permitted assigns under the Resolution.

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 2013 BONDS

Section 2.1 Authorization of Series 2013 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 \$3,810,000 and shall be designated “Idaho State University General Revenue Refunding Bonds, Series 2013.” The Series 2013 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 2013 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 2013 Bonds, in that the Debt Service on the Series 2013 Bonds in each year does not exceed by more than \$25,000 the Debt Service on the Refunded Bonds in such years.

Section 2.3 Issue Date. The Series 2013 Bonds shall be dated as of the date of their initial delivery.

Section 2.4 Series 2013 Bonds.

(a) The Series 2013 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 (April 1)</u> | <u>Principal Amount</u> | <u>Rate of Interest</u> |
|---|-----------------------------|-----------------------------|
| 2014 | \$1,669,000 | 2.25% |
| 2015 | 334,000 | 2.25 |
| 2016 | 341,000 | 2.50 |
| 2017 | 352,000 | 2.75 |
| 2018 | 364,000 | 2.75 |
| 2019 | 370,000 | 2.75 |
| 2020 | 380,000 | 2.75 |

(b) The Series 2013 Bonds shall bear interest from the date of delivery thereof, payable on October 1, 2013 and semiannually thereafter on each April 1 and October 1.

Section 2.5 Sale of Series 2013 Bonds. The Series 2013 Bonds authorized to be issued herein are hereby sold to the Purchaser at an aggregate purchase price equal to \$3,908,313.45 (representing the par amount of the Series 2013 Bonds, plus an original issue premium of \$98,313.45) on the terms and conditions set forth in the Bond Purchase Agreement. Under the Bond Purchase Agreement, the Purchaser is to be paid a fee of \$30,000 for purchasing the Series 2013 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 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 2013 Bonds. The Series 2013 Bonds shall be delivered to the Purchaser 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 2013 Bonds shall be executed as provided in Section 3.2 of the Resolution.

Section 2.7 Redemption of Series 2013 Bonds Prior to Maturity.

(a) Optional Redemption. The Series 2013 Bonds are subject to redemption prior to maturity at the option of the University in whole or in part on any date, 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 2013 Bonds to be redeemed plus accrued interest to the date of redemption

(b) Notice of Redemption. When the Series 2013 Bonds are called for redemption, notice must be sent by the Trustee, postage prepaid, by first class mail not less than thirty (30) nor more than sixty (60) days prior to the redemption date to the registered owners of the Series 2013 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 (30) 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.

(c) 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 2013 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 2013 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 2013 Bond. The form of Series 2013 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 2013 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 Registration of Series 2013 Bonds. The Series 2013 Bonds shall initially be registered on the Bond Register in the name of the Purchaser, the Beneficial Owner of the Series 2013 Bonds, and fully executed Series 2013 Bonds shall be delivered to the Purchaser. All payments with respect to principal of, premium, if any, and interest on the Series 2013 Bonds and all notices with respect to the Series 2013 Bonds shall be made and given to the Purchaser at One South Main Street, 18th Floor, Salt Lake City, Utah 84111.

Section 2.11 Tax-Exemption of Bonds.

(a) The University's Vice President for Finance and Administration is hereby authorized and directed to execute such Tax Certificates as shall be necessary to establish that (i) the Series 2013 Bonds are not "arbitrage bonds" within the meaning of Section 148 of the Code and the Regulations, (ii) the Series 2013 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 2.11 will be complied with and (v) interest on the Series 2013 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 2013 Bondholders from time to time of the Series 2013 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 related 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 2013 Bonds, or any funds or accounts of the University which may be deemed to be proceeds of the Series 2013 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 2013 Bonds, would have caused the Series 2013 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 2013 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 2013 Bonds have been or will be issued, sold or delivered within a period beginning 15 days prior to the sale of the Series 2013 Bonds and ending 15 days following the delivery of the Series 2013 Bonds, other than the Series 2013 Bonds; and

(vi) the University will not take any action that would cause interest on the Series 2013 Bonds to be or to become ineligible for the exclusion from gross income of the Series 2013 Bondholders of the Series 2013 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 2013 Bonds to be or to become ineligible for the exclusion from gross income of the Series 2013 Bondholders of the Series 2013 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 2013 Bonds with the requirements of Section 103 of the Code and the Regulations proposed or promulgated thereunder.

[The Board has previously adopted Tax Compliance Procedures relating to its tax-exempt bonds].

ARTICLE III

CREATION OF ACCOUNTS; APPLICATION OF SERIES 2013 BOND PROCEEDS

Section 3.1 Creation of Accounts. In accordance with Section 5.4B of the Resolution, there is hereby established a “Series 2013 Cost of Issuance Fund,” to be held by the University.

Section 3.2 Application of Proceeds of Series 2013 Bonds. The proceeds of the sale of the Series 2013 Bonds shall be paid or deposited as follows:

(a) Bond proceeds in the amount of \$53,334.28 to the University for deposit into the Series 2013 Cost of Issuance Fund; and

(b) Bond Proceeds in the amount of \$3,854,979.17 to the Trustee for deposit in the Bond Fund relating to the Refunded Bonds sufficient to refund the Refunded Bonds as of the date of delivery of the Series 2013 Bonds.

Section 3.3 Series 2013 Cost of Issuance Fund. The Series 2013 Cost of Issuance Fund shall be held by the University for payment of the Costs of Issuance of the Series 2013 Bonds, including the Purchaser fee, such costs either paid by the University or paid by the Trustee on behalf of the University. Any balance remaining in the Series 2013 Cost of Issuance Fund after payment of the Costs of Issuance, and no later than 30 days after the issuance of the Series 2013 Bonds, shall be transferred to the University and the Series 2013 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 moneys sufficient to pay 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 redemption or prepayment dates or maturity thereof will have been deposited with the Trustee, and that upon compliance with the provisions of the Resolution, all Refunded Bonds shall be deemed to have been paid within the meaning and with the effect expressed in the Resolution. 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 are hereby irrevocably called for redemption on June 26, 2013 and notice of redemption shall be given as provided in the Resolution. Proceeds of the Series 2013 Bonds, shall irrevocably be deposited with the Trustee in accordance with Section 3.2(b) herein and shall provide moneys, without regard to investment earnings thereon, sufficient to pay the principal of and premium, if any, and interest on the Refunded Bonds on June 26, 2013.

ARTICLE V

MISCELLANEOUS

Section 5.1 Governing Law. By the acceptance of the Series 2013 Bonds, the Series 2013 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 2013 Bonds; but the Series 2013 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 2013 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 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 20th day of June, 2013.

THE BOARD OF TRUSTEES OF IDAHO
STATE UNIVERSITY

President

ATTEST:

Secretary

EXHIBIT A

FORM OF SERIES 2013 BOND

R-_____

\$_____

UNITED STATES OF AMERICA
STATE OF IDAHO
IDAHO STATE UNIVERSITY
GENERAL REVENUE REFUNDING BONDS
SERIES 2013

| | | | |
|----------------------|----------------------|-------------------|--------------|
| <u>Interest Rate</u> | <u>Maturity Date</u> | <u>Dated Date</u> | <u>CUSIP</u> |
| ____% | April 1, ____ | _____, 2013 | 451470 ____ |

Registered Owner: _____

Principal Amount: _____ AND NO/100 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, 2013], 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 \$3,810,000 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, 2013], authorizing the issuance of the Bonds (collectively, the “Bond Resolution”).

This Bond is one of the General Revenue Refunding Bonds, Series 2013, 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 2013 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 the initial purchaser thereof.

The Series 2013 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 2013, 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 2013 Bond)

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**BOND PURCHASE CONTRACT
RELATING TO**

**Idaho State University
General Revenue Refunding Bonds, Series 2013**

June 25, 2013

Idaho State University
Attn: James A. Fletcher
VP for Finance & Administration
921 South 8th Avenue, Stop 8219
Pocatello, Idaho 83209-3000

Ladies and Gentlemen:

Zions First National Bank (the “Purchaser”) offers to purchase from Idaho State University (the “Issuer”) all the above-referenced bonds (the “Bonds”), with delivery and payment at [Salt Lake City, Utah] or as agreed upon and based upon the covenants, representations and warranties set forth below. Appendix A, which is incorporated into this Purchase Contract by reference, contains a brief description of the Bonds, the manner of their issuance, the purchase price to be paid, and the date of delivery and payment (the “Closing”).

1. Prior to the closing on June 26, 2013 (the “Closing Date”), the Issuer will prepare its Bonds and take such other actions as required by law for their issuance.
2. You represent and covenant to the Purchaser that:
 - (a) You have and will have at the Closing the power and authority to enter into and perform this Purchase Contract, to adopt the resolution providing for the issuance of the Bonds (the “Bond Resolution”) to refund all of the outstanding General Refunding and Improvement Revenue Bonds, Series 2003 (the “Refunded Bonds”) and to deliver and sell the Bonds to the Purchaser.
 - (b) This Purchase Contract and the Bonds do not and will not conflict with or create a breach or default under any existing law, regulation, order or agreement to which the Issuer is subject.
 - (c) No governmental approval or authorization other than the Bond Resolution is required in connection with the sale of the Bonds to the Purchaser.

- (d) This Purchase Contract and the Bonds (when paid for by the Purchaser) are and shall be at the time of Closing legal, valid, and binding obligations of the Issuer enforceable in accordance with their terms, subject only to applicable bankruptcy, insolvency or other similar laws generally affecting creditors' rights.
 - (e) Purchaser has had an opportunity to obtain from Issuer any and all information desired by Purchaser relating to the Bonds. The information obtained from or utilized by officers and employees of Issuer in connection with this transaction is accurate and complete in all material respects as of such dates to the knowledge and belief of such officers and employees. No official statement or private placement memorandum is to be furnished in connection with the issuance of the Bonds.
- 3. At 9:00 a.m. on June 26, 2013, or such later time or date as we mutually agree upon (the "Closing"), the Issuer, subject to the terms and conditions herein, will deliver or cause to be delivered to us, at the offices of [Ballard Spahr LLP in Salt Lake City, Utah ("Ballard Spahr")] or other such place as we may mutually agree upon, the Bonds in definitive fully registered form, duly executed and authenticated. In addition, the other documents hereinafter mentioned will be delivered at the offices of Bond Counsel and the Purchaser will accept such delivery and pay the purchase price thereof in federal funds to the account of the Issuer.
- 4. The Purchaser has entered into this agreement in reliance upon (i) the representations, warranties and agreements of the Issuer contained herein and in the Bond Resolution and (ii) the performance by the Issuer of their obligations hereunder, if any, and under the above mentioned documents, both as of the date hereof and as of the date of the Closing. The Purchaser's obligation under this Purchase Contract is and shall be subject to the following further conditions:
 - (a) The representations and warranties of the Issuer contained herein shall be true, complete and correct on the date of acceptance hereof and as of the date of Closing with the same effect as if made on the date of Closing.
 - (b) At the time of the Closing, the Bond Resolution shall be in full force and effect, shall be in form and substance acceptable to the Purchaser in all respects, and shall not have been amended, modified or supplemented except as may have been agreed to in writing by us; and the Issuer shall have duly adopted or entered into and there shall be in full force and effect, such other resolutions and agreements, as, in the opinion of Bond Counsel shall be necessary in connection with the transactions contemplated hereby or the documentation of security for the Bonds.
 - (c) The Purchaser may terminate this agreement by notification in writing to the Issuer if at any time subsequent to the date hereof and at or prior to the Closing:

