TAB	DESCRIPTION	ACTION
1	COLLEGE OF WESTERN IDAHO – ANNUAL PROGRESS REPORT	Information Item
2	PRESIDENTS' COUNCIL REPORT	Information Item
3	IDAHO DIGITAL LEARNING ACADEMY – ANNUAL REPORT	Information Item
4	HIGHER EDUCATION RESEARCH COUNCIL – ANNUAL REPORT	Information Item
5	BOARD POLICY I.J. FACILITIES USE – FIRST READING	Motion to Approve
6	DIVISION OF PROFESSIONAL TECHNICAL EDUCATION – INTERIM ADMINISTRATOR APPOINTMENT	Motion to Approve
7	STATE AUTHORIZER RECIPROCITY AGREEMENT	Motion to Approve
8	STATEWIDE STEM EDUCATION STRATEGIC PLAN	Motion to Approve
9	CCA STEM GRANT ANNOUNCEMENT	Information Item
10	UNIVERSITY OF IDAHO – STATEMENT OF STUDENT RIGHTS	Motion to Approve

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COLLEGE OF WESTERN IDAHO

SUBJECT

College of Western Idaho Biannual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

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

President Glandon will provide a 15-minute overview of CWI's progress in carrying out the College's strategic plan.

IMPACT

CWI's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, Division of Financial Management, and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – CWI Progress Report

Page 3

BOARD ACTION

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

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Progress Report State Board of Education

President Bert Glandon December 10, 2013



LANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Enrollment

Total Students Served: 19,861

9,204

10,657

Credit Students (Fall 2013)

7,954 - Academic Transfer **1,250** - Professional Technical

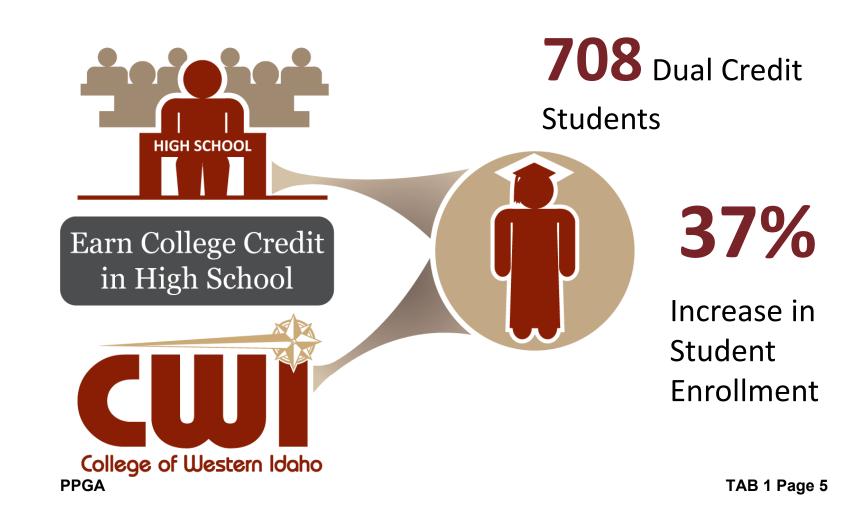
Non-Credit Students (Fiscal Year 2013)

- 2,494 Adult Basic Education
- 8,163 Business Partnerships / Workforce Development





PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Dual Credit





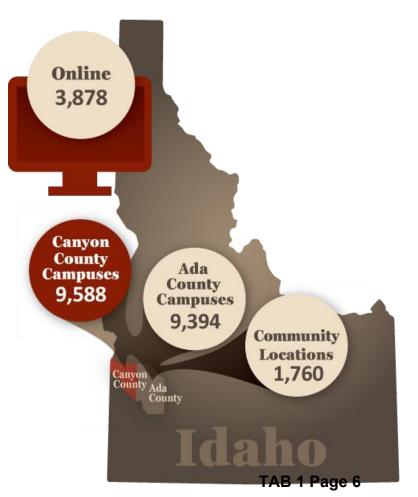
PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Accessibility

10 County Area

- Ada
- Adams
- Boise
- Canyon
- Elmore*

- Gem
- Owyhee*
- Payette
- Valley
- Washington

*Portions of Elmore County and Owyhee County are included in Region 4 and served by the College of Southern Idaho



PPGA



Additional Infrastructure

- Micron Center for Professional Technical Education
- Aspen Creek Multi-Purpose
 - 20,000 Square Feet
 - Library and computer classroom
 - Health Clinic
 - Early Child Care & Development







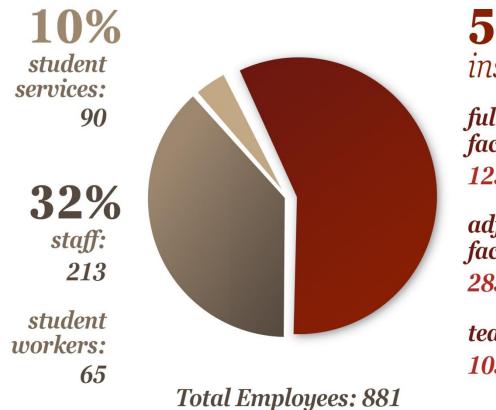
Additional Infrastructure

- Ada County Expansion
- Nampa Campus Programming
 - Student Union
 - Health Science
- Nampa Campus Master Plan
- Park & Ride
- Signage





Employee Demographics



58% *instruction*

full-time faculty: 125

adjunct faculty: 283

teachers¹³: 105



Accreditation



- ✓ Candidacy Status for Accreditation
- ✓ Independent Student Registration System
- ✓ Independent Federal Student Aid
- ✓ Year One Report Accepted



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Institutional Priorities

- 1. Structure Student Success
- 2. Develop Systems to Support Faculty & Staff
- 3. Implement Practices of Fiscal Stability
- 4. Connect the College to the Community
 5. Ensure the Sustainability of CWI's Infrastructure



ANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Strategic Planning

Institutional Priorities Support SBOE Goals

College of Western Idaho

- Student Success
- Employee Success
- Fiscal Stability
- Community Connections
- Institutional Health

State Board of Education

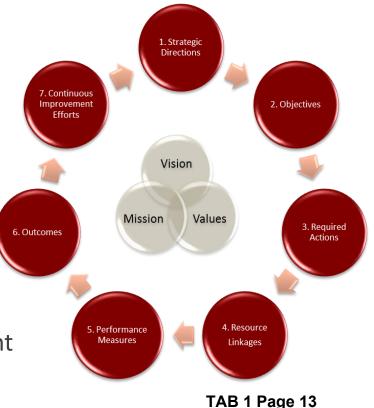
- Well-educated Citizenry
- Critical Thinking and Innovation
- Effective and Efficient Delivery Systems

CIUÍ



ANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Strategic Planning

- CWI follows an annual cyclical pattern of planning
 - Guides the institution
 - Supports State Board of Education
 - Supports NWCCU Accreditation
- Currently in mid-planning cycle
 - Mission/Vision verified
 - Institutional Priorities verified
 - Objectives developed
 - Meaningful measures in development



PPGA

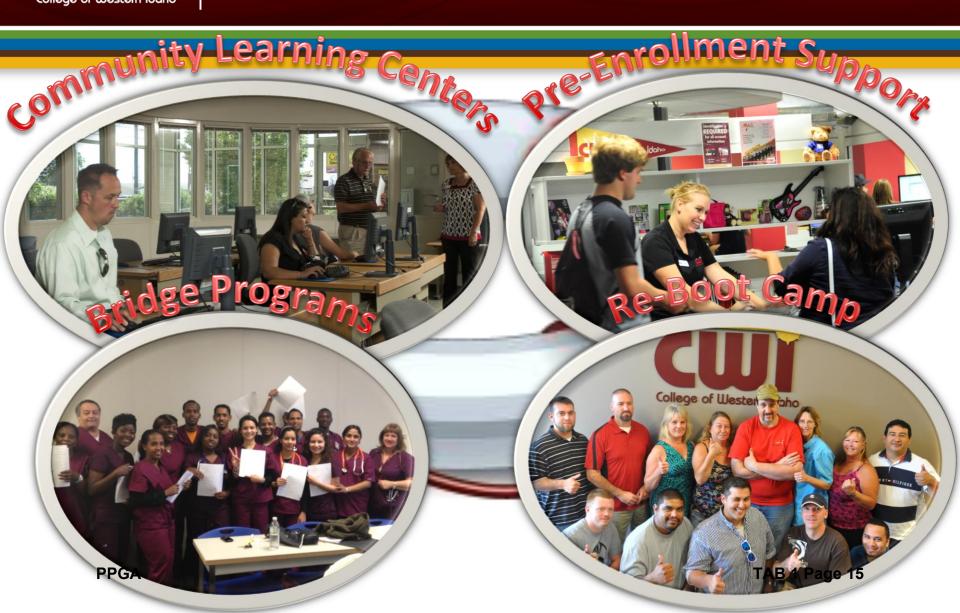


PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Structure Student Success





PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Prep Programs





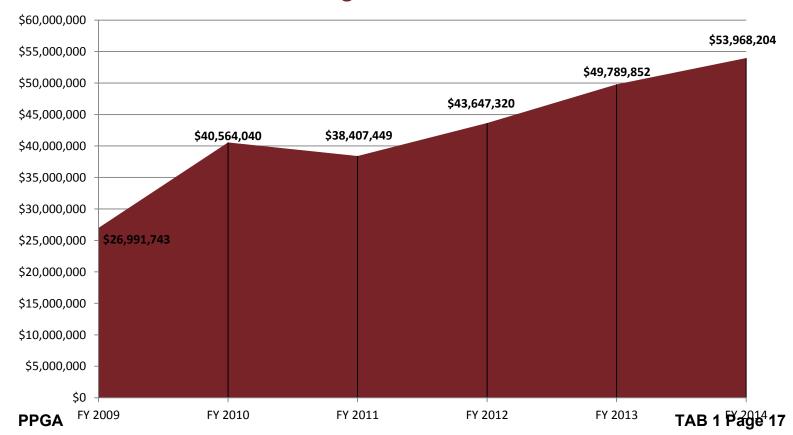
PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Student Retention





PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Budgeted Revenue

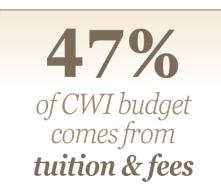
Budgeted Revenue





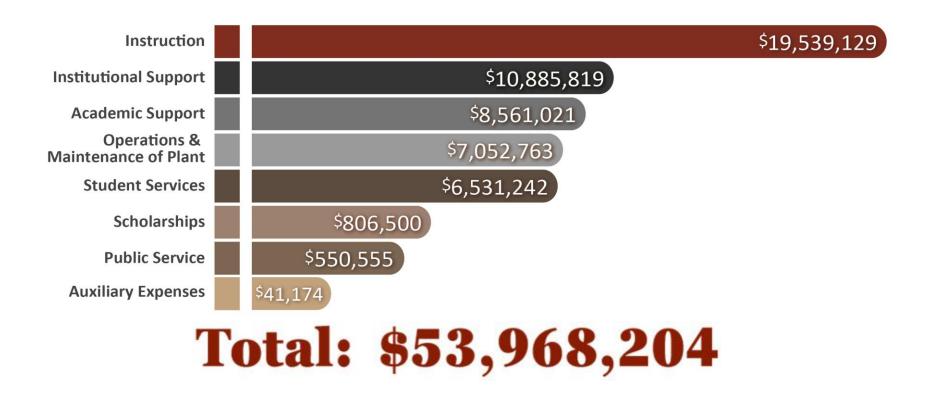
PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Budgeted Revenue: FY2014







PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Expenditures by Function



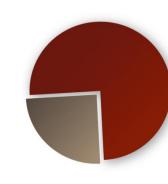
64.2% in Direct Support of Students (Instruction, Academic Support, Student Services); 69.7% when excluding student fees directed to Reserves .

PPGA

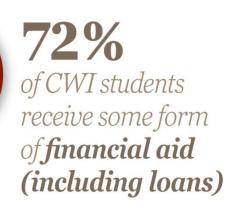


Financial Assistance

CWI helps more than **9,000 students** access over **\$55 million** in financial aid and loans.



55% of CWI students receive some form of **grant or scholarship**





Foundation Support

Grants Applications

185 Alumni Members

2

331 Scholarships Awarded \$230,000









ANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Strategic Planning

CWI Performance Measure Highlights

	FY 2009	FY 2010	FY 2011	FY 2012	FY2013
Annual (unduplicated) Enrollment					
Headcount					
Professional Technical	*	1,718	1,514	1,419	1,564
Academic	1,221	4,422	7,602	9,677	11,345
(PSR Annual Enrollment)					
¹ Annual Enrollment FTE					
Professional Technical	*	835	807	784	775
Academic	722	2,393	4,314	5,269	5,524
(PSR Annual Enrollment)					
Degrees/Certificates Awarded	*	199	527	647	777
(IPEDS Completions)					
Undergraduate Certificate and Degree	*	6.16	10.29	10.69	12.34
Completions per 100 (FTE) undergraduate					
students enrolled					
(IPEDS Completions and IPEDS Fall FTE)					
Dual Credit Headcount (unduplicated)					
Total Annual Credit Hours	*	260	2,568	4,227	6,735
Total Annual Student Headcount	*	98	408	734	1,253
(SBOE Dual Credit Enrollment Report)					
Workforce Training Headcount	**12,365	9,623	8,370	6,778	8,163
(duplicated)	(duplicated)				
ABE/ASE/ESL (unduplicated)	*	3,130	3,033	2687	2,412



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2013 Devoted Educators





Questions?

TAB 1 Page 24

PPGA

PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

Interim President Don Burnett, University of Idaho (UI) Interim President and current chair of the Presidents' Council, will give a report on the recent activities of the Presidents' Council and answer questions. The Presidents' Council last met on December 18th.

At the August Board meeting the Presidents' Council, in response to the Boards request that the institutions evaluate their institution substance abuse policies, recommended the University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College submit a "Substance Abuse Safety Action Plan." The Board adopted the recommendation. Attachments 1 through 4 are the institution's responses to the request.

ATTACHMENT

Attachment 1 – University of Idaho Substance Abuse Safety PlanPage 3Attachment 2 – Boise State University Substance Abuse Safety PlanPage 7Attachment 3 – Idaho State University Substance Abuse Safety PlanPage 9Attachment 4 – Lewis-Clark State College Substance Abuse Safety Plan Page 19

BOARD ACTION

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

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TO: Mike Rush, Executive Director, Idaho State Board of Education FROM: Don Burnett, Interim President, University of Idaho SUBJECT: <u>University of Idaho Alcohol/Substance Abuse Safety Action Plan and Progress</u> Report

DATE: November 18, 2013

This memorandum responds e to SBOE requests for information on the University's specific issues and it is also a progress report on implementation of an action plan addressing points identified by the Council of Presidents. This report describes what has been accomplished and highlights additional actions that are planned for spring 2104. The UI Alcohol Task Force will continue to meet on alcohol issues, and will examine related substance abuse issues, as they arise. The Task Force will consider the effectiveness of the University's ongoing program and will recommend improvements as the University continues to implement elements of the recommendations. The Alcohol Task Force will also serve as a means of bringing the University and the local community together to address ongoing issues related to drug and alcohol abuse.

1. Providing mandatory, interactive education for all incoming students on risks and issues of alcohol and substance abuse...including encouragement of, and mechanisms for, voluntary disclosure of past history and self-referral for counseling.

Response: Fall semester 2013, the University of Idaho implemented for all incoming students a mandatory, interactive education experience that includes risks and issues of alcohol and substance abuse. The program is called "Think About It". All new students must complete the program before registering for spring semester classes. More than 96% have completed the program as of this date. "Think About It encourages students to self-refer and to assist their friends who may be in distress.

Counseling Center staff now hold monthly outreach programs in the Idaho Commons to promote use of counseling services. They sponsor alcohol screening and depression screening programs to promote self –referral to counseling services.

A suicide prevention grant was awarded to the University of Idaho in September 2013. This \$300,000 three- year grant will promote peer identification of suicidal behavior and will introduce the QPR system to our campus. The objective of the grant is to equip peers and others to make appropriate referrals to Counseling Services. This very competitive grant was one of 15 awarded by the Substance Abuse and Mental Health Services Administration (SAMHSA).

2. Establishing clear policies for referral to law enforcement of underage drinking and other alcohol or substance –related behaviors that occur on campus and are violations of law.

Response: Law enforcement personnel have adopted a strict enforcement policy with regards to alcohol and drug violations. When officers confront behavior, they are not given discretion to decide whether to cite a person. All violators are cited and also referred for action in the university conduct system.

Local law enforcement and prosecutors have initiated a review of the "alcohol diversion program" that has been used by the local court system for several years. The current diversion program has allowed first time offenders to avoid some criminal consequences if offenders complete a court supervised education program. The effectiveness of the diversion program is being evaluated and some elements may be changed.

3. Extending (where not already extended), and applying, the institution's code of conduct to student behavior off campus, and establishing collaborative relations with law enforcement agencies regarding investigations and appropriate sharing of information.

Response: The University of Idaho Student Code of Conduct is being revised. On November 12, 2013, Faculty Senate approved changes to the code of conduct that will extend the jurisdiction to off-campus behavior. Assuming approval by the General Faculty and the President, the policy will be effective for spring semester 2014. On November 14, 2014, the Faculty Senate also approved an "amnesty policy" that will encourage students to seek help for their friends if they feel that their friends are at risk. This policy will encourage those who are involved with a medical or safety emergency to take action immediately to get help for themselves or others without fear that student code of conduct penalties will be imposed. This "amnesty" extends only to the code of conduct; it does not (and, of course, could not) extend to enforcement of other laws. University personnel meet each week with Moscow Police to share information about incidents that have occurred and to work collaboratively on prevention strategies. We also share information frequently when urgent situations are unfolding. Moscow Police are also members of our "threat assessment team" when their participation is appropriate. Application of the student code of conduct to off campus activities will be added as a part of these weekly meetings. Focus will be on coordination of effort and mutual enforcement assistance.

