

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

TAB	DESCRIPTION	ACTION
1	FY 2015 LINE ITEMS	Motion to approve
2	FY 2015 CAPITAL BUDGET REQUESTS	Motion to approve
3	GENDER EQUITY REPORTS	Motion to approve
4	INTERCOLLEGIATE ATHLETIC REPORTS NCAA Academic Progress Rate (APR) Scores	Information item
5	BOISE STATE UNIVERSITY Property Purchase – Gage Warehouse	Motion to approve
6	UNIVERSITY of IDAHO Nike Contract	Motion to approve
7	UNIVERSITY of IDAHO Executive Residence Project – Planning & Design	Motion to approve
8	LEWIS-CLARK STATE COLLEGE Program Prioritization	Motion to approve

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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
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June 2013	Board approved FY 2015 line items as presented
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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

The Board established the guidelines, timetable, and priority categories for reviewing and approving the FY 2015 budget requests at the April and June 2013 Board meetings. At the June 2013 Board meeting, the institutions and agencies presented their Line Item requests. The Board approved the Line Items as presented and scheduled a work session at the regularly scheduled August Board meeting. The list of Line Items summarized on page 5 are listed in priority order and upon final approval will be included in the institution and agency budget submissions to the Legislative Services Office (LSO) and the Division of Financial Management (DFM).

IMPACT

The approved Line Items will be included with the FY 2015 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY 2015 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

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

For many years, the Board has been informed that the Idaho state budget request process is based on Base-plus budgeting for anticipated uncontrollable and discretionary changes which are comprised of the following:

Base Budget:	Historical budget based on years of appropriations
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MCO: Maintenance of current operations; formula driven for uncontrollable factors such as general salary increases and cost inflation.

Line Items: Enhancements for new programs and initiatives

Base budgeting allows the agencies and institutions to derive a reasonable dollar estimate in order to manage their programs and staffing levels from one year to the next. This is also true for the higher education institutions whose budgets are consolidated for four year institutions and for two year community colleges.

The following agencies and institutions are scheduled to undergo zero-base budgeting as required by DFM. The scheduled years are as follows:

2015

Idaho Division of Professional-Technical Education

2016

College and Universities

Agricultural Research and Extension

Idaho Division of Vocational Rehabilitation

Zero-base budgeting will focus each agency and institution on its core legal requirements, mission, strategic plan, and performance measures. Any resulting budget adjustments will be processed through the normal Idaho budget development process (i.e. Base adjustments, MCO and Line Items).

The Presidents Council adopted the following resolution urging the Board to give the Change in Employee Compensation (CEC) budget request consideration: "The College and University Presidents unanimously support a CEC statewide budget request for this next year and encourage the Board to work with the Governor to incorporate that request in the budget for 2015." This resolution was communicated to the Board at its June meeting during the Presidents Council report. Staff has included a second motion to this agenda item which, if adopted, would put the Board on record as supporting and recommending a CEC. The motion speaks to "full funding" for a CEC which is a reference to the desirability for a "fund shift."

When the institutions build their annual budget requests, they do so by the three appropriated fund sources: General Funds, tuition and endowment funds (if applicable). For example, for a 1% CEC an institution may request \$600,000 in General Funds, \$350,000 in tuition spending authority and \$40,000 in endowment fund(s) spending authority. State budget policies provide, however, that if a certain fund source has insufficient revenues to fund a CEC, with no request or expectation of increased revenues in the coming fiscal year, an institution may request a fund shift. To continue the example, to the extent that any increase in endowment funds does not make up the difference in increased

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costs for CEC (i.e. personnel costs attributable to endowment funds), an institution could request to shift those costs to the General Fund. Up until recently the same has been true for tuition. If existing tuition revenue and spending authority would not cover a CEC, then an institution could request the difference in General Funds. However, in FY 2013 (the last time a CEC was funded) JFAC did not include a fund shift for personnel costs attributable to tuition. The result was an unfunded mandate on the institutions, so the General Funds appropriated for the FY 2013 2% CEC had to be augmented by increased student tuition to ensure funding was available for all employees funded on the appropriated budget. For this reason, a CEC with fund shift is necessary and appropriate.

Staff recommends approval.

BOARD ACTION

I move to approve the Line Items for the agencies and institutions as listed on Tab 1 pages 5-7, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to DFM and LSO on September 3, 2013.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to recommend full funding for a statewide Change in Employee Compensation (CEC) for fiscal year 2015 and to direct staff to so notify the Governor, the Chairmen of the House and Senate Commerce and Human Resources Committees, and the Co-Chairs of the Joint Finance-Appropriations Committee.

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				Institution Specific Initiatives	Total
				Occupancy Costs	Deferred Maintenance			
1 System-wide Needs	4,518,100							
Deferred Maintenance		9	1		12,500,000			12,500,000
Higher Education Research Council		13	2			400,000		400,000
2 Boise State University	77,310,300							10,475,300
New Faculty/Advisors/Support		17	1			6,999,000		6,999,000
Faculty & Staff Merit Adjustments		19	2			3,144,500		3,144,500
Occupancy Costs		7	3	331,800				331,800
3 Idaho State University	64,540,600							2,196,000
Occupancy Costs		7	1	86,000				86,000
Complete College Idaho		21	2			1,962,800		1,962,800
College Courses at EITC		29	3			147,200		147,200
4 University of Idaho	76,713,900							2,060,000
College of Law, Boise 2nd yr		33	1			400,000		400,000
Key Faculty Hires		37	2			1,660,000		1,660,000
5 Lewis-Clark State College	13,460,700							977,300
New Faculty & Support Staff		41	1			977,300		977,300
6 Total College and Universities	\$ 236,543,600			\$ 417,800	\$ 12,500,000			\$ 15,708,600
7 Percentage of FY 2014 Appropriation				0.2%	5.3%			6.6%

STATE BOARD OF EDUCATION
FY 2015 Line Items - Community Colleges and Agencies

Priority	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	47	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		51	2	115,400	
	Idaho Falls Outreach Center		55	3	191,500	
	Graduation Rate Improvement		59	4	107,200	
	STEM Initiative		65	5	178,100	
	North Idaho College	10,029,600			497,700	
	Voluntary Framework of Accountability		71	1	98,600	
	Sandpoint Outreach		75	2	302,300	
	Veterans Center		79	3	96,800	
	College of Western Idaho	8,248,800			2,051,800	
1	Occupancy Costs		7	1	870,900	
2	Nursing Staff		83	2	621,000	
	Virtual One-Stop Student Services		87	3	195,400	
	Voluntary Framework for Accountability		91	4	123,400	
3	Dual Credit Expansion		95	5	241,100	
3	Agricultural Research/Extension	24,422,700			1,510,000	
	Operating Expenses		99	1	1,510,000	
4	Health Education Programs	10,558,800			939,600	
	WI Veterinary Education	1,855,800				
	WWAMI Medical Education	3,579,300			365,800	
	Trust Program		103	1	252,400	
	Five Additional Seats		105	2	113,400	
	IDEP Dental Education	1,455,200				
	Univ. of Utah Med. Ed.	1,283,200	109		28,000	preceptor stipend
	Family Medicine Residencies	2,023,900				
	Boise Internal Medicine Residency	240,000				
	Psychiatry Residency	121,400				
	Kootenai Health Family Medicine Residency	0	111	1	180,000	

STATE BOARD OF EDUCATION
FY 2015 Line Items - Community Colleges and Agencies

Priority	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		115	1	72,200	
	Policy Analysis Group		119	2	60,800	
	Geological Survey	706,900	123	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			134,600	
	Web Developer		129	1	79,300	
	Misc. Revenue Spending Authority		133	2	55,300	
7	Idaho Public Television	2,411,500			530,000	
	Repair and Maintenance Funding Restoration		135	1	130,000	
	Capital Replacement Funding Restoration		137	2	400,000	
8	Vocational Rehabilitation	7,304,000			222,200	
	Vocational Rehabilitation	3,230,600			222,200	
	Corrections Transitions		139	1	0	No general funds requested
	Counselor Salaries		143	2	122,200	
	Replacement of Agreements		147	3	100,000	
	Community Supported Employment	3,880,200				
	Council for the Deaf/Hard of Hearing	193,200				
9	Total	\$ 135,258,000			\$ 8,564,500	

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													
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	January-13	100%	45,162	45,162	1.74	61,500	4,500	66,000	79,000	5,900,000	88,500	39,500	273,000	100%	273,000								
5	BoDo church currently monthly lease	March-14	100%	8,852	8,852	0.34	12,000	900	12,900	15,500	1,700,000	25,500	8,200	62,100	100%	62,100								
6																2.08	73,500	5,400	78,900	94,500	114,000	47,700	335,100	335,100
7																								
8	IDAHO STATE UNIVERSITY																							
9	Meridian Building - Anatomy Phys Lab	July-14	100%	8,000	8,000	0.31	10,900	800	11,700	13,300	3,500,000	52,500	9,000	86,500	100%	86,500								
10																							-	
11																0.31	10,900	800	11,700	13,300	52,500	9,000	86,500	86,500
12																								
13	College of Southern Idaho																							
14	Advanced Technology and Innovation	December-13	100%	41,630	41,630	1.60	54,600	4,200	58,800	72,900	7,524,800	112,900	38,100	282,700	100%	282,700								
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						41,600	3,100	44,700	54,700	7,524,800	84,700	28,600	212,700		212,700								
17																								
18	College of Western Idaho																							
19	Micron Center for Prof-Tech Ed. **	August-12	98%	175,000	170,750	6.57	224,300	17,100	241,400	298,800	13,612,574	199,200	142,100	881,500	100%	881,500								
20	pending transfer from Foundation					6.57	224,300	17,100	241,400	298,800		199,200	142,100	881,500		881,500								
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 \$110,100 6.2000% x salary

SSHI 1.4500% x salary

Unemployment Insurance 0.3000% x salary

Life Insurance 0.6750% x salary

Retirement: PERSI 12.2400% x salary

Workmans Comp x salary

Sick Leave 0.6500% x salary

Human Resources

21.5150% per position

Health Insurance \$10,550.00

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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AGENCY: Systemwide Needs
FUNCTION: General Education -
Instruction

Agency No.: 510

FY 2015 Request

Function No.:

Page 1 of Pages
Original Submission X or
Revision No.

ACTIVITY:

Activity No.:

A: Decision Unit No: 12.01		Title: Deferred Maintenance			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries and benefits					
2.					
3.					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. Deferred Maintenance	\$12,500,000				\$12,500,000
TOTAL CAPITAL OUTLAY:	\$12,500,000				\$12,500,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$12,500,000				\$12,500,000

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?

The Joint Finance-Appropriations Committee requested the Legislative Services Office (LSO) conduct a study to define and quantify the deferred maintenance needs of the institutions. In addition to the conclusion that the institutions do not have the funding to support their annual needs, the study determined the institutions' Permanent Building Fund Alteration and Repairs request has grown by \$18.7 million during the past two years to a total of \$53.65 million in FY 2014.

In the intent language of the FY 2014 Division of Public Works (DPW) appropriation bill (HB 313), the Legislature declared that the four institutions have significant deferred maintenance needs that cannot be met with the existing revenue available

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in the Permanent Building Fund and that each institution's annual maintenance and repair needs greatly exceed available funding from current state or institution resources.

The College and Universities received additional one-time funding in FY 2014 through the DPW appropriation for deferred maintenance in the amount of \$12,500,000 allocated to the four institutions as follows:

Boise State University	\$ 3,750,000
Idaho State University	\$ 3,750,000
University of Idaho	\$ 3,750,000
Lewis-Clark State College	<u>\$ 1,250,000</u>
Total	\$12,500,000

The LSO study also determined that collectively the institutions reported a range of \$674 million to \$764 million in deferred maintenance needs. However, each institution defined and quantified deferred maintenance differently which made comparisons difficult. The State Board of Education (Board) and the institutions intend to engage a consultant to define and quantify the deferred maintenance needs at each institution using a consistent and objective methodology.

This request is for an additional \$12,500,000 in one-time capital outlay would be used to continue to address the significant deferred maintenance backlog at the four public 4-year institutions. These funds would not be used to construct or purchase new buildings nor be used for buildings for which occupancy cost have been appropriated in the past.

2. What resources are necessary to implement this request:

\$12,500,000 in one-time capital outlay is needed to help address the institutions' deferred maintenance backlog. Once the Board has quantified the deferred maintenance needs at each institution, a long-range systematic process and plan will be developed to address capital renewal and deferred maintenance. It is also possible that future or uncommitted student facility fees could be redirected from new construction and bond debt service to deferred maintenance.

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 one-time State general funds.

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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 LSO study also reported the institutions have used most of the student facility fees for construction or to pay bond debt for their facilities. Very little is used for maintenance and repairs, and the capacity to increase fees is limited. Providing ongoing deferred maintenance funds will reduce the need to increase student fees thereby maintaining access to higher education in Idaho.

5. If this is a high priority item, list reason non-appropriated Line Items from the FY2014 budget request are not prioritized first.

Whereas deferred maintenance has become a mission critical issue at most of the institutions, the Board brings this as the only system-wide line item request. This line item was not included in the FY 2014 budget request.

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AGENCY: System-wide Needs

Agency No.: 501

FY 2014 Request

FUNCTION:

Function No.: 02

Page ____ of ____ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. ____

Higher Education Research Council					
A: Decision Unit No: 12.02	Title: Council			Priority Ranking 2 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.0
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Mission and Goals of HERC	\$400,000				\$400,000
TOTAL OPERATING EXPENDITURES:	\$400,000				\$400,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$400,000				\$400,000

Supports institution/agency and Board strategic plans:

This request supports the following areas in the State Board of Education's Strategic Plan:

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.

Performance Measures:

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- Percentage of students participating in internships or undergraduate research

In addition to the Board's strategic plan this request also supports the Board's Higher Education Research Strategic Plan.

Goal 1 - Increase research collaboration among Idaho universities and colleges to advance the areas of research strengths and opportunities.

Objective b – Expand joint research ventures among the state universities, including EPSCoR and Institutional Development Award (IDeA) related programs.

PM – Number of collaborative, sponsored proposals submitted.

PM – Number of collaborative, sponsored projects awarded.

Goal 2 – Create research and development opportunities that strengthen the relationship between the state universities and the private sector.

Objective a – Leverage facility use between the state universities and private sector.

PM – Number of university/private sector facility use agreements (in both directions).

Objective b – Increase the number of sponsored research projects involving the private sector.

PM – Number of awarded sponsored projects with private sector.

Objective c – Encourage the exchange of ideas between the universities and the private sector.

Goal 3 – Contribute to the economic development of the State of Idaho.

Objective a – Increase the amount of university-generated intellectual property introduced into the marketplace.

PM – Number of technology transfer agreements.

PM – Number of invention disclosures.

PM – Number of non-disclosure agreements.

PM – Number of patent filings.

PM – Number of issued patents.

PM – Amount of licensing revenues

Objective b – Increase the number of university start-up companies.

PM – Number of start-up companies

PM – Number of jobs created by startup companies

Goal 4 – Enhance learning and professional development through research and scholarly activity.

Objective a – Increase the number of university and college students and staff involved in sponsored project activities.

PM – Number of undergraduate students supported by sponsored projects

PM – Number of graduate students supported by sponsored projects

PM – Number of faculty and staff involved in sponsored projects

Objective b – Increase the dissemination of research findings.

PM – Number of peer-reviewed publications (students and faculty).

PM – Number of theses and dissertations.

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Description:

Idaho's universities seek to be a driving force in innovation, economic development and enhanced quality of life in the State of Idaho through nationally and internationally lauded research programs in strategic areas. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the State's reputation as a national and international leader in excellence and innovation. The Higher Education Research Council of the Idaho State Board of Education (HERC) and provides guidance to Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho for a statewide collaborative effort to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources of the State of Idaho provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State. HERC is made up of eight members, four private sector partners and one representative from each of the institutions mentioned above.

Funds currently allocated to HERC are used to support:

- (1) individual and multi-disciplinary research projects;
- (2) extensive and rapid dissemination of the new knowledge and establishment of knowledge networks which would facilitate public, private, and academic institution interaction; and
- (3) collaborative relationships between academia and varied shareholders outside the academy.

And are used:

- (1) to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research.
- (2) to ensure accountability for the state's investment via demonstrable results.

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 State Board of Education's Higher Education Research Council is requesting new monies to support the mission and goals of HERC. Currently HERC uses a portion of the funding allocated to it as matching funds for the Idaho NSF-EPSCoR project. The current project will finish on August 31st, 2014. Idaho EPSCoR's new proposal has been awarded by NSF. The award for the 7th Idaho NSF EPSCoR proposal is \$20M over five (5) years. The matching requirement for the new proposal will be higher than the current proposal; the new match is calculated to be \$800,000. HERC's current funding level only allows for \$600,000 in matching funds. HERC is requesting \$400,000 in new monies to be able to completely cover the matching requirement for the EPSCoR award. The request represents 50% of the required EPSCoR match and would allow HERC to fully cover the matching requirements as well as increase funding for other successful HERC programs. The additional \$200,000 would be used to increase the number and/or amount of Incubation Fund awards. The Incubation Fund is a competitive gap fund program that HERC implemented in FY11. The funds are awarded for proposals from the institutions for research projects that are close to being ready for commercialization and show strong industry partnerships. The council receives many more high quality proposals than they currently have funds to award. In FY14 the council

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received 13 Incubation Fund proposals, of those proposals the council was able to fully fund 6 and partially fund 1. The council felt there were many additional proposals of high merit that would have benefited the state had them been able to provide the gap funding for them.

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. N/A
 - 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. N/A
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The state as a whole receives benefits from both the Idaho EPSCoR program and the ability to provide gap funding designed to decrease the time to commercialization of university research projects. The new EPSCoR proposal is a \$20M award over five years. There is an immediate return on the investment of the matching funds through the infusion of federal funding into the state. Additionally, the EPSCoR program is a partnership between Idaho's three research institutions (University of Idaho, Boise State University and Idaho State University) that helps to build the states academic research base that serves as a backbone of many of Idaho's scientific and technological enterprises. In addition to this, Idaho EPSCoR has been instrumental in supporting STEM education at the k-12 level as well as in postsecondary education.

Through the incubation fund HERC is able to provide gap funding for university research projects to help them take the next step from research/theory to a commercial product or service. Increased funding for this program will allow for funding of more projects. These projects may lead to not only patents, but also new start-up companies and products that through partnerships with the private sector are marketed and sold by existing companies, the majority of which are located in Idaho. This program will not only help the universities to provide quality research experiences for their students but also helps to move the outcomes of this research to the private sector, helping Idaho businesses.

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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AGENCY: Boise State University
FUNCTION: General Education -
 Instruction

Agency No.: 512

FY 2015 Request

Function No.: 01

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 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

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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.

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AGENCY: Boise State University

FUNCTION: General Education -
Instruction

ACTIVITY:

Agency No.: 512

Function No.: 01

Activity No.:

FY 2015 Request

Page 1 of Pages
Original Submission X or
Revision 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.

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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 recruiting 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.

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AGENCY: Idaho State University
FUNCTION: General Education and
Remediation

Agency No.: 513

FY 2015 Request

Function No.: 1000

Page 1 of 6 Pages
Original Submission X or
Revision No. ____

ACTIVITY: Complete College Idaho

Activity No.:

A: Decision Unit No: 12.02		Title: Complete College Idaho			Priority Ranking <u>2</u> of <u>3</u>
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	11.0				11.0
PERSONNEL COSTS:					
1. Salaries	452,000				452,000
2. Benefits	208,400				208,400
3. Group Position Funding (adjunct faculty, instructor release time, and part-time employees)	580,000				580,000
TOTAL PERSONNEL COSTS:	1,240,400				1,240,400
OPERATING EXPENDITURES by summary object:					
1. Travel	57,000				57,000
2. Materials/Supplies	17,200				17,200
3. Maintenance on Curriculum System	50,000				50,000
TOTAL OPERATING EXPENDITURES:	124,200				124,200
CAPITAL OUTLAY by summary object: (one-time)					
1. PCs/workstations (desks, chairs, network connections, etc.)	398,200				398,200
Curriculum Management System	200,000				200,000
TOTAL CAPITAL OUTLAY:	598,200				598,200
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,962,800				1,962,800

Supports institution/Agency and Board Strategic Plans:

The proposed programs support key strategies identified in the State Board of Education and Idaho State University strategic plans. In particular the bridge programs will significantly advance those strategies associated with Complete College Idaho and the Board's 60% goal **by transforming remediation and general education.**

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.

ISU Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

SBOE Goal 1: Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 education system.

SBOE Goal 2: Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

SBOE Goal 4: Improve the ability of the educational system to meet the educational needs and allow students to efficiently and effectively transition into the workplace.

Complete College Idaho:

- **Transform remediation by developing strategies and goals to improve remediation and general education delivery.**

Performance Measure:

The following are ISU's performance measures linked to Transforming Remediation and General Education:

Increase bridge program participation by 5%; increase bridge program courses by 3%; increase the number of internship opportunities by 5%; increase workforce placement of Business graduates by 3%; increase the number of general education online courses by 5% per year; establish a campus-wide testing center to support online programming; increase the percentage of first-time full-time freshmen advancing to second year; establish a peer monitoring program for students who have not declared majors; increase tutoring and other services for Native American students.

Description:

Transforming Remediation at Idaho State University

1. Remediation Specialist

- Idaho State University will hire a full-time, non-classified remediation professional who will work with ISU's academic colleges, departments, and the Student Success Center to align ISU's remedial programs and assist with the implementation of data-driven best practices as identified by Complete College America, including the Emporium Model, the Co-Requisite Model, and the Accelerated Model.
 - Costs: Salary, \$60,000; Benefits, \$26,000
 - TOTAL: \$86,000

2. Institutional Review of Placement and Testing

- Idaho State University requests support for a full audit of institutional placement and testing of entering students. Impacts will be in the Office of Admissions, Office of the Registrar, and Office of Institutional Research.
 - Costs: Irregular Salary support for Admissions, Registrar, and Institutional Research, \$100,000
 - TOTAL: \$100,000

3. Bridge Programs

- Idaho State University will institute targeted Bridge Programs that will address specific developmental needs for special populations, including STEM, Native American and other populations.
- Each year Idaho State University enrolls approximately 360 first-time full-time freshmen who are underprepared or in need of remediation. These students are often first-generation college students and underrepresented minorities. A summer bridge program will provide these at-risk students a jumpstart on the academic year by allowing them to complete key courses while learning more about the university. The ultimate goal is to increase retention through better preparation.
- The University is currently piloting a summer bridge program that involves a cohort of 25 students completing three academic courses: a remedial course (e.g. basic writing or basic math); a general education course (e.g. Political Science, Psychology, History, or Geology); and a university orientation course (providing resource information in areas like financial aid, advising, and college learning strategies).
- This same general format would be used for an expanded summer bridge program accommodating approximately 200 students. Students would be grouped in common interest cohorts of 25 with each cohort taking three academic courses during summer term. Students would choose from a variety of general education courses thereby having the opportunity to explore an area of study that might interest and engage them. The university orientation course provides critical support for students by offering college learning strategies and other key tools that can be applied concurrently to their general education course. The remaining, remedial course would prepare these students for greater success in future courses in their academic careers.
- The expanded summer bridge program would require a coordinator to manage the operation of the program, including recruitment, advising, data collection and analysis.

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- Additional targeted bridge programs will be implemented for students in STEM disciplines and underserved and at-risk populations. The College of Science and Engineering will implement its cohort program for pre-med and engineering students.
- The College of Technology is currently offering the START (Successful Transitions and Retention Track) bridge program to recruit, prepare, and retain GED graduates in post-secondary education. This program has been funded through a pilot grant from the Albertsons Foundation Continuous Enrollment initiative. The START bridge program has been notably successful in retaining this important target population, with a 67.4% overall persistence rate for adult learners transitioning into post-secondary education. The semester to semester persistence rate of the START bridge program is 83.1% from 1st to 2nd semester, 86.7% from 2nd to 3rd semester, and 62% from 3rd to 4th semester. The national rate for GED persistence in post-secondary education is between 13% to 19%.
- To continue funding the START bridge program would require hiring a program coordinator and two instructor positions.
- The university is piloting a targeted Summer Bridge Program in conjunction with the Shoshone-Bannock Tribes. Support for travel and tutors is included in this request.
- The request includes funding for 4 FTE and adjunct faculty and tutors, as well as supporting operational costs.
 - Costs: Salaries, \$165,000; Benefits, \$88,200; Group Position Funding (adjunct faculty and tutors), \$290,000; Travel, \$12,000; Materials and Supplies, \$17,200. TOTAL: \$572,400

4. Articulation and Transfer

- Idaho State University will institute Complete College America best practices in the area of articulation and transfer, including reverse associate degrees and portable curricular modules. Impacts will be in the Office of Admissions, Office of the Registrar, and the Academic Colleges. Additional travel will be provided to the Academic Colleges for the negotiation of additional agreements. ISU will purchase a curriculum management system that will create new opportunities for modular curriculum development.
 - Costs: Travel (\$10,000) and Irregular Salary (\$90,000) support for Admissions, Registrar, and Academic Colleges, \$100,000; Modular Curriculum Management System (includes initial cost, annual maintenance, and staffing), \$250,000 TOTAL: \$350,000

5. Retention Coaches

- Approximately 1,000 first-time full-time freshmen enroll at Idaho State University each year, and about 61% of these students enroll again as sophomores. Hiring two Retention Coaches, each to work with half of this cohort, could substantially increase the percentage of freshmen continuing to their second year.
- A Retention Coach fosters social and academic connections within the cohort and provides valuable resources to this vulnerable population. Typical activities include creating a cohort facebook page, sending consistent updates through text messaging, providing helpful success strategies through a twitter feed, making frequent phone contacts, meeting bi-monthly with small partial cohort groups, and gathering monthly as a full cohort for “pep-rally” type celebration events. The Retention Coaches would provide a wide spectrum of critical information and assistance to enable academic success, e.g. Writing Center appointments, Math Center visits, Content Area Tutoring appointments, successful college learning strategies, time management strategies, strategies for communication with faculty, counseling appointments, Disability Services accommodations, and ISU Student Organization information.
 - Costs: Salaries, \$87,000; Benefits, \$32,100; Travel, \$15,000; Capital Outlay, \$6,000 TOTAL: \$140,100

Instituting LEAP and Transforming General Education at Idaho State University

1. Educational Foundations/Outreach

- 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.

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- Fund instructor release time and/or stipends for online course development in key areas of general education and high demand prerequisites.
 - Cost: Salaries, \$50,000; Benefits, \$26,200; Group Position Funding (adjuncts/instruction), \$100,000; Travel, \$10,000.
TOTAL: \$186,200

2. Testing Center for Online Delivery and Online Security (IT needs)

- 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.
 - Costs: PCs/workstations (desks, chairs, network connections, etc.), \$388,100 TOTAL: \$388,100

3. Instituting LEAP Standards for Foundational Professional Development/Workforce

- The Complete College Idaho General Education initiative is intended to better match Idaho residents' abilities to the workforce needs of Idaho employers.
- To facilitate this, we propose to develop a Center for Professional Development in the College of Business, an initiative to match Business students' professional abilities to the needs of Idaho employers.
 - Modeled on efforts employed in other states, this Center will do the following:
 - Provide students with information on the range of professional opportunities available, along with the specific skills needed to take advantage of those opportunities.
 - Ensure students gain the interviewing skills, professional demeanor, and networking skills necessary to successfully compete for professional career opportunities.
 - Build relationships between College of Business faculty/staff and potential employers, and increase the number of employers that recruit our students.
 - Provide internship opportunities with Idaho firms that result in meaningful work experiences and professional employment opportunities for our students.
 - All of this will be done through a combination of new resources and cooperation with the existing Career Services Center.

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Initially, it will serve 900 undergraduate business students annually, and can be expanded to serve students from other colleges in the future. To implement this initiative requires changes to our curriculum (currently underway) and the hiring of a director, a “career coach” that will serve the students, and an administrative assistant.

- Costs: Salaries, \$90,000; Benefits, \$35,900; Travel, \$10,000; Capital Outlay, \$4,100. TOTAL: \$140,000

GRAND TOTAL: \$1,962,800

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 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.

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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:

- At some point a community college district will likely exist in Bonneville County (and perhaps neighboring counties).

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- 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 at the community college and upper division courses at 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 should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

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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.

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AGENCY: College & Universities

Agency No.: 510

FY 2015 Request

FUNCTION: University of Idaho

Function No.: 04

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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 2
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 to 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
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2. What resources are necessary to implement this request?

- a. 2 FTE tenure track faculty totaling \$272,000 with salary and benefits
1 FTE assistant director totaling \$66,000 with salary and benefits
0 FTE irregular help totaling \$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 at its regular October 2012 meeting.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: College & Universities

FUNCTION: University of Idaho

ACTIVITY: Complete College Idaho

Agency No.: 510

Function No.: 04

Activity No.:

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.02		Title: Key Faculty Hires			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	10.0 FTE				10.0 FTE
PERSONNEL COSTS:					
1. Salaries	\$774,000				\$774,000
2. Benefits	276,000				276,000
3. Teaching Assistant Stipends	510,000				510,000
TOTAL PERSONNEL COSTS:	\$1,560,000				\$,560,000
OPERATING EXPENDITURES by summary object:					
1. Travel	\$30,000				\$30,000
2. Operating	70,000				70000
TOTAL OPERATING EXPENDITURES:	\$100,000				\$100,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$1,660,000				\$1,660,000

Supports institution/agency and Board strategic plans:

This request directly supports the following components and objectives of the State Board of Education Strategic Plan

State Board of Education Strategic Plan

Goal 1: A Well Educated Citizenry

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

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Goal 2: Critical Thinking and Innovation

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.

Description:

The State Board of Education Strategic Plan clearly recognizes two key aspects of access to higher education – first, the sheer ability to find available room in a program for which the student is prepared and, second, having programs that will enable the students to address the key issues affecting our state and world, and do so in a creative and innovative manner. As a Land Grant research university, these two aspects of higher education are part of the very mission of the institution.

This request will provide needed faculty positions not only in areas of growing enrollment, but also in areas of developing national and international interests and will not only accommodate physical access for students in these areas, but will provide access to the latest developing trends, and future job opportunities, newly developing areas of knowledge. As a research university, these new faculty hires will not only be expected to have an active and engaged teaching role at both the undergraduate and graduate level, they will also be required to meet university expectations for conducting cutting edge research – thus giving all students, undergraduate and graduate, the opportunity to understand, and gain experience with, the key issues facing the world in that students field of interest. Continuing to add faculty with an active research portfolio provides additional opportunities for real undergraduate research opportunities – a significant experience builder as these students later seek employment.