(i) legislation shall be enacted by, or favorably reported out of committee to, either House of the Congress of the United States, or a decision by a court of the United States adversely affecting the Bonds; or

(ii) a stop order, ruling, regulation, proposed regulation or statement by or on behalf of the Securities and Exchange Commission shall be issued or made to the effect that the issuance, offering, sale or distribution of obligations of the character of the Bonds is in violation or any provision of the Securities Act of 1933, the Securities Exchange Act of 1934, or the Trust Indenture Act of 1939; or

(iii) the Congress of the United States shall enact a law, or a bill shall be favorably reported out of committee of either House of the Congress of the United States, or a decision by a court of the United States shall be rendered, or a ruling, regulation, proposed regulation or statement by or on behalf of the Securities and Exchange Commission or any other agency of the Federal government having jurisdiction of the subject matter shall be made, to the effect that securities of the Issuer or of any similar public body are not exempt from the registration, qualification or other requirements of the Securities Act of 1933, the Securities Exchange Act of 1934, or the Trust Indenture Act of 1939; or

(iv) the United States shall have become engaged in hostilities which have resulted in a declaration of war or a national emergency or there shall have been an escalation of currently existing hostilities; or

(v) there shall have occurred a general suspension of trading on the New York Stock Exchange; or

(vi) a general banking moratorium shall have been declared by the United States, State of New York or State of Idaho authorities; or

(vii) an event shall occur which in the reasonable judgment of the Purchaser (A) makes untrue or incorrect in any material respect, as of the time of such event, any statement or information given to Purchaser by Issuer in connection with the sale of the Bonds and/or (B) materially adversely affects the market for the Bonds, or the sale, at the contemplated price or the interest rates on the Bonds, by the Purchaser of the Bonds; or

(viii) any documentation in connection with the issuance of the Bonds shall not be satisfactory in form and substance to the Purchaser or its counsel; or

(ix) economic, market or other conditions shall occur or exist which, in the judgment of the Purchaser, render, the Bonds incapable of being sold on terms acceptable to the Purchaser; or

(x) the results of any due diligence efforts by the Purchaser with respect to the proposed issuance of the Bonds shall not, in the sole discretion of the Purchaser, be satisfactory to the Purchaser; or

(xi) any suit, proceeding, litigation or other action shall be commenced, or, if commenced prior to the date hereof, shall be continuing or have been adjudicated, which, in any event, in the reasonable judgment of the Purchaser, may affect the sale or delivery of the Bonds; or

(xii) the Purchaser and the Issuer shall not have reached agreement as to the terms of any of the agreements referred to in this Purchase Contract.

(d) At or prior to the Closing, the Purchaser shall have received the following documents (in each case with such changes as the Purchaser shall approve):

(i) The unqualified approving opinion of Ballard Spahr LLP, Bond Counsel, dated the date of the Closing, in form acceptable in all respects to the Purchaser, and such other Bond documents referred to herein. All fees of the Bond Counsel shall be the responsibility of the Issuer upon Closing.

(ii) A certificate of the Issuer, signed by an authorized representative of the Issuer, dated the date of the Closing, to the effect that (A) the representations, warranties and agreements of the Issuer contained herein and in the Bond Resolution are true and correct in all material respects as of the date of the Closing; and (B) to the knowledge of the Issuer without independent investigation, no litigation is pending or threatened (1) seeking to restrain or enjoin the issuance or delivery of any of the Bonds or the collection of revenues or other security pledged under the Bond Resolution, or (2) in any way contesting or affecting any authority for the issuance of the Bonds or the validity of the Bonds, the Bond Resolution or this Purchase Contract, or (3) in any way contesting the existence or powers of the Issuer to issue and deliver the Bonds, to adopt the Bond Resolution or to execute and deliver this Purchase Contract.

(iii) A certificate of the Purchaser signed by an authorized representative of Purchaser, to the effect that the Purchaser is purchasing the Bonds for its own account and not with a present view to, or for sale in connection with, any distribution of the Bonds or any part thereof.

(iv) Such further documents or opinions reasonably requested by the Purchaser.

If the Issuer shall be unable for any reason to satisfy the conditions of the Purchaser's obligation contained in this Purchase Contract or if the Purchaser's

obligation shall be terminated for any reason permitted by this Purchase Contract, this Purchase Contract shall terminate and neither the Purchaser nor the Issuer shall have any further obligations or liability hereunder, except that any respective obligations of the Purchaser or the Issuer for payment of Bond Counsel costs and expenses incurred prior to termination of the Purchase Contract, shall continue in full force and effect.

5. Any notice or other communication to be given to the Issuer under this Purchase Contract may be given by delivering the same in writing to the addresses set forth above and any such notice or other communication to be given to the Purchaser may be given by delivering the same in writing to the Purchaser c/o One South Main Street, 18th Floor, Salt Lake City, Utah 84111-1904.
6. This Purchase Contract is made solely for the benefit of the Issuer and the Purchaser (including their successors or assigns), and no other person, partnership, association or corporation shall acquire or have any right hereunder or by virtue hereof.
7. The approval of the Purchaser when required hereunder or the determination of its satisfaction as to any document referred to herein shall be in writing signed by the undersigned and delivered to you.
8. This Purchase Contract shall be governed by the laws of the State of Idaho applicable to agreements made and to be performed in the State of Idaho; without regard or effect given to conflict of law rules which would require the application of laws of any other jurisdiction. This Purchase Contract may be executed in several counterparts, each of which shall be regarded as an original and all of which shall constitute one and the same document.
9. All agreements, covenants and representations and all other statements of the Issuer and the Purchaser and their respective officers set forth in or made pursuant to this Purchase Contract will survive the Closing and the delivery of and payment for the Bonds.
10. If any section, paragraph, clause or provision of this Purchase Contract shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Purchase Contract.
11. Except as otherwise provided in the Bond Resolution, no right or remedy conferred on any party in this Purchase Contract is intended to be exclusive of any other right or remedy. Each such right or remedy is in addition to every other right or remedy provided in any of the Bond documents or by law. No delay or omission of any party to exercise any such right or remedy will impair any such right or remedy or be construed to be a waiver. Every such right or remedy may be exercised from time to time and as often as the relevant party may deem expedient. No waiver by any party of any right or remedy with respect to any

Event of Default will extend to or affect any other existing or subsequent Event of Default.

12. The provisions of this Purchase Contract shall survive all other performances hereunder, and shall not be deemed merged in any deed or other instrument or document delivered hereunder.
13. All obligations of the Issuer under the Bond documents and the Bonds will be deemed to be obligations of the Issuer to the full extent permitted by the Constitution and laws of the State. No obligation under any of the Bond documents or the Bonds will be deemed to be an obligation of any present or future officer or employee of the Issuer in his or her individual capacity, and no officer of the Issuer who executes the Bonds will be personally liable on the Bonds or be subject to any personal liability or accountability by reason of the issuance of the Bonds.
14. The Issuer agrees, to the extent permitted by law, to defend and indemnify the Purchaser or any Registered Owner for any and all fees, costs (including attorney's fees), claims, suits, or demands or the like relating to: (a) the Bonds, the issuance thereof, any subsequent or concurrent challenge thereof (including the statutory period of time following the issuance of the Bonds by which affected parties may challenge this financing); (b) the Refunded Bonds; and (c) any taxes payable, receivable, or other tax payments, due or coming due, which may be related to the Refunded Bonds, costs incurred therein, or taxes related to the structure, form, or tax covenants under the Bonds.
15. This offer expires on the date set forth in Appendix A.

Very truly yours,

ZIONS FIRST NATIONAL BANK

By: _____

Its: _____

ACCEPTED BY:

IDAHO STATE UNIVERSITY

This June 25, 2013

By: _____

Its: _____

**APPENDIX A
DESCRIPTION OF BONDS**

- a. Purchase Price: \$3,908,313.45
- b. Denomination: \$5,000 or integral increments of \$1,000 in excess thereof.
- c. Form: Fully registered as to principal and interest.
- d. Interest Payable: As set forth in the attached Payment Schedule.
- e. Maturity Schedule and Interest Rates: Principal of the Bonds shall be payable as set forth on the attached Payment Schedule.
- f. Redemption: Callable at any time at the option of the Issuers and as described in the Bond Resolution.
- g. Closing: On or about June 26, 2013 or as otherwise agreed to by the parties.
- h. Dated Date: Bonds shall be dated June 26, 2013.
- i. Miscellaneous:
 - (1) Bond Counsel: Ballard Spahr LLP.
 - (2) Offer Expires: June 26, 2013.
 - (3) Trustee, Registrar and Paying Agent: U.S. Bank National Association.
- j. Fee due Purchaser: \$30,000

SCHEDULE 1

PAYMENT SCHEDULE

(Attach final numbers)

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Idaho State University

\$3,810,000 General Refunding and Improvement Revenue Bonds

Dated June 26, 2013

(Current Refund Series 2003)

Table of Contents

Report

| | |
|--------------------------------------|---|
| Prior Original Debt Service | 1 |
| Debt Service To Maturity And To Call | 2 |
| Summary Of Bonds Refunded | 3 |
| Debt Service Schedule | 4 |
| Pricing Summary | 5 |
| Sources & Uses | 6 |
| Net Debt Service Schedule | 7 |
| Gross Debt Service Comparison | 8 |
| Proof Of Bond Yield @ 1.6678835% | 9 |