The University is working to incorporate Moscow Police Department officials as university officials for law enforcement purposes, allowing freer communication of information between Student Services and Moscow Police.

4. Creating and furnishing education to all students, staff and faculty for bystander intervention and assistance whenever alcohol or substance abuse is observed on or off campus.

Response: The University now utilizes the Green Dot bystander intervention program which has been widely introduced throughout the university community during fall semester. An introduction has been presented to many student, faculty, and staff groups. More detailed Green Dot workshops that are specifically designed for faculty and staff are scheduled for February 2014, and an extensive one-day student leadership workshop is scheduled on January 25, 2014. This program is now a part of new student orientation. The "I Got Your Back" video has been shown at major campus events such as the Take Back The Night program and has been shown to Moscow community leaders. The video was also sent to UI parents so that they can be part of our safety effort and be encouraged to call if they feel that their son/daughter is at risk.

As noted under item 3 above, the Faculty Senate has approved an "amnesty" measure designed to encourage reporting and requests for assistance without fear that the person making such a report or request would thereby subject him/herself to adverse action under the code of student conduct.

5. Establishing collaborative relations with nearby hospitals(s) and urgent care facilities for professional evaluations and referrals (subject to medical privacy laws) of students who receive care or treatment for injuries and conditions related or substance abuse.

Response: Medical staff at the UI Health Clinic now routinely screen for symptoms of alcohol abuse and other drugs. They will address those issues in the course of their professional responsibilities to improve the health of their clients. A review of models of collaboration is being done in order to form a proposal to Gritman Medical Center for sharing data. For example, we are reviewing the relationship between Pullman Regional Hospital and Washington State University to help us to define our data collection process.

6. Creating frameworks for recognition of "Greek life" organization and similar entities, based on memoranda of understanding that contain explicit expectations regarding alcohol and substance abuse practices; that require securing institutionally issued permits for events at which alcohol will be available; and to provide sanctions for noncompliance with stated expectations(e.g. withdrawal of recognition, coupled with preclusion against on-campus recruitment of students and prohibitions against utilization of institutional facilities or communication systems to recruit students).

Response: A Greek Relationship Statement has been written and is being reviewed by stakeholders. The Greek Relationship Statement includes expectations for recognition and a process to withdraw recognition if that action is needed. It also establishes a waiver process that must be used for Greek organizations to be able serve alcohol at certain events. It will be adopted and put into force early spring semester 2014.

7. Reporting annually to the State Board on the effectiveness of institutional polices and on the collaborative development with sister institutions in Idaho of "best practices" to address ongoing alcohol and substance abuse issues.

Response: The University of Idaho will comply with reporting expectations that the SBOE establishes.

8. Clear standards and policies regarding alcohol in institutional housing or student residence situations.

Response: University Residences provide alcohol-free living options for students. No alcohol use or consumption is allowed in Theophilus Tower. Alcohol is also prohibited on the 3rd floor Stevenson in the Wallace Residence Center. Alcohol is permitted in other residence halls for students who are of legal age to consume.

All sororities prohibit alcohol by their own national policies. Approximately 50% of the fraternities prohibit alcohol by national policy.

Students who violate alcohol limitations in student residences will face campus disciplinary action and criminal penalties. Residence hall students may also be evicted for serious or persistent violations.

Other Actions

- In September, a student leadership case study competition challenged student leaders to design strategies to reduce alcohol abuse and associated harm. A number of excellent proposals were submitted and the winning team presented their proposal to the Alcohol Task Force. Its focus was developing a "peer education program".
- A hiring process has begun to establish a staff position committed to alcohol education and intervention programs.
- In January 2014, the University of Idaho will send a team of Student Affairs staff to a conference that is devoted to alcohol, drugs, and mental issues. We will build more capacity to address the confluence of these important issues. We need to make certain that we are using best practices and that we have expertise on these issues by staff in the Counseling Center, the Dean of Students Office, Residence Life, and Greek Life.
- We are working with Moscow City leaders to create a community forum during the spring 2014 semester that focuses on alcohol and safety issues.
- This is our first year of implementing Regulation L which disqualifies new students from returning to the University of Idaho if they earn less than a 1.00 grade point average in their first semester of matriculation. We anticipate that some high risk students will not qualify to return to the University in spring semester.

Substance Abuse Education Plan Boise State University November 2013

Mandatory Alcohol Education

Boise State University recognizes that alcohol education and intervention are of great importance. Health Services, in conjunction with campus colleagues, provides a variety of responses and outreach; through education, assessment, intervention, and treatment of alcohol issues. Our collaborative approach focuses on behavioral risk reduction versus alcohol abstinence. Risk reduction focuses on responsible drinking tips (including being 21, designated drivers, etc.), drink size and blood alcohol content information, emergency response, consequences of under age and high risk drinking, and binge drinking. The university is currently exploring the implementation of an electronically delivered new student alcohol and other drug education model. The program will be an evidenced based intervention effort designed to reduce the risk of self harm, promote campus policy and state law, provide referral for medical and/or counseling services based upon an a series of interactive program modules.

Violation Referral for Alcohol and other Drugs

Boise State Security and Police Services resolves alcohol and drug incidents occurring in nonhousing locations. Boise Police issue citations when they deem it warranted. In the residence halls the current protocol is to involve police only when residents are not cooperative.

Off Campus Conduct Code

Boise State's Student Code of Conduct currently includes a provision applying the code to off campus events. See Article 2, Section 20 below. Further, we have a long-standing relationship with Boise City Police and have begun an alcohol work group to further refine reporting and accountability mechanisms.

Article 2, Section 20 states: The term "off-campus" includes anywhere that is not University premises. Conduct offcampus in violation of the Student Code of Conduct that affects the clear and distinct interest of the University is subject to conduct sanctions. Specifically included within the University's interest are violations that:

- 1. involve conduct directed at other members of the University community;
- 2. disrupt educational or other functions of the University;
- 3. occur during or at University-sponsored events;
- 4. occur during the events of organizations affiliated with the University, including the events of student organizations;
- 5. occur during a Study Abroad Program; or
- 6. pose a threat to the health and/or safety of members of the University community.

Information for Parents

Information and education about Boise State alcohol and other drug policies occurs during new student orientation. The Dean of Students Office in cooperation other Student affairs units and Boise City Police provide comprehensive information about policy, enforcement, and parental notification procedures. Beginning in fall 2014, we will alter our notice procedures so that all parents of students under 21 receive written information regardless of their attendance at new student orientation.

Bystander Intervention Education

The Boise State Women's Center is the Student Affairs unit responsible for bystander intervention training. The Women's Center hosts a variety of training sessions throughout the year in the residence halls, with student athletes, and the general campus population. To date for the 2013-14 academic year 599 attendees have been trained.

Tailgating Policy

Security and Police Services enforce Boise State Tailgating Policy. Persons engaging in public indecency, disorderly conduct, lewd behavior and other violations are subject to disciplinary action that could include arrest, issuance of a citation, exclusion and revocation of game tickets and parking privileges. Drinking games of any sort involving alcohol are prohibited during tailgating. Also, any activity that promotes alcohol consumption is prohibited.

Medical and Psychological Care Partnerships

Boise State has a comprehensive medical and counseling services unit, which in includes psychiatric care and alcohol and other drug addiction counseling. In addition to campus services we currently partner with Boise area hospitals, Idaho Department of Health and Welfare Mobile Crisis (involuntary Psychiatric holds), and U. S. Department of Veterans Affairs for professional training and assistance.

Fraternity and Sorority Programs

Fraternity and Sorority organizations at Boise State are a model community. Policies currently enforced by the Student Involvement and Leadership Center (SILC) include, but are not limited to, institutional approval to serve alcohol via a licensed third party vendor at off-campus locations only and a relationship agreement published in the SILC Student Organizations Handbook. The Student Code of Conduct is the mechanism used to sanction an organization for any policy violation, which includes withdrawal of recognition. Additional training specific to risk management, hazing, alcohol abuse and a variety of other issues exclusive to fraternities and sororities is provided by the SILC Fraternity and Sorority Coordinator. In light of the Board directive to have specific recognition agreements for fraternities and sororities SILC will work with general fraternities to craft a new recognition document, with plans to have fully implemented by Fall 2014.

Periodic Reporting

Boise State collects a variety of data to assess the effectiveness of our policies and learning outcomes of educational programs. We are prepared to provide any materials requested by the Board.

Housing

Board policy general prohibits alcohol in areas open to and most commonly used by the general public unless a waiver is granted. Board policy also allows president to allow alcohol possession and use in campus residential facilities. Boise State's policy has for many years been to allow students over the age of 21 to have alcohol in apartment style housing. Regardless of age, alcohol is not allowed in dormitory style residence halls (Chaffee, Towers, etc.).

Idaho State University Alcohol and Substance Abuse Safety Action Plans Draft

Report to the SBOE

Mandatory Alcohol and Illegal Drugs' Education and Training

Beginning fall, 2014, every student who attends New Student Orientation will be required to participate in an interactive workshop on alcohol and substance abuse. Students not able to attend in person will be required to complete the workshop on line.