Where possible, these hires will be coordinated with areas of existing university strength and expertise as well as with areas in which the state is already providing support through the IGEM program.

In addition, the request will strengthen our graduate education program by providing stipends for 30 additional teaching assistant positions. While enhancing graduate instruction, in support of Goal 2 of the Board Strategic Plan, these teaching assistants will provide much needed instructional support for undergraduate education, enabling students to have access to smaller learning environments for more personal instruction.

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The University is requesting 10 additional faculty FTE, along with a very modest operating budget for each new faculty position. In addition, we are asking for stipends for 30 new graduate teaching assistants. All funding would be from the state General Fund.

2. What resources are necessary to implement this request?

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Based on existing faculty positions, we expect an average full cost (salary and benefits) of \$105,000 per new faculty position. As specific positions are defined, some hires will require more and some will require less than this average. We expect that some of the hires will be at the Associate Professor level – as appropriate to the needs of specific disciplines.

Graduate Teaching Assistant stipend amounts are based on a total cost of \$17,000 per teaching assistant, including a very modest expense for fringe benefits. This would put their compensation at approximately 90% of the average teaching assistant compensation at peer institutions.

3. Please break out fund sources with anticipated expenditures in the financial data matrix.

These are all on-going base funding requests for State General Fund monies.

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 will serve Idaho students who are seeking education in some of the newest fields of undergraduate education. It will strengthen the university graduate education program and will increase faculty research into some of the pressing issues facing the 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.

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
AUGUST 15, 2013

AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: Student Success/Support

Agency No.: 511

Function No.:

Activity No.:

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Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01		Title: New Faculty and Support Staff			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
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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
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advisors, one in Nursing and the other in support of our Pathways to Alternate Certification and Endorsement (PACE) program in Coeur d'Alene. As you may recall, the Education Division's 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
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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
AUGUST 15, 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
AUGUST 15, 2013

AGENCY: Division of Professional-Technical Education

FUNCTION: Postsecondary Programs

ACTIVITY:

Agency No.: 503

Function No.: 03

Activity No.:

FY 2015 Request

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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
AUGUST 15, 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 olds 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
AUGUST 15, 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 needs. 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
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AGENCY: College of Southern Idaho

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.:

Activity No.:

FY 2015 Request

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Original Submission X

or Revision No. ____

Voluntary Framework for Accountability A: Decision Unit No: 12.02 Title: 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
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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
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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
AUGUST 15, 2013

AGENCY: College of Southern Idaho

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.:

Activity No.:

FY 2015 Request

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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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Narrative Support:

Starting with the Spring 2012 semester CSI began offering a limited selection of first year college classes at Eastern Idaho Technical College (EITC). This request is to expand academic community college offerings in the Idaho Falls area. Working in cooperation with 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
AUGUST 15, 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
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- 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 ongoing 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 (CWI) 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
AUGUST 15, 2013

AGENCY: College of Southern Idaho

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.:

Activity No.:

FY 2015 Request

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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 Board's 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.

Board 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 and 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
AUGUST 15, 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
AUGUST 15, 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 Board. 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
AUGUST 15, 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
AUGUST 15, 2013

AGENCY: College of Southern Idaho
FUNCTION: College of General Education

Agency No.: 501

FY 2015 Request

Function No.: 02

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ACTIVITY: General Education

Activity 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 science, technology, engineering and math (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
AUGUST 15, 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 and 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 2014.
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. 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 STEM, 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 education 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
AUGUST 15, 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 education, Board 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
AUGUST 15, 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
AUGUST 15, 2013

AGENCY: North Idaho College

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.: 02

Activity No.:

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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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

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 benefit from better prepared students and better utilization of tax dollars in the education of students. The State of Idaho will benefit 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
AUGUST 15, 2013

AGENCY: North Idaho College

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.: 02

Activity No.:

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Original Submission X or

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Expansion of Sandpoint Outreach Center					
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.

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-time 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.

Salary request is for one 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

- 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 foot 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 Area Agency on Aging 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
AUGUST 15, 2013

AGENCY: North Idaho College

FUNCTION: General Education

ACTIVITY: General Education

Agency No.:

Function No.: 02

Activity No.:

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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

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

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
AUGUST 15, 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 veteran 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
AUGUST 15, 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.:

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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 (CWI) 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
AUGUST 15, 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
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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
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AGENCY: College of Western Idaho
FUNCTION: General Education

Agency No.: 507

FY 2015 Request

Function No.: 07

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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 (CWI) 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. 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

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
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2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Enrollment and Student Support Specialist, full-time, benefit eligible. Anticipated hire date July 1, 2014. 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
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AGENCY: College of Western Idaho

FUNCTION: General Education

ACTIVITY: General Education

Agency No.: 507

Function No.: 07

Activity No.:

FY 2015 Request

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Voluntary Framework of Accountability A: Decision Unit No: 12.04 Title: 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.

Objectives

BUSINESS AFFAIRS AND HUMAN RESOURCES
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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
AUGUST 15, 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, 2014. 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 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
AUGUST 15, 2013

AGENCY: College of Western Idaho

FUNCTION: General Education

ACTIVITY: Dual Credit Expansion

Agency No.: 507

Function No.: 07

Activity No.:

FY 2015 Request

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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 (CWI) 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 six 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
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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 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, 2014.

- 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
AUGUST 15, 2013

AGENCY: Ag Research/Extension
FUNCTION: Agricultural Research & Extension Service

Agency No.: 514

FY 2015 Request

Function No.: 02

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Original Submission X or
Revision No. ____

ACTIVITY: General Education

Activity No.:

Personnel and Operating Expenditures					
A: Decision Unit No: 12.01	Title: 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
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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, is 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
AUGUST 15, 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 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
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AGENCY: Health Programs
FUNCTION: WWAMI Medical
 Education

Agency No.: 515

FY 2015 Request

Function No.: 02

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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 2	
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
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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
AUGUST 15, 2013

AGENCY: Health Programs
FUNCTION: WWAMI Medical
 Education

ACTIVITY: Strategic Initiative

Agency No.:
 515
 Function No.:
 02

Activity No.:

FY 2015 Request

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A: Decision Unit No: 12.02		Title: 5 Additional Seats			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.5 FTE				1.5 FTE
PERSONNEL COSTS:					
1. Salaries	\$51,700	\$103,400			\$155,100
2. Benefits	16,700	33,400			50,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$68,400	\$136,800			\$205,200
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses	\$45,000				\$45,000
2. Travel					
3. IT					
TOTAL OPERATING EXPENDITURES:	\$45,000				\$45,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$113,400	\$136,800			\$250,200

Supports institution/agency and Board strategic plans:

Goal I: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A: Access – (SBOE) Set policy and advocate for increasing access;
 (WWAMI) recruit a strong medical student applicant pool for Idaho.

- **Performance measure:** the number of Idaho WWAMI medical school applicants per year, the number of funded medical student positions per year, and the ratio of Idaho applicants per funded medical student position.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 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 new program request is for five (5) additional positions for medical students in the Idaho WWAMI program, beginning in FY 15. More specifically, it is for five positions within a proposed **Targeted Rural and Under-Served Track (TRUST)** program, focused specifically on the physician workforce needs of Idaho's rural and underserved areas. **The goal of the TRUST program** is to provide an ongoing training connection between community workforce needs, medical education, and rural healthcare providers in Idaho. TRUST medical students will be specifically selected for their experiences and backgrounds in rural and underserved Idaho, and their commitment to returning to such communities to work as physicians where they are most needed. With a four-year curriculum that combines traditional medical training with additional classroom and clinical experiences developed around rural and underserved healthcare needs, TRUST students will develop long-term relationships with Idaho's rural communities and physicians. The TRUST program is designed to admit, educate, place, train, and retain local Idaho students as future Idaho physicians.

Specific objectives of the TRUST program include:

- Increasing access to medical school for Idaho residents, by adding 5 new positions to Idaho WWAMI program specifically for TRUST program students

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

- Targeting admissions for Idaho TRUST students from rural and underserved backgrounds
- Developing scholarships for TRUST students to reduce debt load after medical school
- Targeting training experiences with rural communities in Idaho to develop ongoing relationships over the four years of medical school
- Increasing clinical training in Idaho, with increased exposure to healthcare systems, communities, and workforce needs in Idaho
- Targeting agreements with Idaho & WWAMI residency programs to accept TRUST students for advanced training in their specialty
- Increasing retention of Idaho medical students as physicians, especially in rural and underserved communities in Idaho, where physician workforce needs are greatest.

To accomplish these goals and objectives, the Idaho WWAMI program needs to be authorized and funded to admit five more students (new entering class total of 30 Idaho WWAMI students, Fall 2015), as well as the costs of educating these additional five students during the first year of medical school. This funding would come from general appropriations. Specifically, new program costs are provided on page 1 of this request and would include:

1. Adding a 0.5 FTE Faculty position to enable a smooth transition during the separation from the WSU-based WWAMI program.
2. Operating expenses for educating the five additional medical students, including anatomy supplies and equipment, study resources, clinical instruction, and other program costs.
3. A request to add one (1.0) FTE for faculty positions to smooth the transition away from the WSU-based WWAMI program. This would take the form of two 0.5 FTE appointments were the positions would be shared with other academic programs and would have an appropriate research component. This 1.0 FTE would be fully funded on WWAMI tuition received by the University of Idaho – we are requesting no additional state General Fund appropriation for these latter two positions.

These personnel costs and FTE increase are justified as the basis for a smooth and straightforward transition from the existing joint program with WSU. In addition to personnel requirements, any expansion in medical student enrollment would require a modest increase in operating expenses for teaching these additional students.

This request for increased WWAMI medical student positions, specifically for the TRUST program, would be an ongoing request. It requires a commitment to not only increased funding and medical students in year 1 (FY15), but also ongoing commitments in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation. Idaho WWAMI is currently at 25 students per year, or 100 total students in medical school. This request requires the addition of 5 students in the entering classes of FY15,

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

FY16, FY17, and FY18, or 30 students per year, for a total of 120 Idaho WWAMI students enrolled in medical school by FY18 (Fall 2017). This initial request is relatively small. The ongoing commitment to medical education, growing the Idaho WWAMI total medical school enrollment from 100 to 120 students, is necessary for the future of Idaho communities.

This request also supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009; specifically, recommendations #2 (increased WWAMI students), #5 (admissions selection for rural and primary care interests), and #6 (insuring rural training rotations in Idaho as a part of students' program).

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

AGENCY: Health Education Programs

Agency No.: 515

FY 2015 Request

FUNCTION: University of Utah

Function No.: 04

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ACTIVITY:

Activity No.:

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
AUGUST 15, 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
AUGUST 15, 2013

AGENCY: Health Education Programs
 FUNCTION: Kootenai Health Family
 Medicine Residency

Agency No.:

FY 2015 Request

Function No.:

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ACTIVITY: Board approved category

Activity No.:

A: Decision Unit No: 12.01	Title: Kootenai Health FMR			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 of 18 residents, 6 residents in each of the three years of the family medicine residency training program.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 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
AUGUST 15, 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
AUGUST 15, 2013

AGENCY: Special Programs
FUNCTION: Forest Utilization
Research

Agency No.: 516

FY 2015 Request

Function No.: 01

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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 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 a 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
AUGUST 15, 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
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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
AUGUST 15, 2013

AGENCY: Special Programs
FUNCTION: Forest Utilization
Research

Agency No.: 516

FY 2015 Request

Function No.: 01

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 Original Submission X
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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 Admin Asst .5 15,000	\$41,300				\$41,300
2. Benefits	15,500				15,500
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 the number of CNR faculty, other university faculty, and constituency groups involved in PAG-related scholarship or capacity building activities.

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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?

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 in 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

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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 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.

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.

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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.

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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.

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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)

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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.

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2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

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 budget 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.

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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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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 the Board's online presence by enhancing and maintaining its website. Specifically, the

BUSINESS AFFAIRS AND HUMAN RESOURCES
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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?

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
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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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AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2015 Request

FUNCTION: OSBE Administration

Function No.: 02

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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		\$19,200			\$19,200
2. Benefits		\$6,100			\$6,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:		\$25,300			\$25,300
OPERATING EXPENDITURES by summary object:					
1. Professional Services		\$30,000			\$30,000
TOTAL OPERATING EXPENDITURES:		\$30,000			\$30,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL		\$55,300			\$55,300

Idaho Code, Title 33, Chapter 24 requires all (except as otherwise provided) private postsecondary educational institutions and proprietary schools to register with the state. Administration and enforcement of this Chapter is vested in the Director of the State Board of Education (or their designee), including authority to 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 use an 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?

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OSBE is requesting an increase in Miscellaneous Funds spending authority to augment the funding for the Proprietary Schools Program Coordinator position to full-time at a rate commensurate with a middle management level position. As this program matures, this position will require more management and supervisory responsibilities to provide the necessary level of oversight. This line item also includes a request for additional spending authority for professional services to conduct site visits and investigations as needed. This important work is necessary in order to comply with Idaho Code.

Revenues generated from registration fees will accommodate the addition of this position. This program is fully self-supporting and receives no General 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.

Proprietary Schools Program Coordinator: increase \$25,300 (fully burdened) in personnel costs from .80 FTP to 1.00 FTP and increase rate to \$29.43. 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. The current incumbent would be moved from 0.80 to 1.0 FTP and no other impact is anticipated to existing operations.

- c. List any additional operating funds and capital items needed.

Operating Expenses: increase \$30,000 for Professional Services (site visits and field work).

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Request is for ongoing spending authority. Existing annual registration fee revenue will accommodate the ongoing personnel costs for this position. The current fund balance would cover any one-time professional services engagements.

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. The primary mission of the registration program is to provide consumer protection from diploma mills and unscrupulous operations fronting as legitimate educational enterprises. If the request is not funded, OSBE will be unable to ensure registration compliance and investigate proprietary and postsecondary schools in an efficient and effective manner.

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 FY 2014.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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AGENCY: Idaho Public Television

Agency No.: 520

FY 2015 Request

FUNCTION: Idaho Public Television

Function No.: 01

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ACTIVITY:

Activity No.:

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.

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2. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service. 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.

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AGENCY: Idaho Public Television

Agency No.: 520

FY 2015 Request

FUNCTION: Idaho Public Television

Function No.: 01

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ACTIVITY:

Activity No.:

Original Submission ___ or

Revision No. ____

Capital Replacement Funding – Ongoing Base					
A: Decision Unit No: 12.02	Title:			Priority Ranking 2 of 2	
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					
Repair and Maintenance Services					
Gas/Fuel					
Repair and Maintenance Supplies					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY - 6000 by sub object:					
Specific Use Equipment	\$400,000				\$400,000
TOTAL CAPITAL OUTLAY:	\$400,000				\$400,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$400,000				\$400,000

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.

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2. What resources are necessary to implement this request?
- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service. *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 capital replacement of 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.

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AGENCY: Division of Vocational Rehabilitation

Agency No.: 523

FY 2015 Request

FUNCTION: Vocational Rehabilitation

Function No.: 02

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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
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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 be 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
AUGUST 15, 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
AUGUST 15, 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. IDVR is currently because we are having trouble recruiting counselors that meet this standard due to the salary. Health and Welfare agencies currently pay equivalent positions starting at \$3 an hour higher than IDVR's starting salary.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 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 federal 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
AUGUST 15, 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 stagnates 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
AUGUST 15, 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
AUGUST 15, 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. Unfortunately, this did not prove to be possible under the federal Vocational Rehabilitation grant. 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.

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

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
AUGUST 15, 2012

SUBJECT

FY 2015 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.c. and Section V.K.

BACKGROUND/DISCUSSION

The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is staffed by the Division of Public Works (DPW), has several major areas of focus: new, renovated or remodeled projects; Americans with Disabilities Act (ADA) projects; asbestos abatement/removal, and building demolition.

The annual capital project funding request process begins with DPW issuing a letter to agencies and institutions each spring requesting that they submit their project funding needs. DPW staff works with the agencies and institutions over the summer months to finalize requests. The State Board of Education also concurrently reviews and makes recommendations on major capital projects to PBFAC. DPW staff produces a fiscal year request notebook provided to PBFAC in early September. Agencies and institutions present their requests to PBFAC in early October; and at its November business meeting the Council reviews DPW staff funding recommendations and takes action on them. Between the October and November PBFAC meetings, DPW staff reviews the agency presentations and consults with agencies and institutions to clarify issues. DPW staff then goes through a process of deciding which projects should be funded and what the Permanent Building Fund (PBF) allocations should be for each requesting agency and institution. Also, in the month of October, the Division of Financial Management (DFM) informs DPW of the anticipated revenue amount for the fiscal year's funding. This sum is the basis for DPW staff's allocation recommendations which are presented to PBFAC at its November meeting. Following PBFAC's review and approval of its funding recommendations for the next fiscal year, DPW staff forwards those recommendations to DFM and the Legislative Services Office for inclusion in their respective budget publications. The Governor makes a recommendation regarding major capital projects to the Legislature. The Legislature appropriates funds to DPW for specific major capital projects and funding for general alterations and repairs, and other projects statewide.

In recent years the Board has not always chosen to prioritize or recommend new capital facilities to the PBFAC. Several times the Board has instead recommended that all funding efforts be directed primarily toward alterations & repairs, asbestos abatement, and other non-major capital items.

Institutions and agencies have prepared and submitted their FY 2015 capital budget requests to the Board office and DPW, as shown on Page 5.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2012

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. The PBFAC, Governor and Legislature will then be informed of the Board's emphasis based upon the priorities indicated (if any) at the Board's discretion.

Board policy V.K. requires institutions and agencies to bring their six-year capital construction plan to the Board for review and approval at its regularly scheduled August meeting. The plan must span six fiscal years going forward starting at the fiscal year next. The plan only includes capital projects for which the cost is estimated to exceed one million dollars (\$1,000,000) without regard to the source of funding. Board approval of a plan will constitute notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in their approved plan. The six-year capital construction plans are included in this agenda for Board approval.

ATTACHMENTS

Attachment 1-FY15 Major Capital Request Summary	Page 5
Attachment 2-Boise State University Six-year Plan	Page 7
Attachment 3-Idaho State University Six-year Plan	Page 8
Attachment 4-University of Idaho Six-year Plan	Page 9
Attachment 5-Lewis-Clark State College Six-year Plan	Page 10
Attachment 6-Eastern Idaho Technical College Six-year Plan	Page 11
Attachment 7-Capital Project Summaries for agencies & institutions	Page 13

STAFF COMMENTS AND RECOMMENDATIONS

Projects listed on the following schedule have been prioritized by each institution or agency. Many of these projects were included in the FY 2014 institution request list. The project descriptions are as prepared by the institutions and previously submitted to DPW. For the sake of consistency, staff did not make any changes or edits (typographical or substantive) to the project descriptions.

The Board may recommend some or all of the projects to PBFAC for consideration at its October 2013 meeting, or recommend no major capital funding for FY 2015 and have PBFAC concentrate on alterations and repairs and other non-major capital projects. Previous discussions of the Board have concluded that a project's past ranking on any list should not influence future decisions about where that project should be ranked.

Another option available to the Board is to recommend a portion of a project or projects, for planning and design in FY 2015.

The community colleges' six-year capital construction plans are not included because those projects are approved by their local boards.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2012

BOARD ACTION

I move to recommend to the Permanent Building Fund Advisory Council the major capital projects on page 5 for consideration in the FY 2015 budget process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to recommend to the Permanent Building Fund Advisory Council the following major capital project(s), in priority order, for consideration in the FY 2015 budget process.

- | | | |
|----|-------|-----------------------------|
| 1. | _____ | [select from Tab 4, Page 5] |
| 2. | _____ | " |
| 3. | _____ | " |
| 4. | _____ | " |

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to recommend no major capital funding for FY 2015 and have the Permanent Building Fund Advisory Council concentrate upon Alterations and Repairs and other non-major projects.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the six-year capital construction plans for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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State Board of Education
FY15 Major Capital Request Summary
(\$ in thousands)

Board Priority	Institution/Agency & Project	Detail Page	Total Project Cost		FY 2015 Request
			Perm. Building Fund	Total Funds	
1	Boise State University				
2	1 Fine Arts Building	13	15,000.0	35,000.0	15,000.0
3	2 Science & Research Building #2	17	10,000.0	10,000.0	10,000.0
4	Idaho State University				
5	1 ISU Meridian, Applied biological sciences learning center	21	1,060.1	2,120.2	1,060.1
6	2 Eli Oboler Library	22	6,000.0	6,000.0	6,000.0
7	3 Beckley Nursing Asbestos Mitigation	23	1,700.0	1,700.0	1,700.0
8	University of Idaho				
9	1 Integrated Research and Innovation Center	25	5,000.0	47,800.0	2,500.0
10	2 Northern Idaho Collaborative Ed. Facility (UI, LCSC, NIC)	33	8,420.8	12,420.8	4,000.0
11	Lewis-Clark State College				
12	1 Spalding Hall Upgrade	37	850.0	1,000.0	850.0
13	2 Northern Idaho Collaborative Educ. Facility (see above)	33/39			
14	North Idaho College				
15	1 Professional Technical Building	41	12,000.0	12,000.0	12,000.0
16	2 Northern Idaho Collaborative Educ. Facility (see above)	33/42			
17	College of Western Idaho				
18	1 Student Union Building/Nampa Campus	43	21,000.0	45,000.0	21,000.0
19	2 Health Sciences Building/ Nampa Campus	45	34,840.0	34,840.0	34,840.0
20					
21	Total		\$ 115,870.9	\$ 207,881.0	\$ 108,950.1

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Set C

**SIX YEAR CAPITAL IMPROVEMENT PLAN
FY 2015 THROUGH FY 2020**

(\$ in 000's)

Institution: Boise State University

Project Title	Est. Cost	Prev. Fund	FY2015		Total	FY2016		Total	FY2017		Total	FY2018		Total	FY2019		Total	FY2020		Total
			PBF	Other		PBF	Other		PBF	Other		PBF	Other		PBF	Other		PBF	Other	
Fine Arts Building	35,000		15,000	20,000	35,000															
Science & Research Building (2nd of 4 building science complex) Design & Construction	60,000		10,000		10,000	25,000	25,000	50,000												
Demo Facilities Vacated by CWI, New Athletic Green Field	2,000			2,000	2,000															
Alumni Center (comprehensive campaign)	12,000			12,000	12,000															
Parking Structures (750 space @ 16,000 X 2)	26,000			12,000	12,000													14,000		14,000
Renovate Liberal Arts (Planning & Design)	900					900		900												
SMITC Interior & Exterior Renovations (Planning & Design)	1,500					1,500		1,500												
New Student Housing (900 beds @\$40,000)	36,000								36,000		36,000									
Athletics/Kinesiology Multi-Use Facility	40,000								5,000		5,000				17,500	17,500	35,000			
Bronco Stadium Expansion and Improvements	28,000											28,000		28,000						
Science & Research Building (3rd of 4 building science complex)	70,600											600		600				35,000	35,000	70,000
Health Sciences Building	30,500														30,500		30,500			
Administrative Services Building	23,000														1,000		1,000	22,000		22,000
	365,500	0	25,000	26,000	71,000	27,400	25,000	52,400	5,000	36,000	41,000	600	28,000	28,600	49,000	17,500	66,500	57,000	49,000	106,000
Other, not currently scheduled priorities																				
Special Events Center Upgrade	3,000																			
Science Building Improvements for Research	6,000																			
Potential West of Capitol Partnership Development	not defined																			
Develop Campus Quad Spaces	2,000																			
Construction Management Building	2,500																			
Student Union Food Service Expansion	1,000																			
Engineering & Technology Room 103 & 110	1,500																			
	16,000																			

BAHR - SECTION II

TAB 2 Page 7

Six Year Capital Improvement Budget

Description	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Applied Biological Sciences Learning Center (ABSLC) (Agency to fund \$1,060,074)	1,060,075					
Oboler Library - replace HVAC/duct work, ceiling, seismic compliance*	6,000,000					
Beckley Nursing – Asbestos mitigation, ceiling system and lights.*	1,700,000					
Complete renovation ISU-Meridian build out*		12,420,000				
Remodel LEL second floor for additional labs *		1,050,000				
Campus Housing Renovations & Remodeling*		10,000,000				
New Museum of Natural History*		22,444,000				
College of Business - Modernization*			25,000,000			
Engineering Research Complex Renovation - Phase 3 *			2,036,000			
Renovation/Addition of Life Sciences*				40,885,920		
Reroute campus traffic *					8,000,000	
Addition to Beckley Nursing*						14,208,000
Addition to College of Engineering *						12,000,000
Renovation of College of Business – front entry*						1,300,000
\$158,103,995	8,760,075	45,914,000	27,036,000	40,885,920	8,000,000	27,508,000
6 year outlay total						

***Some Projects with no F.F.E. money**

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN (Major Capital Projects)
FY 2015 THROUGH FY 2020
(\$ in 000's)

Institution: University of Idaho

Project Title	Est. Cost	Prev. Fund.	FY 2015			FY 2016			FY 2017			FY 2018			FY 2019			FY 2020		
			PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
Niccolls Building HVAC System Improvements DPW 12-253 (FY2012 PBF A&R Category)	776	776	In Const as of 1 Jul 13																	
Niccolls Building Renovations & Improvements	1,824	1,824	In Const as of 1 Jul 13																	
Student Union Building Second Floor Renovations	1,300	1,300	In Const as of 1 Jul 13																	
Integrated Research and Innovation Center #	47,800	0	5,000	42,800	47,800															
Education Building Renovation and Asbestos Remediation	14,500	0	4,948	9,552	14,500															
Northern Idaho Collaborative Education Facility	12,421	421	4,000	2,000	6,421	4,000	2,000	12,421												
Idaho Law Learning Center, Boise *	7,100	6,100	1,000		7,100															
Admin Bldg Entry Foyer & Stair Life Safety Imp & Renovations	948	0	948		948															
Janssen Engineering Building HVAC Upgrades, Ph 3	957	0	957		957															
Graduate Student Housing, Phase 1	3,000	0		3,000	3,000															
Executive Residence	2,000	0		2,000	2,000															
Idaho Nat'l Center for Livestock and Environmental Studies (INCLES)	35,000	0					35,000	35,000												
Life Sciences South Standby Generator (Life Safety)	507	0				507		507												
Buchanan Engineering Lab Life Safety Improvements, Phase 2	876	0				876		876												
Life Sciences South HVAC Upgrades, Phase 3	1,091	0							1,091		1,091									
Administration Building Exterior Envelope Repair	956	0							956		956									
Gibb Hall HVAC, Phase 2	1,089	0							1,089		1,089									
Administration Building HVAC, Phase 2	1,144	0										1,144		1,144						
Janssen Engineering Building HVAC, Phase 4	572	0										572		572						
Gibb Hall HVAC, Phase 3	1,144	0										1,144		1,144						
Idaho Avenue Extension Repairs and Repaving	820	0													820		820			
Domestic Water System Replace AC Mains, Phase 1	650	0													650		650			
Campus Drive / Administration Circle Repairs, Phase 1	720	0													720		720			
Steam Plant Emergency Generator	900	0													900		900			
Perimeter Drive Replace Paradise Creek Undercrossing	825	0																825		825
Undergraduate Housing - Phase 1	36,000	0																		
Art & Architecture Interdisciplinary Studio Facility #	3,500	0																		
CALS Labs, Classroom & RE Improvements #	1,000	0																		
Coll. of Law Expansion & Improvements, Moscow #	1,100	0																		
Chemistry & Physics Lab Improvements #	1,000	0																		
Graduate Student Housing, Phase 1	3,000	0																		
Library Special Collections and Archives #	1,000	0																		
McCall Campus Improvements	tbd	0																		
Varsity Soccer Pitch Upgrade	2,000	0																		
ROTC Facility	3,000	0																		
ASUI Kibbie Activity Center Seating Expansion #	27,000	0																		
Events Pavilion #	30,000	0																		
	247,520	10,421	6,905	7,000	20,426	5,383	37,000	48,804	3,136	0	3,136	2,860	0	2,860	3,090	0	3,090	825	0	825

* PBF Request is under auspices of Department of Administration

Project is a component of the current Capital Project Development Campaign. Project schedule is TBD and dependent upon fundraising success.

S:\Facilities\Capital\Planning\Capital Budget\FY 15 State Request\Six Year Plan (Set C)\FY 2015 Six Year Plan.*

**CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2015 THROUGH FY 2020
CAPITAL IMPROVEMENTS**

AGENCY: **Lewis-Clark State College**

PROJECT DESCRIPTION/LOCATION	FY 2015 \$	FY 2016 \$	FY 2017 \$	FY 2018 \$	FY 2019 \$	FY 2020 \$
Spalding Hall (SPH) upgrade	\$1,000,000					
North Idaho Collaborative Education Facility		[see note]	[see note]			
Sam Glenn Complex (SGC) upgrade				\$2,500,000		
Replace Workforce Training facility					\$2,000,000	
New classroom/testing center complex						\$3,000,000
TOTAL	\$1,000,000	[see note]	[see note]	\$2,500,000	\$2,000,000	\$3,000,000

Note: LCSC, UI, and NIC will request \$4.0M from PBF in FY2016 and \$4.0M in FY2017 (and will provide another \$4.0M in agency funds) to build a \$12.0M joint student support/classroom facility on a site provided by North Idaho College.

Agency Head Signature: _____

Date: _____

**CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2014 THROUGH FY 2019
CAPITAL IMPROVEMENTS**

AGENCY: EASTERN IDAHO TECHNICAL COLLEGE

PROJECT DESCRIPTION/LOCATION	FY 2015 \$	FY 2016 \$	FY 2017 \$	FY 2018 \$	FY 2019 \$	FY 2020 \$
New Construction - Energy System Technology Building				\$4.5 M		
Expanded Construction - Phase 2 of Health Care Education Building						\$6 M
New Construction – Additional Parking Lot to Support Health Care Education Building						\$5 M
TOTAL				\$4.5 M		\$6.5 M

Agency Head Signature: Steven K. Allerton

Date: 6-11-13

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A PROJECT SUMMARY FY2015

Project Title: Construction for
Fine Arts Building
Boise Campus

Institution/Agency: Boise State University

Brief Description: A new building for Fine Arts will achieve several goals in Boise State's Strategic Plan by consolidating programs spread across campus into one building, fostering university and community relations, and advancing the importance of creativity in our modern high-tech economy. Programming, planning, and conceptual design and construction documents have already been prepared and have formed the basis for an overall budget.