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Idaho State University

\$15,595,000 General Refunding and Improvement Revenue Bonds

Series 2003

Prior Original Debt Service

| Date | Principal | Coupon | Interest | Total P+I | Fiscal Total |
|--------------|------------------------|----------|-----------------------|------------------------|--------------|
| 07/16/2003 | - | - | - | - | - |
| 10/01/2003 | - | - | 157,916.67 | 157,916.67 | - |
| 04/01/2004 | 730,000.00 | 3.000% | 379,000.00 | 1,109,000.00 | 1,266,916.67 |
| 10/01/2004 | - | - | 368,050.00 | 368,050.00 | - |
| 04/01/2005 | 715,000.00 | 4.000% | 368,050.00 | 1,083,050.00 | 1,451,100.00 |
| 10/01/2005 | - | - | 353,750.00 | 353,750.00 | - |
| 04/01/2006 | 1,090,000.00 | 5.000% | 353,750.00 | 1,443,750.00 | 1,797,500.00 |
| 10/01/2006 | - | - | 326,500.00 | 326,500.00 | - |
| 04/01/2007 | 1,140,000.00 | 5.000% | 326,500.00 | 1,466,500.00 | 1,793,000.00 |
| 10/01/2007 | - | - | 298,000.00 | 298,000.00 | - |
| 04/01/2008 | 1,190,000.00 | 5.000% | 298,000.00 | 1,488,000.00 | 1,786,000.00 |
| 10/01/2008 | - | - | 268,250.00 | 268,250.00 | - |
| 04/01/2009 | 1,250,000.00 | 5.000% | 268,250.00 | 1,518,250.00 | 1,786,500.00 |
| 10/01/2009 | - | - | 237,000.00 | 237,000.00 | - |
| 04/01/2010 | 1,315,000.00 | 5.000% | 237,000.00 | 1,552,000.00 | 1,789,000.00 |
| 10/01/2010 | - | - | 204,125.00 | 204,125.00 | - |
| 04/01/2011 | 1,385,000.00 | 5.000% | 204,125.00 | 1,589,125.00 | 1,793,250.00 |
| 10/01/2011 | - | - | 169,500.00 | 169,500.00 | - |
| 04/01/2012 | 1,450,000.00 | 5.000% | 169,500.00 | 1,619,500.00 | 1,789,000.00 |
| 10/01/2012 | - | - | 133,250.00 | 133,250.00 | - |
| 04/01/2013 | 1,520,000.00 | 5.000% | 133,250.00 | 1,653,250.00 | 1,786,500.00 |
| 10/01/2013 | - | - | 95,250.00 | 95,250.00 | - |
| 04/01/2014 | 1,595,000.00 | 5.000% | 95,250.00 | 1,690,250.00 | 1,785,500.00 |
| 10/01/2014 | - | - | 55,375.00 | 55,375.00 | - |
| 04/01/2015 | 325,000.00 | 5.000% | 55,375.00 | 380,375.00 | 435,750.00 |
| 10/01/2015 | - | - | 47,250.00 | 47,250.00 | - |
| 04/01/2016 | 340,000.00 | 5.000% | 47,250.00 | 387,250.00 | 434,500.00 |
| 10/01/2016 | - | - | 38,750.00 | 38,750.00 | - |
| 04/01/2017 | 360,000.00 | 5.000% | 38,750.00 | 398,750.00 | 437,500.00 |
| 10/01/2017 | - | - | 29,750.00 | 29,750.00 | - |
| 04/01/2018 | 380,000.00 | 5.000% | 29,750.00 | 409,750.00 | 439,500.00 |
| 10/01/2018 | - | - | 20,250.00 | 20,250.00 | - |
| 04/01/2019 | 395,000.00 | 5.000% | 20,250.00 | 415,250.00 | 435,500.00 |
| 10/01/2019 | - | - | 10,375.00 | 10,375.00 | - |
| 04/01/2020 | 415,000.00 | 5.000% | 10,375.00 | 425,375.00 | 435,750.00 |
| Total | \$15,595,000.00 | - | \$5,847,766.67 | \$21,442,766.67 | - |

Yield Statistics

| | |
|---|-------------|
| Base date for Avg. Life & Avg. Coupon Calculation | 6/26/2013 |
| Average Life | 2.882 Years |
| Average Coupon | 5.0000000% |
| Weighted Average Maturity (Par Basis) | 2.882 Years |

Refunding Bond Information

| | |
|-------------------------|-----------|
| Refunding Dated Date | 6/26/2013 |
| Refunding Delivery Date | 6/26/2013 |

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Idaho State University

\$15,595,000 General Refunding and Improvement Revenue Bonds
Series 2003

Debt Service To Maturity And To Call

| Date | Refunded Bonds | Refunded Interest | D/S To Call | Principal | Coupon | Interest | Refunded D/S | Fiscal Total |
|--------------|-----------------------|--------------------|-----------------------|-----------------------|----------|---------------------|-----------------------|--------------|
| 06/26/2013 | 3,810,000.00 | 44,979.17 | 3,854,979.17 | - | - | - | - | - |
| 10/01/2013 | - | - | - | - | - | 95,250.00 | 95,250.00 | - |
| 04/01/2014 | - | - | - | 1,595,000.00 | 5.000% | 95,250.00 | 1,690,250.00 | 1,785,500.00 |
| 10/01/2014 | - | - | - | - | - | 55,375.00 | 55,375.00 | - |
| 04/01/2015 | - | - | - | 325,000.00 | 5.000% | 55,375.00 | 380,375.00 | 435,750.00 |
| 10/01/2015 | - | - | - | - | - | 47,250.00 | 47,250.00 | - |
| 04/01/2016 | - | - | - | 340,000.00 | 5.000% | 47,250.00 | 387,250.00 | 434,500.00 |
| 10/01/2016 | - | - | - | - | - | 38,750.00 | 38,750.00 | - |
| 04/01/2017 | - | - | - | 360,000.00 | 5.000% | 38,750.00 | 398,750.00 | 437,500.00 |
| 10/01/2017 | - | - | - | - | - | 29,750.00 | 29,750.00 | - |
| 04/01/2018 | - | - | - | 380,000.00 | 5.000% | 29,750.00 | 409,750.00 | 439,500.00 |
| 10/01/2018 | - | - | - | - | - | 20,250.00 | 20,250.00 | - |
| 04/01/2019 | - | - | - | 395,000.00 | 5.000% | 20,250.00 | 415,250.00 | 435,500.00 |
| 10/01/2019 | - | - | - | - | - | 10,375.00 | 10,375.00 | - |
| 04/01/2020 | - | - | - | 415,000.00 | 5.000% | 10,375.00 | 425,375.00 | 435,750.00 |
| Total | \$3,810,000.00 | \$44,979.17 | \$3,854,979.17 | \$3,810,000.00 | - | \$594,000.00 | \$4,404,000.00 | - |

Yield Statistics

| | |
|---|-------------|
| Base date for Avg. Life & Avg. Coupon Calculation | 6/26/2013 |
| Average Life | 2.882 Years |
| Average Coupon | 5.0000000% |
| Weighted Average Maturity (Par Basis) | 2.882 Years |

Refunding Bond Information

| | |
|-------------------------|-----------|
| Refunding Dated Date | 6/26/2013 |
| Refunding Delivery Date | 6/26/2013 |

2003 Rev | SINGLE PURPOSE | 5/20/2013 | 3:46 PM

Idaho State University

\$3,810,000 General Refunding and Improvement Revenue Bonds

Dated June 26, 2013

(Current Refund Series 2003)

Summary Of Bonds Refunded

| Issue | Maturity | Type | of Bond | Coupon | Maturity Value | Call Date | Call Price |
|--|-----------------|-------------|----------------|---------------|-----------------------|------------------|-------------------|
| Dated 7/16/2003 Delivered 7/16/2003 | | | | | | | |
| 2003 Rev | 04/01/2014 | Serial | Coupon | 5.000% | 1,595,000 | 06/26/2013 | 100.000% |
| 2003 Rev | 04/01/2015 | Serial | Coupon | 5.000% | 325,000 | 06/26/2013 | 100.000% |
| 2003 Rev | 04/01/2016 | Serial | Coupon | 5.000% | 340,000 | 06/26/2013 | 100.000% |
| 2003 Rev | 04/01/2017 | Serial | Coupon | 5.000% | 360,000 | 06/26/2013 | 100.000% |
| 2003 Rev | 04/01/2018 | Serial | Coupon | 5.000% | 380,000 | 06/26/2013 | 100.000% |
| 2003 Rev | 04/01/2019 | Serial | Coupon | 5.000% | 395,000 | 06/26/2013 | 100.000% |
| 2003 Rev | 04/01/2020 | Serial | Coupon | 5.000% | 415,000 | 06/26/2013 | 100.000% |
| Subtotal | - | | | - | \$3,810,000 | - | - |
| Total | - | | | - | \$3,810,000 | - | - |

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Idaho State University

\$3,810,000 General Refunding and Improvement Revenue Bonds

Dated June 26, 2013

(Current Refund Series 2003)

Debt Service Schedule

| Date | Principal | Coupon | Interest | Total P+I | Fiscal Total |
|--------------|-----------------------|---------------|---------------------|-----------------------|---------------------|
| 06/26/2013 | - | - | - | - | - |
| 10/01/2013 | - | - | 24,781.15 | 24,781.15 | - |
| 04/01/2014 | 1,669,000.00 | 2.250% | 46,953.75 | 1,715,953.75 | 1,740,734.90 |
| 10/01/2014 | - | - | 28,177.50 | 28,177.50 | - |
| 04/01/2015 | 334,000.00 | 2.250% | 28,177.50 | 362,177.50 | 390,355.00 |
| 10/01/2015 | - | - | 24,420.00 | 24,420.00 | - |
| 04/01/2016 | 341,000.00 | 2.500% | 24,420.00 | 365,420.00 | 389,840.00 |
| 10/01/2016 | - | - | 20,157.50 | 20,157.50 | - |
| 04/01/2017 | 352,000.00 | 2.750% | 20,157.50 | 372,157.50 | 392,315.00 |
| 10/01/2017 | - | - | 15,317.50 | 15,317.50 | - |
| 04/01/2018 | 364,000.00 | 2.750% | 15,317.50 | 379,317.50 | 394,635.00 |
| 10/01/2018 | - | - | 10,312.50 | 10,312.50 | - |
| 04/01/2019 | 370,000.00 | 2.750% | 10,312.50 | 380,312.50 | 390,625.00 |
| 10/01/2019 | - | - | 5,225.00 | 5,225.00 | - |
| 04/01/2020 | 380,000.00 | 2.750% | 5,225.00 | 385,225.00 | 390,450.00 |
| Total | \$3,810,000.00 | - | \$278,954.90 | \$4,088,954.90 | - |

Yield Statistics

| | |
|-----------------------------------|-------------|
| Bond Year Dollars | \$10,568.42 |
| Average Life | 2.774 Years |
| Average Coupon | 2.6395146% |
| Net Interest Cost (NIC) | 1.7092575% |
| True Interest Cost (TIC) | 1.6678835% |
| Bond Yield for Arbitrage Purposes | 1.6678835% |
| All Inclusive Cost (AIC) | 2.1840930% |

IRS Form 8038

| | |
|---------------------------|-------------|
| Net Interest Cost | 1.6521107% |
| Weighted Average Maturity | 2.798 Years |

Ref03 Zions | SINGLE PURPOSE | 5/20/2013 | 3:46 PM

Idaho State University

\$3,810,000 General Refunding and Improvement Revenue Bonds

Dated June 26, 2013

(Current Refund Series 2003)