ISU Student Conduct Code Policy on Alcohol and Illegal Drugs

The *ISU Student Conduct Code* states that "Any student or student organization found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article VI.D. The proscribed behaviors identified in this section are not an exhaustive list. See Article IV.B., pg. 12, for general information on behavioral expectations:

Q. Illegal Drugs. Use, possession, manufacturing, or distribution of marijuana, heroin, narcotics, or other controlled substances except as expressly permitted by law. Violation of alcohol or drug regulations may lead to notification of a student's parents.

The University expects its students to comply with local, state, and federal laws regarding proscribed substances, in addition to institutional policies. We recognize that our society provides certain privileges to its citizens at different age-points, but adapting to these demands, even while perhaps working for their change, is part of our obligations as free citizens.

DRUGS/SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500 - 4999 gms mixture	First Offense: Not less than 5 yrs, and not	5 kgs or more mixture	First Offense: Not less than 10 yrs, and not more
Cocaine Base (Schedule II)	5-49 gms mixture	more than 40 yrs. If death or serious injury,	50 gms or more mixture	than life. If death or serious injury, not less than 20 or
Fentanyl (Schedule II)	40 - 399 gms mixture	not less than 20 or more than life. Fine of not more	400 gms or more mixture	more than life. Fine of not more than \$4 million if an
Fentanyl Analogue (Schedule I)	10 - 99 gms mixture	than \$2 million if an individual, \$5 million if	100 gms or more mixture	individual, \$10 million if not an individual. Second
Heroin (Schedule I)	100 - 999 gms mixture	not an individual Second Offense:	1 kg or more mixture	Offense: Not less than 20 yrs, and not more than life. If

FEDERAL TRAFFICKING PENALTIES—ILLEGAL SUBSTANCES

LSD (Schedule I) Methamphetamine (Schedule II)	1 - 9 gms mixture 5 - 49 gms pure or 50 - 499 gms mixture	Not less than 10 yrs, and not more than life. If death or serious injury, life	10 gms or more mixture 50 gms or more pure or 500 gms or more mixture	death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual,
PCP (Schedule II)	10 - 99 gms pure or 100 - 999 gms mixture	imprisonment. Fine of not more than \$4 million if an individual, \$10 million if not an individual	100 gm or more pure or 1 kg or more mixture	 \$20 million if not an individual. 2 or More Prior Offenses: Life imprisonment

FEDERAL TRAFFICKING PENALTIES – ILLEGAL SUBSTANCES

Other Schedule I & II drugs (and any drug product containing Gamma Hydroxybutyric Acid) Flunitrazepam	Any amount 1 gm or	First Offense: Not more than 20 yrs. If death or serious injury, not less than 20 yrs, or more than Life. Fine \$1 million if an individual, \$5 million if not an individual. Second Offense: Not more than 30 yrs. If death or serious injury, not less than life. Fine \$2 million if an individual, \$10 million if not an individual	
(Schedule IV) Other Schedule III	more Any	First Offense: Not more than 5 years. Fine not more than	
drugs	amount	\$250,000 if an individual, \$1 million if not an individual.	
Flunitrazepam (Schedule IV)	30 to 999 mgs	Second Offense: Not more 10 yrs. Fine not more than \$500,000 if an individual, \$2 million if not an individual	
All other Schedule IV drugs	Any amount	First Offense: Not more than 3 years. Fine not more than \$250,000 if an individual, \$1 million if not an individual.	
Flunitrazepam (Schedule IV)	Less than 30 mgs	Second Offense: Not more than 6 yrs. Fine not more than \$500,000 if an individual, \$2 million if not an individual.	
All Schedule V drugs	Any amount	First Offense: Not more than 1 yr. Fine not more than \$100,000 if an individual, \$250,000 if not an individual. Second Offense: Not more than 2 yrs. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.	

FEDERAL TRAFFICKING PENALTIES—MARIJUANA					
DRUG	QNT.	1 ST OFFENSE	2 ND OFFENSE		
Marijuana	1,000 kg or more mixture; or 1,000 or more plants	 Not less than 10 years, not more than life If death or serious injury, not less than 20 years, not more than life Fine not more than \$4 million if an individual, \$10 million if other than an individual 	 Not less than 20 years, not more than life If death or serious injury, mandatory life Fine not more than \$8 million if an individual, \$20 million if other than an individual 		
Marijuana	100 kg to 999 kg mixture; or 100 to 999 plants	 Not less than 5 years, not more than 40 years If death or serious injury, not less than 20 years, not more than life Fine not more than \$2 million if an individual, \$5 million if other than an individual 	 Not less than 10 years, not more than life If death or serious injury, mandatory life Fine not more than \$4 million if an individual, \$10 million if other than an individual 		
Marijuana	more than 10 kgs hashish; 50 to 99 kg mixture more than 1 kg of hashish oil; 50 to 99 plants	 Not more than 20 years If death or serious injury, not less than 20 years, not more than life Fine \$1 million if an individual, \$5 million if other than an individual 	 Not more than 30 years If death or serious injury, mandatory life Fine \$2 million if an individual, \$10 million if other than individual 		
Marijuana	1 to 49 plants; less than 50 kg mixture	 Not more than 5 years Fine not more than 	 Not more than 10 years Fine \$500,000 if an individual, \$2 million if other than 		
Hashish Hashish Oil	10kg or less 1kg or less	\$250,000, \$1 million other than individual	individual		

R. Alcohol. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by Idaho State University regulations). Violation of alcohol or drug regulations may lead to notification of a student's parents. Alcoholic beverages may not, in any circumstances, be used by, possessed by or distributed to any person under twenty-one (21) years of age.

Alcohol Violations and Policy

- 1. Regulations
 - a. Consumption and possession of alcohol is prohibited in general use areas and all University Residence Halls. General use areas shall include all University owned, leased or operated facilities, and on-campus grounds.
 - b. Consumption and possession of alcohol is only permitted in the University Apartments of persons of legal age, and other areas designated by the President with the approval of the State Board of Education. Distribution of alcohol to a minor is prohibited.
 - c. Possession and consumption of alcohol by a minor is prohibited.
 - d. Possession or consumption of alcohol in areas that are designated as "alcohol free" is prohibited.
 - e. If a student violates the *Student Conduct Code* while under the influence of alcohol, this policy will also apply.
 - f. Sale of alcohol, unless authorized by the State Board of Education and with the appropriate licenses and permits, is prohibited.
- 2. Enforcement
 - a. All incidents of alcohol violations shall be reported to the Public Safety Office.
 - b. All reports of incidents involving alcohol will be forwarded to the University Student Conduct Administrator.
 - c. The University Student Conduct Administrator, or designee, will be responsible for the following:
 - (1) Determining if an incident reported constitutes a violation of the University alcohol policy.
 - (2) Recording and tracking all students involved with alcohol violations.
 - (3) Notification of the criminal justice system, when warranted, of the behavior of an individual involved in an incident.
 - (4) Enforcing sanctions described.
- 3. Sanctions
 - a. Minimum Sanctions

The sanctions described are minimum sanctions and do not limit the disciplinary power of the University in any matter involving *Student Conduct Code* violations.

- b. Infractions and Mandatory Sanctions
 - (1) *First infraction of the Academic Year* The student must attend an alcohol education class and will be placed on University conduct probation.
 - (2) Second infraction in the Academic Year <u>without injury or conduct likely to lead to injury</u> The student is placed on conduct probation and, at the student's expense, must submit to a substance abuse evaluation administered by a qualified authority. The student will provide the evaluation results or authorize the release of the evaluation results to the University Student Conduct Administrator, or designee.

- (3) Second infraction in the Academic Year with injury or conduct likely to lead to injury The student is placed on conduct probation, and, at the student's expense, must submit to a substance abuse evaluation performed by a recognized authority. The student will provide the evaluation results or authorize the release of the evaluation results to the Vice President for Student Affairs Office. The University Student Conduct Administrator or designee may share all records of the incident with the Pocatello Police Department or other appropriate law enforcement agencies as deemed necessary.
- (4) Third infraction in the Academic Year <u>without injury or conduct likely to lead to injury</u> The student is suspended from the University for one academic semester.
- (5) Third Infraction in the Academic Year with injury or conduct likely to lead to injury The student is suspended from the University for at least one academic year and all records involving the incident may be shared with the Pocatello Police Department or other appropriate law enforcement agencies as deemed necessary by the University Student Conduct Administrator or designee.
- c. Recording Cycle for Violations is One Academic Year The academic year begins the first day University Housing opens for the fall semester and will continue through the day prior to University Housing opening for the next academic year.
- d. Right of Appeal

The student may appeal to the Vice President for Student Affairs. The procedure described in the Student Conduct System policy will apply for all appeals. On-campus residents who live in University Housing and who violate the alcohol policy in on-campus housing will be governed by the policy and appeals process described in the University Housing Standards of Residence Life Handbook.

4. Additional Information – Alcohol Violations

Students who violate the *Student Conduct Code* Alcohol and/or Illegal Drug rules and regulations are subject to disciplinary action through University Housing [http://www.isu.edu/housing/manual.shtml] and/or the University Student Conduct system.

Students may also be subject to arrest and prosecution in cases where state laws have been violated. Sanctions up to and including expulsion may be imposed for drug or alcohol violations. A conviction for violation of state or federal drug laws may jeopardize federal financial aid.