Project Scope: 47,500- 65,500 NASF 60,000-100,000 GSF

Estimated Total Project Cost: \$35,000,000

Date Approved by State Board of Education: April 2013 (Planning)

Source of Construction Funds (by fund source and amount):

Total Project Cost

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$15,000,000
University & Donor Funds	\$20,000,000

Previous Appropriations

<u>Fund Source</u>	<u>Amount</u>
N/A	N/A

Budget Year Request

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$15,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

The new Fine Arts Building will front Capitol Boulevard just north of the Micron Business and Economics Building, adding another cutting-edge presence on the most visible side of campus while helping foster university and community relationships. It will be just across the river from the Boise Art Museum and the city's cultural district. The siting is consistent with the current Campus Master Plan, and the facility is directly in line with the core themes of the mission the State Board of Education has endorsed for the university: Provide a signature, high-quality undergraduate and graduate education experience; Foster creativity in arts and research that can be transferred to societal, economic, and cultural benefits; And extend our community commitment beyond our educational, creative, and research activities.

The building will consolidate arts programs now scattered across campus, dramatically improving the student educational experience and providing needed physical space to meet increasing student demand for arts classes. It will also address several deficiencies in space and infrastructure that were identified in the arts program's re-accreditation process. The facility will advance the importance that creativity plays in a new, modern economy and will provide the capacity for additional classes as students in traditional STEM programs (Science, Technology, Engineering and Math) elect to take creative courses to complement their studies and boost their skills and career opportunities.

The pre-planning and programming phase of this project is already underway and is being funded internally by the university. This phase will result in final programmed spaces for Fine Arts and the administrative functions of the Arts & Humanities Institute as well as determining what entities within the Fine Arts disciplines will be housed in the new building. It is anticipated that design will be completed by May 2014 and construction will begin Summer 2014.

2. PROJECT COMPONENTS

The project will construct a new facility in the western zone of the campus. The facility will house Fine Arts and functions of the Arts and Humanities Institute. Preliminary planning activities have tentatively identified the following that will be supported by the building:

- Teaching: studios, design laboratories, classrooms, administrative and faculty offices, and spaces for student collaboration.
- Exploration: computer laboratories, centralized workshop facilities, conference rooms, and libraries for study and research; faculty/graduate studio space for creative practices.
- Innovation: multiple-use spaces containing new technologies will facilitate inventive and cross-disciplinary projects.

- Exhibition: gallery spaces for student and traveling exhibits and display areas throughout building for student artwork display and critiques.

3. ALTERNATIVES

The status quo would keep art students, their professors and mentors, and their studio and study space spread throughout campus. Today, arts-related classrooms are housed in five separate buildings, and studio and storage space spread even farther, to two other campus facilities. It would also keep the university from echoing in the arts the major recent building efforts supporting the sciences, engineering, and business and economics. Just as those efforts greatly facilitate scholarly activity and are an important way to focus community attention, constructing a Fine Arts Building will greatly facilitate creative activity and help focus community attention on the arts and the ever-increasing role of design, innovation, and creativity in the modern economy.

4. VACATED SPACES

By providing up-to-date space for the uses described above, the new building will permit departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of the other departments, including the STEM disciplines. Because planning is in the early stages, the precise amount of space to be vacated is not yet defined.

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A PROJECT SUMMARY FY2015

Project Title: Design and Construction for
Science & Research Building #2
Boise Campus

Institution/Agency: Boise State University

Brief Description: Boise State's Master Plan targets the South Campus area for the science and engineering facilities called for in the Strategic Plan to boost research and creativity while creating a signature educational experience for both graduates and undergraduates. The requested funds will pay for planning, design, and partial construction of the second of four science buildings currently envisioned.

Project Scope: 65,000- 78,000 NASF 100,000-120,000 GSF

Estimated Total Cost: \$62,000,000

Estimated Total Design and Partial Construction Cost: \$10,000,000

Date Approved by State Board of Education:

Source of Construction Funds (by fund source and amount):

Total Project Cost

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$10,000,000
University Sources	TBD
Private Donations	TBD

Previous Appropriations

<u>Fund Source</u>	<u>Amount</u>
N/A	N/A

Budget Year Request

<u>Fund Source</u>	<u>Amount</u>
Permanent Building Fund	\$10,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

The proposed building will be the second building of the master-planned four-building science and engineering complex in the South Campus zone. The first of these projects, the 101,265-square-foot Environmental Research Building, was recently completed and is now home for Geosciences, Civil Engineering, Public Policy and Administration and Political Science, as well as a community and regional planning program, the environmental finance office, the Public Policy Center and the Frank Church Institute.

Consistent with the 2005 Campus Master Plan, the new science research building will support STEM disciplines (Science, Technology, Engineering and Mathematics) and will be part of a complex designed to promote interdisciplinary research, education, and outreach. Each building of the complex will include science and engineering laboratories and facilities appropriate to specific interdisciplinary topic areas, with departmental culture preserved in office clusters. The buildings will be planned to promote collaboration between scientists and engineers on important research problems. Laboratories and work areas will be an open design with state of the art flexibility to permit rapid and inexpensive reconfiguration in response to changes in research participants, project needs, and extramural funding. In addition to research spaces, this facility will also provide classrooms and teaching laboratories to expand student learning opportunities and student capacity.

Current thinking is that this second building will focus on Chemistry, Physics, and/or Materials Science Engineering. In addition to planning the building, the future relationships and interactions of all science and engineering departments will be examined to determine the optimum set of adjacencies in the four building complex. This planning will help ensure that decisions regarding the particular building design will support the vision put forth in the Master Plan of an integrated science and engineering complex.

2. PROJECT COMPONENTS

This proposed facility blends academic and research units from Chemistry, Physics, and/or Materials Science Engineering. The new building will support graduate and undergraduate academic programs in these disciplines and promote interdisciplinary research. Program elements for this project include core research facilities such as research labs, teaching labs, offices, and administrative space. The new building will also support the Materials Science PhD program and STEM education strategy by providing state of the art teaching and research labs that promote graduate and undergraduate participation.

3. ALTERNATIVES

Modular facilities could possibly be utilized to provide additional research, classrooms, and offices, but the use of these temporary structures are expensive and only meet the short term needs for the institution. It would not be prudent to utilize modular buildings for research or class laboratory space. The University has purchased land in the South Campus to accommodate this new facility. Investing in temporary modular facilities would neither be cost effective nor meet academic and research needs.

4. VACATED SPACES

In addition to providing up to date laboratory, classroom, and office space for several academic departments, this project would permit the aforementioned departments to vacate some space currently occupied in other campus buildings. These spaces would be made available to meet the critical classroom and faculty office space needs of other growing departments. Because planning is in the early stages, the precise amount of space to be vacated is not defined. The expansion and relocation of other departments into vacated spaces in the historic center of campus is consistent with the Master Plan, which calls for that area to become a center for liberal arts, education, and research.

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CAPITAL BUDGET REQUEST

FY 2015

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: ISU Meridian, Applied biological sciences learning center

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is. The Applied Biological Sciences Learning Center (ABSLC) consists of a physiology lab, a neuroanatomy lab, a bio skills surgical training lab, a faculty research lab, a physical therapy functions lab, and faculty offices. ISU is committed to raising half of the funds necessary to match state support by the Idaho Legislature (JFAC, PBFAC, Governor's Office).

What is the existing program and how will it be improved?

The ABSLC is necessary for the expansion of the Physical Therapy doctoral program in 2015, the Dental Hygiene bachelor's program in 2014, and the Occupational Therapy master's program in 2018 to the Southwest Region in accordance with the State Board of Education 5-Year Plan.

What will be the impact on your operating budget?

The proposal for Meridian staffing has been presented to senior administration in establishing this project together with a business plan demonstrating return on investment through outreach education revenue.

What are the consequences if this project is not funded?

The Physical Therapy program will not be able to expand to the Treasure Valley despite workforce demand in populous Southwest Idaho.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 1,060,075
A/E fees	\$ 262,000	General Account	\$
Construction	\$ 1,369,149	Agency Funds	\$ 1,060,074
5% Contingency	\$ 69,000	Federal Funds	\$
F F & E	\$ 250,000	Other	\$
Other	\$ 170,000		\$
Total	\$ 2,120,149	Total	\$ 2,120,149

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2015
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Eli Oboler Library

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is. This project will remove the deteriorating fiberboard air ducting system, and replace it with an insulated steel duct system. This project will also address all seismic needs within the ceiling system and book stacks throughout the Library.

What is the existing program and how will it be improved?

The existing fiberboard ducting is actively degrading, with resulting ductwork particulates being spread throughout the library. All surfaces within the Library, including the ceiling, are coated with deteriorated ducting material. This project will remove the existing ceiling and lighting systems, remove all fiberboard ducting, address all seismic issues with the ceiling and lighting system, and with the book stacks throughout the Library. New insulated steel ducting, ceiling systems, and lighting will be installed.

What will be the impact on your operating budget?

The maintenance budget will be relieved in several areas as less custodial effort will be required to clean the Library, and repair work to deteriorating ductwork will no longer need to occur.

What are the consequences if this project is not funded?

Ductwork will continue to degrade and contaminate the interior of the Library. Additional efforts will continue to be expended in an attempt to clean the library.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 6,000,000
A/E fees	\$ 720,000	General Account	\$
Construction	\$ 5,016,000	Agency Funds	\$
5% Contingency	\$ 264,000	Federal Funds	\$
F F & E	\$ 0	Other	\$
Other	\$		\$
Total	\$ 6,000,000	Total	\$ 6,000,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2015

AGENCY: Idaho State University

AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Beckley Nursing Asbestos Mitigation

CONTACT PERSON: Phil Moessner

TELEPHONE: 208-282-4229

PROJECT JUSTIFICATION:

Concisely describe what the project is.

This project will mitigate the asbestos in the building, with emphasis on the open plenum supply design ceiling system. The work will require asbestos mitigation and the replacement of flooring, ceilings, and other materials removed or impacted by asbestos abatement. This project will also provide for renovation of office and classroom spaces within Beckley Nursing.

What is the existing program and how will it be improved?

Health and safety of building occupants and maintenance personnel. Even simple tasks of replacing ceiling tiles or replacing light bulbs can pose risks to staff.

What will be the impact on your operating budget?

This project does not add square feet of functional space but will require agency to provide funding for temporaries moves to accommodate the mitigating and related construction work.

What are the consequences if this project is not funded?

At this time, any maintenance work on lighting or ceiling panels required asbestos monitoring, which adds labor costs and delays in service response time. Additionally, some tasks are impossible to complete within the ceiling plenum. Finally, should there be some significant roof repairs; the building may need to be evacuated. If the required roof work takes place during the academic year, the disruptions to classes and labs would be intolerable.

ESTIMATED BUDGET:		FUNDING:	
Land	\$	PBF	\$ 1,700,000
A/E fees	\$ 62,000	General Account	\$
Construction	\$ 1,560,000	Agency Funds	\$
5% Contingency	\$ 78,000	Federal Funds	\$
F F & E	\$ 0	Other	\$
Other	\$		\$
Total	\$ 1,700,000	Total	\$ 1,700,000

Agency Head Signature: _____

Date: _____

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OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Integrated Research and Innovation Center

Institution/Agency: University of Idaho

Brief Description:

The Integrated Research and Innovation Center (IRIC) project involves construction of a new laboratory facility providing robust, modern, well-equipped spaces supporting a broad range of leading edge, collaborative research programs. The IRIC will provide state of the art laboratory space and infrastructure for teams of scientists and researchers across a wide variety of disciplines to conduct joint, collaborative research on issues that span across multiple traditional research subjects. These collaborative teams will come together in the Integrated Research and Innovation Center for a limited period of time, perhaps 3 – 5 years, to work a specific research project. Once that research effort is completed, the space will be made available for a new and different team working yet another line of inquiry. The vision is that the Integrated Research and Innovation Center supports cutting edge research based around systems rather than individual disciplines and that the space is flexible and the research within it conducted changes over time.

This project was formerly known as the Science and New Technologies / Interdisciplinary Research & Education Facility and previous requests of the Permanent Building Fund were submitted under that title.

Previous iterations of the University's request for this project under the former title envisioned a larger facility of approximately 100,000 to 115,000 GSF. In 2009, the university revisited the project and revised the project vision downward towards a smaller, more efficient facility that still accomplishes the goals and aspirations of the overall effort. In 2012, the university engaged in a further exercise to refine the proposed facility program and cost estimates. This effort aimed to ensure that the proposed facility is both efficient and sized and programmed correctly to best meet the goals and intent of the stated project need. The refined program effort was completed in April of 2012.

The 2013 Legislature allocated \$2,500,000 towards this project in the Major Capital Category of the Permanent Building Fund (PBF) for FY 2014.

This year's FY 2015 request reflects this recent program refinement and the more efficient vision for the desired Integrated Research and Innovation Center. It further reflects the funds allocated in FY 2014.

As with all previous requests, the intent is that the IRIC facility will be designed to foster interdisciplinary collaboration and interaction and will include flexible systems and support infrastructure, allowing reconfiguration of spaces supporting changes in programs and research needs over time.

Project Scope:	NASF	GSF
Building size:	31,500	52,900
Site and Utility infrastructure		
All project fees and related expenses		
<i>Fixed Research Equipment NIC</i>		
<i>Movable Furnishings, Fixtures and Equipment NIC</i>		

Estimated Total Cost:
\$47,800,000

Date Approved by State Board of Education:

First request, July 1999
Fifteenth Request, July 2013, (*Second request for the revised IRIC Facility.*)

Source of Construction Funds (by fund source and amount):

<u>Fund Source</u>	<u>Total Project Cost</u>	<u>Amount</u>
Permanent Building Fund		\$ 5,000,000
Other Funding		
Bond Financing		\$27,800,000
Gifts		<u>\$15,000,000</u>
Total		\$47,800,000

<u>Fund Source</u>	<u>Previous Appropriations</u>	<u>Amount</u>
Fed FY05 Federal Funding		\$892,500
<i>The University received a federal FY 05 grant that allowed for an initial assessment and Feasibility Study. This preliminary feasibility work is not included in the amounts listed above.</i>		
Permanent Building Fund (FY 14)		\$2,500,000

<u>Fund Source</u>	<u>Budget Year Request</u>	<u>Amount</u>
Permanent Building Fund		\$2,500,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

As the land grant university for the State of Idaho, the University of Idaho places emphasis on problems and challenges facing Idaho and Idahoans. In both undergraduate and graduate education disciplines, especially in scientific and technical fields, enrollment growth and focus upon the university's interdisciplinary programs is leading to a need for additional modern, technically-equipped laboratory and support space. Further, as Idaho's research university, the UI is a main force for research and development in the state with emphasis on selected areas that are key to the economic health and development of Idaho industry. Areas of emphasis in which laboratory space is critical are: Food and Fiber Production, Molecular Biology, Environmental Sciences and Technology, Materials Science, Infrastructure/Construction and Transportation, Computing/Software Systems, and Telecommunications.

The University sought, and received, a federal FY 05 grant to allow the university to conduct an initial, predesign Technical Analysis and Feasibility Study for this project effort. In the fall of 2006, the University selected NBBJ architects to assist the university and to conduct that analysis and study via a Request for Qualifications process. An initial report was finalized and prepared in the Spring of 2008, and this report served as the basis for the July 2008 request.

Subsequently, Dr. John McIver joined the university as the Vice President for Research, bringing a fresh, new vision for the University's research efforts. Under Dr. McIver's leadership, the University has re-examined the underlying assumptions that support the desires and aspirations for the facility proposed under the title of the Science and New Technologies / Interdisciplinary Research & Education Facility. While the need for the proposed facility was confirmed, a slightly smaller and much more efficient vision of the facility emerged. Hence this request for a facility that is approximately smaller and less costly than previous requests, and its new title: the Integrated Research and Innovation Center.

In support of both the initial assessment and the revised program work, the university and the consultant conducted an exhaustive and detailed process that included an audit and assessment of existing science and research facilities, an audit and assessment of building level and campus level infrastructure systems to determine the capacity to support the desired program of research, site selection, programmatic analysis, research team composition and optimization, desired levels of occupancy in the proposed structure, etc. NBBJ delivered their revised, final report and recommendations for the new vision of the project in April 2012.

In December of 2012, the university sought and received authorization from the University of Idaho Board of Regents to pursue the design phase for the project. During the spring of 2013, a program verification process was conducted and the conceptual design phase was completed. The university and NBBJ are currently in the early staged of the schematic design phase.

This project addresses the specialized laboratory needs of these disciplines for undergraduate, graduate and research programs. The synergies among the various levels of study and scholarship will be fostered in a facility integrating a broad cross section of technical and scientific personnel and programs. Specific facility features and attributes have been preliminarily identified in the in the processes and phases completed to date, and will be further detailed during the remaining planning and design phases over the course of the next 12 months.

2. PROJECT COMPONENTS

The majority of the project complex will consist of research laboratories and laboratory support areas (e.g., instrument labs, specialized containment labs, shared equipment rooms, computer laboratories, seminar and conference areas, and offices). Purchase of major fixed research equipment necessary to outfit the laboratories, support areas and connections, and necessary enhancements to the university's infrastructure systems is not yet currently included in the project, as these items as are yet to be identified. Movable and portable furnishings and fixtures are not included in the current costs estimates.

3. ALTERNATIVES

Four alternatives have been studied to date.

Alternative 1: Construct Multiple Smaller Laboratory Additions

This alternative involves construction of separate undergraduate, graduate and research laboratories, by discipline, as additions to, or immediately adjacent to, existing College buildings. This alternative would provide the necessary space to support the programs, however, project costs are expected to be significantly higher since there would be multiple sites and projects. In addition, this approach does not readily support interdisciplinary interaction and collaboration. The university rejected this alternative.

Alternative 2: Renovate Existing Laboratory & Research Spaces in Existing Buildings as Necessary to Accomplish the programmatic Goals for Interdisciplinary Research

As noted above a Technical Analysis and Feasibility Study was conducted by the University and its consultant, NBBJ Architects in 2008 and revisited and revised in 2012. This effort included an exhaustive assessment and audit of the existing research facilities, spaces, and building level infrastructure systems on campus. The summary conclusion of this effort is that the existing facilities and spaces are not equipped or suitable in their current state to facilitate the sorts of interdisciplinary programs envisioned and needed. Further the renovation costs to bring these facilities up to the standards necessary would far exceed the cost of a new build. And further still, such dispersed renovations would not produce the desired synergies and interdisciplinary relationships set out as the major programmatic goals and vision for the project effort. The university has therefore rejected this alternative based upon the results of the Technical Analysis and Feasibility Study.

Alternative 3: Construct Separate Laboratory Complexes for Undergraduate and Graduate/Research Programs

This alternative consists of construction of an interdisciplinary laboratory complex for undergraduate instructional and research programs and one for graduate and research programs. This alternative would provide the necessary space to support the programs, however, project costs are expected to be higher since there would be two projects with unnecessary duplication. In addition, this approach does not readily support interdisciplinary interaction and collaboration between undergraduate and graduate students, and researchers. The university rejected this alternative.

Alternative 4: Construct a Single Interdisciplinary Laboratory Facility

This option would entail constructing a single complex that integrates undergraduate and graduate/research laboratories into an interdisciplinary science and technology center facilitating collaboration and creating new synergies across academic levels and disciplines. Overall project expenses are expected to be less under this approach since there will be only one site and construction of a single building allows elimination of unnecessary duplication of building systems. The recently completed Technical Analysis and Feasibility Study verifies this alternative as the most viable alternative conducive to the goals and vision for the effort, and as the most efficient and least costly alternative. This is the university's preferred alternative.

4. VACATED SPACE

It is not anticipated that a great deal of space will be vacated upon completion of the proposed project. The proposed IRIC is envisioned as a facility in which researchers from a variety of disciplines across campus will have a place to work together in collaborative teams on specific research projects. Upon the conclusion of any one specific project, the team members will vacate the space and a new team with a new project will take over. It may be that some , limited space currently used for instructional laboratories and some research laboratories may be vacated. If there is any such space vacated, it will be very limited and it is anticipated that it may be reused to meet additional laboratory space demand. Other prospective uses of vacated space may be for offices and specialized learning areas including computer laboratories, seminar areas, team and group rooms, etc.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: Integrated Research and Innovation Center

Building Statistics:

NASF: 31,500
GSF: 52,900
Net to Gross 60% +/- Target

	Estimated Total Cost	Pre-Design, Prior to Project	Prior to Budget Year - FY14	Budget Year - FY15	2nd Year FY16	3rd Year FY17	4th Year FY18	5th Year FY19
PROJECT SUMMARY:								
A. Arch. & Engr. (Project Planning & Pre-Design)								
PreDesign Technical Analysis & Feasibility Study (Prior work not included in costs below.)		892,500						
Planning & Design	4,500,000		3,150,000	725,000	625,000			
Schematic Design	inc. above							
Design Development	inc. above							
Construction Documents	inc. above							
Construction Supervision	inc. above							
B. Asbestos Abatement Arch/Eng/Hygienist Fees	inc. above							
C. Tests, Permits	610,000		122,700	245,000	242,300			
SUBTOTAL ARCH. & ENGR.	5,110,000	892,500	3,272,700	970,000	867,300			
D. Moving, Administration, Demolition, Project Costs	2,000,000			1,250,000	750,000			
E. Asbestos Abatement	inc. above							
F. Construction								
Estimated Bid Cost, May 2012 Est.	30,350,000			15,000,000	15,350,000			
Construction Contingency	3,035,000			1,000,000	2,035,000			
G. Furnishings/Moveable Equipment	1,000,000				1,000,000			
H. Contingency (Project) <i>Includes Escalation Allowance for out years.</i>	6,305,000		327,300	3,000,000	2,977,700			
TOTAL PROJECT REQUEST	47,800,000	892,500	3,600,000	21,220,000	22,980,000			
SOURCE OF FUNDS:								
Permanent Building Fund	5,000,000		2,500,000	2,500,000				
General Education								
Federal		892,500						
Bond Sale	27,800,000			27,800,000				
Bond Reserve								
Parking Funds								
Housing/Food Service Revenue								
Other Funds, including Gifts (UI Funds)	15,000,000		5,000,000	5,000,000	5,000,000			
TOTAL	47,800,000	892,500	7,500,000	35,300,000	5,000,000			
Utilities	TBD						TBD	TBD
Custodial	TBD						TBD	TBD
Repairs & Maintenance	TBD						TBD	TBD

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)

General Education



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OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Northern Idaho Collaborative Education Facility

Institution/Agency: North Idaho College, Lewis Clark State College, University of Idaho

Brief Description:

North Idaho College, Lewis Clark State College, and the University of Idaho envision the creation of an education corridor in Coeur d'Alene stretching along the banks of the Spokane River and adjacent to North Idaho College. Higher Education programmatic growth in the Coeur d'Alene area will be concentrated in this education corridor. Additional facilities and resources are needed to service the growing population and the corresponding demand for access to higher education programs and content. The collaboration potential afforded by co-location of three institutions of higher education in this proposed facility will provide increased access and higher education opportunities for students of all levels in the area.

Project Scope:

Building size:

NASF

TBD

GSF

TBD

Site and utility infrastructure

Furnishings, Fixtures and Equipment

All project fees and related expenses

Estimated Total Cost:

\$12,420,800

Date Approved by State Board of Education:

First request, July 2006 *(Note: As the Northern Idaho Classroom and Office Facility)*

Second request, July 2007

Third request, July 2008

Fourth request, July 2009

Fifth request, July 2010

Sixth Request, July 2011

Seventh Request, July 2012 *(Note: Facility size and project scope dramatically reduced)*

Eighth request, July 2013

Source of Construction Funds (by fund source and amount):

<u>Fund Source</u>	<u>Total Project Cost</u>	<u>Amount</u>
Permanent Building Fund		\$8,420,800
Gifted Funds		\$4,000,000
	Total:	\$12,420,800

<u>Fund Source</u>	<u>Previous Appropriations</u>	<u>Amount</u>
Permanent Building Fund (FY 09)		\$420,800

<u>Fund Source</u>	<u>Budget Year Request</u>	<u>Amount</u>
Permanent Building Fund		\$4,000,000

1. PROJECT DESCRIPTION AND JUSTIFICATION

North Idaho College, Lewis Clark State College, and the University of Idaho propose a collaborative facility housing units of each institution to be located on property owned by the North Idaho College Foundation and leased to North Idaho College. Such a collaborative facility will allow North Idaho College, Lewis Clark State College, and the University of Idaho to consolidate programs located in various facilities at one location and better serve the citizens of the area, each institution in accordance with the corresponding role and mission statements. The proximity of this location to North Idaho College is of an advantage as it provides the ability and opportunity to leverage the existing facilities of North Idaho College and to develop collaborative joint programs with North Idaho College faculty and staff.

2. PROJECT COMPONENTS

This facility will be approximately TBD square feet and will house classrooms and faculty and staff offices, along with ancillary support spaces. The preliminary cost estimate for the building is \$12,420,800. The State provided \$420,800 in FY09 funding to the University of Idaho to support initial programming and pre-design work. The initial programming and pre-design phase was initiated, however, it was placed in a hiatus status while the three institutions began discussion aimed at a revised conceptualization of the facility as a much smaller facility than that which was initially envisioned.

Once restarted, work products from the pre-design phase will include detailed program definition, site analysis and feasibility review, infrastructure needs and impacts, room data sheets, adjacency diagrams, and a refined project cost estimate.

For FY 2015, North Idaho College, Lewis Clark State College, and the University of Idaho are jointly requesting \$4,000,000 from the state funding via the Permanent Building Fund to support completion of the design and construction documents for the facility. The remainder of the State support, an additional \$4,000,000 will be requested in FY 2016. North Idaho College, Lewis Clark State College, and the University of Idaho will seek to jointly raise a total of \$4,000,000 in gifted funds through their respective capital campaigns to complete the funding picture.

The facility will be designed and constructed in such a manner to support the potential future expansion of the building to accommodate additional academic programs and needs. Such additional program space would possibly include a tiered classroom, various breakout rooms, as well as reception and kitchen/dining services. The date of any such future expansion is yet to be determined and would be subject to further review and approval of the Board of Regents.

3. VACATED SPACE

North Idaho College and Lewis Clark State College expect to vacate a number of temporary modular facilities once the new facility is completed.

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: Northern Idaho Collaborative Education Facility

Building Statistics:

NASF: TBD
GSF: TBD
Net to Gross Target 75%

	Estimated Total Cost	Prior to Budget Year	1st Year FY15	2nd Year FY16	3rd Year FY17	4th Year FY18	5th Year FY19	6th Year FY20
PROJECT SUMMARY:								
A. Arch. & Engr. (Project Planning & Pre-Design)	420,800	420,800	0	0				
Schematic Design	191,000	0	191,000	0				
Design Development	254,700	0	254,700	0				
Construction Documents*	509,400	0	509,400	0				
Construction Supervision**	318,400	0	0	318,400				
B. Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0				
C. Tests, Permits, Fees, Etc.	100,000	0	35,000	65,000				
SUBTOTAL ARCH. & ENGR.	1,794,300	420,800	990,100	383,400				
D. Moving, Administration	14,000	0	6,000	8,000				
E. Asbestos Abatement	0	0	0	0				
F. Construction*** (Preliminary Estimate)	9,050,000			9,050,000				
G. Furnishings/Moveable Equipment	657,500			657,500				
H. Contingency (Project)	905,000		90,000	815,000				
TOTAL PROJECT REQUEST	12,420,800	420,800	1,086,100	10,913,900				
SOURCE OF FUNDS:								
Permanent Building Fund	8,420,800	420,800	4,000,000	4,000,000				
General Education								
Federal								
Bond Sale								
Bond Reserve								
Parking Funds								
Housing/Food Service Revenue	4,000,000	0	2,000,000	2,000,000				
Other Funds, including Gifts (UI Funds)								
TOTAL	12,420,800	420,800	6,000,000	6,000,000				

Utilities TBD
Custodial TBD
Repairs & Maintenance TBD

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)

General Education

- * Includes Reimbursable Expenses
** Includes Fees for On-Site Observation
*** Preliminary Estimate

**CAPITAL BUDGET REQUEST
FY 2015
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)**

AGENCY: Lewis-Clark State College

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Spalding Hall (SPH) upgrade

CONTACT PERSON: Chet Herbst

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is.** This project would upgrade classroom, conference, and office spaces in Spalding Hall. Upgrades would include energy-efficient windows and doors, improved lighting, re-carpeting, and HVAC and electrical improvements.
- (B) What is the existing program and how will it be improved?** Spalding Hall supports the faculty, staff, and students of three LCSC instructional divisions: Education, Humanities, and Social Sciences. The offices of the Dean of Academic Programs are also located within the building. The 20,000 square foot facility was built in 1924 and has not been remodeled since 1977, when localized repairs were necessary after a fire in the basement. The decrepit roof of the building is being replaced through a separate DPW project (#13-151). Under the proposed project for FY2015, installation of energy-efficient windows and doors, hanging ceilings, carpet replacement, whiteboards, projection equipment, HVAC, and electrical/lighting improvements will restore this antiquated, inefficient building so that it can adequately support academic operations.
- (C) What will be the impact on your operating budget?** Upgrade of the facility will increase energy efficiency and support increased productivity for the users of the building. The proposed upgrades should not result in increased ongoing operating costs for the facility.
- (D) What are the consequences if this project is not funded?** The modest improvements proposed as part of this project would enable the College to provide a safe and efficient environment for students and staff while avoiding the costs which would be incurred if the facility were to be demolished and replaced with a new fully-functional building.

[Spalding Hall upgrade, continued.]

ESTIMATED BUDGET:		FUNDING:	
Land	\$0	PBF	\$850,000
A/E fees	\$50,000	General Account	\$0
Construction	\$850,000	Agency Funds	\$150,000
5% Contingency	\$50,000	Federal Funds	\$0
F F & E	\$50,000	Other	\$0
Other	\$0		
Total	\$1,000,000	Total	\$1,000,000

Agency Head Signature: _____

Date: _____

PROJECT DESCRIPTION/LOCATION: **Northern Idaho Collaborative Education Facility**

CONTACT PERSON: Chet Herbst

TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is.** The NICEF will be an approximately 45,000 square foot facility which will house LCSC, NIC, and UI programs on the NIC campus in Coeur d'Alene (CdA). The facility will provide classrooms, offices, service areas, and common space to serve students from all three institutions and will replace dispersed temporary instructional and office facilities now leased in the local area by LCSC and UI. This is a joint request by LCSC, UI, and NIC, carrying forward preliminary design work on the joint facility which was initiated under UI Project #09-254. The estimated \$12,000,000 cost of this project would be covered by \$4,000,000 in Agency funds and \$8,000,000 in PBF dollars (spread over multiple years). NIC has already made substantial investments using Agency funds to prepare the site on which the joint NICEF structure will be located.
- (B) What is the existing program and how will it be improved?** LCSC programs in CdA (serving over 400 students) are being delivered from leased space in Harbor Center (a converted restaurant located north of the NIC campus) and from leased classrooms above the NIC library. Instruction and student support service delivery is fragmented. Services take place at multiple, separate locations, including some locations remote from the center of student activity on the NIC campus. The joint facility will enable the three institutions to pool resources efficiently and provide "one stop" service to LCSC, UI, and NIC students, with consolidated staff support in a single, optimal location within the CdA education corridor. The joint facility will accommodate LCSC's growing enrollment in the region in a collaborative facility which will support community college, baccalaureate, and graduate training throughout Northern Idaho.
- (C) What will be the impact on your operating budget?** Consolidation of services within the proposed joint facility will create economies of scale to more efficiently support instruction. Approval of the joint project would obviate the need for separate facilities in the area for LCSC, UI, and NIC, which, if pursued separately, would have combined costs far in excess of the cost of the proposed joint facility.
- (D) What are the consequences if this project is not funded?** The existing, temporary facilities for LCSC students in CdA cannot continue to meet the growing demand for student programs in the area. Without new infrastructure, access to higher education in the area would have to be capped or curtailed. This collaborative joint project—the first of its type among the three participating institutions—would be a highly effective and efficient use of Permanent Building Fund (as well as Agency) dollars, avoiding

expenditures for separate, duplicative facilities.