Pricing Summary

| Maturity | Type of Bond | Coupon | Yield | Maturity Value | Price | Dollar Price |
|-----------------|---------------------|---------------|--------------|-----------------------|--------------|-----------------------|
| 04/01/2014 | Serial Coupon | 2.250% | 0.760% | 1,669,000.00 | 101.132% | 1,687,893.08 |
| 04/01/2015 | Serial Coupon | 2.250% | 0.960% | 334,000.00 | 102.250% | 341,515.00 |
| 04/01/2016 | Serial Coupon | 2.500% | 1.160% | 341,000.00 | 103.633% | 353,388.53 |
| 04/01/2017 | Serial Coupon | 2.750% | 1.460% | 352,000.00 | 104.706% | 368,565.12 |
| 04/01/2018 | Serial Coupon | 2.750% | 1.700% | 364,000.00 | 104.783% | 381,410.12 |
| 04/01/2019 | Serial Coupon | 2.750% | 2.030% | 370,000.00 | 103.896% | 384,415.20 |
| 04/01/2020 | Serial Coupon | 2.750% | 2.280% | 380,000.00 | 102.928% | 391,126.40 |
| Total | - | - | - | \$3,810,000.00 | - | \$3,908,313.45 |

Bid Information

| | |
|----------------------------------|----------------|
| Par Amount of Bonds | \$3,810,000.00 |
| Reoffering Premium or (Discount) | 98,313.45 |
| Gross Production | \$3,908,313.45 |
| Bid (102.580%) | 3,908,313.45 |
| Total Purchase Price | \$3,908,313.45 |
| Bond Year Dollars | \$10,568.42 |
| Average Life | 2.774 Years |
| Average Coupon | 2.6395146% |
| Net Interest Cost (NIC) | 1.7092575% |
| True Interest Cost (TIC) | 1.6678835% |

Ref 03 Zions | SINGLE PURPOSE | 5/20/2013 | 3:46 PM

Idaho State University

\$3,810,000 General Refunding and Improvement Revenue Bonds

Dated June 26, 2013

(Current Refund Series 2003)

Sources & Uses

Dated 06/26/2013 | Delivered 06/26/2013

Sources Of Funds

| | |
|---------------------|----------------|
| Par Amount of Bonds | \$3,810,000.00 |
| Reoffering Premium | 98,313.45 |

| | |
|----------------------|-----------------------|
| Total Sources | \$3,908,313.45 |
|----------------------|-----------------------|

Uses Of Funds

| | |
|-----------------------------------|--------------|
| Deposit to Current Refunding Fund | 3,854,979.17 |
| Costs of Issuance | 53,000.00 |
| Rounding Amount | 334.28 |

| | |
|-------------------|-----------------------|
| Total Uses | \$3,908,313.45 |
|-------------------|-----------------------|

Ref03 Zions | SINGLE PURPOSE | 5/20/2013 | 3:46 PM

Idaho State University

\$3,810,000 General Refunding and Improvement Revenue Bonds

Dated June 26, 2013

(Current Refund Series 2003)

Net Debt Service Schedule

| Date | Principal | Coupon | Interest | Total P+I | Net New D/S | Fiscal Total |
|--------------|-----------------------|---------------|---------------------|-----------------------|-----------------------|---------------------|
| 06/26/2013 | - | - | - | - | - | - |
| 10/01/2013 | - | - | 24,781.15 | 24,781.15 | 24,781.15 | - |
| 04/01/2014 | 1,669,000.00 | 2.250% | 46,953.75 | 1,715,953.75 | 1,715,953.75 | 1,740,734.90 |
| 10/01/2014 | - | - | 28,177.50 | 28,177.50 | 28,177.50 | - |
| 04/01/2015 | 334,000.00 | 2.250% | 28,177.50 | 362,177.50 | 362,177.50 | 390,355.00 |
| 10/01/2015 | - | - | 24,420.00 | 24,420.00 | 24,420.00 | - |
| 04/01/2016 | 341,000.00 | 2.500% | 24,420.00 | 365,420.00 | 365,420.00 | 389,840.00 |
| 10/01/2016 | - | - | 20,157.50 | 20,157.50 | 20,157.50 | - |
| 04/01/2017 | 352,000.00 | 2.750% | 20,157.50 | 372,157.50 | 372,157.50 | 392,315.00 |
| 10/01/2017 | - | - | 15,317.50 | 15,317.50 | 15,317.50 | - |
| 04/01/2018 | 364,000.00 | 2.750% | 15,317.50 | 379,317.50 | 379,317.50 | 394,635.00 |
| 10/01/2018 | - | - | 10,312.50 | 10,312.50 | 10,312.50 | - |
| 04/01/2019 | 370,000.00 | 2.750% | 10,312.50 | 380,312.50 | 380,312.50 | 390,625.00 |
| 10/01/2019 | - | - | 5,225.00 | 5,225.00 | 5,225.00 | - |
| 04/01/2020 | 380,000.00 | 2.750% | 5,225.00 | 385,225.00 | 385,225.00 | 390,450.00 |
| Total | \$3,810,000.00 | - | \$278,954.90 | \$4,088,954.90 | \$4,088,954.90 | - |

Ref03 Zions | SINGLE PURPOSE | 5/20/2013 | 3:46 PM

Idaho State University

\$3,810,000 General Refunding and Improvement Revenue Bonds

Dated June 26, 2013

(Current Refund Series 2003)

Gross Debt Service Comparison

| Date | Principal | Coupon | Interest | New D/S | OLD D/S | Savings | Fiscal Total |
|--------------|-----------------------|----------|---------------------|-----------------------|-----------------------|---------------------|--------------|
| 06/26/2013 | - | - | - | - | - | - | - |
| 10/01/2013 | - | - | 24,781.15 | 24,781.15 | 95,250.00 | 70,468.85 | - |
| 04/01/2014 | 1,669,000.00 | 2.250% | 46,953.75 | 1,715,953.75 | 1,690,250.00 | (25,703.75) | 44,765.10 |
| 10/01/2014 | - | - | 28,177.50 | 28,177.50 | 55,375.00 | 27,197.50 | - |
| 04/01/2015 | 334,000.00 | 2.250% | 28,177.50 | 362,177.50 | 380,375.00 | 18,197.50 | 45,395.00 |
| 10/01/2015 | - | - | 24,420.00 | 24,420.00 | 47,250.00 | 22,830.00 | - |
| 04/01/2016 | 341,000.00 | 2.500% | 24,420.00 | 365,420.00 | 387,250.00 | 21,830.00 | 44,660.00 |
| 10/01/2016 | - | - | 20,157.50 | 20,157.50 | 38,750.00 | 18,592.50 | - |
| 04/01/2017 | 352,000.00 | 2.750% | 20,157.50 | 372,157.50 | 398,750.00 | 26,592.50 | 45,185.00 |
| 10/01/2017 | - | - | 15,317.50 | 15,317.50 | 29,750.00 | 14,432.50 | - |
| 04/01/2018 | 364,000.00 | 2.750% | 15,317.50 | 379,317.50 | 409,750.00 | 30,432.50 | 44,865.00 |
| 10/01/2018 | - | - | 10,312.50 | 10,312.50 | 20,250.00 | 9,937.50 | - |
| 04/01/2019 | 370,000.00 | 2.750% | 10,312.50 | 380,312.50 | 415,250.00 | 34,937.50 | 44,875.00 |
| 10/01/2019 | - | - | 5,225.00 | 5,225.00 | 10,375.00 | 5,150.00 | - |
| 04/01/2020 | 380,000.00 | 2.750% | 5,225.00 | 385,225.00 | 425,375.00 | 40,150.00 | 45,300.00 |
| Total | \$3,810,000.00 | - | \$278,954.90 | \$4,088,954.90 | \$4,404,000.00 | \$315,045.10 | - |

PV Analysis Summary (Gross to Gross)

| | |
|--|--------------|
| Gross PV Debt Service Savings | 297,456.81 |
| Contingency or Rounding Amount | 334.28 |
| Net Present Value Benefit | \$297,791.09 |
| Net PV Benefit / \$3,810,000 Refunded Principal | 7.816% |
| Net PV Benefit / \$3,810,000 Refunding Principal | 7.816% |
| Average Annual Cash Flow Savings | 45,006.44 |

Refunding Bond Information

| | |
|-------------------------|-----------|
| Refunding Dated Date | 6/26/2013 |
| Refunding Delivery Date | 6/26/2013 |

Ref03 Zions | SINGLE PURPOSE | 5/20/2013 | 3:46 PM

Idaho State University

\$3,810,000 General Refunding and Improvement Revenue Bonds

Dated June 26, 2013

(Current Refund Series 2003)

Proof Of Bond Yield @ 1.6678835%

| Date | Cashflow | PV Factor | Present Value | Cumulative PV |
|--------------|-----------------------|------------------|-----------------------|----------------------|
| 06/26/2013 | - | 1.0000000x | - | - |
| 10/01/2013 | 24,781.15 | 0.9956265x | 24,672.77 | 24,672.77 |
| 04/01/2014 | 1,715,953.75 | 0.9873922x | 1,694,319.36 | 1,718,992.13 |
| 10/01/2014 | 28,177.50 | 0.9792260x | 27,592.14 | 1,746,584.27 |
| 04/01/2015 | 362,177.50 | 0.9711274x | 351,720.49 | 2,098,304.76 |
| 10/01/2015 | 24,420.00 | 0.9630957x | 23,518.80 | 2,121,823.56 |
| 04/01/2016 | 365,420.00 | 0.9551305x | 349,023.79 | 2,470,847.35 |
| 10/01/2016 | 20,157.50 | 0.9472312x | 19,093.81 | 2,489,941.16 |
| 04/01/2017 | 372,157.50 | 0.9393971x | 349,603.69 | 2,839,544.85 |
| 10/01/2017 | 15,317.50 | 0.9316279x | 14,270.21 | 2,853,815.06 |
| 04/01/2018 | 379,317.50 | 0.9239229x | 350,460.13 | 3,204,275.19 |
| 10/01/2018 | 10,312.50 | 0.9162817x | 9,449.15 | 3,213,724.34 |
| 04/01/2019 | 380,312.50 | 0.9087036x | 345,591.34 | 3,559,315.68 |
| 10/01/2019 | 5,225.00 | 0.9011882x | 4,708.71 | 3,564,024.39 |
| 04/01/2020 | 385,225.00 | 0.8937350x | 344,289.06 | 3,908,313.45 |
| Total | \$4,088,954.90 | - | \$3,908,313.45 | - |

Derivation Of Target Amount

| | |
|----------------------------------|----------------|
| Par Amount of Bonds | \$3,810,000.00 |
| Reoffering Premium or (Discount) | 98,313.45 |
| Original Issue Proceeds | \$3,908,313.45 |

Ref03 Zions | SINGLE PURPOSE | 5/20/2013 | 3:46 PM

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

UNIVERSITY OF IDAHO

SUBJECT

Purchase of 4.13 acres of vacated industrial/railroad lands between campus and downtown Moscow

REFERENCE

| | |
|--------------|---|
| October 2004 | Approved land exchange to acquire abandoned railroad property |
|--------------|---|

| | |
|------------|--|
| April 2011 | Approved second exchange to secure additional adjoining land |
|------------|--|

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Since campus master planning was initiated in 1908, University of Idaho (UI) leaders and planners have recognized the importance of developing properties between the campus core and downtown Moscow. Today, University leadership acknowledges the institution's success depends on its ability to create an environment that attracts students, mission stakeholders, and returning alumni. By better integrating the town's central business district with the specialized activities, facilities and services of campus, students benefit from a richer university experience that more fully meets student life expectations at this residential campus situated away from the State's population centers. Historically, the University has persistently acquired available properties between downtown Moscow and campus to strengthen this essential connection for University marketability and relevancy as a destination campus for study and a desirable student lifestyle.