The University will attempt to help students who have an alcohol and/or drug problem and wish to receive assistance in dealing with that problem. The University will not, however, condone illegal activity; continued violation of drug or alcohol policies may result in expulsion" (*ISU Student Conduct Code*, pgs. 22 – 27).

Notification of ISU Policy on Alcohol and Illegal Drugs

The *ISU Student Conduct Code* is sent via email twice each academic year to all registered students in October following the October 15th enrollment census date and immediately following the 10th day of enrollment for spring.

Extension of the ISU Student Conduct Code to Off Campus Behavior

ISU's Student Conduct Code already extends to off campus behavior. [INSERT STATEMENT FROM CODE HERE]. The ISU Department of Public Safety has an MOU with the Pocatello Police Department.

Notification to Parents about Alcohol and Illegal Drugs' Policies and Enforcement

ISU's Student Conduct Code and policies are discussed at the Parents Orientation program. This information is also available on the Student Affairs home page (<u>www.isu.edu/studenta</u>). ISU's policy permits notification of parents on any offenses, including 1st time violations, at the discretion of the Vice President for Student Affairs.

Bystander Education and Training

ISU conducts bystander education including "Green Dot", a nationally renowned intervention program focusing on positive culture change and the power of individual choices to shift social norms and encourage bystanders to act. The skills participants acquire through Green Dot help them be safe and intervene when a peer is exhibiting at risk behaviors. Situations that involve alcohol as well as other potential risky behaviors are covered throughout the curriculum. Participants learn how to identify high risk behaviors and situations and how the addition of alcohol may change the scenario. Green Dot is a student focused program, however it is open to the entire ISU community and many faculty and staff have engaged in the comprehensive six hour training sessions. We have had a very positive response and plan to continue Green Dot indefinitely.

Tailgating Policies and Enforcement

Alcohol is served by commercial restaurants at tailgating events which is monitored by licensed bartenders and events are patrolled by ISU Public Safety. In addition, Public Safety distributes the following information on alcohol at tailgating events:

- Idaho State Board of Education policy prohibits the possession and consumption of alcohol on campus except in designated areas.
- Pocatello city ordinance prohibits the possession and consumption of alcohol in public except as designated by their ordinance.
- The possession and consumption of alcohol in Holt Arena and the parking lot outside of the designated "Bengal Fest Area" is prohibited.
- Failure to comply with these requirements may result in you being issued a criminal summons to appear in court.

- Tailgating Policy: The parking lot will close two hours after the game ends, at which time everyone must vacate the lot.
- Please make your attendance at this event a pleasurable experience by complying with these requirements" (Idaho State University Alcohol Policy Information, Public Safety Flyer, 2013).

Holt Arena Tailgating

"Regular patrol of the area will be conducted. When an officer has reasonable suspicion that a suspect vehicle is being used to violate this policy, contact with the person responsible for the vehicle will be made, and the occupants will be advised of the policy. If alcohol is observed, the officer will follow these steps:

"Adults found in violation will be advised of the policy and requested to dispose of the alcohol, remove it from the premises, secure it in a vehicle, relinquish it to Public Safety or leave the property.

Persons who refuse to comply will be requested to leave the premises. Those who refuse to leave will be advised that they will be subject to arrest.

If they continue to refuse, the Pocatello Police Department will be summoned and the subject will be either escorted from the property or issued a summons for trespassing and/or other violations (i.e., open container) and escorted from the property. Actions taken will be at the discretion of the officers involved, based on the circumstances that exist at the time of the incident.

Persons who comply with the request, but are later found in violation of the policy will be detained for the Pocatello Police, or the Pocatello Police will be notified of the violation and requested to issue a summons for trespass and/or other violations, i.e., open container, and escorted from the property.

Pocatello Police are encouraged to continue to patrol ISU facilities and to enforce applicable alcohol statues.

If the subject is of legal age to possess alcohol and agrees to relinquish any unopened alcohol to the Public Safety officer, they may retrieve it after the event or at a later date at the convenience of the Public Safety Department.

All violations involving ISU employees or students will be reported to the Dean of Students or the employee's supervisor and Human Resources" (ISU Public Safety Operations Manual, Chapter III – Section 2, pg. 46).

General Areas of Campus Alcohol Policy

"Alcohol is prohibited on the General Areas of Campus.

Persons found in violation of the University's Alcohol policy, and being the legal age to possess alcohol in the State of Idaho, may be asked to remove the alcohol from University property or surrender all unopened containers of alcohol to Public Safety Officers.

Refer to Section 2.8.2 for enforcement procedures for Alcohol Policy Violations.

ISU Public Safety will continue to enforce the alcohol policy as they have in the past, i.e., when an officer has reasonable suspicion that a suspect vehicle is being used to violate this policy, contact with the person responsible for the vehicle will be made and the occupants advised of the policy. If alcohol is observed, the officer will follow the steps as outlined previously in this policy. (See section entitled "Holt Arena Parking at Athletic Events")

Persons under the legal age to possess or consume alcohol may be referred to the Pocatello Police. If the subject is of legal age to possess alcohol and agrees to relinquish any unopened alcohol to the Public Safety officer, they may retrieve it after the event or at a later date at the convenience of the Public Safety Department.

Persons who refuse to comply with the policy will be requested to leave the premises. Those who refuse to leave will be advised that they will be subject to arrest. If they continue to refuse, the Pocatello Police will be summoned and the subject will be issued a summons for trespassing and/or other violations, i.e., open container, and escorted from the property.

Persons who comply with the request, but are later found in violation of the policy will be detained for the Pocatello Police, or the Pocatello Police will be notified of the violation and requested to issue a summons for trespass and/or other violations, i.e., open container, and escorted from the property.

All violations involving ISU employees or students will be reported to the Dean of Students or the employee's supervisor and Human Resources.

Pocatello Police will be encouraged to continue to patrol ISU facilities and to enforce applicable alcohol statutes" (ISU Public Safety Operations Manual, Chapter III – Section 2, pg. 47).

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between the City of Pocatello, a municipal corporation of Idaho (hereinafter referred to as "City"), and Idaho State University, a body politic and corporate of the State of Idaho (hereinafter referred to as "ISU").

WHEREAS, the Pocatello Police Department and Idaho State University Public Safety Department desire a Memorandum of Understanding to direct officers of each jurisdiction as to the exercise of peace officer authority on the property of Idaho State University;

NOW, THEREFORE, the City and ISU agree as follows:

CONDITIONS OF AUTHORIZATION

1.1 It is intended that in emergency situations where police action is necessary, ISU may request the City to respond and take appropriate action.

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- 1.2 It is agreed that officers of the City have authority to act on ISU property when there is reasonable suspicion to believe that a crime was committed on ISU property.
- 1.3 If an investigation indicates that a crime was committed on ISU property, the officer leading the investigation will immediately notify the ISU Public Safety Department.
- 1.4 The Pocatello Police Department will keep the ISU Public Safety Department informed as to the disposition of the incident.

STANDARDS OF CONDUCT

- 2.1 The City's officers shall maintain the standards of professional conduct required by their current departmental policies and procedures.
- 2.2 It shall be the sole duty and responsibility of the City to determine if there has been a breach of professional standards by City officers.
- 2.3 Where a tactical shooting/deadly force incident occurs within the City the "Critical Incident Protocol" for Bannock County Law Enforcement shall be initiated.

MEDIA RELEASES

3. As a general guideline, media information will be released according to each party's internal guidelines and procedures. Each party is encouraged to consult with the other prior to media releases.

LIABILITY

4. Each party agrees to be solely responsible for any and all liability for money damages arising out of the negligent or otherwise wrongful acts or omissions of its employees acting within the course and scope of their employment or duties as provided for within the course and scope of their employment or duties as provided for within the Idaho Tort Claims Act, as set forth within Idaho Code §-901, et sec., and as provided within Idaho Code §67-2337(4). Further, each party agrees to indemnify and hold harmless the other party against any and all claims for money damages, costs, judgments, or other expenses arising out of the negligent or otherwise wrongful acts or omissions of its employees while performing within the course and scope of their employment.

CITY OF POCATELLO, a municipal corporation of Idaho

Roger W. Chase, Mayor Date: September 4, 2009

IDAHO STATE UNIVERSITY, a body politic and corporate

Arthur C. Vailas, President Date: September 3, 2009

Exceptions to Policy

Exceptions to the University's alcohol policy are permitted. Permitted uses include within student apartments, the President's home, and other areas designated by the President with the approval of the State Board of Education (ISU Public Safety, 2013).

Communications Between Local Law Enforcement and ISU Public Safety

The Pocatello Police generally notify the ISU Department of Public Safety whenever an ISU student, if known, is transported to the Portneuf Hospital. ISU Student Affairs staff from either the Vice President for Student Affairs Office, the Counseling and Testing Service or the Department of Housing follow-up with any admitted student and ensure appropriate interventions take place.

Student Clubs and Organizations' Events On and Off Campus

ISU has less than 80 Greek members and most of them are at least 21 years and older. None of the Greek organizations on ISU's campus hold social events with alcohol unless it's at a local hotel with a cash bar. No social events sponsored by a student club or organization with alcohol are allowed on campus.