ESTIMATED BUDGET: [See UI PBF request—contains budget for joint facility] Land A/E fees Construction 5% Contingency F F & E Other Total	FUNDING: PBF General Account Agency Funds Federal Funds Other Total
---	---

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST

FY 2015

Capital Improvement Project Description
(New Buildings, Additions or Major Renovations)

AGENCY: **North Idaho College**

AGENCY PROJECT PRIORITY: **1**

PROJECT DESCRIPTION/LOCATION: **Professional Technical Building**

CONTACT PERSON: **Ron Dorn**

TELEPHONE: **208-769-3340**

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is. To construct a new Professional Technical Building to create additional space for existing programs, expansion of new professional technical education programs, and to partner with local school districts to provide facilities to support their professional technical education programs as well.
- (B) What is the existing program and how will it be improved? Currently there are business and professional programs, health professions and trades and industry programs. These programs are near capacity with 12% of the student body enrolled in those programs. Nationally, 40% or more enrollments would be in these programs. Construction of this facility would expand professional technical education opportunities, keep up with rapid changes in technology, and increase student enrollments.
- (C) What will be the impact on your operating budget? Would increase in the areas of staffing, utilities and maintenance costs.
- (D) What are the consequences if this project is not funded? In coming and continuing students, local businesses and industries, and local public school districts would not be able to rely on NIC to provide expanded programs or enrollments.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	\$12,000,000
A/E fees	960,000	General Account	
Construction	9,600,000	Agency Funds	
5% Contingency	480,000	Federal Funds	
F F & E	960,000	Other	
Other			
Total	\$12,000,000	Total	\$12,000,000

Agency Head Signature: _____

Date: 5/29/13

CAPITAL BUDGET REQUEST

FY 2015

CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: **North Idaho College**

AGENCY PROJECT PRIORITY: **2**

PROJECT DESCRIPTION/LOCATION: **North Idaho Collaborative Education Facility**

CONTACT PERSON: **Ron Dorn**

TELEPHONE: **(208) 769-3340**

PROJECT JUSTIFICATION:

- (A) **Concisely describe what the project is.** The NICEF will be an approximately 45,000 square foot facility which will house NIC, LCSC, and UI programs on the NIC campus in Coeur d'Alene (CdA). The facility will provide classrooms, offices, service areas, and common space to serve students from all three institutions and will replace dispersed temporary instructional and office facilities now leased in the local area by LCSC and UI. This is a joint request by LCSC, UI, and NIC, carrying forward preliminary design work on the joint facility which was initiated under UI Project #09-254. The estimated \$12,000,000 cost of this project would be covered by \$4,000,000 in Agency funds and \$8,000,000 in PBF dollars (potentially spread over multiple years). NIC has made substantial investments using Agency funds to prepare the site on which the joint NICEF structure will be located.
- (B) **What is the existing program and how will it be improved?** The joint facility will enable the three institutions to pool resources efficiently and provide "one stop" service to LCSC, UI, and NIC students, with consolidated staff support in a single, optimal location within the CdA education corridor. The joint facility will accommodate LCSC's programs and their current portable classrooms will be removed from the Education Corridor.
- (C) **What will be the impact on your operating budget?** Consolidation of services within the proposed joint facility will create economies of scale to more efficiently support instruction. Approval of the joint project would obviate the need for separate facilities in the area for LCSC, UI, and NIC, which, if pursued separately, would have combined costs far in excess of the cost of the proposed joint facility.
- (D) **What are the consequences if this project is not funded?** Without new infrastructure, access to higher education in the area would have to be capped or curtailed. This collaborative joint project—the first of its type among the three participating institutions—would be a highly effective and efficient use of Permanent Building Fund (as well as Agency) dollars, avoiding expenditures for separate, duplicative facilities.

ESTIMATED BUDGET: [See UI PBF request]		FUNDING:	
Land	\$	PBF	\$
A/E fees		General Account	
Construction		Agency Funds	
5% Contingency		Federal Funds	
F F & E		Other	
Other		Total	\$
Total	\$		

Agency Head Signature: _____

Date: _____

05/29/13

CAPITAL BUDGET REQUEST
FY 2015
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: College of Western Idaho

AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Student Union Building / Nampa Campus

CONTACT PERSON: Craig Brown

TELEPHONE: 562-3279

PROJECT JUSTIFICATION:

- (A) Concisely describe what the project is.
The Student Union Building will be located on the CWI Nampa campus and will establish a campus core focal point as outlined in the campus master plan. Completed programming reflects a 140K sf. building that includes key services and functions including; Student Services and Resource Center, Library/ Learning Center, Food Service, Retail Services including Bookstore and Conference/ Commons spaces.
- (B) What is the existing program and how will it be improved?
The Nampa campus currently lacks services and programs which are needed to serve a rapidly growing student population. The existing library and bookstore are not on campus and are undersized for the student population served. The Culinary Arts program is currently located on the BSU campus and would be relocated and expanded to support food service and convention center activities.
- (C) What will be the impact on your operating budget?
Additional operating costs will be incurred related to utilities and maintenance. Some costs will be offset through relocation of some services and programs including the Culinary Arts program from BSU which will eliminate rent. Additionally, some revenue would be generated to support operations of the facility through retail and convention services.
- (D) What are the consequences if this project is not funded?
A Dormitory Commission has been established and will provide the largest portion of funding as reflected under Agency Funds. If the balance is not funded, additional student fee funding may have to occur and it is likely the timing of the project would be delayed. The project scope would be impacted and might include not providing some services. Additionally, relocating the Culinary Arts program from BSU. would not occur as planned.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 21,000,000
A/E fees	\$ 3,600,000	General Account	
Construction	\$ 36,000,000	Agency Funds	<u>\$ 24,000,000</u>
5% Contingency	\$ 1,800,000	Federal Funds	
F F & E	<u>\$ 3,600,000</u>	Other	
Other			
Total	\$ 45,000,000	Total	\$ 45,000,000

Agency Head Signature: Charles A. Wright

Date: 7/1/2013

CAPITAL BUDGET REQUEST
FY 2015
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: College of Western Idaho

AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Health Sciences Building / Nampa Campus

CONTACT PERSON: Craig Brown, VP Resource Development TELEPHONE: 562-3412

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is:

New 80,072 square ft. health sciences building. Existing CWI programs to be housed in this building include: dental assisting, surgical technician, nursing (Associate and assistant), paramedic, etc. Will include biology/chemistry laboratories, classrooms, study and common areas for students, and faculty offices.

(B) What is the existing program and how will it be improved?

Currently, CWI has health science programs and course offerings spread across the two-county area. There is a strong need to consolidate courses and programs to allow students and faculty to focus their efforts, and to be in synergy with local health care providers. This will allow for more effective use of clinical sites.

(C) What will be the impact on your operating budget?

Impact will be additional utility, custodial and maintenance costs. CWI will request Occupancy Costs through a future State Board of Education and Governor/Legislative process, but will be prepared to use existing tuition revenue to maintain the new facility, if needed.

(D) What are the consequences if this project is not funded?

CWI would continue to offer health science and related courses at a variety of campus and center locations spread across Ada and Canyon Counties.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 34,840,000
A/E fees	\$ 2,680,000	General Account	
Construction	\$ 26,800,000	Agency Funds	
5% Contingency	\$ 1,340,000	Federal Funds	
F F & E	\$ 4,020,000	Other	
Other	\$ 0		
Total	\$ 34,840,000	Total	\$ 34,840,000

Agency Head Signature: *Charles A. Wright*

Date: 7/1/2013

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

COLLEGE AND UNIVERSITIES OF THE STATE BOARD

SUBJECT

Gender Equity Reports

REFERENCE

August 2012

Board approved revisions to policy V.X.,
Intercollegiate Athletics, which requires a gender
equity report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

The Board last reviewed the gender equity reports at the February 2011 meeting. Since that time, the Business Affairs and Human Resources (BAHR) and Audit Committees, staff and the institutions have reviewed historical issues related to gender equity and worked on revising Board policy for athletics including gender equity.

The resulting revision to Board policy V.X. provides "The chief executive officer of each institution shall prepare a gender equity report for review and formal approval by the Board in a format and time to be determined by the Executive Director. The gender equity report will show the status of an institution's compliance with Title IX. The gender equity report will show the changes to the athletics programs necessary to comply with Title IX over time."

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether it is in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (20 U.S.C. §1681(a))

In regard to intercollegiate athletics, the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test" in 1996 to analyze if an institution is in compliance. All three parts must be met for an institution to be considered in compliance.

First, financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Second, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical including equipment and supplies,

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

scheduling games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment.

Compliance is measured on a program-wide basis, not on a sport-by-sport basis.

Third, the selection of sports and the level of competition must accommodate the students' interests and abilities using one of the three factors listed below:

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history** and **continuing practice of program expansion** which is demonstrably responsive to the developing interests and abilities of that gender.
3. Where the members of one gender are **underrepresented** among intercollegiate athletes and the institution cannot show a **continuing practice of program expansion**, whether it can be demonstrated that the interests and abilities of the members of that gender have been fully and effectively accommodated by the present program.

Staff and the institutions determined that the existing gender equity report could be enhanced to provide additional necessary information and establish key terms and definitions to provide consistency. Also, the number of years included in the forecast was reduced considerably to five out-years which should be more meaningful in showing an institution's plan to address any issues with gender equity compliance.

ATTACHMENTS

Attachment 1 – Title IX Gender Equity Definitions	Page 5
Attachment 2 – Title IX Compliance Requirements	Page 9
Attachment 3 – Participant Definitions	Page 11
Attachment 4 – Boise State University (BSU) narrative	Page 17
Attachment 5 – BSU gender equity report	Page 33
Attachment 6 – Idaho State University (ISU) narrative	Page 35
Attachment 7 – ISU gender equity report	Page 39
Attachment 8 – University of Idaho (UI) narrative	Page 41
Attachment 9 – UI gender equity report	Page 43
Attachment 10 – Lewis-Clark State College (LCSC) narrative	Page 45
Attachment 11 – LCSC gender equity report	Page 47

STAFF COMMENTS AND RECOMMENDATIONS

One enhancement to the report was the inclusion of average squad size. Per the OCR's 1996 Policy Clarification, determining how close is "close enough" can be done using the following formula:

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

- 1) Identify the average number of participants per team of the under-represented gender; and
- 2) Identify the number of participants that is needed to be added to the current program to achieve strict proportionality.

If the average number in 1) is larger, then there is compliance with the substantial proportionality factor of part three of the test. If the number to be added in 2) above is larger, then there is noncompliance with the substantial proportionality factor of part three of the test.

The other additions include the notes and definitions in Attachments 2-4.

A narrative describing the current status of gender equity compliance is provided along with the gender equity report for each institution.

BOARD ACTION

I move to approve the Gender Equity Reports for BSU, ISU, UI and LCSC as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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NOTE A: Full-Time Students - Undergraduate Population

1990 Title IX Athletics Investigator's Manual and 1996 Policy Clarification for the three-part test refined this definition to "full-time undergraduate enrollment"

OCR has never defined enrollment beyond that wording.

Use full time undergraduate headcount, BS/BA or higher degree seeking (so does not include PTE students); these are students eligible to participate in NCAA athletics; average Fall & Spring

NOTE B: Title IX Definition of Athletic Participant (duplicated count):

- 1) Receives institutionally sponsored support normally provided to athletes competing at institution (e.g. coaching, equipment, medical and training room services, etc.); and
- 2) Participates in organized practices sessions and other team meetings and activities on a regular basis during your sports' season; and
- 3) Is listed on the eligibility or squad lists maintained for your sport (start-of-season or end-of-season squad lists); or
- 4) Because of injury, cannot meet 1,2, or 3 above, but continues to receive financial aid on a basis of athletic ability.

Additional Notes: start-of-season and end-of-season squad lists should be counted; individual athletes should be counted for each team in which they compete (i.e. indoor, outdoor track, cross = 3 participation opportunities)

NOTE: expanded definition on special cases under PARTICIPANT DEFINITION worksheet

NOTE C: Variance between FT undergraduate population and athletic participation should be substantially proportionate

NOTE D: Male or Female Student-Athletes Needed indicates the number of participants needed in the under-represented gender to achieve strict proportionality between FT undergraduate and athletic participant populations

NOTE E: How Close is "Close Enough"

Per the OCR's 1996 Policy Clarification, determining how close is "close enough" can be done using the following formula:

- 1) identify the average number of participants per team of the under-represented gender
- 2) identify the number of participants that is needed to be added to the current program to achieve strict proportionality; and
- 3) if the average number is larger (1), there is compliance with test one (proportionality). If the number to be added is larger, the result is noncompliance with test one.

NOTE F: Title IX Definition of Financial Aid Participant (unduplicated count):

A "financial aid participant" is defined the same way as a "participant" in the preceding section; however, the important distinction is, when analyzing scholarships, the participants should only be counted one time, regardless of how many sports programs in which he or she competes. This is also referred to as the unduplicated participant count

NOTE: expanded definition on special cases under PARTICIPANT DEFINITION WORKSHEET

NOTE G: Athletic Financial Aid Totals:

Dollars to be counted are athletic grant dollars awarded for athletic ability. From the NCAA squad list, the correct amounts to use are labeled as "Athletic Grant Amount". This would include any tuition or other waivers.

NOTE H: Variance between Athletic Financial Aid and Unduplicated Participant Count

Student aid awarded per gender must be substantially proportionate to the ratio of male and female athletes.

1998 OCR issued policy identifying one percentage point as an acceptable variance.

NOTE I: Participants by Sport

Participant definition from NOTE B above should be used

NOTE J: Equal treatment within programs is as equally important as participation opportunities and athletic financial aid. Title IX requires equity in 11 additional programs areas between genders.

Sources: <http://bailiwick.lib.uiowa.edu/ge/aboutRE.html>

Title IX and Intercollegiate Athletics: How It All Works, Valerie McMurtrie Bonnette

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Title IX Compliance Requirements

ATTACHMENT 2

Accommodations of Interests & Abilities

Selection of sports and the level of competition must accommodate the students' interests and abilities by meeting one of the following three tests:

- 1) Participation opportunities for male and female students are substantially proportionate to their respective enrollments
- 2) Show a history and continuing practice of program expansion responsive to the developing interests and abilities of females
- 3) If no to #1 or #2 above, demonstrate interests and abilities of females have been fully and effectively accommodated

Athletic Financial Aid

Student aid must be substantially proportionate to the ratio of male and female student-athletes (financial aid participant, unduplicated count).

Equal Treatment within Programs

All other benefits, opportunities, and treatments afforded sports participants are to be equivalent:

- 1) Equipment & supplies: quality, suitability, quantity, availability, maintenance, and replacement
- 2) Scheduling of Games & Practices: # of competitive events per sport, number & length of practice, time of day, etc.
- 3) Travel & Per Diem Allowances: modes of transportation, travel housing, dining arrangements, length of stay before & after
- 4) Academic Tutoring: availability of tutoring, tutor qualifications and experience, rates of pay, employment conditions
- 5) Coaching Assignment & Compensation: full-time coaches, assistants, graduate assistants, or restricted earnings coaches
- 6) Locker Rooms, Practice & Event Facilities: quality, availability, exclusivity of use, maintenance and preparation of facilities
- 7) Medical & Training Facilities & Services: quality and availability of personnel, athletic trainers, conditioning, insurance coverage
- 8) Housing & Dining: benefits available during regular year, pre-game and post-game meals, services provided when no classes
- 9) Publicity: availability and quality of sports information personnel, access to resources & quantity/quality of promotional devices
- 10) Support Services: admin. Support, clerical and secretarial support, office space, equipment and supplies, support staff
- 11) Recruitment of Student-Athletes: opportunities for coaches/others to recruit, equivalent financial and other resources

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Guidelines for Counting Financial Aid Participants Using Title IX Definition:

All of the following guidelines apply when counting athletic financial aid participants, however, participants who compete on more than one athletic team should only be counted ONE TIME.

Guidelines for Counting Athletic Participants Using Title IX Definition:

A participant is defined as those athletes:

- a. Who are receiving the institutionally-sponsored support normally provided to athletes competition at the institution involved, e.g., coaching equipment, medical and training room services, on a regular basis during a sport's season; and
- b. Who are participating in organized practice sessions and other team meetings and activities on a regular basis during a sport's season; and
- c. Who are listed on the eligibility or squad lists maintained for each sport; or
- d. Who, because of injury, cannot meet a, b, or c above but continue to receive financial aid on the basis of athletic ability

Notes:

OCR's working definition of a participant counts anyone who is on the team and on the squad list as of the first date of "countable" competition. Individuals who join after the first date of competition also should be counted.

Start of season and end of season squad lists should be reviewed for each sport so participants who joined the team after the first countable contests are accounted for.

Compliance is based on actual participation rates, so final compliance determination for the current academic year is not complete until actual participation figures are set for the academic year.

It is not acceptable for an institution to inflate participation numbers by adding names to the squad list before the first date of competition and eliminating them soon after. Artificial manipulation of participation numbers would not withstand the scrutiny of an OCR investigation.

SUMMARY LIST:

Count the Following as Participants:

Individuals on the squad list and who are on the team as of the first date of competition

Anyone joining the team after the first contest if joining during a time that countable contests are scheduled

Walk-ons (this includes those who do not receive scholarships and do not compete in games)

Junior varsity, freshman, "B" team, etc. members

Individuals who quit or were cut from the team after the first countable contest

Redshirts

Partial Qualifiers

Fall baseball/softball participants if countable contests are scheduled in the fall

Medical redshirts, medical exempt status who are injured and cannot compete regardless of the year they are injured if they are receiving athletic financial aid

Mid-year transfers who are available and eligible to participate in countable contests scheduled in the spring term

Do Not Count the Following as Participants

"Slots" or positions that have not been filled on your squad list

Club, intramural, or recreational program participants

Individuals who quit or were cut from the team before the first countable contest and are not on athletic financial aid

Fall baseball/softball participants if countable contests are not scheduled in the fall

Mid-year transfers for sports if countable contests are not scheduled in the spring term

Spring football participants

Male athletes asked to scrimmage against women's teams

Fifth year student-athletes who have exhausted their eligibility to compete in countable contests, even though they may receive athletic financial aid

Medical redshirts, medical exempt status who are injured and cannot compete if their injury and inability to participate occurred prior to the first countable contest and they are not receiving athletic financial aid

Student managers - even if they receive scholarships

Cheerleaders - even if they receive scholarships

Student coaches - even if they receive scholarships

Student trainers - even if they receive scholarships

Academically ineligible student-athletes

EXPANDED DEFINITIONS:

Count the Same Individual More Than Once.

Athletes should be counted for each team on which they participate. For example, a student-athlete participating on a baseball and football team should be counted twice. A student-athlete participating on the cross country team, indoor and outdoor track team should be counted three times.

Walk-ons.

Student-athletes usually not recruited by coaches or who do not receive athletic aid initially but make the team, should be counted.

Quit or Cut From the Team.

Student-athletes who make it through the first date of countable competition should be counted. Student-Athletes who quit or are cut before the first date are not counted unless they remain on athletic aid.

Joining After the First Date of Countable Competition.

Any student-athlete who joins the team after the first contest who receives coaching, training room services, tutoring, and/or other benefits at the time any countable contests are scheduled should be counted.

Mid-Year Transfers.

Depending on their sport and whether countable contests are scheduled.

Football: a mid-year transfer who missed the fall competitive season, and participates in the spring should not be counted event if receiving athletic financial aid. However, the dollars awarded to these scholarship athletes should be counted in the calculations for athletic scholarships. Those dollars are usually available because someone receiving aid in the fall graduated or otherwise left the team at the end of the fall term. Not counting the mid-year transfer as a participant for football, even when counting the aid that he receives, does not usually affect the participation opportunities analysis.

Volleyball: a mid-year transfer should be counted if countable contests are scheduled in the spring.

Soccer: a mid-year transfer should be counted if countable contests are scheduled in the spring.

"Multi-Season Sports: "a mid-year transfer in a sport that has competitive seasons and countable contests in both the fall and spring should be counted as participants.

"Baseball/Softball: "a student-athlete who only participates in the fall semester on a baseball or softball team should be counted IF there were countable contests in the fall semester and should not be counted if there were not countable contests in the fall.

Redshirts.

Student-athletes not participating in a competitive event, but are receiving benefits in coaching, practice, training room services, tutoring, etc. should be counted.

Partial Qualifiers.

Student-athletes who, for academic reasons, may practice with a team, but not compete, should be counted.

Medicals.

Student-athletes who are not on athletic financial aid and are injured and cannot compete should not be counted IF their injury occurred prior to the first countable contest. The student-athlete should be counted if their injury occurred after the first countable contest.

Student-athletes receiving athletic financial aid should be counted regardless of when the injury occurred.

Fifth Year.

Student-athletes in their fifth-year of study who are receiving athletic financial aid should not be counted as participants if they have exhausted their four years of eligibility to compete in countable contests.

"Slots"

Even if a coach intends to fill or has additional "slots" or positions to fill on their team, if they are not filled, they should not be counted as participants.

Male Athletes Practicing with Female Athletes.

Male student-athletes who practice against female student-athletes should not be counted (even if they are listed on the squad list or provided some benefits, such as practice uniforms) unless they are on a men's or co-ed team.

Academically Ineligible.

Students who are academically ineligible usually are excluded from all team-related benefits, so should not be counted.

Source: Title IX and Intercollegiate Athletics; Valerie McMurtrie Bonnette

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Title IX Compliance – Boise State Athletics

I. Evaluation Method

At Boise State University, the Athletic Department, with oversight from the Intercollegiate Athletic Advisory Committee (IAAC) Gender-Equity Subcommittee, conducts an annual *Gender-Equity Review for Compliance with Title IX in Athletics* to assess compliance with Title IX and offers recommendations to achieve and maintain compliance in areas where gender differences may currently exist or may be developing. Those recommendations and progress towards completion are outlined in the next section.

Through this process, the Athletic Department is reviewed annually for compliance with regard to **Accommodation of Interests and Abilities** and **Athletic Financial Assistance** each year.

The remaining eleven program areas under **Athletic Benefits and Opportunities** are then reviewed on a rotating basis (schedule listed below). However, in 2009-2010, a comprehensive review was completed to assess all thirteen program areas in one year.

2009-2010	All program areas
2010-2011	Coaching Recruitment of Student-athletes Support Services
2011-2012	Scheduling of Games and Practice Times Travel and Per Diem Allowances Housing and Dining Facilities and Services
2012-2013	Equipment and Supplies Locker Rooms, Practice and Competitive Facilities Medical and Training Facilities and Services Publicity
2013-2014	Coaching Recruitment of Student-athletes Support Services Tutoring
2014-2015	Scheduling of Games and Practice Times Travel and Per Diem Allowances Housing and Dining Facilities and Services

This review is conducted in the spring and summer months of the relevant academic term. The report is finalized and submitted for approval by the IAAC in the fall semester of the following academic term.

The annual data collection for this review begins with a **survey of head coaches** (provided in Appendix A). Additional information from that survey is then supplemented with the following data sources to thoroughly evaluate each program area.

- (A) Follow up questions to head coaches as needed
- (B) Institutional enrollment percentages for male and female students provided by the Office of the Registrar
- (C) Start-of-season and end-of-year NCAA squad lists provided by the Athletic Department
- (D) Scholarship budgets and actual dollars awarded provided by the Athletic Business Office
- (E) Summer school and degree completion program financial aid policies
- (F) Number of scheduled contests versus NCAA limits for each sport provided by Associate Athletic Director/Compliance (actual games played, not number of games scheduled)
- (G) Individual sport budgets and actuals provided by the Athletic Business Office
- (H) List of the number of coaches employed for each sports program
- (I) Head coach's length of employment contract
- (J) Athletic Department budget and policy for tutors
- (K) Visual inspection of all facilities performed by the Assistant Athletic Director for Operations and Event Management. Photographs of each facility are also reviewed.
- (L) Survey of Head Athletic Trainer
- (M) Trade-out dollars for dining services provided to each sport
- (N) NIKE equipment contracts for each sport
- (O) Marketing plans created for each sport team

Note: information provided within the annual report is primarily based on subjective responses from each head coach. Therefore, responses regarding needs and program priorities may change from year-to-year if coaching changes occur.

II. Summary of Recommendations and Progress

The most recent analysis of the compliance goals for **Accommodation of Interests and Abilities** indicates that Boise State University is compliant with test one of this component by providing participation opportunities proportionate to the full-time undergraduate population.

The University is working towards strict compliance with **Athletic Financial Assistance** by awarding athletic financial aid at a rate proportionate to the rate of participation (within +/- 1%). Currently, Boise State awards athletic financial aid at a rate that is *reasonably* proportionate (within 2%) to the rate of participation.

With regard to the remaining eleven program areas under **Athletic Benefits and Opportunities**, the Gender-Equity Subcommittee has made new recommendations to continue improving program areas in order to maintain or achieve equity between male and female student-athletes. Those recommendations and progress towards completion are outlined on the following pages.

Summary of Progress Towards 2009-2010 Recommendations and Subsequent Reviews

Last Updated and Approved by IAAC December, 2012

Recommendation	Progress Made
<i>Accommodation of Interests and Abilities:</i> The Athletic Department continues to monitor and carefully examine participation goals, and guide head coaches regarding roster sizes in order to maintain quality participation opportunities for female student-athletes and be efficient but not excessive in providing participation opportunities for male student-athletes.	COMPLETED, ONGOING Head coaches provide guidelines for roster sizes annually. Each roster size is based on the head coach's input for ideal roster size with consideration of the overall program participation rates. This represents the Athletic Department's continued effort to provide equal participation opportunities with respect to full-time undergraduate enrollment.
<i>Athletic Financial Assistance:</i> The Athletic Department continues to require coaches to fully award female athletic scholarship dollars during the academic school year unless there is a reasonable professional decision to do otherwise.	ONGOING In FY11 104.22 of the 111 (93.89%) female scholarships were awarded, an improvement over the FY10 (87.69% or 97.34 of the 111) figures. In FY12 the Department of Athletics increased funding for equivalency sports by \$77,822 to women's equivalency programs over budget in their scholarship line items in a continued effort to fund female participants the maximum allowable of scholarships as awarded by their coaches. Also, two women's programs were under NCAA penalties which limited athletic scholarships that could be awarded, however, 103.23 scholarships (of the 111 allowable) were given to female student-athletes.
<i>(09-10 Rec) Equipment and Supplies:</i> The Athletic Department continues to monitor the volleyball equipment budget to assure upgrades have been made under the new coaching staff.	ONGOING FY13 In FY12 and FY13 NIKE comp dollars were allocated to all sports to meet equipment team needs (VB will receive \$12,500 in NIKE apparel in FY13). Continued evaluation will be done to ensure adequacy for all programs.
<i>(09-10 Rec) Scheduling of Games and Practice Times:</i> The Athletic Department closely monitors the number of contests scheduled and played for all athletic teams to make sure female athletes receive comparable access to competition, specifically, women's golf, softball, swimming and diving, and gymnastics. <i>(11-12 Rec) Scheduling of Games and Practice Times:</i> The Athletic Department continues to monitor competition schedules to ensure an optimal number of contests are being scheduled for all programs.	PARTIALLY COMPLETED FY12 & ONGOING FY13 Over a two year period, increases for travel budgets of gymnastics (+\$26K), softball (+\$55K), swimming (+\$47K), and women's golf (\$13.6K) have been given to allow scheduling more away competitions. In FY12, gymnastics and softball scheduled desired number of competitions (though, softball was not able to compete in all of them due to weather cancelations). Assessment of competitions schedules and adequacy of travel budgets will continue in FY13.
<i>(09-10 Rec) Scheduling of Games and Practice Times:</i> The Athletic Department includes the addition of lights at the Mountain Cove Softball Field in their master facilities plan. <i>(11-12 Rec) Scheduling of Games and Practice Times:</i> The addition of lights is considered for the softball and soccer facilities.	ONGOING The softball field has been moved from Mountain Cove to Dona Larsen Park; lights in the new facility are included in Phase II of construction but is not yet funded.
<i>(11-12 Rec) Scheduling of Games and Practice Times:</i> Head coaches document their reasoning annually if they schedule less than the NCAA allowable competitions for their team.	COMPLETED Head Coaches must provide explanation if scheduling less than the NCAA allowable maximum contests in their annual compliance paperwork.