In the 1980's and 90's the University secured available and strategically located properties between town and campus. In some cases those acquisitions included strategic properties the University had previously been unable to control, and which were consequently acquired with the full recognition that demolition and environmental contamination removal were required to transform these specific properties into developments. This was deemed essential to not only facilitate the growing operations and responsibilities of the University, but to preserve the viability and continued relevancy of one hundred years of past public investments that established the University infrastructure still used today.

Most recently, in 2004 and 2011 the Board approved separate exchanges proposed by University administration to secure property in this district and made available for the first time by railroad abandonment. Regrettably, in the prior exchanges, the University was unable to secure all of the property desired with

the limited exchange property available. However, some of this remaining former railroad land has since been privately assembled with a recently vacated and cleared industrial property, and is now being marketed.

With this additional acquisition, the University will further assemble this vacated parcel with its existing ownership between campus and downtown Moscow. The potential uses for the property are varied and extensive; including cooperative projects with the adjacent Gritman Medical Center perhaps related to student health or coordinated programs for medical education. The site generates the possibility of a viable research and development complex connecting local private economic development in engineering and medical applications to University expertise in affiliated academic and research areas. Additional development options that can be driven by University ownership include opportunities for revenue generation from ground leasing for student-serving private retail and entertainment district development. Finally, demand-driven housing opportunities for students wanting a more community-centered living experience than offered with campus-centered residence halls, or accommodating faculty or alumni housing for those seeking a lifestyle connection to campus events and activities by integrating demand for college town lifestyles to those not attending but still contributing to the University of Idaho community. The property's location between a vibrant downtown and campus will ensure its future marketability and potential for re-sale, so purchase today is investment-quality rather than an operating expense. Acquisition is not speculative, but reflective of a strategic imperative that at the very least must ensure the University's ability to control future development patterns in a redeveloping district whose economic use and direction will immediately impact the long term relevancy of the University of Idaho.

IMPACT

The property in question has been marketed at an asking price over \$2 million for the past two years, but has been offered to the University through purchase agreement for \$1.85 million. The owner provided a qualified appraisal estimating a market value of \$1,885,000. The University hired an independent appraisal and after updating and revising, that appraisal's estimate of market value is \$1.46 million. The owner has rejected previous offers of \$1.5 million and \$1.7 million. Since the University's original offer of \$1.85 million the seller has received another offer of \$2.05 million which will be accepted by the seller in the event UI cannot close the transaction by July 10, 2013 (the University has been negotiating terms of purchase, ultimately contingent on Regents approval, since last fall). Because the land has been cleared of building and other improvement remnants from its railroad industrial past, the University is not acquiring buildings requiring demolition.

Existing University funds have been dedicated for this specific strategic acquisition as University leadership has identified this acquisition as an essential

BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 20, 2013

investment in a missing strategic resource essential to the near term growth and capabilities of the University of Idaho.

ATTACHMENTS

| | |
|---|--------|
| Attachment 1 – Map of subject property | Page 5 |
| Attachment 2 – Map of campus/downtown setting | Page 7 |
| Attachment 3—Purchase Agreement | Page 9 |

STAFF COMMENTS AND RECOMMENDATIONS

This is a request by UI to approve the purchase of real property contiguous to the Moscow campus. The appraised value of the property is \$1.46M. The University has offered to purchase the property for \$1.85M. The seller has received a second offer for \$2.05M. The parcel is vacated industrial/railroad lands now on the market. UI views this purchase as a long-term strategic investment to secure ownership of a substantial piece of undeveloped property between the University and downtown Moscow for future campus land use and development initiatives.

In terms of priorities, the University is the first to recognize its deferred maintenance needs. However, if the institutional funds identified for this purchase were instead reprioritized to address deferred maintenance, the \$1.85M would represent only a fraction of the estimated annual growth in deferred maintenance. This does not minimize the importance of addressing deferred maintenance, but from a long-term strategic planning point of view, it does help put the proposed property acquisition into perspective.

The UI campus master plan for the Moscow campus does not designate a geographic expansion zone outside the current property boundary of the campus, but the purchase would be consistent with the University's Long Range Capital Development Plan (LRCDP).

BOARD ACTION

I move to approve the request by the University of Idaho to purchase 4.13 acres of vacated industrial/railroad lands located between campus and downtown Moscow for a purchase price of \$1.85 million and to pay transaction costs as set forth in the Purchase and Sale Agreement submitted to the Board; and further to authorize the Vice President for Finance and Administration and Bursar of the University of Idaho to execute all necessary transaction documents for closing the purchase.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PURCHASE AND SALE AGREEMENT

THIS PURCHASE AND SALE AGREEMENT ("Agreement") is entered into on March 5, 2013, between B & G Ventures, LLC, an Idaho Limited Liability Company ("Seller"), and The Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("Buyer").

1. Purchase.

Seller shall sell and Buyer shall purchase that certain real property located in the County of Latah, State of Idaho, and more particularly described in Exhibit A, together with all easements, rights and appurtenances thereto and improvements thereon, all in accordance with the terms and conditions hereinafter set forth ("Subject Property").

2. License for Entry.

Seller grants to Buyer a license to enter upon Subject Property for all purposes reasonably related to a full and adequate determination of its suitability, including, without limitation, the right to conduct surveys, soils tests, engineering studies, and environmental tests and audits.

3. Purchase Price.

The purchase price of the Subject Property is the sum of One Million Eight Hundred Fifty Thousand Dollars (\$1,850,000) ("Purchase Price").

4. Conditions Subsequent.

Notwithstanding anything to the contrary in this Agreement, Buyer shall not be obligated to purchase the Subject Property unless at or prior to closing each of the following conditions has been met or Buyer has waived said condition in writing. Seller shall cooperate

with Buyer to execute any documents which may be necessary or convenient to the performance of these conditions:

(a) Title to the Subject Property shall be good and marketable and shall be free and clear of all liens, leases, encumbrances, easements, assessments, restrictions, tenancies (whether recorded or unrecorded) and other exceptions to title, except the lien of real property taxes not yet due and payable and those exceptions approved in writing by Buyer ("**Permitted Exceptions**"). Between the date of this Agreement and the earlier of closing or the termination of this Agreement, Seller shall not enter into any lease or occupancy agreement affecting the Subject Property or any portion thereof unless first approved in writing by Buyer. Seller further agrees to remove on or before closing all monetary liens and encumbrances affecting the Subject Property except the lien of real property taxes not yet due and payable.

(b) Buyer is able to obtain from a title insurance company authorized to do business in the State of Idaho a policy of title insurance, including any endorsements reasonably required by Buyer in the full amount of the Purchase Price, insuring that marketable fee simple title to the Subject Property is vested in Buyer, subject only to the Permitted Exceptions (if any).

(c) Buyer has obtained surveys and environmental tests and audits which shall show the Subject Property (i) to be free and clear of all Hazardous Materials (as defined in Section 10[b]), and (ii) to be suitable, in Buyer's sole opinion, for Buyer's intended use or uses. Seller, within ten (10) days from the date of this Agreement, shall provide Buyer with all reports, test records and other information in the possession of Seller (if any) relating to the presence of any hazardous materials on the Subject Property.

(d) Buyer has obtained approval from Buyer's governing body, the Board of Regents of the University of Idaho ("Board of Regents") to purchase the Subject Property in accordance with the terms of this Agreement. The parties acknowledge that the execution and delivery of this agreement is made prior to presentation of the proposed transaction and the terms hereof to the Board of Regents for the foregoing approval. The determination of the Board of Regents whether to approve is an independent decision of the Board of Regents, and nothing herein shall be deemed bind the Board of Regents in favor of approval, or to limit the independent discretion of the Board of Regents in making its decision.

(e) All of Seller's representations and warranties under this Agreement shall continue to be true and correct as of the date of closing.

In the event Buyer, at any time, reasonably deems any of the conditions set forth in this Section 4 unsatisfied, Buyer may terminate this Agreement upon fifteen (15) days' prior written notice to Seller and this Agreement shall terminate. Notwithstanding any of the foregoing, neither party shall have the right to terminate this Agreement if such party is in default under this Agreement. In the event of any such termination of this Agreement, both parties shall be released from any further obligations hereunder except for liabilities, actual or contingent, which arose prior to the date of termination.

5. Closing Agent.

Latah County Title Company shall serve as the Closing Agent. Seller shall deliver to the Closing Agent on or before July 10, 2013, i) a duly executed and acknowledged Warranty Deed ("Deed"), attached as **Exhibit B**, conveying all of Seller's right, title and interest in Subject

Property to Buyer, together with instructions to deliver and record Deed after Buyer deposits Purchase Price with the Closing Agent. On or before July 1, 2013, Buyer shall notify Seller and Closing Agent, in writing that Buyer is satisfied with the conditions of transaction closing as set forth in Section 4 of this Agreement. Upon acknowledgment that all of the conditions of transaction closing as set forth in Section 4 have been met by Buyer and Seller, Buyer shall deposit the Purchase Price with the Closing Agent with instructions to disburse the Purchase Price to Seller upon recordation of the Deed by Closing Agent. Upon request of the Buyer, Seller shall provide buyer with a bill of sale as evidence of the conveyance of Subject Property from the Seller to Buyer.

6. Closing.

Once all conditions of transaction closing (as described in Section 4 of this Agreement) have been completed, the Deed is delivered, and the Purchase Price is deposited, the Closing Agent shall complete the transaction as prescribed by this Agreement (“Closing”). Upon Closing, possession shall pass to Buyer.

7. Section 1445 Affidavit.

At or prior to closing, Seller shall deliver to Buyer an affidavit in compliance with Section 1445 of the Internal Revenue Code providing Seller’s United States taxpayer identification number and business address and stating whether or not Seller is a “foreign person” as defined in the Internal Revenue Code and regulations applicable thereto (“Code”). If Seller fails to deliver such affidavit or is a “foreign person” as defined in the Code, Buyer shall be entitled to withhold from the Purchase Price, and to pay to the Internal Revenue Service, such amounts as are required to be withheld by the Code, and Seller agrees to cooperate with Buyer

and to furnish Buyer with such tax forms and information as are reasonably required to insure Buyer's compliance with the Code.