No alcohol or drug related incidents have been reported to ISU Public Safety or the Pocatello Police arising out of any sponsored student club or organization event in the last three years. ISU maintains records of all Student Conduct Code infractions and closely monitors the completion of sanctions and evaluates the effectiveness of all programming.

Alcohol in Campus Residences Policy

Alcohol is only allowed in University owned apartments if the student renter and his or her guests are of legal age. No alcohol is allowed in any traditional residence halls, regardless of the age of the student.

Alcohol at University Sponsored Events

No alcohol is served at any university function where the majority of guests are under legal age. All alcohol served on campus is expressly approved by the President of the University who issues alcohol permits subject to SBOE approval.

Lewis-Clark State College Alcohol and Substance Abuse Safety Action Plan Fall 2013

Lewis-Clark State College is augmenting its current menu of alcohol and substance abuse education programs. Many of these programs have been in place for many years. These programs have focused on prevention of alcohol/substance abuse as well as therapy and guidance for students who seek assistance in overcoming addiction. Generally speaking, these programs have proven to be effective in part because they are reviewed and modified annually and in light of campus-based statistics related to student alcohol and/or drug consumption. Several new measures have been adopted for the 2013-14 academic year and others are slated to be implemented by Fall 2014.

Following the outline provided by the State Board of Education Staff, a summary of the college's current and future Safety Action Plan is presented herein below:

Delivering mandatory, interactive education to all incoming students on risks and issues of alcohol and substance abuse -- including encouragement of, and mechanisms for, voluntary disclosure of past history and self-referral for counseling.

Lewis-Clark State College hosts a new student orientation program for all new degree-seeking students at the beginning of both the fall and spring semesters. During the orientation programs, which draw approximately 90% of the new-entering student population, college personnel review for the students and their families the college's drug and alcohol policies. The review includes information about the student adjudication process associated with violations of the college polices and counseling programs available for those who need or desire help with alcohol and other substance addictions. Students and their families are introduced to the Director of the Student Counseling Center in an effort to create a more personal reference point.

Each participant in new student orientation is also issued a Student Handbook (for students) and a Parent Guide (for family members) which also contain information about alcohol and drug programs and policies. All students who live in campus residence halls participate in a separate residence hall orientation and are provided an additional resource, the Residence Hall Handbook, which also includes information about alcohol/drug policies and assistance programs.

Alcohol and drug abuse are presented as a high risk behaviors. Risk is assessed in the context of health and wellness as well as career planning. In addition to information about health risks, students are advised of the potential employment risks associated with alcohol and/or drug abuse problems.

In addition, when LCSC students register for classes, they must complete an electronic "conditions of registration" prior to selecting courses. As a part of these conditions, they are presented with the college's policies on alcohol and drugs.

For Fall 2014: The college is pursuing a required orientation program for all new degree-seeking students.

Establishing clear policies for referral to law enforcement of under-age drinking and other alcohol or substance-related behaviors that occur on campus and are violations of law.

Lewis-Clark State College enjoys a cooperative relationship with local law enforcement and the primary point-of-contact for that relationship is the Director of Campus Security. LCSC's Campus Security force consists of non-sworn security professionals who police the campus 24 hours per day, 7 days per week.

In most alcohol or drug-related incidents, Campus Security manages the initial investigative and reporting processes. Based on those reports, students who violate the college's alcohol and drug polices, including students who are under-age, are adjudicated under the LCSC Student Code of Conduct by the Vice President for Student Affairs.

Local law enforcement officials, in an agreement made with Campus Security, respond to incidents reported to Campus Security upon request. The Lewiston Police Department has advised Campus Security of the protocols they should follow when particular alcohol or drug violations occur and has identified a threshold (e.g., a quantity of drugs discovered) at which they wish to respond.

Any illegal drugs and/or drug paraphernalia discovered by Campus Security are confiscated and turned over to the Lewiston Police Department.

For Fall 2014: The college will consider a formal memorandum of agreement with the Lewiston Police Department and the Nez Perce County Sheriff's Office to outline response protocols.

Extending (where not already extended), and applying, the institution's code of student conduct to student behavior off campus, and establishing collaborative relations with law enforcement agencies regarding investigations and appropriate sharing of information.

Lewis-Clark State College's Student Code of Conduct currently extends to off-campus student behavior when the students are participating in an official college function or are otherwise representing the college in an official capacity (e.g., student government or athletics). The current agreements with local law enforcement agencies also allow for the sharing of information with college officials and, depending upon the circumstances surrounding a given drug or alcohol violation, students are referred to counseling, are subject to disciplinary measures, or both. For Fall 2014: The college will consider a formal memorandum of agreement with the Lewiston Police Department and the Nez Perce County Sheriff's Office to outline response protocols.

Furnishing detailed, institution-specific information to parents or guardians on alcohol and substance abuse policies, and – to the full extent allowed by law -- providing notification to parents or guardians of any serious or repeated violation of the alcohol or substance abuse provisions of the code of student conduct by their sons or daughters under the age of 21 unless the institution determines, in exceptional cases, that family circumstances militate against such notification.

Lewis-Clark State College provides all parents of new-to-LCSC students with a Parent Guide, which includes information on alcohol and substance abuse policies, the student adjudication process, and student resources (e.g., Student Counseling). The college routinely notifies parents or next-of-kin when under-age students violate alcohol or substance abuse provisions of the Student Code of Conduct. Citing one of the exceptions to the Family Education Rights and Privacy Act (FERPA), which permits college officials to share otherwise protected elements of a student's educational record when the student's health and well-being is in jeopardy, the Vice President for Student Affairs (the college's primary student adjudication officer) notifies parents/guardians in writing of the student's violation and of the sanctions (including alcohol/drug education) imposed on the students. These notifications are sent under most circumstance but exceptions are made depending upon the nature of the offense and upon family circumstances.

For Fall 2014: The college will expand the information presented on alcohol and drug policies and prevention programs to include provisions for parents to make referrals to campus personnel if their sons or daughters have a substance abuse problem.

Creating -- and furnishing education to all students, staff, and faculty regarding -programs for bystander intervention and assistance whenever alcohol or substance abuse is observed on or off campus.

Lewis-Clark State College has implemented a "Step Up" program, which is a formal program developed in the State of Arizona. Its premise is to educate the campus community on identifying problematic behavior (including alcohol and drug use or abuse) and making an appropriate referral for counseling, discipline, or other forms of assistance. Training sessions have been offered during the Fall 2013, including training targeted towards the residence hall population, and will continue throughout the year.

The college also hosts a committee comprised of faculty, staff, and student representatives called the "Student Life Committee." The charge of this committee is to develop programming primarily for students to promote general wellness and safety. A major element of the group's work is to promote alcohol and substance abuse education programs. This committee recommended the adoption of the "Step Up" program.

Faculty and staff are referred to Human Resource Services if instances of substance abuse are noticed or suspected. Human Resource Services engages employees in the Employee Assistance Program upon referral.

Finally, in compliance with the federal "Drug Free Schools and Communities Act," the college produces annual notifications to faculty, staff, and students to make them aware of the college's myriad services for those who suffer from addiction.

Prescribing standards of conduct at "tailgating" and other campus social events where alcohol is expected to be available, and communicating those standards to campus visitors.

The college does not host tailgating events as precursor to athletic or other events. During the NAIA World Series, people are permitted to park their RVs in designated campus parking lots but are held to a standard such that any alcohol must be consumed inside the RV. Alcohol is not permitted on the campus proper.

Policy 3.113 at Lewis-Clark State College prescribes the conditions under which alcohol can be made available at campus social events, which are consonant with Idaho State Board of Education alcohol policies. These conditions include obtaining formal permission from the college administration and ensuring that proper security, identification checks, and safe driver provisions are in place prior to obtaining approval.

Establishing collaborative relations with nearby hospital(s) and urgent care facilities for professional evaluations and referrals (to the full extent allowed by law) of students who receive care or treatment for injuries and conditions related to alcohol or substance abuse.

Lewis-Clark State College enjoys a strong collaborative relationship with most regional medical providers including hospitals and urgent care facilities. Personnel in the college's Student Counseling Center and in Student Health Services make several referrals each year for students who require more intensive, external treatment for alcohol and substance abuse issues. However, it would be very problematic for medical providers to reciprocate due to the stringent legal requirements with which they must comply. Occasionally, external medical providers, when clients/patients have given proper authorization, will engage in collaborative treatment programs.

Creating, in consultation with national and campus leaders of "Greek life" organizations, frameworks for institutional recognition of such organizations as set forth in memoranda

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of understanding that contain specific expectations regarding alcohol and substance abuse safety practices; that require such organizations to secure institutional permits for events at which alcohol will be available; and that provide sanctions for noncompliance with these stated expectations (e.g., withdrawal of institutional recognition, resulting in preclusion of on-campus recruitment of students and in prohibition against utilizing institutional facilities or communication systems to recruit students).

Lewis-Clark State College does not have an affiliation with any "Greek Life" organizations.

Reporting, at such times as the State Board may determine, on the effectiveness of the institution's safety action plan and on the collaborative development, with sister institutions in Idaho, of "best practices" to address ongoing alcohol and substance abuse issues.