<p><i>(09-10 Rec) Travel and Per Diem Allowances:</i> The Athletic Department analyzes travel budgets for each sport to improve the adequacy of those sports reporting dissatisfaction with their travel budgets. Specific attention should be given to softball as it relates to ground transportation and wrestling as it relates to overnight stays for away competitions.</p> <p><i>(11-12 Rec) Travel & Per Diem Allowances:</i> The Athletic Department continue to monitor travel budgets, specifically women's golf, wrestling and track and field to ensure adequacy within their programs with regard to travel squad sizes and per diem amount provided during away competitions.</p>	<p>COMPLETED and ONGOING FY13 Softball travel budget was increased \$33K in FY12 and \$22K more in FY13, buses are now mandated for use for away competition. Wrestling travel budget was increased \$5,581 in FY11 to account for more coaches travel and to accommodate overnight stays. In FY11 and FY12, travel budgets for men's programs increased a net total of \$89,462, women's programs by a net total of \$213,930 and track and field by a total of \$59,760. Coaches are now involved in budget projection and need during the budgeting process within the department each year.</p>
<p><i>(09-10 Rec) Travel and Per Diem Allowances:</i> The Athletic Department allow no more than two student-athletes to share a hotel room unless there is an odd number of travelers or a reasonable professional decision justifies otherwise and a written justification is provided by the coach to the Associate Athletic Director of Student Services prior to travel.</p>	<p>COMPLETED Policy implemented for FY12</p>
<p><i>(11-12 Rec) Travel & Per Diem Allowances:</i> The Athletic Department addresses long distance driving for all programs, with specific emphasis on women's golf, women's tennis, wrestling and track and field.</p>	<p>ONGOING FY13</p>
<p><i>(09-10 Rec) Coaching:</i> The University gives multi-year contracts equally to men's and women's head coaches.</p>	<p>COMPLETED Softball and Swimming and Diving Head Coaches were offered multi-year contracts, softball declined, swimming is in the process of being approved by the SBOE. Gymnastics co-head coaches were both offered, one accepted the offer, which has been approved by the SBOE.</p>
<p><i>(09-10 Rec) Locker Room, Practice and Competitive Facilities:</i> The Athletic Department continues to earmark capital outlays towards improvements of women's team competition and practice facilities with a specific emphasis on softball, the women's gymnastics facility, and the swimming and diving competition site.</p> <p><i>(11-12 Rec) Scheduling of Games and Practice Times:</i> An improved competition site is considered for the swimming and diving team.</p>	<p>PARTIALLY COMPLETED & ONGOING Softball competition and practice facilities have been improved with the completion of Dona Larsen Park but still needs lights and bleachers to be added. Gymnastics practice facility concerns addressed with the completion of the pit, new foam and equipment upgrades. Feasibility study is underway for a multi-purpose facility which includes a swimming facility.</p>
<p><i>(09-10 Rec) Locker Room, Practice and Competitive Facilities:</i> The Athletic Department continues to earmark capital outlays towards improving all teams' locker room facilities</p>	<p>PARTIALLY COMPLETED & ONGOING Men's & women's basketball Arguinchona Basketball Complex completed. Gymnastics and volleyball locker rooms were renovated. New football complex construction is underway, completion date July 2013. Other team locker rooms need continued assessment and upgrade.</p>
<p><i>(09-10 Rec) Medical and Training Facilities and Services:</i> The Athletic Department add an additional weight room staff member and evaluate the weight room equipment to determine if upgrades or additional equipment might be necessary so issues are addressed to support all athletic programs.</p>	<p>COMPLETED Additional FT weight room staff members were added, one in FY12 and one in FY13. Upgrade to equipment completed in FY12. Additionally, a full time athletic trainer was added in FY12.</p>

<p><i>(09-10 Rec) Housing and Dining Facilities and Services:</i> The Athletic Department conducts a more in-depth analysis of the meals available to student-athletes during term breaks to determine if funding is equivalently adequate in this area for all sports programs.</p>	<p>COMPLETED and ONGOING In FY11, training table budgets were increased by \$56,900 for men's programs, \$24,729 for women's programs and \$5,000 for track and field. An additional \$14,150 in trade out was provided to programs with unmet budget increase requests. These cash and trade-out resources can be used towards term break meals, team meals, or pre- and post-game meals. In FY12, training table budgets were adjusted with coaches input and \$8,249 more dollars were provided to women's programs, and \$17,450 in trade out was provided to programs who with unmet need. An assessment of training table budgets and trade out allocations will continue in FY13.</p>
<p><i>(09-10 Rec) Housing and Dining Facilities and Services:</i> The Athletic Department adds funds, if feasible, in sports budgets to help cover pre- and post-game meals equitably among male and female student-athletes.</p> <p><i>(11-12 Rec) Housing and Dining Facilities and Services:</i> The Athletic Department continues to monitor budgets and trade out dollars to meet the need of each program with regard to pre- and post-game meals and term break dining.</p>	<p>COMPLETED See above.</p>
<p><i>(11-12 Rec) Housing and Dining Facilities and Services:</i> Temporary housing during term breaks and training table for every program, if that is the preference, is a consideration during the budgeting process.</p>	<p>COMPLETED The FY14 budgeting process requested that each head coach provide term break housing unless there was a reasonable professional decision to do otherwise.</p>
<p><i>(09-10 Rec) Publicity:</i> The Athletic Department's Marketing and Promotions Department continues to work with each head coach to create and execute marketing and promotions plans for all sports, put those plans in writing, communicate them with the head coaches and their team liaison, and execute the plans during the respective competition seasons.</p>	<p>ONGOING FY13 New athletic marketing director has been appointed. In process of analyzing marketing and promotions efforts after each sporting event through FY12. Ongoing for FY13 – A new marketing staff has been hired, plans have been developed for every sport but continued emphasis needs to be placed on regular communications and execution of plans.</p>
<p><i>(09-10 Rec) Support Services:</i> The Athletic Department makes clerical support more accessible to track and cross country, wrestling, and softball.</p>	<p>COMPLETED Clerical support continues to be offered to track and field/cross country, wrestling, and softball.</p>
<p><i>(09-10 Rec) Support Services:</i> The Athletic Administration find out whether the head wrestling coach prefers a private office, and if so, puts up a wall so that this may be achieved.</p>	<p>COMPLETED Head wrestling coach confirmed office should remain as is.</p>
<p><i>(10-11 Rec) Support Services:</i> The Athletic Department provides full time clerical support to men's and women's basketball, men's and women's golf, gymnastics, swimming and diving, softball, wrestling and track and field/cross country programs.</p>	<p>ONGOING Part time help has been provided for men's and women's basketball, men's and women's golf, gymnastics, swimming and diving and volleyball. Clerical support from existing staff continues to be offered to softball, wrestling and track and field. With the completion of the football complex and the movement of staff and offices, the need for additional clerical staff will continue to be reviewed.</p>

<p><i>(09-10 Rec) Recruitment of Student-Athletes:</i> The Athletic Department allocates additional funds for recruitment purposes to both men's and women's programs until both genders have adequate funding.</p> <p><i>(10-11 Rec) Recruitment of Student-Athletes:</i> The Athletic Department continues to monitor the recruitment budgets for all sports, with emphasis placed on track and field/cross country, women's tennis, softball, soccer, and swimming and diving to assure adequate recruitment resources for these programs.</p>	<p>PARTIALLY COMPLETED & ONGOING</p> <p>Recruiting budgets were increased for women's golf, women's tennis, volleyball, gymnastics, soccer, softball, swimming, and men's and women's basketball in FY12 for a total of \$56,500. Based on coaches' budget requests, additional funding is still needed to be adequate in recruiting by softball, soccer, swimming, men's tennis, men's basketball and wrestling. Recruitment budgets continue to be reviewed.</p>
<p><i>(09-10 Rec) Recruitment of Student-Athletes:</i> The Athletic Department evaluates courtesy car assignments to coaches during the 2010-2011 school year.</p> <p><i>(10-11 Rec) Recruitment of Student-Athletes:</i> Consider awarding additional courtesy cars or supplemental pay to women's assistant coaches with off-campus recruiting duties.</p>	<p>PARTIALLY COMPLETED & ONGOING</p> <p>Two additional courtesy cars were provided to women's program coaches in FY12. Continued consideration should be given to provide courtesy cars or stipends to women's program coaches with off-campus recruiting duties.</p>
<p><i>(10-11 Rec) Recruitment of Student-Athletes:</i> The women's swimming and diving coach pursue the use of a loaner car for use during official recruiting weekends.</p>	<p>COMPLETED</p>

APPENDIX A

HEAD COACH SURVEY

ATHLETIC PARTICIPATION AND FINANCIAL AID			
<p style="text-align: center;">The Title IX Definition of a PARTICIPANT is a student-athlete who:</p> <ol style="list-style-type: none"> 1. Receives institutionally sponsored support normally provided to athletes competing at Boise State (e.g. coaching, equipment, medical and training room services, etc); and 2. Participates in organized practices sessions and other team meetings and activities on a regular basis during your sports' season; and 3. Is listed on the eligibility or squad lists maintained for your sport; or 4. Because of injury, cannot meet 1,2, or 3 above, but continues to receive financial aid on a basis of athletic ability. 			
Based on the definition of a participant above, how many athletes are on your team?			number:
ACTION: PLEASE ATTACH TO THIS SURVEY A LIST OF THE STUDENT-ATHLETE'S <u>NAMES</u> YOU HAVE INCLUDED IN YOUR PARTICIPANT NUMBER LISTED ABOVE BEFORE EMAILING COMPLETED SURVEY.			
How many athletes quit or did you cut from the team BEFORE the first date of competition in the 2012-2013 season?	number:	How many athletes quit or did you cut from the team AFTER the first date of competition in the 2012-2013 season?	number:
Of the allowable athletic scholarships you are able to award for your sport, how many scholarships did you award in the 2012-2013 season?	Number of scholarships (or equivalencies) awarded 2012-2013: Number of allowable scholarships per NCAA guidelines in your sport:		
IF in the above questions, the number of scholarships awarded is LESS THAN the allowable scholarships in your sport, please explain WHY in detail.			
For 2012-13, are there restrictions on your team's scholarships that affect your recruitment of out-of-state athletes?	no:	yes (explain):	
Do you have concerns regarding the availability of summer school or fifth year awards (those who have exhausted their eligibility)?	no:	yes (explain which – summer and/or fifth year – and why):	
Please explain any concerns you may have about scholarships for your team not addressed above.			

SCHEDULE OF GAMES AND PRACTICE TIMES				
Is your team's practice time (in season and out of season) sufficient and convenient for your student-athletes?	yes:	no (explain in detail and list preferred times):		
Do you have any concern for the number or length of practices for your team?	no:	yes (explain):		
During the 2010-2011 season, how many "countable" contests were scheduled?	Number:	Was this the number of contests you preferred to schedule for the 2010-2011 season?	yes:	no (explain why and state the number preferred):
During the 2010-2011 season, did your team participate in any scrimmages against outside competition, alumni contests or exhibitions?	Number:	Was this your preferred number of events/contests for the 2010-2011 season?	yes:	no (explain why and state the number preferred):
During the 2011-2012 season, how many "countable" contests were scheduled?	Number:	Was this the number of contests you preferred to schedule for the 2011-2012 season?	yes:	no (explain why and state the number preferred):
For the 2011-12 season, please list the names of institutions outside the Division I level with whom you scheduled competitive events during regular season contests (do not include pre or post season contests). Note: Golf & Track – include only the competitive level of the host institution for your events.		Division II: Division III: NAIA: NJCAA: Other (explain):		
During the 2011-2012 season, did your team participate in any scrimmages against outside competition, alumni contests or exhibitions?	Number:	Was this your preferred number of events/contests for the 2011-2012 season?	yes:	no (explain why and state the number preferred):
Are your teams' game times convenient for your team?	yes:	no (explain and list preferred times):		
Are your teams' game times sufficient for attendance?	yes:	no (explain and list preferred times):		
Do you have any concerns about the availability or opportunity to participate in post-season competition for your team (includes season ending conference tournaments, regional and national competitions)?	no:	yes (explain):		
Please list any other concerns or comments you might have about scheduling of competitions or practice times for your team.				

TRAVEL AND PER DIEM ALLOWANCES			
What was your 2011-2012 squad size? <i>Note: this number should match number of athletes on your team listed on page 2.</i>		What was your typical travel squad size during the 2011-2012 season?	
What determines your travel squad size (i.e. conference, budget, institution policy, etc.)? Please be specific.		Do you foresee any changes in your travel squad size for the 2012-2013 season?	
Please explain any limits that may exist on the size of your team's travel <i>party</i> (non- student-athletes traveling with the team). Be specific.			
In the last two seasons (2010-11 & 2011-12), did (or will) your team use a mode of transportation <u>to or from</u> a competition other than what you would prefer?	No:	Yes (explain – provide destination, mode used, mode preferred and why):	
In the last two seasons (2010-11 & 2011-12), did (or will) your team use a mode of transportation <u>once you arrived</u> at a competition site other than what you would prefer?	No:	Yes (explain – provide location, mode used, mode preferred and why):	
For away competitions, have your team's lengths of stay been acceptable (arrival & departure relative to competition)?	Yes:	No (explain):	
Was there a trip you wanted your team to stay overnight either before or after a competition but did not?	No:	Yes (explain – location & reason did not stay overnight):	
How would you rate the over-all quality of the meals provided to the student-athletes when at away competitions (high, average, low quality)?	Rating:	If "low quality" please explain (i.e. budget constraints, lack of availability of dining options, etc.).	
Do you provide per diem to student-athletes during away competitions?	No:	Yes (list amount per student-athlete, per meal, per day). Be Specific:	
When (or if) per diem is not provided during away competitions, how is your team fed?			
How would you rate the over-all quality of hotels/housing provided to your athletes when at away competitions (high, average, low quality)?	Rating:	If "low quality" please explain why (i.e. budget constraints, lack of availability of dining options, etc.).	
How many student-athletes are assigned per hotel room for away competitions?	Number:	If this number ever varied, please explain why:	
Do you have concerns for dining during travel to away competitions?	No:	Yes (explain):	
Have you scheduled special travel for your team for games or practices during any of the following: 2010-2011, 2011-2012, or 2012-2013 season (e.g., Alaska, Europe, or special training trip)?	No:	yes-location: year(s): events scheduled:	
In 2010-2011, did you stay within	Yes:	No - by how much did you exceed your travel budget?:	

your travel budget?			
In 2011-2012, did you stay within your travel budget?	Yes:	No - by how much did you exceed your travel budget?:	
If you answered NO to either of the above two questions, what is the amount needed for your travel budget to be adequate?	\$	What would this budget increase fund (BE SPECIFIC)?	
How much (if any) was the travel budget increased for your sport for the 2011-2012 season?	\$	If your sport was given an increase in 2011-2012, what did this budget increase fund?	
Please describe any other team travel concerns or comments not addressed above.			

MEDICAL and TRAINING FACILITIES		
Do you have a medical doctor, staff trainer, GA trainer or student trainer present at your home events, away events, and practices? Please list staff by name for each. If the trainers available at away competitions are provided by the host institution, please indicate.	Medical Doctor(s):	Home: Away: Practice:
	Certified Staff Trainer(s):	Home: Away: Practice:
	GA Trainer(s):	Home: Away: Practice:
	Student Trainer(s):	Home: Away: Practice:
Do you have any concerns regarding the availability of training or medical staff at your games or practices?	NO:	YES (be specific):
Are your team's times in the training room convenient and sufficient?	YES:	NO (explain):
Do you have any concerns regarding your team and the weight room facility and use (i.e. crowding, equipment, schedule, supervision, etc)?	YES:	NO (explain):
Are your team's workout times in the weight room convenient and sufficient?	YES:	NO (explain):
Do you have any concerns regarding your team and the weight room facility and use (i.e. crowding, equipment, schedule, supervision, etc)?	NO:	YES (explain):
Please explain any concerns you may have regarding your team's medical or training/weight facilities and services not listed above. Be specific!		

HOUSING AND DINING FACILITIES AND SERVICES		
HOUSING & DINING – REGULAR ACADEMIC YEAR		
Do you have any concerns regarding housing or dining during the regular academic year for your team members (schedule availability, practice/meal conflicts, etc.)?	yes (explain):	no:
HOUSING & DINING – TERM BREAKS		
Which term breaks (summer, Thanksgiving week, winter break, spring break) do you provide housing and/or dining to your team members?	Term Break(s):	None (skip to PRE/POST COMP section):
What housing arrangements are made? How do you provide meals during this/these break(s)?	Housing Arrangements: Dining or Meal Arrangements:	
Do you provide per diem to your team members during term breaks?	Yes: How Much (per meal or day/person)? Is this a sufficient amount (explain)?	no:
Are the housing and/or dining arrangements during term breaks sufficient and convenient for your team members?	no (explain):	yes:
Do you have any other concerns regarding housing or dining during term breaks for your team?		
HOUSING AND DINING – PRE AND POST COMPETITION		
Does your team stay in a hotel or have any other special housing arrangements before home games?	yes (explain):	no: Is this a benefit you would like for your team (explain)?
Does your team have pre- or post-game meals for HOME competitions?	Yes: Pre: Location: Post: Location:	No (please answer following question):
If you answered NO to the above question: Would you like pre- or post-game meals for your team at home competitions?	Yes: How Often?	no:

LOCKER ROOM, PRACTICE and COMPETITION FACILITIES		
List any upgrades, improvements or new practice, competitions or locker room facilities your team has had in the last three years or are anticipating in the coming academic year.		
Have you done a walk-through of your facilities with the Athletic Director or Associate AD of Facilities in the last two years?	NO (would it be beneficial to do so)?	YES (when?):
Please rate the overall quality of the PRACTICE facilities your team uses as: excellent, good, average, poor, or inadequate (EX, GD, AVG, PR, INAD). For any facility you rate as AVERAGE, POOR or INADEQUATE, please explain why <u>in detail</u> . If more than one facility, list and rate each facility individually.	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
Do you have any specific areas of concern not listed above regarding your team's PRACTICE facilities?		
Is the location of your PRACTICE facility(s) convenient for your team?	YES:	NO (explain):
Please rate the overall quality of the COMPETITION facilities your team uses as: excellent, good, average, poor, or inadequate (EX, GD, AVG, PR, INAD). For any facility you rate as AVERAGE, POOR or INADEQUATE, please explain why <u>in detail</u> . If more than one facility, list and rate each facility individually.	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
	FACILITY NAME:	RATING (explain if AVG, PR, INAD):
Do you have any specific areas of concern not listed above regarding your team's COMPETITION facilities (i.e. seating quality, playing surface, lights, score boards, special features specific to your sport, press box area etc)?		
Is the location of your COMPETITION facility(s) convenient for your team?	YES:	NO (explain):
Please list any LOCKER ROOM facilities your team uses and indicate the quality of each as either excellent, good, average, poor, or inadequate (EX, GD, AVG, PR, INAD). For any facility you rate as AVERAGE, POOR or INADEQUATE, please explain why <u>in detail</u> . If more than one facility, list and rate each facility individually.	LOCKER ROOM:	RATING (explain if AVG, PR, INAD):
	LOCKER ROOM:	RATING (explain if AVG, PR, INAD):

Do you have any specific areas of concern not listed above regarding your team's LOCKER ROOM(s) (i.e. number, quality or size of lockers, restroom or shower areas, etc)?			
Is the location of your LOCKER ROOM convenient for your team members (i.e. to comp or practice facilities or equipment, weight or training rooms)? (if your team has no locker room, state this in the "no" column and explain if this is a problem).	YES:	NO (explain):	
If you share a PRACTICE, COMPETITION or LOCKER ROOM facility with any other team or outside group, please list the facility and the teams/groups you share the facility with.	SHARED FACILITY:		SHARED WITH:
	SHARED FACILITY:		SHARED WITH:
	SHARED FACILITY:		SHARED WITH:
Are there any preparation or maintenance problems with your PRACTICE, COMPETITION or LOCKER ROOM facilities?	NO:	YES (explain in detail):	
Please describe any other practice, competition or locker room facility concerns or comments you might have that were not addressed above.			

PUBLICITY			
Is your sports information director (SID) at all or most of your home competitions?	YES:	NO (which ones are they not in attendance for?):	
Does your SID travel with your team to away events?	YES (how often?):	NO:	If no, would you like them to?
		NO:	YES (explain how it would benefit your team):
Are there any promotional activities at your home events (i.e. giveaways, raffles, entertainment)?	YES (list which ones):		NO:
List the publications and social media provided for your program (i.e. media guide, game programs, schedule cards, poster, press releases, newspaper ads about events, web site entries, Twitter, Facebook, email blasts).			
Please rate your level of satisfaction with publicity, publications and marketing (1-5, 1 being low, 5 being high).	Rating:	Please Explain:	
Are any of your home or away competitions broadcast on radio?	YES (all or some?):	NO:	
Are any of your home or away competitions broadcast on television?	YES (all or some?):	NO:	
Are any of your home or away competitions streamed?	YES (all or some?):	NO:	

EQUIPMENT AND SUPPLIES				
What COMPETITION uniform or sport-specific items must student-athletes on your team provide or pay for themselves? (i.e. shorts, shirts, shoes, warm-ups, head gear, grips, etc)		NONE:	The following items:	
What PRACTICE wear or sport-specific items must student-athletes on your team provide or pay for themselves? (i.e. shorts, shirts, shoes, warm-ups, head gear, grips, etc)		NONE:	The following items:	
Rate the quality of your COMPETITION uniforms and sport-specific items as excellent, good, average, poor or inadequate (EX, GD, AV, PR, IN). If ranked AV, PR or IN, please explain <u>in detail</u> .		Rank (explain if AV, PR, IN):		
Rate the quality of your PRACTICE uniforms and sport-specific gear as excellent, good, average, poor or inadequate (EX, GD, AV, PR, IN). If ranked AV, PR or IN, please explain <u>in detail</u> .		Rank (explain if AV, PR, IN):		
What recording, TV, VCR/DVD, or editing equipment do you want or need for your team that is not provided?	NONE:	The following equipment:		
Do you have student manager or director of operations for your team?	NO:	YES – List their names and their pay (i.e. wages, clothes, volunteer, travel benefits, etc):		
Who launders your team's competition and practice uniforms?	NAME:	Are there any concerns with the care of your team's competition or practice gear? Be specific	NO:	YES (explain):
Are there equipment or storage concerns for your team?	NO:	Yes (explain):		
Describe any other concerns regarding your team's equipment and supplies that may not have been addressed above.				

COACHING

What year did you begin working at the Boise State?		How long is your coaching contract with Boise State (list either in years or months)?	
List the names of all of your assistant coaches.	Number: Names:		
List the names of all of your GA's serving in a coaching capacity.		List the names of all of your volunteers serving in a coaching capacity.	
What is the maximum allowable number of full time assistant coaches in your sport per NCAA guidelines?	Number:	Does your sport have the maximum allowable number of assistant coaches?	No – Why Not? Yes:
Are all full-time assistant coaches available for practices and home and away contests?	yes:	no –who is NOT, and what do they miss?:	
How many years have you coached at a collegiate level?	number:	How many years (if any) have you coached at an "elite" level outside of college?	number:
What notable coaching awards have you received during your entire coaching career?			
What are the two best win-loss records and/or highest national ranking of teams you have coached (collegiately)?			
Please describe any problems with coaching, as it relates to <i>availability of coaches, qualifications, or compensation for coaches</i> for your team.			

SUPPORT SERVICES

State the number of hours per week that coaches spend on administrative/clerical chores for your team.	head coach:	assistant coaches (list names and num of hours):
Names the person who serves as your administrative support within the department. If it applies, list the name of the Dir of Ops for your team.	Administrative support: Director of operations for your sport (if any):	
Who makes the travel arrangements for your team (hotel reservations, securing the mode of transportation, etc.)?	name(s): title(s):	
Do you share an office?	yes (state with whom by name and title):	no:
Do your assistants share office space?	yes (state who shares by name and title):	no:
Are there problems with office space or equipment (e.g., sharing an office that is too small; inconveniently located to clerical or administrative support or office equipment; equipment is old, outdated, or not available, etc.)?	yes (list):	no:
Please describe any concerns you may have regarding support services that are not discussed above.		

RECRUITMENT OF STUDENT-ATHLETES				
Is your recruitment budget adequate?	If yes, state the amount:		If no, how much more needed to be adequate (list a \$ amt):	
	These additional funds would be used for (be specific):			
Are you able to use all recruitment methods you consider appropriate?	yes:	no (explain in detail):		
List the top five states to which you or your assistants travel for recruiting purposes.		Do these states differ from the top 5 states your recruits are from?	no:	Yes – please explain why:
List who on your coaching staff (including yourself) has access to a courtesy car.				
Are the transportation arrangements for recruits satisfactory?	yes:	no (explain):		
Are the housing and dining arrangements for recruits satisfactory?	yes:	no (explain):		
Can you provide all entertainment benefits for recruits that you consider appropriate?	yes:	no (explain):		
Please describe any concerns you may have for recruitment that are not discussed above.				

Intercollegiate Athletics - Gender Equity Boise State University				ATTACHMENT 5					
				Estimates					
				FY12 ACT	FY13 PROJ	FY14	FY15	FY16	FY17
1	TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:								
2	FT Students: NOTE A	Male		5,851	5981	6,101	6,223	6,347	6,474
3	(undergraduate student body)	Female		6,309	5846	5,963	6,082	6,204	6,328
4	%:	Male		48.12%	50.57%	50.57%	50.57%	50.57%	50.57%
5		Female		51.88%	49.43%	49.43%	49.43%	49.43%	49.43%
6	Athletic Participants: NOTE B	Male		272	277	283	288	291	294
7	Title IX Definition of Participant	Female		307	294	303	304	304	304
8	%:	Male		46.98%	48.51%	48.29%	48.65%	48.91%	49.16%
9		Female		53.02%	51.49%	51.71%	51.35%	51.09%	50.84%
10	Variance between FT and Athletics: NOTE C			-1.14%	-2.06%	-2.28%	-1.92%	-1.66%	-1.41%
11	Number of Sports Teams at Institution by Gender:	Male		8	8	8	8	8	8
12		Female		11	11	11	11	11	11
13	Male Student Athletes Needed: NOTE D			12.71	23.79	27.00	23.02	20.02	17.02
14	Male Squad Size Average: NOTE E			34	35	35	36	36	37
15	Female Student Athletes Needed:			-13.71	-23.25	-26.39	-22.50	-19.57	-16.64
16	Female Squad Size Average:			28	27	28	28	28	28
17	TITLE IX COMPLIANCE: Athletic Financial Aid								
18	Financial Aid Participants: NOTE F	Male		225	226	227	227	227	227
19	(unduplicated)	Female		210	214	206	206	206	206
20	%:	Male		51.72%	51.36%	52.42%	52.42%	52.42%	52.42%
21		Female		48.28%	48.64%	47.58%	47.58%	47.58%	47.58%
22	Athletic Financial Aid Totals: NOTE G	Male:	\$	2,819,534	\$ 2,867,466	\$ 2,916,213	\$ 2,965,789	\$ 3,016,207	\$ 3,067,482
23		Female:	\$	2,461,802	\$ 2,503,653	\$ 2,546,215	\$ 2,589,501	\$ 2,633,522	\$ 2,678,292
24	%:	Male		53.39%	53.39%	53.39%	53.39%	53.39%	53.39%
25		3		46.61%	46.61%	46.61%	46.61%	46.61%	46.61%
26	Variance between Financial Aid & Undup Participants: NOTE H			-1.66%	-2.02%	-0.96%	-0.96%	-0.96%	-0.96%
27	PARTICIPANTS BY SPORT:								
28	Men's Programs: NOTE I								
29		Football		108	106	108	110	110	110
30		Basketball		16	14	16	16	16	16
31		Indoor Track		43	47	47	48	49	50
32		Outdoor Track		44	44	47	48	49	50
33		Cross Country		14	13	14	15	16	17
34		Tennis		10	11	10	10	10	10
35		Wrestling		28	34	32	32	32	32
36		Golf		9	8	9	9	9	9
37		Total Male Participants		272	277	283	288	291	294
38	Women's Programs:								
39		Basketball		14	16	14	15	15	15
40		Volleyball		18	15	16	16	16	16
41		Sand Volleyball		N/A	N/A	16	16	16	16
42		Gymnastics		16	15	14	14	14	14
43		Swimming and Diving		27	25	26	26	26	26
44		Skiing		N/A	N/A	N/A	N/A	N/A	N/A
45		Soccer		31	35	28	28	28	28
46		Golf		8	9	9	9	9	9
47		Tennis		8	11	10	10	10	10
48		Indoor Track		66	60	60	60	60	60
49		Outdoor Track		64	58	60	60	60	60
50		Cross Country		35	30	30	30	30	30
51		Softball		20	20	20	20	20	20
52		Total Female Participants		307	294	303	304	304	304
52		Total Participants		579	571	586	592	595	598
53	GENDER EQUITY COSTS:								
54	Gender Equity Increased Costs to Title IX Program Areas Outlined in Title IX: NOTE J								
55		Soccer VII C.		476,500	498,826	498,826	498,826	498,826	498,826
56		Swimming VII C.		559,308	578,932	583,932	583,932	583,932	583,932
57		Softball VII C.		539,760	580,623	580,623	580,623	580,623	580,623
58	Cost of FY98-FY10 Gender Equity Sports: see Apr 2012 Board agenda VII C.			1575568	1658381	1663381	1663381	1663381	1663381
59		Sand Volleyball VII C.		N/A	N/A	24,000	24,000	24,000	24,000
60	No new sports shown for FY12 & FY13 unless paid with non GF rev VII C.			N/A	N/A	-	-	-	-
61	No new sports shown for FY12 & FY13 unless paid with non GF rev VII C.			N/A	N/A	-	-	-	-
62	New Programs/not funded by Gender Equity: VII C.			0	0	24,000	24000	24000	24000
63	Athletic Financial Aid: VII A.			2,555,209	2,777,748	2,847,594	2,847,594	2,847,594	2,847,594
64	Equipment and Supplies: VII B.			226,721	208,510	213,976	213,976	213,976	213,976
65	Scheduling of Games and Practices: VII B.			27,000	32,000	33,000	33,000	33,000	33,000
66	Travel and Per Diem Allowances: VII B.			818,675	935,551	945,376	945,376	945,376	945,376
67	Tutoring: VII B.			9,000	12,388	19,996	19,996	19,996	19,996
68	Coaching: VII B.			19,616	25,453	47,639	47,639	47,639	47,639
69	Practice, Competition and Locker Room Facilities: VII B.			3,417,345	1,632,718	287,748	0	3,000,000	
70	Medical and Training Facility and Services: VII B.			66,657	70,337	647,337	1,120,337	1,120,337	1,120,337
71	Housing and Dining Facility and Services: VII B.			50,928	57,212	57,390	57,390	57,390	57,390
72	Publicity: VII B.			4,447	37,402	99,302	99,302	99,302	99,302
73	Support Services: VII B.					16,576	16,576	16,576	16,576
74	Recruitment of Student-Athletes: VII B.			\$ 169,664	158,517	156,806	156,806	156,806	156,806
75	Program Benefits VII B.			7,365,262	5,947,836	5,372,739	5,557,991	8,557,991	5,557,991
76	Inflation on existing GE Costs (rate to be set by OSBE) 1.70%			N/A	151,994	129,306	120,022	123,171	174,171
77	Total Gender Equity Costs			8940830	7,758,211	7,189,426	7,365,394	10,368,543	7,419,543
78	Gender Equity Costs per female participant			29123	26388	23727	24228	34107	24406
79	Gender Equity Funds								
80		Student Fees		1,168,079	1,269,180	1,339,026	1,339,026	1,339,026	1,339,026
81		Program Revenue		2,356,097	2,760,841	3,344,191	3,550,068	3,553,217	2,604,217
82		Boosters/Foundation		3,244,157	1,403,596	153,000	0	2,000,000	0
83		Value of Student Fee Waivers		898,694	1,020,132	953,718	953,718	953,718	953,718
84		Institutional Funds		148,422	179,207	126,908	0	0	0
85		State General Funds		976,872	976,872	1,109,700	1,359,700	2,359,700	2,359,700
86		Sponsor/Contractual		148,508	148,383	162,883	162,883	162,883	162,883
87	Total Gender Equity Funds			8,940,830	7,758,211	7,189,426	7,365,394	10,368,543	7,419,543

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Idaho State University

7/21/2013

Throughout the history of Idaho State University, the Department of Athletics has been through three cycles of the NCAA Certification Program. Each and every time the cycles have been successfully accomplished with “certified” status by the NCAA Committee on Athletic Certification. The last time Idaho State University Athletics Department was certified was during the 2010 academic year. The Department was rendered as certified with one condition in the area of Gender Equity. After successfully addressing the one condition, on March 10, 2011 the Idaho State University Athletics Department was fully certified.