8. Costs.

Buyer shall pay the cost of recording the Deed. Any closing fees shall be paid equally by both parties. Taxes and utilities (if any) shall be prorated as of the time of transfer of possession from Seller to Buyer.

9. Commissions.

Each party represents and warrants that it has not dealt with or contracted with any broker, agent or finder to act in their behalf in connection with this transaction except for Shelley L. Bennett, Palouse Commercial Real Estate ("**Broker**") who was retained by Seller. Seller agrees that it shall be solely responsible for all brokerage commissions and fees due to Broker and that said commissions and fees shall be paid by Seller from the Purchase Price out of escrow or by such other arrangement between Broker and Seller to the extent it does not obligate Buyer in regards to such commissions or fees attributed to this Agreement. Buyer and Seller agrees, subject to the laws of the State of Idaho, to indemnify, defend and hold harmless the other party from all claims arising from any misrepresentation by the indemnifying party pursuant to this Section 9.

10. Seller's Representations and Warranties.

(a) Seller represents and warrants that Seller has authority to enter into this Agreement and to grant the license granted in Section 2 and that Seller holds marketable fee simple title to the Subject Property.

(b) Seller represents and warrants all of the following:

(i) Seller has no knowledge of any “Hazardous Materials” (as hereinafter defined), having ever been used, produced, released, stored, transported, disposed of, generated, deposited or otherwise existing in, over, under or upon the Subject Property by any person or entity whatsoever in violation of any Environmental Laws (as hereinafter defined). The term “**Hazardous Materials**” shall collectively refer to underground storage tanks, petroleum and petroleum products, asbestos, PCBs, urea-formaldehyde and any hazardous or toxic substances, pollutants, contaminants, wastes or materials as defined under any “Environmental Laws.” The term “**Environmental Laws**” shall collectively refer to the Comprehensive Environmental Response, Compensation and Liability Act of 1980, The Toxic Substances Control Act, the Clean Water Act 33 U.S.C. § 1251-1387, the Resource Conservation and Recovery Act as amended, or any other similar federal, state or local law, rule or regulation respecting Hazardous Materials together with all rules and regulations promulgated thereunder and all amendments thereto.

(ii) Seller, and to Seller’s knowledge, all other persons or entities who have occupied or are occupying the Subject Property, or any portion thereof, have, at all times, fully complied with all Environmental Laws and all other laws, rules and regulations (collectively, “**Laws**”) as well as all permits, licenses, certificates and approvals relating to the development and use of the Subject Property (collectively, “**Permits**”). To Seller’s knowledge, (A) no notice of violation of any Environmental Law or any other Law (and no complaint, order, directive, claim, citation or notice relating to any Environmental Law or other Law) has been issued with respect to the

Subject Property, and (B) no notice of noncompliance with any Permit relating to the development or use of the Subject Property has been issued.

(iii) There are no pending actions against Seller (or to Seller's knowledge, against any other person or entity) which relate to the condition or use of the Subject Property and Seller has no knowledge of any facts or circumstances which could give rise to such action. Without limiting the foregoing, there are no pending or threatened condemnation proceedings which could affect all or any portion of the Subject Property, or the performance by Seller of any of its obligations set forth in this Agreement.

(c) Seller represents and warrants that, to Seller's knowledge, the Subject Property is not subject to any existing, pending or future impact fees, bonds or assessments and Seller does not know of any present or proposed public improvements which could give rise to the same.

(d) Seller represents and warrants that, to Seller's knowledge, there are no attachments, executions, assignments for the benefit of creditors, or voluntary or involuntary proceedings contemplated by, or pending or threatened against, Seller which could prevent or delay the consummation of this transaction.

(e) Seller represents and warrants that, at closing, no default will have occurred or event that with the passage of time will be a default under any existing or prior lease.

(f) Seller represents and warrants that execution, delivery and performance of this Agreement, the Deed and the Bill of Sale have been duly authorized and approved by all

actions necessary by Seller, on the part of Seller, and that this Agreement, the Deed and the Bill of Sale constitute valid and binding agreements of Seller in accordance with their terms.

(g) Seller represents and warrants that Seller has good, valid and marketable title to the Subject Property, no right to acquire the Subject Property has been granted to any other party, are free and clear of all liens, claims, security interests, pledges, charges, and encumbrances of any nature.

The representations and warranties set forth in this Section 10 shall constitute continuing representations and warranties and shall be deemed to be true and correct as of the date of closing of Buyer's purchase of the Subject Property. Seller agrees to indemnify, defend and hold harmless Buyer from and against any and all liabilities, claims, suits, judgments, damages, expenses, losses, diminution in value, fees, penalties, fines and costs (including, without limitation, reasonable attorneys' fees and reasonable attorneys' fees on any appeal), judgments, proceedings and causes of action of any kind whatsoever, arising out of or in any way connected with Seller's breach of the representations and warranties set forth in this Section 10.

11. Condemnation.

Should any entity having the power of condemnation bring an action or otherwise indicate an intent prior to the time of closing to acquire all or any portion of, or any interest in, the Subject Property, Buyer, at Buyer's sole option, may elect either (i) to terminate Buyer's obligation to purchase the Subject Property by giving written notice to Seller at any time prior to the time of closing, or (ii) to complete the purchase of the Subject Property with Seller immediately appointing Buyer its attorney-in-fact to negotiate with said condemning entity as to its interest in the Subject Property and assigning to Buyer all amounts to be awarded for the

Subject Property. Seller agrees to provide Buyer, within ten (10) days after Seller's receipt of same but in no event later than the time of closing, written notice of any actual or threatened condemnation proceeding.

12. Successors.

This Agreement shall be binding on the heirs, successors, assigns and personal representatives of the parties hereto.

13. Attorneys' Fees.

In the event either party initiates or defends any legal action or proceeding in any way connected with this Agreement, the prevailing party in any such action or proceeding (in addition to any other relief which may be granted, whether legal or equitable), shall be entitled to recover from the losing party in any such action its reasonable costs and attorneys' fees (including, without limitation, its reasonable costs and attorneys' fees on any appeal). All such costs and attorneys' fees shall be deemed to have accrued on commencement of any legal action or proceeding and shall be enforceable whether or not such legal action or proceeding is prosecuted to judgment.

14. Default.

(a) Neither party shall be deemed to be in default of this Agreement except upon the expiration of thirty (30) days from receipt of written notice from the other party specifying the particulars in which such party has failed to perform its obligations (or breached any of its representations or warranties) under this Agreement unless such party, prior to expiration of said thirty (30) day period, has rectified the particulars specified in said notice of default.

(b) In the event of a default, the nondefaulting party may:

(i) Terminate this Agreement upon written notice to the defaulting party, and recover from the defaulting party all damages incurred by the nondefaulting party;

(ii) Seek specific performance of this Agreement, and, in addition, recover all damages incurred by the nondefaulting party. The parties declare it to be their intent that this Agreement may be specifically enforced;

(iii) Perform or pay any obligation or encumbrance necessary to cure the default and offset the cost thereof from monies otherwise due the defaulting party or recover said monies from the defaulting party; and

(iv) Pursue all other remedies available at law, it being the intent of the parties that remedies be cumulative and liberally enforced so as to adequately and completely compensate the nondefaulting party.

15. Notices.

(a) All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, addressed to the appropriate party at the address set forth below:

Seller: B & G Ventures, LLC
140 E Palouse River Dr
Moscow ID 83843

Buyer: University of Idaho
 Ronald E. Smith, Vice President Finance & Admin
 875 Perimeter Dr MS3168
 Moscow, ID 83844-3168

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Agreement shall be deemed given upon receipt.

(b) For the purpose of this Agreement, the term “**receipt**” shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified pursuant to subparagraph (a) above as shown on the return receipt, (ii) the date of actual receipt of the notice or other document by the person or entity specified pursuant to subparagraph (a) above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark on the return receipt, or (C) the date of receipt of notice of refusal or notice of nondelivery by the sending party.

16. Captions and Headings.

The captions and headings in this Agreement are for reference only and shall not be deemed to define or limit the scope or intent of any of the terms, covenants, conditions or agreements contained herein.

17. Entire Agreement.

This Agreement contains the entire agreement between the parties hereto and supersedes all prior agreements, oral or written, with respect to the subject matter hereof. The provisions of this Agreement shall be construed as a whole and not strictly for or against any party.

18. Venue and Governing Law.

Any legal proceeding instituted between the parties shall be in the courts of the County of Latah, State of Idaho, and each of the parties agrees to submit to the jurisdiction of such courts. It is further agreed that this Agreement shall be governed by the laws of the State of Idaho.

19. Counterparts.

This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which shall constitute a single instrument, and shall be effective upon execution of one or more of such counterparts by each of the parties hereto.

20. Survival.

All of the representations and warranties set forth in this Agreement shall constitute continuing representations and warranties, shall be deemed to be true and correct as of the date of Closing, and shall (along with all indemnification, defense and hold harmless obligations related thereto) survive Closing.

21. No Third Party Beneficiary Rights.

This Agreement is not intended to create, nor shall it in any way be interpreted or construed to create, any third party beneficiary rights in any person not a party hereto unless otherwise expressly provided herein.

EXECUTED as of the date first above written.

SELLER:

B & G Ventures, LLC

BUYER:

Board of Regents of the University of Idaho



Larry Germer
Manager



Ronald E. Smith
Vice President for Finance and
Administration

List of Exhibits and Schedule

Exhibit "A" – Legal Description

Exhibit "B" – Warranty Deed

EXHIBIT A

Legal Description

A parcel of land located in the NE ¼ of Section 18, T39N, R5W, BM and being more particularly described as follows:

Commencing at the Northeast corner of said Sec. 18; thence S 00°54'38" W, 1490.97 feet along the east line of said Sec. 18; thence departing said east line, N 36°38'03" W, 58.81 feet to the TRUE POINT OF BEGINNING;

Thence S 1°07'12" W, 311.54 feet;

Thence 202.85 feet along a non tangent curve to the right, Delta = 14°16'45", Radius = 813.94 feet, Chord = 202.33 feet, and a Chord Bearing = N 43°46'25" W;

Thence N 36°38'03" W, 767.71 feet;

Thence N. 53°27'42" E, 215.84 feet;

Thence S 36°38'03" E, 721.65 feet to the TRUE POINT OF BEGINNING.

Said parcel contains 4.22 acres.

Less:

Commencing at the northeast corner of said Section 18, thence along the east line of said Section 18, S 00°54'38" W, 1490.97 feet; thence N 36°38'03" W 58.51 feet to the southeast corner of the B & G Ventures, L.L.C. tract as shown on Record of Survey No. 506751, records of said Latah County; thence continuing N 36°38'03" W 721.65 feet along the northeasterly boundary of said tract to the southerly right of way line of College Street and the TRUE POINT OF BEGINNING;

thence S 53°27'42" W 215.84 feet along said right-of-way line to the northwest corner of said tract;

thence S 36°38'03" E 13.00 feet along the southeasterly boundary of said tract;

thence N 66°55'18" E 73.03 feet;

thence N 53°27'42" E 144.84 feet, parallel with and 30 feet distant of, when measured perpendicularly, said southerly right-of-way line of College Street;

thence N 36°38'03" W 30.00 feet along the northeasterly boundary of said tract to the TRUE POINT OF BEGINNING.