Lewis-Clark State College produces a federally required biennial report on Drug and Alcohol Policies and Programs. Those reports are made available in student/parent orientation materials and on the college's web site. The college also produces annual statistics on alcohol and drug violations per the federally required Clery Report. This report is also available on-line.

Campus Security officials, student counseling personnel, and the Vice President for Student Affairs maintain routine dialogues with colleagues at other Idaho institutions about best practices. For example, student counseling staff continue to participate in the Idaho College Health Coalition, which is made up of professionals from most of Idaho's post-secondary institutions. This coalition addresses and implements best practices in managing drug and alcohol education based on national standards. Examples of outcomes of this type of collaboration include the use of "E-Chug" and "Choices" as formal programs for alcohol education.

For Fall 2014: The college stands ready to provide the State Board with specific data upon request.

Clear standards and policies regarding alcohol in institution housing or student residence situations.

Lewis-Clark State College manages a few rental properties and approximately 300 bed spaces in campus residence halls. Alcohol policies for these facilities are fully compliant with Idaho State Board of Education policy I.J.e. There has not been alcohol prohibition in the rental properties heretofore with the exception of applicable state and local laws related to people under the age of 21. Students in campus rental properties are subject to the provisions of the LCSC Student Code of Conduct.

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The college has experimented with different policies related to alcohol consumption in residence halls. The current policy permits students who are 21 years of age or older to possess and consume alcohol in their residence hall rooms provided that no one under the age of 21 shares the room or is in the room at the time the alcohol is consumed. Student discipline statistics show that there are fewer alcohol consumption incidents overall since this policy was changed from a no-alcohol policy just a few years ago.

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

According to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and an IDLA fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). IDLA is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry.

IMPACT

IDLA served 19,036 enrollments for 2012-2013 which is an 11% increase over 2011-2012. 99% of the school districts in Idaho participated in 2012-2013. The number one reason for taking IDLA courses is scheduling conflicts. Other reasons include: course not offered; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

ATTACHMENTS

Attachment 1 – 2013-2014 Fee Policy Statement	Page 3
Attachment 2 – Acceptable Use Policy	Page 5
Attachment 3 – Accreditation Confirmation	Page 11

BOARD ACTION

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

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2013-2014 IDLA FEES POLICY STATEMENT

FEES FOR IDAHO DIGITAL LEARNING ACADEMY:

The fee schedule for 2013-2014 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) IDLA course. IDLA enrollment fees apply to all courses offered through IDLA.

All IDLA course fees are paid by the district directly to IDLA. IDLA policy does not dictate the collection of fees from students/parents. District policy will determine if fees will be paid by the student/parent to the District. IDLA does not invoice or collect fees

from students or parents.

IDLA PER-ENROLLMENT COST:

The cost for one (1) enrollment is \$75 for Idaho public school students.

PRIVATE SCHOOL AND OUT-OF-STATE STUDENT FEES:

The cost for one (1) enrollment is \$400.

ISAT REMEDIATION COURSES:

Courses designated as "ISAT Remediation Courses" will not incur a perenrollment cost to the district.

ADVANCED PLACEMENT/DUAL CREDIT COURSES:

Courses designated as "Advanced Placement or Dual Credit" will not incur a perenrollment cost to the district.

Students are responsible for any fees that may be charged by universities to receive college credit for Dual Credit Courses. Additionally, students are responsible for any fees that may be charged by the College Board to take the Advanced Placement Exam. Advanced Placement and Dual Credit courses may require additional textbooks (see below).

SCHOLARSHIPS:

Scholarships are awarded through an application process which is submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/student and are only available for IDLA courses which are taken in addition to the student's full course load at the local school. Limited, partial scholarships are available for 2013-2014 at \$50 per enrollment.

TEXTBOOKS:

IDLA provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, the local school district may be responsible to provide the required text(s) according to school district policy. For example, advanced placement, dual credit, and English courses may require additional textbooks or required

readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the IDLA Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

IDLA ACCEPTABLE USE POLICY

Students should print and review this policy with a parent or guardian to ensure a safe and rewarding experience with IDLA. All students enrolled in any course work of Idaho Digital Learning Academy (IDLA) shall be responsible to comply with all of the policies of their home school district and the policies of IDLA including this Acceptable Use Policy (AUP).

- 1. The IDLA network is for educational purposes only and includes computers, communication networks, the Internet, and other electronic resources used in the delivery of IDLA courses.
- 2. All users of IDLA must agree to all of the terms of this AUP prior to being able to access a user account providing access to the IDLA network.
- 3. Privileges and Rights of IDLA Community Members:

Members of the IDLA community have certain privileges and rights. These include:

- A. Safety
 - No student or IDLA personnel shall utilize the IDLA network to access any site that includes, but is not limited to pornography, graphic sexual or violent content, or advocates the use of illegal substances.
 - Communication on the IDLA network between students shall respect the privacy of all individuals and shall not contain personal information regarding other persons.
 - Bullying or harassment of IDLA users shall not be tolerated. No user of the IDLA network shall engage in any communication or entry that shall have the intent of, or results in, the bullying or harassment of other students or employees of IDLA or utilizes profanity or degrading language directed at known persons. Any user who receives, or believes they are subject of, such communications should immediately notify the IDLA online principal.
 - For reasons of privacy and safety, users are prohibited from downloading or uploading photographs of persons other than as may be directly relevant to the required coursework, and any depiction of fellow students or IDLA personnel is expressly prohibited without the written permission of the individual, or permission of that individual's parent or legal guardian if the individual is a minor.
 - Any graphic or digital representation must be presented in an appropriate manner in accordance with the local school district's dress code policy. IDLA reserves the right to determine whether a graphic representation is appropriate and to respond accordingly.

B. Access for all users

All IDLA users shall be granted access to as many IDLA services as the available technology and IDLA role will allow. Relevant exploration of the Internet for educational purposes is permissible in IDLA courses within the limitations of compliance with this policy and the acknowledgement that certain sites may be offensive to specific individuals. IDLA will make every effort to ensure that course content will be appropriate to the designated grade-level of that course, regardless of the ages of students enrolled in that course.

C. Intellectual Freedom

- Discussion forums within the IDLA course management system are a free and open forum for expression, including all viewpoints within the role and mission of IDLA. The poster of an opinion should be aware that other community members may be openly critical of such opinions.
- Any statement of personal belief is implicitly understood to be representative of the author's individual point of view, and not that of the IDLA, its administrators, teachers, other staff, or the participating schools. Personal attacks are not an acceptable use of IDLA resources at anytime and IDLA instructional staff or administration should be notified. IDLA does not officially endorse any opinions stated on the network.
- D. Privacy

In guarding the safety of its students and users, there is no reasonable expectation of privacy in any use of the IDLA network by any user. IDLA is a public educational agency and therefore IDLA personnel, both technology specialists and teaching and/or administrative staff, may periodically access accounts, review emails sent or received, internet sites (including any social networking websites) and chat rooms visited, as well as electronic class discussion materials.

4. The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

 Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - o School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - o Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- 5. Responsibilities of IDLA users

With the rights and privileges of participation in the IDLA community come certain responsibilities. IDLA users need to familiarize themselves with these responsibilities.

A. Using appropriate language

Profanity or obscenity will not be tolerated. All IDLA community members must use language appropriate for school situations. Inappropriate language includes, but is not limited to language that is: defamatory, inaccurate, abusive, rude, sexually explicit, threatening, harassing, or racially offensive;

B. Avoiding offensive or inflammatory speech

IDLA users must respect the rights of others both in IDLA courses and in the Internet at large. Personal attacks are an unacceptable use of the network. If an IDLA user is the victim of a personal attack, they are responsible to bring the incident to the attention of an IDLA teacher or administrator.

C. Copyright adherence

IDLA users must respect all copyright issues regarding software, information, and attributions of authorship. The unauthorized copying or transfer of copyrighted materials may result in the loss of IDLA privileges.

D. Plagiarism

IDLA users must not engage in plagiarism, which is the act of presenting other peoples' ideas, writings, or products (written or electronic) by claiming them to be one's own and not giving credit to these sources. Forms of plagiarism include: submitting work that is not your own, failing to properly cite words and ideas that are not your own, using direct wording from another source (even a cited one) without quotation marks, or slightly re-wording phrases from another source and passing the phrases as your own.

E. Cheating

IDLA users must not engage in cheating, which in its various forms includes, but is not limited to: copying another student's work or allowing your work to be copied; allowing someone other than yourself to submit work in your name; using unauthorized assistance on an assessment; allowing someone other than yourself to take an assessment; inappropriate use of a translator in language classes; submitting the same work for multiple courses; or giving answers to other students.

F. Fabricating Data

IDLA users must not engage in fabricating data when completing assignments that require research and/or collecting data. Forms of fabrication include, but are not limited to: falsifying or manipulating data to achieve a desired result; reporting data for an experiment that was not conducted (dry-labbing); or submitting written work with fabricated or falsified sources.

G. Academic Sabotage

IDLA users must not engage in Academic sabotage, which consists of any act that damages another student's work or grade on purpose.