After receiving notice of the condition of certification, President Vailas appointed a Gender Equity Committee/Focus Group consisting of: Vice-President Associated Students of ISU, Vice-President for Academic Affairs, Director NCAA Athletic Certification, Executive Director Student Union Director’s Office, Assistant Vice-President of Finance and Administration, Associate Athletic Director/SWA, Director Office of Affirmative Action, Vice President of Facilities Operations and Facilities Services, Director Institutional Research, and Community member/ISU Alumnus with a charge to address the status and the gender equity plan. The committee meets regularly, reports to the President, monitors and advises and continues to evaluate gender equity issues. Since that time many educational efforts (such an annual gender equity workshop or educational presentation) have been put in place, regular reviews on reports have been done, and new programs such as roster management have been implemented.

The Athletics Department at Idaho State University is confident that is compliant with the three distinct areas of Gender Equity, and plans for improvements have been put in place. The following report will closely explain how compliance requirements have been met and show efforts that strengthen the areas where improvements can be made.

Idaho State University Department of Athletics is committed to Gender Equity. The department regularly reviews its plans for improvement and monitors procedures. The commitment on Gender Equity and Certification was strengthened during the 2011 fiscal year, when the University hired the first Director of NCAA Athletic Certification. The position was directed to execute annual NCAA Certification tasks and oversee department plans for improvement by serving on several institutional committees on compliance, diversity and gender equity. The position started part time in 2011 and was upgraded to a full-time position in July of 2012. Additionally, a Title IX Coordinator was identified and has been involved in all aspects of Gender Equity.

The ISU President and his senior administration have dedicated support and resources to Gender Equity and have made a financial commitment to maintain compliance in this area. Idaho State University Department of Athletics is proud of serving its student athletes and recognizing the commitment to overall NCAA Compliance.

I. Accommodations of Interest and Abilities /Participation

There are two ways to present how Idaho State University Department of Athletics is compliant in this distinct gender equity area: Proportionality and the historical and continuing practice of program expansion responsive to the development of the interest and abilities of females.

Proportionality- The original definition of proportionality is creating participation opportunities for male and female students which are substantially proportionate to their respective enrolments.

Idaho State University has continuously created opportunities for the underrepresented gender in order to satisfy this prong. The proportionality “gap” is currently set at 0.66% (row 10 in GE worksheet). Additionally Roster Management was implemented as of July1, 2011 in order to manage team sizes by setting floor and ceiling targets; this has been one of the main approaches in the Department of Athletics efforts to achieve proportionality. Furthermore, in the past two years the Gender Equity Committee has done extensive research on proportionality and potentially the addition of a new women’s sport program.

Historical and continuing practice of program expansion- An additional way ISU Department of Athletics is compliant in this area is reflected in the historical and continuing practice of program expansion. In 1998 women’s soccer was added, and in 2007 softball was added. Currently ISU is looking at the need to potentially add another female program in FY15. Furthermore, ISU Department of Athletics has developed good practices in this area. Some of the projects that have been set in place are:

- Record of adding women’s intercollegiate teams.
- Record of increasing number of participants of under-represented gender: all women’s teams have been encouraged to allow more females on their rosters as walk-on participants (roster management).
- Current research and implementation of procedures for monitoring the need for additional sports.
- Continuing efforts to monitor developing interests and abilities (administered interest survey in high schools of the Southeast region and current college student body population).

II. Financial Aid

In order to be compliant in this area, athletic aid must be substantially proportionate to the ratio of financial aid participants. Therefore, in the area of financial aid one of the main goals of the department has been to provide its female programs with the NCAA maximum number of scholarships permitted. According to NCAA maximum scholarship levels, ISU could offer a maximum of 93.10 to Men’s Sports and 85.00 to Women’s Sports (total 178.10 for the 15 sports ISU currently sponsors). This is a 52.3% male and 47.7% female breakdown. While the full-time undergraduate population was 51.76% female, the “gap” for female student athletes in

terms of both athletic participation and athletic aid was the smallest in the past eight years (less than 2%).

Compliance in this area so far has been established by reflecting the percentage of male and female athletes by allocation of the same percent of scholarships. ISU Department of Athletics is two (2) scholarships away from having its current female programs fully funded as per NCAA maximum scholarships limits permitted. As per ISU Gender Equity plan we will achieve this goal by FY14. If all of ISU's current athletic teams are fully funded with maximum NCAA scholarship limits, ISU would need eight (8) additional female scholarships to be awarded to the potential new female program in order to be Title IX compliant.

III. Equal Treatment /Program Benefits

According to the Gender Equity Plan for improvement, after concluding the third cycle of NCAA certification, six of the eleven areas of equal treatment (equipment and supplies, tutoring, support services, housing and dining, coaches, and publicity) had no gender issues at all. The Athletics Department at Idaho State University has continued its efforts in these areas by implementing methods previously demonstrated to work well for the student athlete body. The several areas that had some concerns were addressed by doing the following:

- *Scheduling of Games and Practices*- when scheduling issues surfaced in regards to which sport has what time slot for practice and when, in the one same complex that 3 sports share, a rotational calendar was created whereby each program got equal amount of time on the court.
- *Travel and Per Diem Allowances*- Travel policies among sport programs were inconsistent. Idaho State Department of Athletics was certified with plans for improvements to develop new travel policies that are consistent for all sport programs. ISU department of Athletics evaluates this area annually and Title IX guidelines are followed.
- *Practice, Competitive and Locker Room Facilities*- improvements were made to the women's volleyball, basketball and softball locker-rooms in order to reflect the amenities that the locker-rooms of male sports have. Since these changes were implemented all sports have equitable locker-rooms.
- *Medical and Training Facility and Services*- the four full time and one graduate assistant Athletic Training staff members were equally assigned to serve all fifteen programs. They were being equitably allocated time to serve all three training room areas (Davis Field, Reed Gym and Holt Arena).
- *Recruitment of Student-Athletes*- Recruiting funds were disproportionally distributed between men's and women's sports. In order to avoid disproportionate funding allocation between male and female programs, ISU evaluates the recruiting needs of each sport and makes efforts to supplement sports budgets where title IX needs are justified. Annually, each Head Coach is required to submit recruiting plan to the Director of Athletics.

In addition to the current NCAA certification evaluations, the Athletic Department is conducting on the eleven areas of gender equity, the department has developed the following effective, ongoing procedures to maintain its good status:

- a. Continue effective, ongoing procedures – collect, maintain and analyze information on interests and abilities including its own collegiate student body population as well as high school students in the region of Southeastern Idaho.
- b. Develop easily understood and widely disseminated policies and procedures for receiving and responding to requests for team's reviews-annual reviews conducted by Head Coaches, Sport Supervisors and Athletic Advisory Board.
- c. Track the interscholastic athletics participation of enrolled student athletes.
- d. Conduct surveys and meetings with students, coaches, administrators and others regarding interest in particular sports (interest survey, gender equity survey and NCAA assessment survey administered annually).
- e. Involve Title IX Coordinator and Gender Equity Committee/Focus Group in all aspects of gender equity efforts.

Intercollegiate Athletics - Gender Equity Idaho State University					ATTACHMENT 7					
					Estimates					
					FY12 ACT	FY13 PROJ	FY14	FY15	FY16	FY17
1	TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:									
2	FT Students: NOTE A		Male		3,682	3,431	3,294	3,426	3,477	3,529
3	(undergraduate student body)		Female		3,951	3,586	3,443	3,580	3,634	3,688
4	%		Male		48.24%	48.90%	48.90%	48.90%	48.90%	48.90%
5			Female		51.76%	51.10%	51.10%	51.10%	51.10%	51.10%
6	Athletic Participants: NOTE B		Male		178	206	184	184	184	184
7	Title IX Definition of Participant		Female		186	206	188	198	203	203
8	%		Male		48.90%	50.00%	49.46%	48.17%	47.55%	47.55%
9			Female		51.10%	50.00%	50.54%	51.83%	52.45%	52.45%
10	Variance between FT and Athletics: NOTE C				0.66%	1.10%	0.57%	-0.73%	-1.35%	-1.35%
11	Number of Sports Teams at Institution by Gender:		Male		6	6	6	6	6	6
12			Female		9	9	9	10	10	10
13	Male Student Athletes Needed: NOTE D				-4.66	-8.90	-4.13	5.44	10.23	10.23
14	Male Squad Size Average: NOTE E				30	34	31	31	31	31
15	Female Student Athletes Needed: NOTE D				5.00	9.31	4.31	-5.69	-10.69	-10.69
16	Female Squad Size Average: NOTE E				21	23	21	20	20	20
17	TITLE IX COMPLIANCE: Athletic Financial Aid									
18	Financial Aid Participants: NOTE F		Male		117	137	119	120	120	120
19	(unduplicated)		Female		116	124	121	132	137	137
20	%		Male		50.21%	52.49%	49.58%	47.62%	46.69%	46.69%
21			Female		49.79%	47.51%	50.42%	52.38%	53.31%	53.31%
22	Athletic Financial Aid Totals: NOTE G		Male:	\$	954,360	\$ 1,065,033	\$ 1,233,910	\$ 1,254,886	\$ 1,276,220	\$ 1,297,915
23			Female:	\$	892,069	\$ 951,862	\$ 1,177,600	\$ 1,239,619	\$ 1,330,693	\$ 1,451,315
24	%		Male		51.69%	52.81%	51.17%	50.31%	48.96%	47.21%
25			Female:		48.31%	47.19%	48.83%	49.69%	51.04%	52.79%
26	Variance between Financial Aid & Undup Participants: NOTE H				-1.47%	-0.32%	-1.58%	-2.69%	-2.26%	-0.52%
27	PARTICIPANTS BY SPORT:									
28	Men's Programs: NOTE I									
29		Football			81	85	85	85	85	85
30		Basketball			14	15	14	14	14	14
31		Indoor Track			32	41	35	35	35	35
32		Outdoor Track			36	46	35	35	35	35
33		Cross Country			6	10	8	8	8	8
34		Tennis			9	9	7	7	7	7
35		Wrestling								
36		Golf								
37		Total Male Participants			178	206	184	184	184	184
38	Women's Programs:									
39		Basketball			16	15	16	16	16	16
40		Volleyball			13	13	14	14	14	14
41		Gymnastics								
42		Swimming and Diving								
43		New Sport						10	15	15
44		Soccer			26	24	24	24	24	24
45		Golf			8	8	9	9	9	9
46		Tennis			11	11	11	11	11	11
47		Indoor Track			40	48	40	40	40	40
48		Outdoor Track			40	48	40	40	40	40
49		Cross Country			15	20	14	14	14	14
50		Softball			17	19	20	20	20	20
51		Total Female Participants			186	206	188	198	203	203
52		Total Participants			364	412	372	382	387	387
53	GENDER EQUITY COSTS:									
54	Gender Equity Increased Costs to Title IX Program Areas Outlined in Title IX: NOTE J									
55		Soccer VII C.			421,129	419,113	460,391	468,218	476,177	484,272
56		Softball VII C.			351,206	379,149	377,599	384,018	390,546	397,186
57	FY98-FY10 Gender Equity Sports: see Apr 2012 Board agenda	VII C.			772,335	798,262	837,990	852,236	866,724	881,458
58		new female sport VII C.			N/A	N/A	75,000	324,000	371,000	374,000
59	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.				N/A	N/A				
60	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.				N/A	N/A				
61	New Programs/not funded by Gender Equity: VII C.				0	0	75,000	324,000	371,000	374,000
62	Athletic Financial Aid: VII A.				586,938	629,863	821,426	835,390	855,750	870,297
63	Equipment and Supplies: VII B.				41,531	46,753	54,211	54,211	54,211	54,211
64	Scheduling of Games and Practices: VII B.									
65	Travel and Per Diem Allowances: VII B.				256,311	297,057	262,414	262,414	262,414	262,414
66	Tutoring: VII B.				6,061	10,000	10,000	10,000	10,000	10,000
67	Coaching: VII B.									
68	Practice, Competitive and Locker Room Facilities: VII B.									
69	Medical and Training Facility and Services: VII B.				26,004	24,695	24,465	24,465	24,465	24,465
70	Housing and Dining Facility and Services: VII B.				6,913	7,468	1,150	1,150	1,150	1,150
71	Publicity: VII B.				15,575	11,536	13,881	13,881	13,881	13,881
72	Support Services: VII B.				37,490	11,875	9,400	9,400	9,400	9,400
73	Recruitment of Student-Athletes: VII B.				42,606	38,854	49,194	49,194	49,194	49,194
74	Program Benefits	VII B.			1,019,428	1,078,101	1,246,141	1,260,105	1,280,465	1,295,012
75	Inflation on existing GE Costs (rate to be set by OSBE)	1.70%			N/A	30,460	31,898	36,705	41,418	42,809
76	Total Gender Equity Costs				1,791,763	1,906,822	2,191,029	2,473,046	2,559,607	2,593,279
77	Gender Equity Costs per female participant				9,633	9,256	11,654	12,490	12,609	12,775
78	Gender Equity Funds									
79		Student Fees			767,603	765,441	937,498	968,515	1,010,076	1,038,749
80		Program Revenue			89,571	120,781	100,394	102,394	100,394	102,394
81		Boosters/Foundation			126,389	140,667	229,104	154,104	154,104	154,104
82		Value of Student Fee Waivers								
83		Institutional Funds			161,700	172,233	189,633	189,633	189,633	189,633
84		Sponsor / Contractual								
85		State General Funds			646,500	707,700	734,400	1,058,400	1,105,400	1,108,400
86	Total Gender Equity Funds				1,791,763	1,906,822	2,191,029	2,473,046	2,559,607	2,593,279

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University of Idaho Gender Equity Narrative

ATTACHMENT 8

The University of Idaho's student-athlete participation numbers closely align with the University's undergraduate enrollment distribution. The 54% male and 46% female athletic participation percentages and the 54% male 46% female undergraduate enrollment percentages allow the University to comply with the Prong One of Title IX's compliance test which states, " Provide participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment as full-time undergraduate students."

As indicated in the attached spreadsheet, the University of Idaho dedicates significant resources toward gender equity compliance. In fact, the SBOE approved gender equity funding only accounts for 14.3% of our FY14 gender equity obligations. It is unlikely that the University of Idaho will add additional women's programs in the near future and will rely on future Title IX compliance through Prong One. To ensure greater female participation we strongly encourage coaches in our nine women's sports; Volleyball, Soccer, Swimming, Outdoor Track, Indoor Track, Cross Country, Tennis and Golf to identify and actively recruit walk-ons or non-scholarship athletes. In addition, we have adopted a roster management plan and have capped the number of male participants in male sports.

The University of Idaho annually conducts a gender equity assessment that includes interviews with all head coaches and some student-athletes. The results of these conversations have produced resource reallocation and adjustments to specific sports budgets. Gender equity issues are taken seriously by the Department of Athletics and the University of Idaho.

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Intercollegiate Athletics - Gender Equity University of Idaho				ATTACHMENT 9					
				Estimates					
				FY12 ACT	FY13 PROJ	FY14	FY15	FY16	FY17
1	TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:								
2	FT Students: NOTE A		Male	4,618	5,235	5,025	5,100	5,177	5,255
3	(undergraduate student body)		Female	4,001	4,424	4,247	4,310	4,375	4,441
4	%		Male	53.58%	54.20%	54.20%	54.20%	54.20%	54.20%
5			Female	46.42%	45.80%	45.80%	45.80%	45.80%	45.80%
6	Athletic Participants: NOTE B		Male	228	236	228	228	228	228
7	Title IX Definition of Participant		Female	201	201	207	210	215	216
8	%		Male	53.15%	54.00%	52.41%	52.05%	51.47%	51.35%
9			Female	46.85%	46.00%	47.59%	47.95%	48.53%	48.65%
10	Variance between FT and Athletics: NOTE C			-0.43%	-0.19%	-1.78%	-2.14%	-2.73%	-2.85%
11	Number of Sports Teams at Institution by Gender:		Male	7	7	7	7	7	7
12			Female	9	9	9	9	9	9
13	Male Student Athletes Needed: NOTE D			4.00	1.85	16.92	20.49	26.41	27.59
14	Male Squad Size Average: NOTE E			33	34	33	33	33	33
15	Female Student Athletes Needed: NOTE D			-3.46	-1.56	-14.30	-17.32	-22.32	-23.32
16	Female Squad Size Average: NOTE E			22	22	23	23	24	24
17	TITLE IX COMPLIANCE: Athletic Financial Aid								
18	Financial Aid Participants: NOTE F		Male	132	129	130	130	130	130
19	(unduplicated)		Female	105	109	111	113	115	117
20	%		Male	55.70%	54.20%	53.94%	53.50%	53.06%	52.63%
21			Female	44.30%	45.80%	46.06%	46.50%	46.94%	47.37%
22	Athletic Financial Aid Totals: NOTE G		Male:	\$ 2,716,713	\$ 2,790,111	\$ 2,901,714	\$ 3,017,783	\$ 3,138,494	\$ 3,264,034
23			Female:	\$ 1,963,975	\$ 2,027,600	\$ 2,128,980	\$ 2,235,429	\$ 2,347,200	\$ 2,464,560
24	%		Male	58.04%	57.91%	57.68%	57.45%	57.21%	56.98%
25			Female:	41.96%	42.09%	42.32%	42.55%	42.79%	43.02%
26	Variance between Financial Aid & Undup Participants: NOTE H			-2.34%	-3.71%	-3.74%	-3.95%	-4.15%	-4.35%
27	PARTICIPANTS BY SPORT:								
28	Men's Programs: NOTE I								
29		Football		107	111	107	107	107	107
30		Basketball		14	17	14	14	14	14
31		Indoor Track		35	39	35	35	35	35
32		Outdoor Track		37	37	37	37	37	37
33		Cross Country		12	11	12	12	12	12
34		Tennis		12	11	12	12	12	12
35		Wrestling							
36		Golf		11	10	11	11	11	11
37		Total Male Participants		228	236	228	228	228	228
38	Women's Programs:								
39		Basketball		14	16	17	17	18	18
40		Volleyball		17	17	17	17	17	17
41		Gymnastics							
42		Swimming and Diving		25	27	28	29	30	30
43		Skiing							
44		Soccer		26	25	27	28	28	29
45		Golf		9	9	9	9	9	9
46		Tennis		10	9	9	10	10	10
47		Indoor Track		44	44	44	44	45	45
48		Outdoor Track		41	40	41	41	42	42
49		Cross Country		15	14	15	15	16	16
50		Softball							
51		Total Female Participants		201	201	207	210	215	216
52		Total Participants		429	437	435	438	443	444
53	GENDER EQUITY COSTS:								
54	Gender Equity Increased Costs to Title IX Program Areas Outlined in Title IX: NOTE J								
55		Soccer VII C.		843,185	876,241	833,897	875,592	919,371	965,340
56		Swimming VII C.		833,038	803,429	704,355	739,573	776,551	815,379
57		Softball VII C.							
58	Cost of FY98-FY10 Gender Equity Sports: see Apr 2012 Board agenda VII C.			1676223	1679670	1538252	1615164	1695923	1780719
59	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.			N/A	N/A				
60	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.			N/A	N/A				
61	No new sports shown for FY12 & FY13 unless paid with non GF rev. VII C.			N/A	N/A				
62	New Programs/not funded by Gender Equity: VII C.			0	0	0	0	0	0
63	Athletic Financial Aid: VII A.			634,630	675,649	876,853	911,927	948,404	986,340
64	Equipment and Supplies: VII B.			204,506	172,520	94,977	98,776	102,727	106,836
65	Scheduling of Games and Practices: VII B.			287,828	321,673	236,319	245,772	255,603	265,827
66	Travel and Per Diem Allowances: VII B.			451,018	549,577	610,570	634,993	660,392	686,808
67	Tutoring: VII B.			69,465	49,019	105,612	109,836	114,230	118,799
68	Coaching: VII B.			760,654	718,870	528,688	549,836	571,829	594,702
69	Practice, Competitive and Locker Room Facilities: VII B.			3,084	5,701	0	0	0	0
70	Medical and Training Facility and Services: VII B.			273,148	269,762	346,094	359,938	374,336	389,309
71	Housing and Dining Facility and Services: VII B.			660,533	703,226	926,065	963,108	1,001,632	1,041,698
72	Publicity: VII B.			65,980	66,700	66,687	69,354	72,128	75,014
73	Support Services: VII B.			152,593	265,379	1,167,251	1,213,941	1,262,499	1,312,999
74	Recruitment of Student-Athletes: VII B.			57,800	69,050	96,950	100,828	104,861	109,056
75	Program Benefits		VII B.	3,621,239	3,867,126	5,056,066	5,258,309	5,468,641	5,687,387
76	Inflation on existing GE Costs (rate to be set by OSBE)		1.70%	N/A	90,057	94,296	112,103	116,849	121,798
77	Total Gender Equity Costs			5,297,462	5,636,852	6,688,614	6,985,577	7,281,413	7,589,904
78	Gender Equity Costs per female participant			26356	28044	32312	33265	33867	35138
79	Gender Equity Funds								
80		Student Fees		794,619	845,528	1,003,292	1,047,837	1,003,292	1,003,292
81		Program Revenue		1,600,943	1,699,655	2,073,470	2,178,312	2,147,331	2,211,245
82		Boosters/Foundation		847,594	901,896	1,138,889	1,187,548	1,456,283	1,593,880
83		Value of Student Fee Waivers		888,920	907,948	1,137,612	1,183,116	1,230,441	1,279,659
84		Institutional Funds		318,826	355,166	373,750	388,700	404,000	420,159
85		State General Funds		846,560	926,660	961,600	1,000,064	1,040,067	1,081,669
86	Total Gender Equity Funds			5,297,462	5,636,853	6,688,614	6,985,577	7,281,413	7,589,904

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ATTACHMENT 10

Intercollegiate Athletics - Gender Equity Lewis-Clark State College Narrative

Lewis-Clark State College (LCSC) has from the beginning of the Gender Equity initiative used out-of-state waivers in order to achieve equity. In the first years of this initiative LCSC set a goal of 50-50. LCSC has never requested funding beyond the waiver limits to achieve this goal. For the past few years, without much fluctuation, the goal has been achieved.

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Intercollegiate Athletics - Gender Equity Lewis-Clark State College				ATTACHMENT 11			
		Actuals		Estimates			
		FY12 ACT	FY13 PROJ	FY14	FY15	FY16	FY17
1	TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:						
2	FT Students: NOTE A	Male	754	721	721	721	721
3	(undergraduate student body)	Female	1,200	1,134	1,134	1,134	1,134
4	%:	Male	38.59%	38.87%	38.87%	38.87%	38.87%
5		Female	61.41%	61.13%	61.13%	61.13%	61.13%
6	Athletic Participants: NOTE B	Male	93	90	88	88	88
7	Title IX Definition of Participant	Female	97	95	102	102	102
8	%:	Male	48.95%	48.65%	46.32%	46.32%	46.32%
9		Female	51.05%	51.35%	53.68%	53.68%	53.68%
10	Variance between FT and Athletics: NOTE C		10.36%	9.78%	7.45%	7.45%	7.45%
11	Number of Sports Teams at Institution by Gender:	Male	5	5	5	5	5
12		Female	6	6	6	6	6
13	Male Student Athletes Needed: NOTE D		-32.05	-29.60	-23.15	-23.15	-23.15
14	Male Squad Size Average: NOTE E		19	18	18	18	18
15	Female Student Athletes Needed:		51.01	46.55	36.41	36.41	36.41
16	Female Squad Size Average:		16	16	17	17	17
17	TITLE IX COMPLIANCE: Athletic Financial Aid						
18	Financial Aid Participants: NOTE F	Male	77	83	80	80	80
19	(unduplicated)	Female	68	76	75	75	75
20	%:	Male	53.10%	52.20%	51.61%	51.61%	51.61%
21		Female	46.90%	47.80%	48.39%	48.39%	48.39%
22	Athletic Financial Aid Totals: NOTE G	Male	722,584	809,476	841,855	867,111	893,124
23		Female	693,789	814,387	846,962	872,371	925,499
24	%:	Male	51.02%	49.85%	49.85%	49.85%	49.85%
25		Female	48.98%	50.15%	50.15%	50.15%	50.15%
26	Variance between Financial Aid & Undup Participants: NOTE H		2.09%	2.35%	1.76%	1.76%	1.76%
27	PARTICIPANTS BY SPORT:						
28	Men's Programs: NOTE I						
29		Football					
30		Baseball	34	37	35	35	35
31		Basketball	16	14	15	15	15
32		Indoor Track					
33		Outdoor Track					
34		Cross Country	25	22	20	20	20
35		Tennis	11	9	10	10	10
36		Wrestling					
37		Golf	7	8	8	8	8
38		Total Male Participants	93	90	88	88	88
39	Women's Programs:						
40		Basketball	12	11	12	12	12
41		Volleyball	17	12	15	15	15
42		Gymnastics					
43		Swimming and Diving					
44		Skiing					
45		Soccer					
46		Golf	8	9	10	10	10
47		Tennis	10	10	10	10	10
48		Indoor Track	7	20	20	20	20
49		Outdoor Track	24	16	15	15	15
50		Cross Country	19	17	20	20	20
51		Softball					
52		Total Female Participants	97	95	102	102	102
53		Total Participants	190	185	190	190	190
54	GENDER EQUITY COSTS:						
55	Gender Equity Increased Costs to Title IX Program Areas Outlined in Title IX: NOTE J						
56		VII C.					
57		VII C.					
58		VII C.					
59	Cost of FY98-FY10 Gender Equity Sports: see Apr 2012 Board agenda	VII C.	0	0	0	0	0
60	No new sports shown for FY12 & FY13 unless paid with non GF rev	VII C.	N/A	N/A			
61	No new sports shown for FY12 & FY13 unless paid with non GF rev	VII C.	N/A	N/A			
62	No new sports shown for FY12 & FY13 unless paid with non GF rev	VII C.	N/A	N/A			
63	New Programs/not funded by Gender Equity:	VII C.	0	0	0	0	0
64	Athletic Financial Aid (Women's Track Only):	VII A.	36,530	54,656	56,842	58,548	60,304
65	Equipment and Supplies:	VII B.					
66	Scheduling of Games and Practices:	VII B.					
67	Travel and Per Diem Allowances:	VII B.					
68	Tutoring:	VII B.					
69	Coaching:	VII B.					
70	Practice, Competitive and Locker Room Facilities:	VII B.					
71	Medical and Training Facility and Services:	VII B.					
72	Housing and Dining Facility and Services:	VII B.					
73	Publicity:	VII B.					
74	Support Services:	VII B.					
75	Recruitment of Student-Athletes:	VII B.					
76	Program Benefits	VII B.	36,530	54,656	56,842	58,548	60,304
77	Inflation on existing GE Costs (rate to be set by OSBE)	1.70%	N/A				
78	Total Gender Equity Costs		36530	54,656	56,842	58,548	60,304
79	Gender Equity Costs per female participant		377	575	557	574	591
80	Gender Equity Funds						
81		Student Fees					
82		Program Revenue					
83		Boosters/Foundation					
84		Value of Student Fee Waivers	36,530	54,656	56,842	58,548	60,304
85		Institutional Funds					
86		State General Funds					
87	Total Gender Equity Funds		36,530	54,656	56,842	58,548	60,304

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

**BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY &
UNIVERSITY OF IDAHO**

SUBJECT

University National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores

BACKGROUND/DISCUSSION

The APR is determined by using the eligibility and retention for each student-athlete on scholarship during a particular academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The APR is calculated by taking the number of possible points and dividing that number by the total number of points earned from retention and eligibility over the same period of time.

The NCAA instituted the APR requirements beginning in the 2003-04 academic year. Beginning in the fall of 2007, the APR is based on four years of data and every year thereafter, the most current year's data will be added and the oldest year will be removed to create a four-year rolling rate. The benchmark minimum score is 925.

IMPACT

Contemporaneous financial aid penalties can be applied if an athletic team's APR score is below 925. Teams that fall under the contemporaneous penalties risk the loss of future scholarships.

This is the seventh year institutions will be subject to historically based penalties. In the first stage of that structure, teams with APRs below 900 will receive a public warning. If those same teams continue to fall below the 900 cut line, they will be subject to a variety of playing and practice season restrictions, based on a formula that includes a measurement of the team's improvement over the last several years.

After public warnings, penalties become progressively more severe, eventually banning teams from postseason play.

ATTACHMENTS

Institution narrative and NCAA 2011 – 2012 Academic Progress Rates	
Boise State University APR Report	Page 3
Idaho State University APR Report	Page 7
University of Idaho APR Report	Page 13

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

STAFF COMMENTS AND RECOMMENDATIONS

Each institution provided a statement regarding APR and how the NCAA requirement affects that institution. Following the statement from each institution are the NCAA APR sheets for all sports at that institution.

Staff commends the Board for requesting that institutions use the APR in head coach's contracts to a greater extent than it has in the past. Continuing to increase the incentive for academic achievement will help place a higher priority on the life-learning needs of the student-athletes.

BOARD ACTION

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Boise State University

Spring 2013 NCAA Academic Progress Rate (APR) Report Summary

The Boise State University Athletic Department showed continued success on the 2013 NCAA Academic Progress Rate (APR) Report. The Athletic Department's overall multi-year APR was a record 977. Eight Boise State teams established record multi-year APR scores: football (993), men's indoor track and field (985), men's outdoor track and field (979), swimming and diving (991), women's golf (992), soccer (986), softball (963) and wrestling (950). Additionally, 10 of Boise State's programs had perfect 2011-12 single-reporting year scores of 1,000: women's basketball, men's cross country, women's cross country, women's golf, men's tennis, women's tennis, soccer, softball, volleyball and wrestling.