Said portion contains 5872 square feet, more or less.

EXHIBIT B**WARRANTY DEED**

GRANTOR, B & G Ventures, LLC, an Idaho Limited Liability Company whose current address is 140 E Palouse River Dr, Moscow ID 83843, for good and valuable consideration, the receipt of which is hereby acknowledged, does hereby grant, bargain, sell and convey unto the BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a body politic and corporate organized and existing under the laws and constitution of the state of Idaho, as GRANTEE, all of the real property, improvements, and appurtenances on the premises described specifically as shown in the attached Exhibit A ("Property").

TOGETHER with all and singular, the rights and appurtenances pertaining to such real property, as they exist, including any and all timber, water rights, mineral rights, easements, rights-of-way and any and all improvements constructed thereon.

GRANTOR does hereby covenant with the said GRANTEE that GRANTOR is the owner in fee simple of said premises; that said premises are free from all encumbrances; and subject to reservations, restrictions, dedications, easements, rights of way, and agreements, if any, of record, and general taxes and assessments for the current year, which are not yet due and payable, and that GRANTOR will warrant and defend the same from all lawful claims whatsoever. GRANTEE agrees to indemnify GRANTOR against any and all obligation, suits, claims, losses, or expense arising from or related to GRANTEE'S use and occupancy of the premises.

IN WITNESS WHEREOF, GRANTOR has hereunto caused this instrument to be executed this _____ day of July, 2013.

GRANTOR: B & G Ventures, LLC

By: _____

Date: _____

STATE OF IDAHO)
) ss.
County of Latah)

On this _____ day of July 2013, before me, the undersigned, a Notary Public in and for said State of Idaho, personally appeared Larry Germer, Manager and person authorized to sign on behalf of B& G Ventures, executed the within instrument.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

NOTARY PUBLIC for Idaho
Residing at _____, Idaho
My commission expires: _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Planning and Design Authorization College of Education Building

REFERENCE

May 15, 2013

Information item presented to Board.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, Section V.K.2.a and Section V.K.3.a

BACKGROUND/DISCUSSION

College of Education Building – Current Conditions

The College of Education Building at the University of Idaho is a 62,700 gsf International Style structure constructed in 1968. Approximately half of the exterior skin of the structure is clay brick masonry that is in very good, weather tight condition. The remaining portions of the exterior skin are comprised of a curtain wall system that features fiberglass composite panels with a mineral (rock) surface. These panels are failing under their own weight, causing them to cup and sag, thus pulling the top and sides of the panels away from the head and jamb framing. This results in gaps through which one can literally put one's hands, allowing for air and water to infiltrate the building.

The building is a steel frame structure that relies on sprayed-on fireproofing to achieve the required fire resistance. That sprayed-on fireproofing is replete with asbestos fibers in its composition. The material is starting to fail, allowing flakes to separate from the treated areas and to then fall down on to the top of ducts, lights, conduits, cables and the upper surface of the ceiling systems, thus contaminating all of these systems.

The HVAC system features a non-ducted, open plenum return above the finished ceiling. Such an open plenum return is no longer code complaint and would not be allowed to be constructed under current mechanical and life safety codes as it facilitates unfettered smoke spread throughout a structure in a fire event. Further, the open nature of the plenum compounds the issues associated with Asbestos Containing Material (ACM) present in the plenum above the ceiling, again, because it has the capacity to facilitate the spread of flaked ACM to other areas of the building.

The University and the Division of Public Works (DPW) attempted to replace the failing roof on the College of Education Building through a Permanent Building Fund (PBF) Alterations & Repairs (A&R) category project funded in FY 2003 and implemented in 2004. However, the application of fasteners used to install new roof insulation required to achieve minimum roof slopes caused the ACM fire-

proofing to come loose and the application of the new roof was halted. In lieu of that, the existing roof was top coated with a sealer as a temporary solution. This left the roof without sufficient slope and the sealer application is now failing.

In terms of the ability to make programmatic renovations and other necessary modifications required by updates in Life Safety Codes, the presence of ACM materials and the lack of a ducted HVAC return are severely limiting factors. Given these two limitations, the University is unable to make modifications that require lifting, disturbing, or going above the existing finished ceiling. Therefore, any programmatic renovation that would necessitate the removal or relocation of a wall is precluded. Mounting overhead projectors to structure above the ceiling is precluded. Any new life safety systems such as fire detection and alarm must be run in surface mount conduit below existing ceilings. The same is true of the addition of cabling in support of data systems, additional electrical power, etc. The result is that the hallways, classrooms, and offices are replete with surface mount systems added over the years that negatively affect the aesthetics and character of the Education Building. More importantly, these factors severely limit and hamper the ability of the University and the College of Education to make needed and necessary renovations in support of advancements in education pedagogy and best practices.

Project Background

Several items and concerns drive this project desire and this Authorization Request. The one common thread is the desire to provide a clean, safe, and efficient environment in which the College of Education can perform and carry out the role and mission assigned to it on behalf of the State of Idaho.

The issues associated with the presence ACM combined with the non-code complaint HVAC open return plenum date to initial construction of the building and severely limit renewal and renovation options. Over the years, the University has continuously monitored the ACM in the building and to date there has not been an instance of release of ACM into the occupied spaces. However, the University and DPW collaborated in joint funding of an in-depth survey of ACM within the College of Education Building. This study began in summer 2012, and was concluded in late 2012. The study revealed that the ACM fire-proofing is currently still largely intact, but that it has begun deteriorating. The survey found that the removal of ACM and systems contaminated with ACM is expected to cost in excess of \$2.25 million. That figure is for the construction cost of removal and abatement alone, it does not include project soft costs such as architecture/engineering (A/E) or Industrial Hygienist fees, contingencies and/or replacement materials or systems.

The late 2102 ACM survey was precipitated by three project needs in addition to a general needs to fully document and understand the extent of the ACM issues present in the Education Building. These are:

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

- a \$1.198M project to replace the failed curtain wall/fiberglass composite panel exterior skin. Funding for this effort came in FY13 and FY14 via the PBF A&R Category;
- the need to deal with the failed roofing system that was top sealed in 2004;
- the need of the College of Education to pursue renovations and improvements to the building in support of changing and evolving advancements in education pedagogy.

Each of these efforts generated a need to consider ACM abatement in their implementation. However, the scale and interconnectedness of the ACM issues stymied the ability to move forward.

Accordingly, the University contracted with Castellaw Kom Architects (CKA) of Lewiston Idaho to develop a Master Plan for the abatement and removal of ACM and ACM contaminated systems. Further, it was the intent of the Master Plan to plan for the replacement of these removed materials and systems in an iterative process. CKA was able to develop such a Master Plan, and delivered the plan to the University in February of this year. That plan outlined a minimum 6 year, 6 phase process that was estimated at \$6.1M construction costs, not including project soft costs such as A/E or Industrial Hygienist fees, contingencies. With such costs accounted for, total project costs exceeded \$8M.

This February 2013 Master Plan process proved that such an iterative approach is too inefficient and costly to continue to pursue. Further, such an approach would mean more than six years of disruption to operations and personnel with an inherent risk that the various abatement containments might be breached along the way. Most importantly, such an expensive, inefficient, and risky process would result in a building that was free of ACM, but would not include any of the necessary programmatic renovations and improvements so critical to the continuing success of the College of Education.

Project Description

Given the above background and circumstances the University is ready to proceed with an alternative approach. In March of 2013, the State of Idaho appropriated \$3.75M to the University for the purpose of addressing deferred maintenance needs. This appropriation was partially the result of a summer 2012 tour of the campus by the Legislature's Joint Finance-Appropriations Committee (JFAC) during which the deferred maintenance needs present in the College of Education Building were featured and described.

Working in collaboration with DPW, the University has developed a program for a \$14.5 million "whole building" renovation of the College of Education Building that will

- abate and remove all of the ACM and ACM contaminated systems in the building;

- create a weather-tight shell by correcting the current issues with the existing roof and the failed curtain wall/fiberglass composite panel exterior skin;
- address the HVAC issues and install a code compliant, ducted return HVAC system;
- increase building energy consumption/use efficiency by installing modern, digital HVAC controls, eliminating air infiltration through gaps in the current skin, increasing insulation U-values at the curtain wall skin;
- update, refresh, and modernize finishes and system in the building to current standards;
- improve efficiencies in the use of space within the building;
- leverage investment in the structure and provide value to the project by retaining those systems that are sound, solid, and in good condition, and which can be retained and reused such as foundations, structure, and the clay brick masonry skin;
- provide the needed and necessary programmatic renovations and improvements necessary and critical to the on-going success of the College of Education;
- reflect in the physical manifestation of the built environment the continuing commitment of the University and the College of Education to the training and development of educational professionals in the State of Idaho.

Authorization Request

This request is for Capital Project Authorization to plan and design a project which provides for asbestos remediation and whole building renovation and improvements within the College of Education Building.

This effort is modeled after the successful asbestos remediation and whole building renovation of the former University Classroom Center (UCC), now the Teaching and Learning Center (TLC), completed at the University of Idaho in 2005. The UCC presented the very same issues associated with steel framing covered by ACM fire-proofing in an otherwise sound structure that was equipped with a non-compliant, non-ducted open plenum return HVAC system. Just as with the College of Education Building, the conclusion in the case of the UCC was that a whole-building renovation approach provided the best and most efficient solution for the University and the State. The UCC-to-TLC renovation and improvement was completed in 2005 to great success.

Similarly, it is anticipated that this holistic approach to renovation and improvements at the College of Education Building will solve the current deficiencies and provide a safe, efficient, aesthetic, professional, supportive environment for the College of Education by best leveraging existing assets and making needed and necessary renovations.

In general, the overall milestones anticipate a planning and design period of approximately 12 months to be followed by a bidding and award period of three months, with construction complete in summer 2016. This assumes that the

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

building is off-line for renovation and unoccupied beginning August of 2014 through late spring/early summer 2016. The renovated and improved College of Education Building will be fully functional and operational for the Fall semester, 2016. This compares very favorably to the anticipated minimum of six years for abatement alone under the previously considered iterative approach.

The project is consistent with the strategic goals and objectives of the College of Education. The project is fully consistent with the University's strategic plan, specifically, Goal One, Teaching and Learning Activity, Goal 3, Outreach and Engagement and Goal Four, Community and Culture, and the University's Long Range Capital Development Plan (LRCDP).