Boise State's football, men's cross country (990), men's indoor track and field, men's outdoor track and field and swimming and diving programs recorded scores that led the Mountain West.

For the second-straight year, the Boise State football team posted the second-highest APR in the country among Football Bowl Subdivision schools. Broncos' football team was honored with a Public Recognition Award from the NCAA for having its multi-year score rank in the top-10 percent of FBS schools, the third-consecutive year Boise State football has received the accolade.

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NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 01/15/2013

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2008-09, 2009-10, 2010-11 and 2011-12 academic years. The multiyear rate will be reported publicly in 2012. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Men's Basketball	950	N/A	942	960	962	930	923
Men's Cross Country	990	998	1000 *	979	1000*	979	1000*
Football	993	N/A	985	983	982	989	981
Men's Golf	942	N/A	917	934	944	950	889
Men's Tennis	927 ⁹	N/A	1000	891	1000	964	1000
Men's Track, Indoor	985	N/A	970	970	960	982	980
Men's Track, Outdoor	979	N/A	979	963	957	979	1000
Men's Wrestling	950	N/A	1000	931	1000	968	1000
Women's Basketball	973	N/A	1000	974	1000	964	1000
Women's Cross Country	948	N/A	1000	969	1000	920	1000
Women's Golf	992	N/A	1000	1000	1000	969	1000
Women's Gymnastics	975	N/A	918	980	920	970	917
Women's Softball	963	N/A	1000	970	1000	947	1000
Women's Soccer	986	N/A	1000	995	1000	973	1000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 900 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 01/15/2013

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Women's Swimming	991	N/A	991	981	982	986	981
Women's Tennis	972	N/A	1000	982	1000	963	1000
Women's Track, Indoor	966	N/A	987	973	987	954	987
Women's Track, Outdoor	985	N/A	987	985	987	981	987
Women's Volleyball	957	N/A	1000	968	1000	935	1000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

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⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

Idaho State University
Spring 2013 NCAA Academic Progress Rate (APR) Report Summary

The 2011-12 one year score for the whole department was the highest ever at 983. This was the 3rd year in a row that the one year score set a record for Idaho State University. The 983 score was up 33 points from the 2010-11 score of 950. The one year Eligibility score was the highest ever for the department with a score of 965 (beating the old record of 941 by 24 points) and the one year Retention score was the highest ever for the department with a score of 974 (beating the old record of 949 by 25 points). This was the second year in a row that both Eligibility and Retention scores have set a department record.

The 2011-12 four-year average for the whole department was the highest ever at 950 up from last year's record of 937

- 7 of ISU's 15 teams scored a perfect 1000
 - Women's Golf had their third perfect 1000 single-year score in the last 4 years and their 4th in the last 5 years. This propelled their four-year average up to a 992.
 - Men's Cross Country had a score greater than 1000 which pushed their 4 year score to a 983. This is the 3rd one year score of 1000 for them in the last 5 school years.
 - Football had a perfect score of 1000 which was a 97 point improvement from last year and has for the first time in the APR history moved Football over 900 for the four year average (913). The four year average jumped 32 points from an 881 to a 913.
 - Men's Track Indoor and Men's Track Outdoor both scored a perfect 1000 for the second year in a row, moving their four year scores to 974 and 980 respectively. For the second year in a row, both teams have set an one year and a four year record.
 - Women's Basketball had its first perfect 1000 in the APR history and for the 3rd year in a row saw a single year score increase. WBB four year score is now 947 which is a 16 point score from the 2010-11 score.
 - Women's Volleyball saw their third perfect 1000 for a single-year score in the last 3 years and the 4th in 5 years. This propelled their four-year average to a 984.
- Men's Tennis saw a huge one-year improvement of 63 points. Their one-year score is a 938 and their 4 year score has jumped up to a 936.
- Women's Soccer had its first single year score drop in 4 years dropping from a 979 to a 969. However, because the score that fell off was a 947 so the four year score jumped from a 967 to a 972.
- Women's Softball saw a 29 point increase in their 1 year score from a 942 to a 971 which beats the single season record of 959. The four year average jumped from an 896 to a 925 which is the highest 4 year average ever for Softball.
- Men's basketball had a large one year jump of 87 points going from a score of 865 in the 2010-11 school year to a 952 in the 2011-12 school year. This was done in a coaching change year.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

- Of the teams on the ISU campus, only Men's Basketball (913), Football (913), and Softball (925) have 4 year scores below the 930 mark. All teams at Idaho State are above the 900 score mark.
- 8 teams made 1 year improvements from the year before (Men's Basketball, Men's Cross, Football, Men's Tennis, Women's Basketball, Softball, Women's Track Indoor, Women's Track Outdoor)
- 13 Teams Made 4 year improvements from the year before. (Men's Cross, Football, Men's Tennis, Men's Track Indoor, Men's Track Outdoor, Women's Basketball, Women's Golf, Women's Soccer, Softball, Women's Tennis, Women's Track Indoor, Women's Track Outdoor, Volleyball)
- Only 3 teams saw a decrease in their 1 year scores (Women's Cross, Soccer, Women's Tennis)
- Only 2 teams saw a decrease in their 4 year scores (Men's Basketball, Women's Cross Country)

NCAA Division I 2011 - 2012 Academic Progress Rate

Public Report

Institution: Idaho State University

Date of Report: 06/09/2013

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2008-09, 2009-10, 2010-11 and 2011-12 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups.

Sport (N)	Multiyear APR	2011-2012 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Baseball (298)	NA	NA	NA	NA	965	959	977	970	961	963
Basketball (346)	913	952	10th-20th	1st-10th	952	945	967	957	947	953
Cross Country (315)	983	1000	50th-60th	50th-60th	975	971	983	979	970	976
Football (245)	914	1000	1st-10th	1st-10th	949	944	964	954	943	NA
Fencing (18)	NA	NA	NA	NA	975	969	979	977	976	971

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NCAA Division I 2011 - 2012 Academic Progress Rate

Public Report

Institution: Idaho State University

Date of Report: 06/09/2013

Sport (N)	Multiyear APR	2011-2012 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Golf (297)	NA	NA	NA	NA	974	971	981	983	970	969
Gymnastics (16)	NA	NA	NA	NA	979	979	975	980	986	965
Ice Hockey (58)	NA	NA	NA	NA	983	977	989	983	993	978
Lacrosse (61)	NA	NA	NA	NA	974	972	975	984	974	967
Skiing (11)	NA	NA	NA	NA	978	969	992	981	988	960
Soccer (203)	NA	NA	NA	NA	969	961	976	969	972	967
Swimming (137)	NA	NA	NA	NA	976	972	983	977	975	977
Tennis (261)	936	938	1st-10th	1st-10th	974	970	980	978	970	974
Track, Indoor (260)	974	1000	60th-70th	40th-50th	965	958	980	967	961	967
Track, Outdoor (280)	980	1000	60th-70th	40th-50th	968	961	982	969	964	970
Volleyball (22)	NA	NA	NA	NA	978	974	983	978	982	977
Water Polo (22)	NA	NA	NA	NA	980	978	981	989	991	968
Wrestling (77)	NA	NA	NA	NA	961	956	973	965	960	953
By Sport - Women's										
Basketball (344)	947	1000	10th-20th	10th-20th	972	967	980	972	971	972

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NCAA Division I 2011 - 2012 Academic Progress Rate

Public Report

Institution: Idaho State University

Date of Report: 06/09/2013

Sport (N)	Multiyear APR	2011-2012 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Bowling (36)	NA	NA	NA	NA	964	957	977	981	955	984
Cross Country (343)	959	927	10th-20th	20th-30th	983	981	989	985	981	985
Fencing (22)	NA	NA	NA	NA	983	974	988	977	989	986
Field Hockey (79)	NA	NA	NA	NA	989	985	993	986	992	988
Golf (258)	992	1000	50th-60th	70th-80th	986	984	991	988	984	986
Gymnastics (61)	NA	NA	NA	NA	989	989	988	989	992	981
Ice Hockey (34)	NA	NA	NA	NA	989	985	991	988	993	987
Lacrosse (93)	NA	NA	NA	NA	988	984	989	988	987	987
Rowing (86)	NA	NA	NA	NA	986	984	988	984	989	985
Skiing (12)	NA	NA	NA	NA	988	985	994	974	994	998
Soccer (322)	972	968	20th-30th	30th-40th	981	978	987	983	978	982
Softball (289)	925	971	1st-10th	1st-10th	978	974	988	982	975	978
Swimming (197)	NA	NA	NA	NA	986	984	989	987	985	986
Tennis (322)	939	962	1st-10th	1st-10th	982	980	987	985	980	983

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NCAA Division I 2011 - 2012 Academic Progress Rate

Public Report

Institution: Idaho State University

Date of Report: 06/09/2013

Sport (N)	Multiyear APR	2011-2012 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	P u b l i c Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Track, Indoor (314)	963	969	20th-30th	20th-30th	977	972	987	978	973	979
Track, Outdoor (322)	962	969	10th-20th	20th-30th	978	974	988	979	975	981
Volleyball (329)	984	1000	40th-50th	50th-60th	980	976	990	982	977	982
Water Polo (34)	NA	NA	NA	NA	980	970	989	981	978	982
By Sport - Co-Ed										
Rifle (22)	NA	NA	NA	NA	976	977	964	981	965	NA

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University of Idaho

Spring 2013 NCAA Academic Progress Rate (APR) Report Summary

The University of Idaho sponsors 16 NCAA sports and of those, 14 currently maintain a 4-year average of at least 945. Football and Men's Golf are the only sports below 945. Football has a 919 four-year average which is a 15-point decrease from the prior four-year average. Men's Golf has a four-year average of 916. That number is down 4 points from the previous four-year average.

- Idaho's average APR score, by sport, is 961.31. That is a decrease of 2.07 points compared to the prior four-year average.
- In Men's Golf, of the ten athletes that were on the roster, only two athletes did not earn the total points possible. One athlete earned 1 of 2 possible points. He was ineligible after the spring semester, but remained at the institution. The other athlete earned 0 out of 2 points for the fall semester. He was removed from the team for becoming academically ineligible and consequently withdrew from the institution.
- Football has since hired a new coaching staff under Head Coach Paul Petrino. Coach Petrino is confident that he is recruiting quality students and is dedicated to the academic success of his student-athletes. He is working diligently along with Athletic Academic Services to develop stronger study skills and encourage better academic performance.

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NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/15/2013

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2008-09, 2009-10, 2010-11 and 2011-12 academic years. The multiyear rate will be reported publicly in 2012. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Men's Basketball	945	N/A	920	970	960	920	880
Men's Cross Country	959	984	1000	939	1000	980	1000
Football	919 ⁹	N/A	881	901	836	931	918
Men's Golf	916 ⁹	N/A	906	879	875	938	938
Men's Tennis	957	N/A	1000	971	1000	930	941
Men's Track, Indoor	964	N/A	984	937	938	973	1000
Men's Track, Outdoor	955	N/A	971	911	912	973	1000
Women's Basketball	951	N/A	931	973	966	929	897
Women's Cross Country	987	N/A	944	988	944	987	944
Women's Golf	991	998	1000	1000	1000	964	1000
Women's Soccer	976	N/A	988	988	1000	964	976
Women's Swimming	974	N/A	962	959	923	977	1000
Women's Tennis	969	N/A	938	985	938	954	938
Women's Track, Indoor	964	N/A	952	940	929	984	976

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NCAA Division I 2011 - 2012 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/15/2013

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2011 - 2012 (N)	Multiyear Rate	2011 - 2012	Multiyear Rate	2011 - 2012
Women's Track, Outdoor	964	N/A	950	940	925	984	975
Women's Volleyball	990	N/A	960	979	920	1000	1000

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

BOISE STATE UNIVERSITY

SUBJECT

Purchase of warehouse property

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) currently leases several warehouses and storage units in various locations in the Boise area. The proposed purchase would facilitate the non-renewal of several warehouses leases, consolidate separate storage areas into a single, University-owned facility, and generate significant cost savings.

Further economic and administrative benefits could be attained by the purchase of this facility including the reduction of employee travel to multiple locations and the elimination of the costs associated with operating multiple independent facilities. The proposed location will create a single point of storage that is convenient and easily accessible from campus.

The University analyzed warehouse space requirements, toured several potential locations, and selected the best location and facility to meet its needs. The site is located at 5475 West Gage Street in Boise (parcel R7777816270). The building is approximately 29,874 square feet located on 1.861 acres. The warehouse is owned by Broad Street Investments and is for sale with a list price of \$1.6 million. Through non-binding negotiations, Broad Street Investments has agreed to a sale price of \$1.5 million plus the University's share of closing costs and associated fees.

The University is seeking approval to purchase the property for a total price not to exceed \$1.5 million plus associated closing costs and fees. If the purchase is approved by the Board, final purchase remains contingent upon a property appraisal of \$1.5 million or higher.

IMPACT

The purchase price is \$1.5 million and will be paid from University reserves. The University estimates that by year two the annual savings created by owning vs. leasing will be \$114,000 and will continue to increase approximately three (3) percent per year.

As of June 30, 2012, BSU's unrestricted net assets were \$10.5M.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

ATTACHMENTS

Attachment 1 - Boundary Map

Page 3

Attachment 2 – Campus to Property Map

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

Based on BSU's estimated annual savings (including assumed annual lease increases), the purchase of this facility would pay for itself in approximately 12 years. This facility would not be eligible for occupancy costs funding.

The county assessor shows the property's assessed value for 2013 at \$1,343,700.

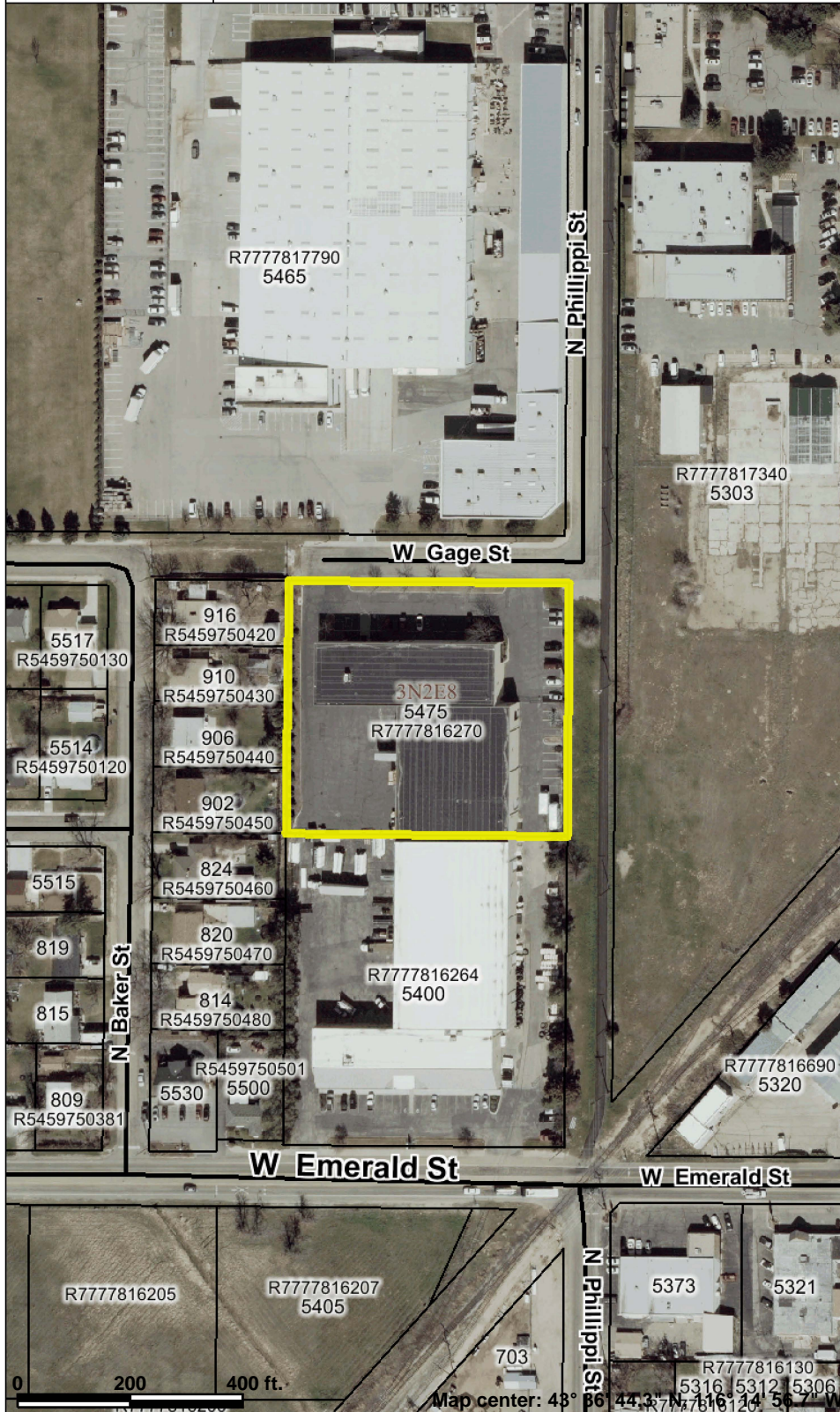
Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to purchase parcel R7777816270 located at 5475 W. Gage Street, Boise, for an amount not to exceed \$1.5 million, subject to an appraisal at or above the purchase price, plus all required closing costs normally associated with the buyer; and further to authorize the Vice President for Finance and Administration to execute all necessary transaction documents for closing the purchase.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1



Legend

Major Streets

- Minor Arterial
- Collector
- SECTION
- PRINCIPAL Arterial
- INTERSTATE
- Other

Minor Streets

- LOCAL
- PARKS
- PRIVATE
- RESIDENTIAL

Other

Street Names (minor)

Addresses

- Parcels
- Sections
- Ada-OQ2010

Parks

- City Limits
- Kuna
- Boise
- Garden City
- Eagle
- Star
- Meridian

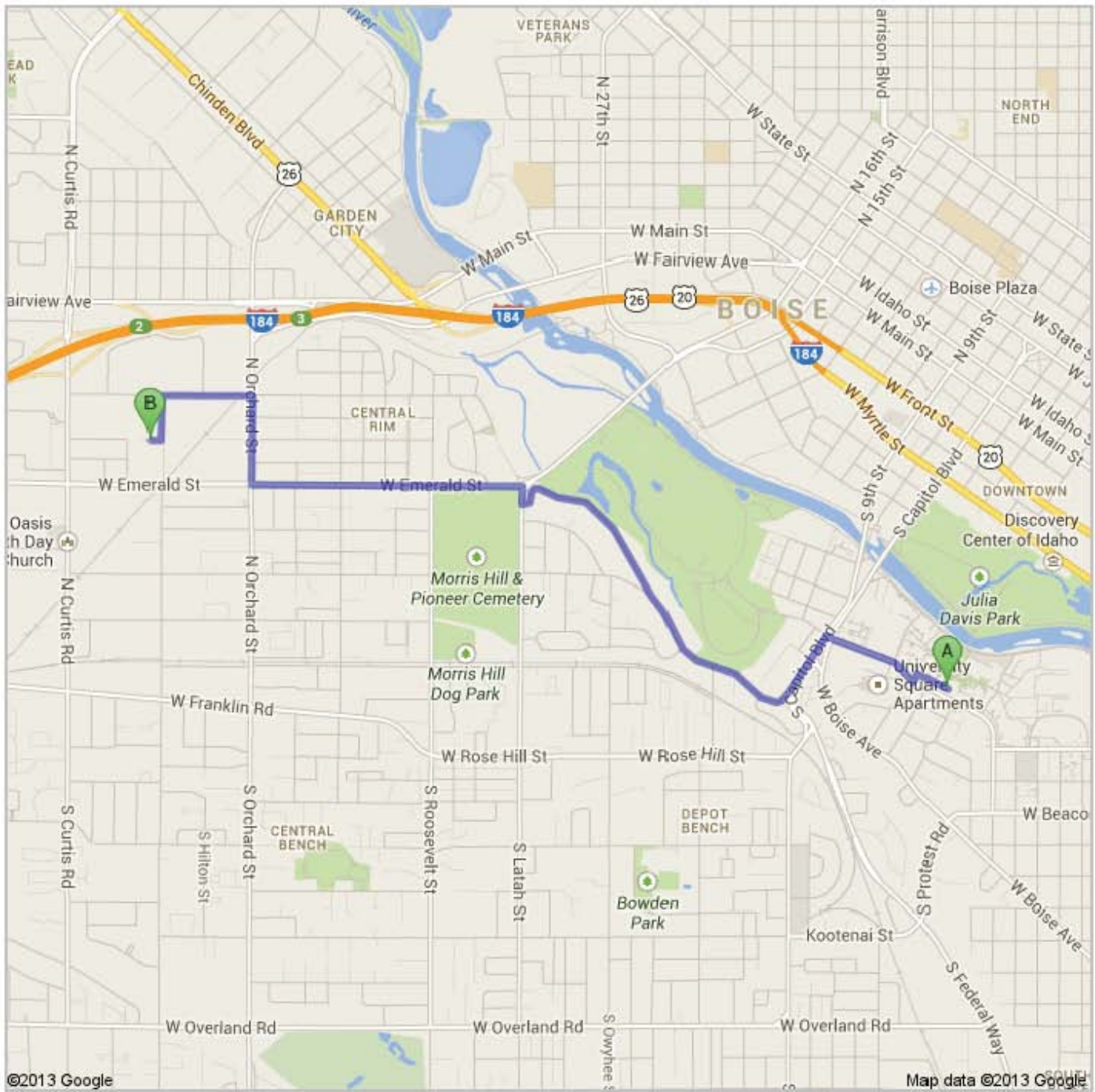


Scale: 1:3,359

This map is a user generated static output from an Internet mapping site and is for general reference only. Data layers that appear on this map may or may not be accurate, current, or otherwise reliable. THIS MAP IS NOT TO BE USED FOR NAVIGATION.



Directions to 5475 W Gage St, Boise City, ID 83706
3.1 mi – about 11 mins



BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

UNIVERSITY OF IDAHO

SUBJECT

Review and Approval of Nike Athletic Team Apparel Agreement

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The University of Idaho (UI) Athletic Department is seeking approval from the State Board of Education for the Nike Athletic Team Apparel agreement. This is a five-year agreement under which the University agrees to purchase all products for its covered athletic programs through Nike. Nike gives the University preferential pricing and other benefits as set forth in section D of the contract as well as certain amounts of Nike products as set forth in Section C of the Contract.

IMPACT

The estimated cost to the University per year is approximately \$400,000 for athletic team apparel purchases. The total value of the agreement 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 Board's governing policies and procedures. The charges are paid against multiple Athletic Department budgets.

UI Athletics will be entitled to receive up to a total of \$700,000 retail value of product and equipment as follows:

Year 1 (2013-2014)	\$140,000
Year 2 (2014-2015)	\$140,000
Year 3 (2015-2016)	\$140,000
Year 4 (2016-2017)	\$140,000
Year 5 (2017-2018)	<u>\$140,000</u>
Total (5 years)	\$700,000

ATTACHMENTS

Attachment 1 – Proposed Contract

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This is an exclusive all-sport product and apparel supply agreement with NIKE. Except as otherwise specifically provided in the agreement, UI team members, coaches and staff would be required to use and wear NIKE products during practices, games, exhibitions, clinics/sports camps, and other official or university-sponsored activities in which they appear as official representative(s) of the University.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

In consideration of the products, apparel, and cash compensation specified in this agreement, UI would agree to provide NIKE specified sponsor benefits including a specified number of season tickets and post-season events tickets for all athletic programs covered under the agreement, and sideline passes for all home football games.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho Athletic Department to enter into the Nike Athletic Team Apparel agreement under the terms set out in Attachment 1 to the materials presented to the Board for the period June 1, 2013 to May 31, 2018, and to authorize the Vice President for Finance and Administration to execute the agreement in substantial conformance with the terms of the contract set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

COLLEGE TEAM PRODUCT SUPPLY & SALES CONTRACT

THIS IS A CONTRACT made and entered into by and between **UNIVERSITY OF IDAHO** (the "University"), with offices at Kibbie-ASUI Activity Center, 1000 Stadium Way, Moscow, Idaho 83844-2302 and **NIKE USA, Inc.**, ("NIKE"), with offices at One Bowerman Drive, Beaverton, OR 97005, with regard to the purchase and supply of NIKE product for use by the University and its athletic programs. In consideration of the mutual promises, terms and conditions set forth in this "Contract Terms Sheet" and in the attached NIKE Standard Terms and Conditions (the "Standard Terms") the parties agree as follows:

A. CONTRACT PERIOD: The Contract term shall be June 1, 2013 to May 31, 2018, unless sooner terminated in accordance with the terms and conditions hereof (collectively, the "Contract Period").

B. GRANT OF RIGHTS & USE OF NIKE PRODUCT: In consideration of the product supplied, preferential pricing and purchase credit provided by NIKE under this Contract, and subject to the Standard Terms, the UNIVERSITY: (1) grants to NIKE, and NIKE hereby accepts, the exclusive right to (i) supply products to each "Covered Program" (as defined in the Standard Terms), and (ii) utilize (subject to the approval provisions of this Contract) the "Designations", the "Licensed Marks", and/or Activity Based Information in Digital Features and/or "Game Photos" or "Game Footage" (as each term is defined in the Standard Terms) worldwide, in any media (now known or hereafter created) including, but not limited to, the worldwide web, CD-ROM and other interactive and multi-media technologies, in connection with the advertising, marketing, promotion and sale of "Products" (as defined in the Standard Terms), and NIKE brands; and (2) shall ensure that the players and staff of each the Covered Programs wear and/or use exclusively NIKE Product in accordance with Paragraph 2 of the Standard Terms.

C. PRODUCT CONSIDERATION: In consideration for the rights granted under this Agreement:

- (1) Each "Contract Year" (as defined in the Standard Terms), for use by or in connection with the Covered Programs, the Athletic Department shall be entitled to order directly from NIKE, and receive, the following: Up to Fifteen Thousand Dollars (\$15,000, retail value) worth of NIKE Product for University's Covered Programs (the "Annual Product Allotment") along with the following NIKE Product:

Men's Basketball

30 Pairs of Shoes
300 Camp Tees
20 Warm-ups

Football

100 Pairs of Football Shoes
100 Pairs of Football Shoes for Post Season
300 Camp Tees
15 Coaches Polos
\$100,000 (retail value)

- (2) Each Contract Year, staff selected by UNIVERSITY Basketball Program shall be entitled to order additional NIKE Product. The aggregate maximum amount (in terms of retail value) of product that may be ordered shall be up to Five Thousand Dollars (\$5,000). All NIKE Product must be ordered through the "NIKE Elite" program and subject to procedures established by NIKE for such purpose. No carry-over of unordered annual allotments of merchandise from one Contract Year to another shall be allowed.
- (3) Each Contract Year, staff selected by UNIVERSITY Football Program shall be entitled to order additional NIKE Product. The aggregate maximum amount (in terms of retail value) of product that may be ordered shall be up to Twenty Thousand Dollars (\$20,000). All NIKE Product must be ordered through the "NIKE Elite" program and subject to procedures established by NIKE for such purpose. No carry-over of unordered annual allotments of merchandise from one Contract Year to another shall be allowed. UNIVERSITY shall be entitled to order direct from NIKE, on a "2 for 1" basis, additional football shoes for team use and subject to quantity availability. For purposes of this subsection, "2 for 1" shall mean that for every two (2) pairs of football shoes

purchased from NIKE, UNIVERSITY shall receive from NIKE, free of charge, one (1) pair of football shoes.

- (4) If in any Contract Year University requires additional NIKE Product in quantities in excess of that provided under this Section C, University agrees that all Product for Covered Program use shall be purchased directly from NIKE. University shall be entitled to purchase such product direct from NIKE in accordance with the discounts set forth in Section D below, and subject to availability and NIKE standard sales terms and conditions.

D. PURCHASE OBLIGATIONS & PRICING DISCOUNTS:

In consideration of the product supply, merchandise credit and preferential pricing provided by NIKE under this Contract, the University agrees that all Product for Covered Programs use shall be purchased directly from NIKE and that the University shall not purchase or accept any Products from any party other than NIKE. All Product purchased pursuant to this provision shall be sold to the University at the discount rate set opposite the indicated category of product:

Product Description	Discount
Apparel	@ wholesale
Uniforms	@ wholesale
Custom Uniforms	@ wholesale
Footwear	@ wholesale
Equipment	@ wholesale

All orders must be accompanied by a purchase order number. UNIVERSITY shall be required to meet purchase level minimums.

E. SPONSOR BENEFITS: As a sponsor of the Covered Programs, each Contract Year and at no charge to NIKE, University shall provide to NIKE:

- (1) Four (4) complimentary season tickets for all Covered Programs (best available field/court level);
- (2) Four (4) complimentary sideline passes for all home football games; and
- (3) Four (4) complimentary tickets to any post-season events which University participates in, including national championships.

IN WITNESS WHEREOF, the parties have duly executed this Contract as of the date indicated below.

UNIVERSITY OF IDAHO

NIKE USA, Inc.