IMPACT

The immediate fiscal impact of this effort is to fund planning and design phase costs of the overall project. The overall project effort is anticipated to be \$14,500,000. It is the intent of the University to share design costs by providing \$400,000 during the design phase – funded from internal strategic reserves. The University further intends to reimburse the planning and design expenditures from future bond funds.

**Overall Project
Funding**

| | |
|------------------|------------------|
| State | |
| FY 13 A&R | \$ 192,600 |
| FY 14 A&R | \$ 1,004,900 |
| FY 14 Appr. | \$ 3,750,000 |
| Federal (Grant): | 0 |
| Other (UI) | <u>9,500,000</u> |
| Total | \$14,447,500 |

**Overall Project
Estimate Budget**

| | |
|---------------------------|------------------|
| Construction | \$ 11,726,900 |
| A/E, IH & Consultant Fees | 1,407,200 |
| Contingency | <u>1,313,400</u> |
| Total | \$ 14,447,500 |

**Planning and Design Phase
Funding**

| | |
|------------------|----------------|
| State | |
| FY 13 A&R | \$ 192,600 |
| FY 14 A&R | \$ 1,004,900 |
| FY 14 Appr. | \$ 3,750,000 |
| Federal (Grant): | 0 |
| Other (UI) | <u>400,000</u> |
| Total | \$ 5,347,500* |

**Planning and Design Phase
Estimate Budget**

| | |
|---------------------------|----------------|
| Construction | \$ 0 |
| A/E, IH & Consultant Fees | 1,407,200 |
| Contingency | <u>140,700</u> |
| Total | \$ 1,547,900 |

* Total funding currently available exceeds funding requisite for the design phase. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

ATTACHMENTS

Attachment 1 – Reimbursement Resolution
Attachment 2 – Capital Project Tracking Sheet

Page 7
Page 9

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

STAFF COMMENTS AND RECOMMENDATIONS

House Bill 313 appropriated \$3.75M to each of the three universities to meet deferred maintenance needs. The appropriation does contain legislative intent language which provides that the "Division of Public Works is authorized to work jointly with the State Board of Education to identify suitable projects for which funds have not been previously appropriated through occupancy costs." There is no extant record of the College of Education building having received occupancy costs. Therefore, DPW and Board staff determined this project satisfies the legislative intent.

This project involves critical life safety, functionality and exterior envelope integrity issues of the College of Education building. The UI seeks to leverage Permanent Building Funds with bond financing to do a complete building remodel. As of June 30, 2012, UI's debt burden ratio (debt service as a percent of operating budget excluding Foundation assets) was 3.84%. The Board has informally considered 8% as a debt service ceiling.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the planning and design phases of a Capital Project for the College of Education Building Asbestos Remediation and Whole Building Renovation and Improvements, in the amount of \$1,547,900, and to repay UI funds expended in this phase through bond proceeds at a later date. Authorization includes the authority to execute all necessary and requisite Consulting, Industrial Hygienist, and Vendor contracts to fully implement the planning and design phases of the project. Bond Indebtedness Authorization and Construction Authorization will require a separate authorization actions at a later date to be determined.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Resolution of the Board of Regents regarding authority for the University of Idaho to use future bond proceeds to reimburse the planning and design expenditures associated with the College of Education Building Asbestos Remediation and Whole Building Renovation and Improvements as set forth in Attachment 1 to the materials submitted to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**RESOLUTION FOR EXPENDITURE OF PROJECT FUNDS
AND REIMBURSEMENT FROM FUTURE BOND**

A RESOLUTION of the Regents of the University of Idaho authorizing reimbursement of internal University funds expended for planning and design of the College of Education Building Asbestos Remediation and Whole Building Renovation and Improvements on the Moscow campus in Latah County, Idaho.

WHEREAS, the Regents have approved the expenditure of \$1,547,900, for planning and design of the College of Education Building Asbestos Remediation and Whole Building Renovation and Improvements on the Moscow campus located in Latah County, Idaho (the "Project"); and

WHEREAS the University wishes to reimburse its reserves for the monies expended in acquisition of the Project from the proceeds of future bond issuance;

NOW, THEREFORE, BE IT RESOLVED BY THE REGENTS OF THE UNIVERSITY OF IDAHO AS FOLLOWS:

The University may expend monies from its own internal funds for costs of the Project as indicated above and in such event, intends to be reimbursed from the proceeds of its future tax-exempt bonds (the "Bonds") for any expenditure ("Expenditure") made on or after a date not more than 60 days prior to the date hereof. Further, that each Expenditure was and will be either (a) of a type properly chargeable to a capital account under general federal income tax principles (determined in each case as of the date of the Expenditure), (b) a cost of issuance with respect to the Bonds or (c) a nonrecurring item that is not customarily payable from current revenues. Further, that the maximum principal amount of the Bonds to be issued for the Project described above is \$20,000,000 and the Bonds may finance other University projects. The University reasonably expects on the date hereof that it will reimburse the Expenditures with all or a portion of the proceeds of the Bonds. Further, that the University will keep books and records of all expenditures and will make a reimbursement allocation, which is a written allocation that evidences the University's use of proceeds of the Bonds to be a reimbursement of Expenditures no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. Finally, that this resolution evidences the Agency's intent and reasonable expectation under Treas. Reg. Section 1.150-2 (d)(1) to use the proceeds of the Bonds to pay the costs of the Project and to reimburse the Agency for expenditures for the costs of the Project paid prior to the issuance of the Bonds to the extent permitted by federal tax regulations.

ADOPTED AND APPROVED the ____th day of June, 2013.

THE REGENTS OF THE UNIVERSITY OF IDAHO

By: _____
Don Soltman, President

By: _____
Ronald E. Smith, Bursar

ATTEST:

By: _____
Roderic W. Lewis, Secretary

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of May, 2013

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Planning and Design Phases Authorization, College of Education Building Asbestos Remediation and Whole Building Renovation and Improvements, University of Idaho, Moscow, Idaho.
- 2 Project Description:** Planning and Design Phase work towards an eventual series of renovations and improvements to the College of Education Building located on the main campus of the University of Idaho, Moscow, Idaho.
- 3 Project Use:** A project effort that will provide for asbestos remediation and whole building renovation and improvements within the College of Education Building, University of Idaho, Moscow, Idaho. This project effort is modeled after the successful asbestos remediation and whole building renovation of the former University Classroom Center (UCC), now the Teaching and Learning Center (TLC) completed at the University of Idaho in 2005. The UCC presented the very same issues associated with steel framing covered by ACM fire-proofing in and otherwise sound structure that was equipped with a non-compliant, non-ducted open plenum return HVAC system.
- 4 Project Size:** 62,700 GSF

| | Sources of Funds | | | | Use of Funds | | | |
|--|------------------|------|------------|---------------|--------------|--------------------|------------|--------------|
| | PBF | ISBA | Other | Total Sources | Planning | Use of Funds Const | Other** | Total Uses |
| Initial Cost of Project. Planning and Design Phase Only | \$ 4,947,500 | \$ - | \$ 400,000 | \$ 5,347,500 | \$ 1,407,200 | \$ - | \$ 140,700 | \$ 1,547,900 |
| History of Revisions: | | | | | | | | |
| Total Project Costs | \$ 4,947,500 | \$ - | \$ 400,000 | \$ 5,347,500 | \$ 1,407,200 | \$ - | \$ 140,700 | \$ 1,547,900 |

| History of Funding: | * Other Sources of Funds | | | | | | |
|---|--------------------------|------|------------------------------------|-----------------|------------|-------------|---------------|
| | PBF | ISBA | Institutional Funds (Gifts/Grants) | Student Revenue | Other* | Total Other | Total Funding |
| Initial Authorization Request, Planning and Design Phase Only, May 2013 | \$ 4,947,500 | | | | \$ 400,000 | \$ 400,000 | \$ 5,347,500 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total | \$ 4,947,500 | \$ - | \$ - | \$ - | \$ 400,000 | \$ 400,000 | \$ 5,347,500 |

* Internal Strategic Reserves

** Project Contingency

NOTE: Total funding currently available exceeds funding requisite for the design phase. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

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EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Eastern Idaho Technical College (EITC) Real Property Sale

APPLICABLE STATUTE, RULE, OR POLICY

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

Idaho Code §33-2211

Idaho Code §33-601

Idaho Code §33-402

Idaho Code, Chapter 1, Title 60

BACKGROUND/DISCUSSION

Most of EITC's real property is from several property gifts provided by Ivan and Beulah Ashment. Among these gifts is an area of land which extends eastward to Sand Creek. About 20 years ago, the Board approved a request by the City of Idaho Falls to build a roadway connecting Hitt and Hickman Roads, which is now the major five lane road to the east of the main campus. The roadway bisected part of this gifted land. The 3.3 acre parcel of property (parcel #RPA00008226024) lies to the east of Hitt Road between the road and Sand Creek and varies in width from 40 to 130 feet. The land is within the City of Idaho Falls, is the only land east of Hitt Road within Idaho Falls city limits, and is undeveloped. To develop the property, utilities would need to be run from the City of Idaho Falls under Hitt Road, which would be costly. It would not be cost beneficial for the College to develop the parcel and the College has substantial contiguous land north and northwest of current facilities to permit future growth.

State law authorizes the board for professional-technical education to dispose of real property in the manner prescribed for the trustees of school districts. Idaho Code, §33-601(3)-(4) allows the board of trustees for a school district to dispose of real property after having the property appraised by an appraiser certified in Idaho. The appraised value is to be entered into the board's records and used to establish the value of the real property. The property may be sold at either public auction or by sealed bid. Notice of the time and conditions of the sale must be published twice in a newspaper of general circulation in the manner set forth in Chapter 1, Title 60, Idaho Code. The board may accept the highest bid, may reject any bid, or reject all bids. During the sealed bid or public auction process, the property cannot be sold for less than the appraised value. If satisfactory bid is not received, the board may proceed under its own direction to sell and convey the property for the highest price the market will bear.

IMPACT

The process for disposal of real property held by EITC is set forth in Idaho Code Sections 33-2211, 33-601, 33-402 and Title 60, Chapter 1.

ATTACHMENTS

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 20, 2013

Attachment 1 – EITC Campus Map
Attachment 2 – Property Map

Page 3
Page 4

STAFF COMMENTS AND RECOMMENDATIONS

EITC has title to a small parcel of land across a major highway from its main campus. The College has determined its property contiguous with the campus is adequate to accommodate future growth, and that the parcel in question is not useful for any expansion or development the College may seek to undertake. The College requests Board approval to commence with disposal of the property.

Staff recommends approval.

BOARD ACTION

I move to declare real property parcel #RPA00008226024, located in Idaho Falls, Idaho, to be no longer useful to, or usable by, Eastern Idaho Technical College, that said parcel shall be appraised, that the appraised value be entered into the Board's records, and that EITC proceed to dispose of the property in accordance with the provisions of Idaho Code Sections 33-2211, 33-601, 33-402 and Title 60, Chapter 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