By: _____

By: _____

Its: _____

Its: _____

University Address: _____

Dated: _____

Federal Identification No.: _____

NIKE STANDARD TERMS & CONDITIONS

1. **ADDITIONAL DEFINITIONS.** The terms set forth below in this Paragraph shall be defined for all purposes under this Contract as follows:
 - (a) "NIKE Group" shall mean NIKE USA, Inc., NIKE Retail Services, Inc. (d/b/a NikeTown), their parent company NIKE, Inc., their licensees, distributors, subsidiaries, affiliates and any successor company.
 - (b) "Licensed Marks" shall mean the names, nicknames, mascots, identifications, trademarks, service marks, logographics and/or symbols, and any other recognized reference to the University or any Covered Program.
 - (c) "Covered Program" shall mean each of the varsity intercollegiate athletic programs and listed on Exhibit A hereto.
 - (d) "Team Member" shall mean a student-athlete attending the University during the term of this Contract and on the roster of a Covered Program.
 - (e) "Staff" shall mean, collectively, all coaches, equipment managers, trainers and any on-field/courtside staff (e.g., ballpersons, basketball stat crews, etc.) employed by the University during the term of this Contract to provide services to any Covered Program.
 - (f) "Contract Year" shall mean each consecutive twelve (12) month period from June 1 through May 31 during the term of this Contract.
 - (g) "Products" shall mean: (i) all athletic and athletically inspired or derived footwear that any Team Member and/or wear or may be reasonably expected to wear while participating in their respective sport ("Footwear"); (ii) authentic competition apparel consisting of uniforms, warm-ups, basketball shooting shirts, practicewear, sideline/courtside apparel, and similar apparel, that Team Members or Staff wear or may be reasonably expected to wear while participating in their respective sport; (iii) all other apparel articles of an athletic or athleisure nature including but not limited to polo shirts, golf shirts, tank-tops, T-shirts, sweatsuits, compression apparel, undergarments, separates and other body coverings, and accessories of an athletic or athleisure nature, including but not limited to headwear, headbands, wristbands, bags, socks, protective gloves that any Team Member or Staff wear or use or may be reasonably expected to wear or use while participating in their respective sport; (iv) competition balls; (v) protective eyewear, eyewear with performance attributes and sunglasses; Dynamic Athletic Training equipment (e.g., parachutes, power bands, agility webs, speed ladders, power and quick react balls, etc.) and such other sports equipment as NIKE may add to its Product lines at any time during the Term of this Agreement; provided, however, that Covered Programs may continue to use such equipment in its possession upon the effective date of this Agreement; and body-worn (or handheld) activity tracking/monitoring devices (e.g., heart rate monitors, pedometers, etc.) and/or performance or fitness improvement and/or activity enhancing electronic or digital devices including, but not limited to, watches (GPS and non-GPS enabled) and performance tracking monitors (collectively, "Fitness Devices"); and (vi) any other sports equipment NIKE currently makes or may add to its Products lines at any time during the Contract Period.
 - (h) "NIKE Products" shall mean all "Products" in connection with which, or upon which, the NIKE name, the Swoosh Design, the NIKE AIR Design, the Basketball Player Silhouette ("Jumpman") Design or any other trademarks or brands (e.g., Converse, Brand Jordan, SPL.28) now or hereafter owned and/or controlled by NIKE appear (collectively, the "NIKE Marks"), singly or in any combination.
 - (i) "Activity Based Information" shall mean performance and/or activity information/data digitally collected from the Teams or Team members during competition, training or other activities, including, but not limited to, speed, distance, vertical leap height, maximum time aloft, shot attempts, ball possession, heart rate, running route, etc.
 - (j) "Dynamic Athletic Rating" shall mean any rating, testing, system or other method (including without limitation applications (e.g., on the Apple OS platform or Android platform operated devices) and video) of measuring, assessing or comparing athletic performance, athletic ability or athleticism (including without limitation athletic sensory performance such as vision).

- (k) "Dynamic Athletic Training" shall mean training programs, exercises, systems or other training methods designed to develop or improve an individual's athletic ability, athletic performance or athleticism (including without limitation athletic sensory performance such as vision).
2. **EXCLUSIVE USE OF NIKE PRODUCTS.** Throughout the Contract Period, the University shall make NIKE Products available on an exclusive basis to each Covered Program to be worn and/or used by Team Members and Staff during practices, games, exhibitions (including during locker room activities), clinics and/or sports camps, lockerroom and/or sideline/courtside celebrations and/or presentations, and other official or University-sanctioned activities (including but not limited to photo sessions and interviews) during which Team Members and Staff wear and/or use Products except as otherwise provided under this Paragraph. The University shall ensure that no Team Member or Staff shall (a) alter or permit the alteration of any NIKE Product worn or used by them to resemble a non-NIKE Product; or (b) wear any non-NIKE Products which have been altered to resemble NIKE Products. The University acknowledges that "polishing-out", "spatting" or otherwise taping, so as to cover or obscure any portion of any NIKE trademark, the NIKE Products worn by Team Member and/or Staff as required under this Paragraph is inconsistent with the purpose of this Contract and is a material breach of this Contract. NIKE acknowledges that, notwithstanding anything in this Paragraph to the contrary, Staff may wear, as is appropriate for the circumstances, non-athletic footwear or apparel (e.g., business attire) in connection with their official duties and that wearing such apparel shall not constitute a breach of this Paragraph.
 3. **MERCHANDISE ORDERS & DELIVERY.** All product to be supplied by NIKE under Section C above shall be delivered F.O.B. to the University. Only properly submitted orders from the Athletic Director (or other authorized representative of the University) shall be filled by NIKE. Provided the University places its complete annual product orders on a timely basis in accordance with NIKE's standard ordering deadlines (which are typically 9-12 months in advance of the desired delivery date), the annual product allotments for each upcoming season shall be delivered to the University generally thirty (30) days prior to the start of the regular season. Notwithstanding the foregoing, the University acknowledges that product delivery may be staggered in accordance with a mutually agreed priority schedule.
 4. **ADVERTISING APPROVALS & USE OF GAME PHOTOS/FOOTAGE.** In the event NIKE desires to use the Licensed Marks, Designations or Game Photos or Footage in any external advertising, NIKE shall submit a sample of such intended use to the University for approval prior to actual commercial use, such approval not to be unreasonably withheld. In connection therewith, at NIKE's request, the University shall permit NIKE to utilize, consistent with this Contract, Game Photos and Game Footage (owned and/or controlled by the University), without a use fee, other than reasonable search and edit charges. NIKE acknowledges that the right to use Game Photos and/or Game Footage is subject to applicable NCAA rules and regulations with respect to the depiction of eligible athletes.
 5. **RIGHTS OF FIRST DEALING & FIRST REFUSAL.**
 - (a) At NIKE's request made no later than January 1, 2018, the University shall for a 30-day period negotiate with NIKE in good faith with respect to the terms of a renewal of this Contract. The parties shall not be obligated to enter into an agreement if they cannot settle on mutually satisfactory terms. Prior to February 1 of the final Contract Year (the "Exclusive Negotiating End Date"), the University shall not (nor shall the University permit its agents, attorneys or representatives to) engage in discussions or negotiations with any third-party regarding product supply with respect to any Products, or sponsorship of any Covered Program (or similar supply or promotional arrangement) with respect to any Products, and to commence after this Contract has expired (the "Product Supply/Endorsement").
 - (b) During the term hereof and for a period of one hundred and eighty (180) days thereafter, NIKE shall have the right of first refusal for Product Supply/Endorsement, as follows. If the University receives any bona fide third-party offer at any time on or after the Exclusive Negotiating End Date with respect to any Product Supply/Endorsement, the University shall submit to NIKE in writing the specific terms of such bona fide third-party offer in its entirety in the form of a true and complete copy which shall be on the offeror's letterhead or other identifiable stationery or imprint readily authenticatable by NIKE as having originated with such third-party offeror. NIKE shall have fifteen (15) business days from the date of its receipt of such true copy of the third-

party offer to notify the University in writing if it will enter into a new contract with the University on terms no less favorable to the University than the material, measurable and matchable terms of such third-party offer. If NIKE so notifies the University within such 15-day period, the University shall enter into a contract with NIKE on the terms of NIKE's offer. If NIKE fails or declines to match or better the material, measurable and matchable terms of such third-party offer within such 15-day period, the University may thereafter consummate an agreement with such third-party on the terms of the offer made to the University. Prior to the Exclusive Negotiating End Date, the University shall not solicit, consider or present to NIKE, and NIKE shall not be obligated to respond to, any third-party offer for any Product Supply/Endorsement.

6. RIGHTS OF TERMINATION.

- (a) The University shall have the right to terminate this Contract immediately upon written notice to NIKE if: (i) NIKE is adjudicated insolvent or declares bankruptcy; or (ii) NIKE shall be in material breach of this Contract, which breach NIKE fails to cure, if curable, within thirty (30) days of NIKE's receipt of written notice from the University specifying such breach.
- (b) NIKE shall have the right to terminate this Contract immediately upon written notice to the University if: (i) Team Member or Staff fail to wear or use NIKE Products in violation of Paragraph 2 above, or wear NIKE Products altered, spatted or taped, in violation of the provisions thereof; or (ii) the University shall be in material breach of this Contract, which breach the University fails to cure, if curable, within thirty (30) days of the University's receipt of written notice from NIKE specifying such breach. In the event of termination under this Paragraph, the University shall forfeit any un-used merchandise credit.

7. RIGHT TO USE OF LICENSED MARKS EXPIRATION/TERMINATION. Upon expiration or termination of this Contract for any reason, NIKE shall have the right to exhaust all advertising and promotional materials bearing and/or including the Licensed Marks and/or Designations that were produced prior to the effective date of expiration or termination. Notwithstanding the foregoing, NIKE shall have the right to use in perpetuity and without restriction, for historical, educational or commemorative purposes, videotape, film or photographs showing NIKE Products provided under this Contract.

8. REPRESENTATIONS, WARRANTIES. The University covenants, represents and warrants that: (a) it has the full legal right and authority to enter into and fully perform this Contract in accordance with its terms and to grant to NIKE all the rights granted herein; and (b) neither the University nor any Staff member is party to any oral or written agreement, contract or understanding that would prevent, limit or hinder the performance of any obligations hereunder of the University or Staff member. (c) The University further covenants, represents and warrants that during the Contract Period it shall not in connection with any Covered Program: (i) wear, sponsor, endorse, or allow any Staff member to wear, sponsor or endorse, Products, Dynamic Athletic Rating, Dynamic Athletic Training or running/fitness social networks designed, licensed, manufactured, branded or sold by any manufacturer or seller of Products other than NIKE, or (ii) enter into, or allow any Staff member to enter into, any endorsement, promotional, consulting or similar agreement (including the sale of signage or other media) with any manufacturer or seller of Products other than NIKE that manufacturers, sells, licenses or is brand-identified to Footwear.

Notwithstanding anything in this Agreement to the contrary, nothing in this Agreement shall be construed as (i) prohibiting University from entering into agreements with an entity that has an incidental business involving Fitness Devices (e.g., a mobile phone or consumer electronics company) provided any such agreement does not permit the supply to and/or use by University of any such products, any Dynamic Athletic Rating System or Dynamic Athletic Training Program, or any third-party or brand associated with footwear or apparel; (ii) requiring University, Coach, Staff or Teams to use any NIKE Fitness Device; or (iii) prohibiting University, Coach, Staff or Teams from engaging any personal trainer, using any training facility/fitness club, equipment, Fitness Device or following any training program or regiment of its/their choice, provided none of the foregoing in this subparagraph are associated with a footwear or apparel brand.

9. **NOTICES.** Any notice of breach or default shall be in writing and deemed given if sent postage prepaid via registered or certified mail, by verifiable facsimile transmission or hand delivery, or by express courier service with confirmed delivery, to the breaching party at the addresses set forth above (unless written notice of a change of address has been provided) and shall be deemed to have been given at the time it is sent properly addressed and posted. Notices to NIKE shall be sent to the Legal Department, attention: Contracts Specialist (if faxed, to 503-646-6926).
10. **CONFIDENTIALITY.** The University shall not (nor shall it permit or cause its agents, attorneys, accountants, representatives or employees to) disclose the financial or other material terms of this Contract to any third-party, with the exception only of the University's agents, attorneys, accountants, representatives or employees, except as may be required by law. This Paragraph shall survive the expiration or termination of this Contract.
11. **MISCELLANEOUS.** Nothing contained in this Contract shall be construed as establishing a partnership, agency or joint venture relationship between the parties. Every provision of this Contract is severable. The rights and obligations granted under this Contract are personal to each party hereto and shall not be assigned or delegated to any third-party without the prior written consent of the non-assigning party except that NIKE may freely assign or delegate rights and obligations to any entity within the NIKE Group. This Contract shall be governed by and construed in accordance with the laws of the State of Oregon. This Contract shall constitute the entire understanding between the University and NIKE and may not be altered or modified except by a written agreement, signed by both parties. Any previous agreements between the parties shall have no further force or effect.

--- END ---

EXHIBIT A
Covered Programs

Swim (w)
Track & Field (m/w)
Football
Basketball (m/w)
Volleyball (w)
Tennis (m/w)
Golf (m/w)
Soccer (w)
Cross-Country (m/w)

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UNIVERSITY OF IDAHO

SUBJECT

Capital Project Planning and Design Authorization Request, Executive Residence, Moscow Campus

REFERENCE

June 2013 University of Idaho CEO Search Status Update (PPGA, Tab 5) included discussion of executive residence

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.K.1 and V.K.3.a.

BACKGROUND/ DISCUSSION

Request Summary

This is a request for Regents/State Board of Education authorization to implement the planning and design phase to address issues related to the existing Executive Residence located on the main campus of the University of Idaho (UI), Moscow, Idaho. The University's focus at this point is primarily on creating an appropriate living space for the president and president's family while recognizing the need for a venue for select gatherings with the president. To further guide the planning process, President Burnett has commissioned an advisory committee to explore the full extent of options reasonably available to the University, with focus on a high-quality facility that also "reflect[s] the Idaho values of prudence and practicality." A copy of the President's charge to the committee is attached.

If authorized, the University will proceed (as informed by the advisory committee) through the planning and design phase for the selected option or options addressing the needs for a more modern and useable facility. The University will then report back to the Board, and seek further Regents' authorization for a project budget, and subsequent construction.

General Background

The existing structure was built in 1967 and received a number of minor remodels over the years, most notably a small expansion of the dining room and exterior patio, and the addition of an ADA compliant bathroom in the late 1990's. It is a 6,200 square foot split-level home, with seven bedrooms, five bathrooms, a kitchen, family room, and a large living and dining room and surrounding grounds. The facility serves as both the private residence for the president as well as a public venue for a variety of University hosted events, ranging from intimate dinners to larger receptions for hundreds of faculty, staff, and students.

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

This “hosting” is an integral and important part of the president’s role as chief executive officer and chief fundraiser.

The current configuration of the residence makes it difficult to effectively separate the public and private functions of the home. The current living room and dining room serve more of the public function and the private living space lacks any similar space for the president and president’s family. The residential kitchen is unsuited to accommodating the larger public events. Accordingly, a small ‘warming kitchen’ was established in the basement, but this entails moving a variety of goods and materials up and down the stairs and through the ‘private’ portions of the home before, during, and after events. The current driveway and configuration of the house poorly serves delivery access and parking needs for events hosted at the home.

Beyond the awkward and inefficient layout, the structure is in need of significant repairs and modernization. Much of the original utility infrastructure of the residence is still in use, as are the original bathroom fixtures. A complete replacement of the boiler and heating infrastructure is required, as well as the water and waste infrastructure. The windows must be replaced throughout as replacement parts for the casement windows are no longer available and to improve energy efficiency. Finishes throughout the home require modernization. Overall, improvements and repairs are estimated at up to \$500K, and even if implemented, would not overcome the inefficiencies and inadequacies of the layout, nor the public/private conflicts inherent in the home.

The University will investigate all options up to and including replacement of the structure with one better suited to an appropriate dual private residence and small public event role.

A factor influencing the timing of this request is the current vacancy at the residence. The search process is underway for the new president, and the interim president is not living in the home, creating a window of opportunity to move forward. The condition and fit and finish of the existing home are believed to negatively impact the University’s ability to recruit presidential candidates.

IMPACT

The University requests authority to expend up to \$75,000 for planning and design. Additional planning and design work may be sought through donation. The project funding is expected through a combination of private donors for the private residence portion and central university reserves for the remainder. The University anticipates replacing any central reserves through future bonding; combining this with bonds for future anticipated campus construction projects.

Early budget estimates reflect the breakdown between the major components of a capital project (assuming full replacement of the private living area and a co-

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

extensive public space dining room of the same size as the current facility with an added dining terrace and public reception terrace) as follows:

Demolition	\$50,000
Private Residence	\$711,600
Public Venue (added dining and public reception terrace)	\$80,000
Site Development and Restoration	\$100,000

Adding in project soft costs and prudent contingencies yields the overall capital project estimate of up to \$1.38M. Ultimate proposed project costs will be subject to the review and input from the President's study committee and could be greater or lesser depending on the outcome of the committee work in conjunction with the planning process.

ATTACHMENTS

Attachment 1 – President's Appointment and Charge to the Committee	Page 5
Attachment 2 – Reimbursement Resolution	Page 7
Attachment 3 – Capital Project Tracking Sheet	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The UI presidential search committee has discussed the physical state of the current residence provided for the University president. The presidential residence may be a factor in the current search and addressing and resolving the housing issue will be beneficial to the search.

Staff makes no recommendations pending the outcome of President Burnett's study committee.

BOARD ACTION

I move to approve the request by the University of Idaho to expend up to \$75,000 for design and planning for the modernization, including potential replacement, of the executive residence. Authorization includes the authority to execute all requisite consulting, design, and vendor contracts necessary to fully implement the planning and design phase of the project.

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 President's Residence Project as set forth in Attachment 2 to the materials submitted to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Office of the President

PO Box 443151
Moscow, ID 83844-3151

Phone: 208-885-6365
Fax: 208-885-6558
president@uidaho.edu

MEMORANDUM

TO: Ron Smith, Vice President for Finance & Administration
Frances Ellsworth, Past President, University of Idaho Foundation

FROM: Don Burnett, Interim President 

DATE: July 17, 2013

RE: **Presidential Residence and Venue for Select Gatherings –
Appointment of Study Committee**

With thanks in advance for your service, I am appointing you as co-chairs of an ad hoc committee to study needs, resources, and issues relating to the renovation or replacement of the presidential residence, which not only provides living quarters for the president and his or her family but also serves as a venue for select university gatherings hosted by the president.

It is vitally important for the university to have a high-quality facility that serves both of these purposes. It is equally important, however, that the facility should reflect the Idaho values of prudence and practicality. The dual-purpose facility should be attractive and functional without being extravagant.

The current residence is nearly a half-century old. During the past year an informal working group determined that the residence has significant deficiencies, especially with respect to the living quarters. The information gathered by that working group should aid (but should not constrain) the study to be conducted by your committee.

I charge the committee to develop a plan for a new or renovated facility. The plan need not contain a detailed architectural design; but it should identify the key requirements for the living space and the venue for select gatherings, the functions of the facility in relation to other (present and contemplated) university facilities, the scope and approximate cost of a project that would fulfill those functions, and the phasing of the project if necessary in order to give priority to the greatest needs relating to living quarters.

Time is of the essence. The current structure is unoccupied. A search for our next president is moving forward. It would be helpful to that search if a plan – reflecting a consensus drawn from

the multiple perspectives of your committee – were in place by the middle of the upcoming fall semester. Please keep me and Provost/Executive Vice President Katherine Aiken informed of your progress. Please also establish a liaison with the Presidential Search Committee and with the University of Idaho Board of Regents/State Board of Education.

The members of your committee, in addition to yourselves, will be Chris Murray, Vice President for University Advancement; Joe Stegner, Special Assistant to the President for State Governmental Affairs; Kevin Ketchie, Assistant to the President; Laine Meyer, President of the University of Idaho Foundation (or his designee); Patricia Hartzell, Chair, Faculty Senate; Brian Mahoney, Chair, Staff Affairs Committee (or his designee); and Max Cowan, President of the Associated Students of the University of Idaho (or his designee). I am asking Keith Ickes, Executive Director of Planning & Budget, and Brian Johnson, Assistant Vice President for Facilities, to serve as resources for the committee.

Again, thank you – and thanks to all participants -- for undertaking this important service.

**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 President's Residence Project on the Moscow campus in Latah County, Idaho.

WHEREAS, the Regents have approved the expenditure of \$75,000, for planning and design of the President's Residence Project on the Moscow campus located in Latah County, Idaho (the "Project") and further expenditures for the Project may be authorized; 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 August, 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 June 2013

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Planning and Design Phase Authorization, Replace Executive Residence, University of Idaho, Moscow, Idaho.
- 2 **Project Description:** Planning and Design Phase for a project to replace the executive residence on the main campus of the University of Idaho, Moscow, Idaho. The project will include the demolition of the existing structure, site prep and improvements, construction of the new residence, including public event space. Also included are the furnishings and equipment for the public event venue portion of the facility.
- 3 **Project Use:** The proposed project will serve as the private residence for the President, as well as an event venue for a variety of activities hosted on the property.
- 4 **Project Size:** 7,000 - 9,000 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	\$ -	\$ -	\$ 75,000	\$ 75,000	\$ 68,200	\$ -	\$ 6,800	\$ 75,000
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 75,000	\$ 75,000	\$ 68,200	\$ -	\$ 6,800	\$ 75,000

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, Aug 2013	\$ -				\$ 75,000	\$ 75,000	\$ 75,000
Total	\$ -	\$ -	\$ -	\$ -	\$ 75,000	\$ 75,000	\$ 75,000

27 * Internal Strategic Reserves

28 ** Project Contingency

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BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

LEWIS-CLARK STATE COLLEGE

SUBJECT

Program Prioritization

REFERENCE

May 2013

Board directed the institutions to institute a process for prioritization of programs consistent with Dr. Robert Dickeson's prioritization principles

June 2013

LCSC presented a program prioritization framework including programs, outcomes, targets, criteria and weighting to be used pending consultation with faculty

BACKGROUND/DISCUSSION

At the Board's June work session each of the four-year institutions presented their program prioritization proposals. Although this was posted as an information item on the agenda, the Board decided to take affirmative action by approving the proposals for the three universities. Several Board members expressed a desire for Lewis-Clark State College (LCSC) to use more than two program review criteria, and asked LCSC to come back in August with a revised proposal.

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.

ATTACHMENTS

Attachment 1 – LCSC revised proposal

Page 3

Attachment 2 – Program Prioritization timeline

Page 13

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 15, 2013

STAFF COMMENTS AND RECOMMENDATIONS

Following the June Board meeting, Board staff (CAO and CFO) hosted a conference call with the institutional provosts and vice presidents for finance and administration to discuss a number of issues relating to the Board's program prioritization directive including definitions, implementation, reporting and timelines. Staff followed up that meeting with a call to Board members Atchley (representing the Business Affairs & Human Resources Committee) and Westerberg (representing the Instruction, Research & Student Affairs Committee) to seek clarification and guidance. Based on this conversation, staff then sent out a guidance memo to the institutions. Based on Board feedback at the June meeting and the subsequent staff guidance memo, LCSC revised their proposal to include six criteria and refined it to provide additional detail with regard to implementation processes and procedures.

An implementation, reporting and deadline timeline for all institutions is included as Attachment 2.

Staff finds that LCSC's proposal is consistent with Dr. Dickeson's prioritization principles and Board intent, and recommends approval.

BOARD ACTION

I move to approve the program prioritization proposal for Lewis-Clark State College as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Program Prioritization
Lewis-Clark State College

August 15, 2013

Lori Stinson, Interim Provost & VP for
Academic Affairs

Lewis-Clark
S T A T E
C O L L E G E

LCSC Desires...

- Efficient/ Effective System
 - Utilize existing processes
 - Utilize existing data and data gathering processes
- NWCCU September 2014
 - Focus on Resources/Capacity
- Focus on updated Strategic Plan

Goals

➤ Support 2013 Strategic Plan Goals

- **Outcome 1:** Sustain and enhance excellence in teaching and learning
- **Outcome 2:** Optimize student enrollment and promote student success
- **Outcome 3:** Strengthen and expand collaborative relationships and partnerships
- **Outcome 4:** Leverage resources to maximize institution strength and efficiency

Process Development

1. Verify/ Update list of all “programs”

- LCSC maintains a comprehensive list of all programs, instructional and non-instructional
- All programs participate in unit assessment processes; have an identified Assessment monitor

LCSC Programs

➤ Instructional Programs—Academic

➤ Business	11
➤ Education	9
➤ Humanities	16
➤ General Education	1
➤ Natural Sciences/Math	10
➤ Nursing & Health Sciences	4
➤ Social Sciences	6

LCSC Programs

➤ Instructional Programs—Professional/Technical

➤ Business Technology & Service	14
➤ Technical & Industrial	9
➤ Workforce Training	5
➤ Library	10
➤ Student Affairs	20
➤ Administrative Services	18

LCSC Programs

➤ Community Programs	13
➤ Direct Reporting Units	18

Process Development

2. Data
 1. Verify what is available from existing internal processes; identify external data sources as needed
 2. Establish internal systems to generate new/needed data
3. Utilize existing committee structure to refine criteria & weighting
4. Finalize criteria & weighting; disseminate

Criterion: Impact

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
Impact [justification, and overall essentiality]	2, 4	1. How essential is the program to the current and future success of the institution (mission critical)?	<ul style="list-style-type: none"> Degrees granted/ successful transfer 	TBD

Criterion: External Demand

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
2. External Demand/Viability	1, 2	1. Current/ future demand for program?	<ul style="list-style-type: none"> Occupational/ labor forecasts Unduplicated student head count/ majors 	TBD

Criterion: Quality of Outcomes

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
Quality of Outcomes	1, 2, 4	1. What is the quality of program outcomes?	<ul style="list-style-type: none"> Specialized accreditation Licensure/certification rates 	TBD

Criterion: Internal Demand

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
Internal Demand	2, 3, 4	1. What is the internal demand for courses offered to other majors?	<ul style="list-style-type: none"> Current/historical credit hours offered to non-majors 	TBD

Criterion: Net Revenue

Sample Instructional Program Criteria	Strategic Plan	Questions	Sample Instructional Program Indicators	Weight
Net Revenue	3, 4	1. What is the cost of program delivery?	• Cost per SCH	TBD

Implementation

- Programs –internal assessments as usual
- Dept/Division Assessment Work Groups
- Functional Area Assessment Committees
 - Direct Reporting Units
 - Admin Services
 - Academic Programs
 - Prof-Tech Programs
 - Community Programs
 - Student Affairs

Implementation

- Assessment Coordination Committee
 - Chair: Institutional Planning, Research, & Assessment
 - Chairs of Six Functional Area Assessment Groups

Implementation

Assessment Council

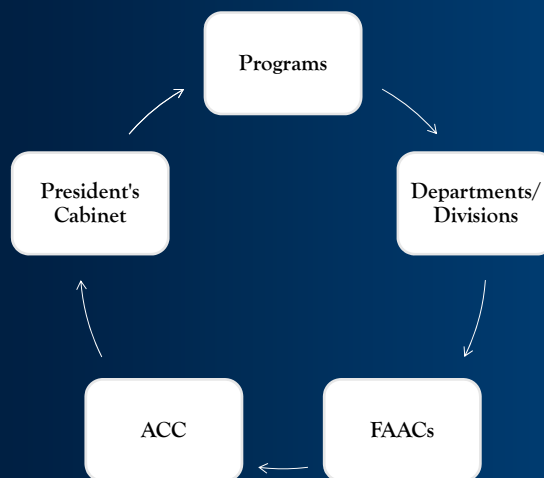
Administration	Deans/ Directors	Stakeholders
President (Chair)	Dean, Acad Prog	Chair, Fac Assoc
Provost/ VPAA	Dean, PTE	Chair, Prof Staff Org
VP Student Affairs	Dean, Comm Prog	Chair, Class. Staff Org
VP Finance/ Admin	Director, IT	
	Director, College Advancement	
	Director, IPRA	
	Director, College Communications	

Implementation

➤ President's Cabinet

- Review
- Ensure fit with strategic plan
- Disseminate
- Feedback
- Finalize

Implementation



Challenges

- Faculty / Staff / Student morale

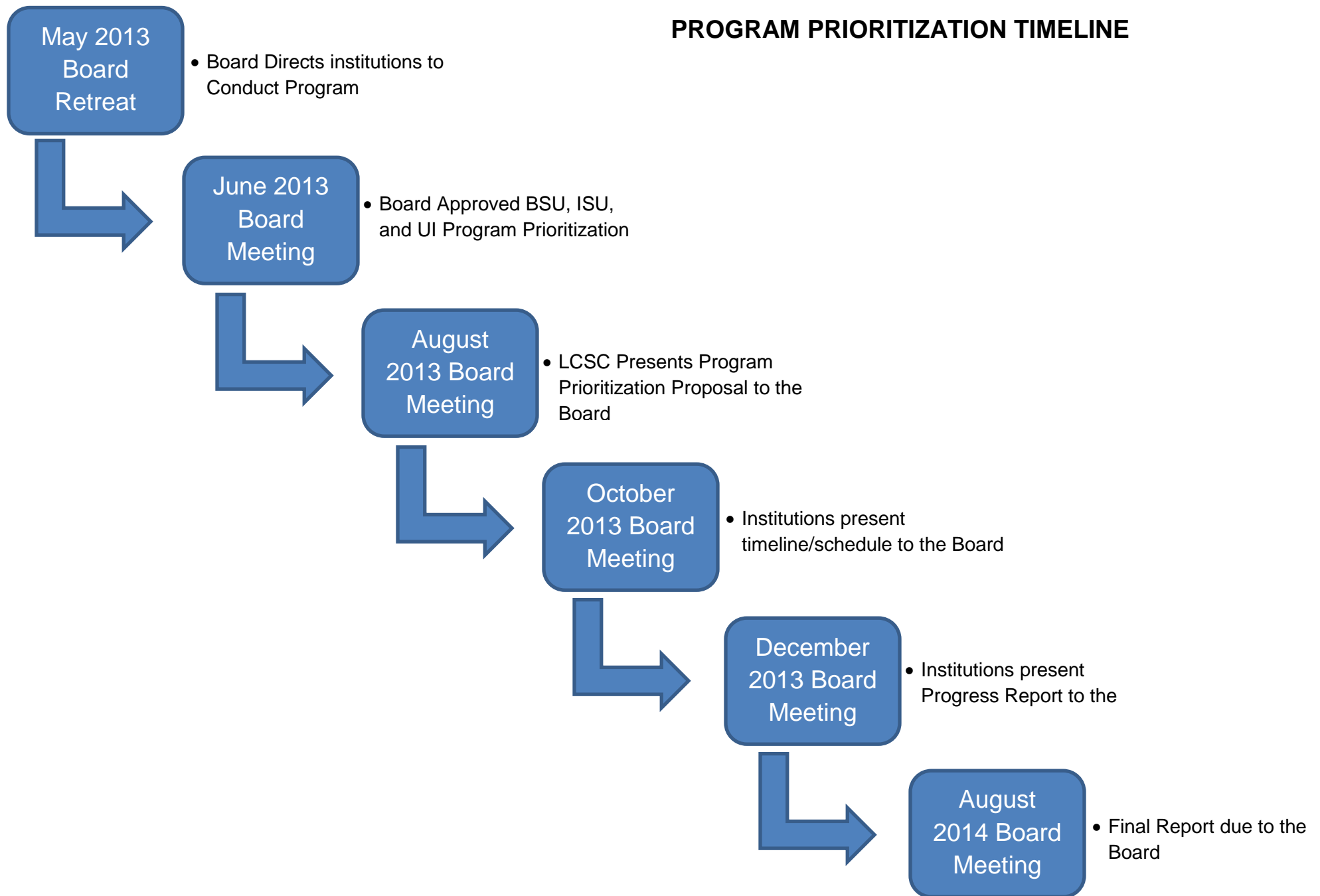


Thank You

Lori Stinson, Interim Provost & VP for
Academic Affairs

Lewis-Clark
STATE
COLLEGE

PROGRAM PRIORITIZATION TIMELINE



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