H. False Information

IDLA users must not lie to an instructor, site coordinator, parent, or principal (such as saying an assignment has been completed when it has not, or lying about your grade).

I. Illegal activities

Illegal activities include tampering with IDLA computer hardware or software, unauthorized entry into computers, knowledgeable vandalism or destruction of computer files, or encouraging the use of illegal materials. Use of the IDLA for any illegal activities is prohibited and will result in legal action.

J. System disruption

Intentional or malicious attempts to degrade or disrupt system performance of the IDLA or any other computer system or network are considered criminal activity under state and federal law. IDLA encourages IDLA users to use best practices to avoid unintentional disruption of system performance.

K. Account responsibility

IDLA users have full responsibility for the use of their account. All violations of this policy traced to an individual account name will be treated as the sole responsibility of the owner of that account.

L. User information

IDLA mandates all users to provide current demographic information which includes but is not limited to full name, mailing address, email address, and phone number.

M. Impersonation

All IDLA users must use their own name in the use of the IDLA network. Impersonation (logging in as another user or under a false name) is not allowed. (This prohibition does not extend to activities with curricular objectives, such as role-playing within a class discussion, in which users are not attempting to disguise their identities).

N. Anonymity

All IDLA users must use their name on all communication. Anonymity is not allowed. As an educational network, we believe that individuals are responsible for their actions and words;

O. Representation.

When navigating locations on the Internet or using IDLA tools, IDLA users must conduct themselves as representatives of both their respective schools and the IDLA.

P. Email Communication

Email accounts are required to communicate on the IDLA network, and inappropriate email user account names will not be allowed in the system.

- 6. IDLA assumes no responsibility for Internet access including phone charges, line costs, usage fees, hardware, software, other media, or any other non-specified technology costs associated with a user's connectivity to the Internet or that may be required to access IDLA courses or other instructional resources. IDLA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. IDLA assumes no responsibility for any damages to the user's computer system under any circumstances. The technology requirements of all courses are available on the IDLA website prior to enrollment. Users are solely responsible for acquiring and learning to use all required technology needed to access and complete all online IDLA courses activities.
- 7. Failure to abide by the IDLA Acceptable Use Policy could result in:
 - Report to the local district of the infraction
 - Immediate removal of the user's access to IDLA instructional computing resources, which could result in their inability to complete learning activities and

subsequent course failure.

- Immediate removal of the user from the course.
- Involvement of law enforcement agencies and possible legal action.

IDLA reserves the right to make modifications to the document at any time without prior notification.



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SUBJECT

Higher Education Research Council and Statewide Strategic Plan for Higher Education Research Annual Update

REFERENCE

April 2010	The Board was provided with a summary of the Statewide Strategic Plan for Higher Education Research
October 2010	The Board was provided with an update of the progress made toward the development of the Statewide Strategic Plan for Higher Education Research
December 2011	Board approved the Statewide Strategic Plan for Higher Education Research
December 2012	The Board was updated on the progress made in the Higher Education Research Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

BACKGROUND/DISCUSSION

Board Policy III.W Higher Education Research recognizes the significant role science, technology, and other research play in statewide economic development as well as the need for collaboration and accountability in publicly funded research, to this end, the Higher Education Research Council (HERC) is assigned the responsibility of directing and overseeing the development, implementation, and monitoring of a statewide strategic plan for research. The Statewide Strategic Plan for research will assist in the identification of general research areas that will enhance the economy of Idaho through the collaboration of academia, industry, and/or government. The Research Strategic Plan was completed and approved by the Board in December 2011.

The plan represents the role Idaho's research universities play in driving innovation, economic development, and enhancing the quality of life in Idaho through national and internationally research programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; research challenges and barriers facing universities; research opportunities Idaho should capitalize upon to further build its research base, and steps for achieving the research vision for Idaho's universities. Additional responsibilities of HERC include the management of the Incubation Fund and HERC IGEM Fund programs, in alignment with Board policy and receiving annual reporting from the Center for Advanced Energy Studies (CAES).

This presentation will provide the Board with an update the activities of HERC and the progress made toward meeting the Goarls in the Higher Education Research Strategic Plan. Dr. Mark Rudin is the current chair of HERC and will be available to answer questions.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths could lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation.

ATTACHMENTS

Attachment 1 - Statewide Strategic Plan for Higher Education ResearchPage 3Attachment 2 - Research Strategic Plan Performance Measure ReportPage 16Attachment 3 - Research Activity ReportPage 18Attachment 4 - Incubation Fund project summaryPage 22

STAFF COMMENTS AND RECOMMENDATIONS

The plan is monitored annually and updated as needed based on the work of HERC and direction from the Board. This is the first comprehensive annual report from HERC, and serves as an opportunity for the Board to provide additional feedback and direction to the council.

BOARD ACTION

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

STRATEGIC RESEARCH PLAN FOR IDAHO HIGHER EDUCATION (2012-2017)

Submitted by: State Board of Education Higher Education Research Council

EXECUTIVE SUMMARY

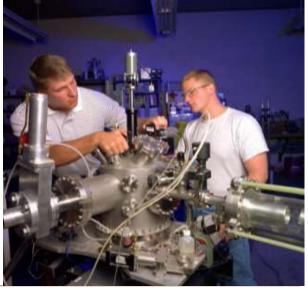
Research is being increasingly acknowledged by industry, government and education as a key factor in the future economic vitality of Idaho. The universities and colleges of Idaho's system of higher education understand the need for greater collaboration in order to be competitive in today's global environment. The vice presidents of research also recognize the need to focus on and emphasize existing strengths and opportunities in Idaho's research community. They developed the following statewide strategic plan for research to ensure the greatest potential for achieving a vital and sustainable research base for Idaho. The strategic plan identifies the key research areas that will become the focal points for research and economic development through partnering among academia, industry, and government in both science and technology.

Research is fundamental to the mission of a university due to its role in knowledge discovery and in providing new ideas for technology commercialization via patents, copyright, licenses, and startup companies. University faculty who engage in research and creative activity are at the leading edge of their respective fields. Research also enhances the national reputation of the faculty and the universities. These faculty and their vibrant research programs attract the best graduate and undergraduate students by providing unique, cutting-edge learning experiences in their research laboratories, studios, field sites, and classrooms. On the most basic level, research strengthens a university's primary product -- innovative, well-educated students ready to enter a competitive workforce.

Research is the foundation of a university's economic development role. The influx of research

dollars from external grants and contracts creates new jobs at the university, along with the attendant purchases of supplies, services, materials and equipment. The results of the research are new knowledge, new ideas, and new processes, which lead to patents, startup companies and more efficient businesses.

Idaho's research universities have strengths and opportunities for economic development in 1) Energy, 2) Natural Resource Utilization and Conservation, 3) Biosciences, 4) Novel Materials and 5) Software Development. By focusing



collaborative efforts in these areas, the research universities will expand research success, public-private partnerships and the overall economic development of the State. Specifically, this collaboration will:

- increase the focus among Idaho universities and colleges on areas of strengths and opportunities;
- create research and development opportunities that build the relationship between the universities and the private sector;
- contribute to the economic development of the State of Idaho;
- enhance learning and professional development through research and scholarly activity; and
- build and improve the research infrastructure of the Idaho universities to meet current and future research needs.

This Statewide Strategic Research Plan for Idaho Higher Education is a tool for identifying and attaining quantifiable goals for research and economic growth and success in Idaho. The plan will be reviewed and updated annually as needed amid the fast-changing pace of research discovery.

VISION

Idaho's public universities will be a catalyst and engine to spur the creation of new knowledge, technologies, products and industries that lead to advances and opportunities for economic growth and enhance the quality of life of citizens of Idaho and the nation.

MISSION

The research mission for Idaho's universities is to develop a sustainable resource base by:

- identifying, recruiting and retaining top faculty with expertise in key research areas;
- building research infrastructure including facilities, instrumentation, connectivity and database systems to support an expanding statewide and national research platform;
- attracting top-tier students to Idaho universities at the undergraduate and graduate levels, and providing outstanding education and research opportunities that will prepare them to excel in future careers;
- raising awareness among state, national and international constituencies about the research excellence and capabilities of Idaho's universities by developing and implementing targeted outreach, programs and policies; and
- collaborating with external public, private, state, and national entities to further the shared research agenda for the state, thereby promoting economic and workforce development and addressing the needs and challenges of the state, region and nation.



GOALS AND OBJECTIES

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

Objective 1.A: Ensure growth and sustainability of public university research efforts.

Performance Measure 1.A.1: Total amount annual research expenditures (broken out by source). Benchmark: 20% increase

Performance Measure 1.A.2: Number of diverse external funding sources.

Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).

Performance Measure 1.B.1: Total amount of ongoing state funding received annually at each of the universities to support CAES activities. Benchmark: \$3M

Performance Measure 1.B.2: Total annual research expenditures derived from external funds on CAES activities (broken out by source). Benchmark: 20% increase

Objective 1.C: Expand joint research ventures among the state universities, including EPSCoR and Institutional Development Award (IDeA) related programs.

Performance Measure 1.C.1: Number of sponsored proposals submitted by an Idaho University that involved a subaward with another Idaho institution of higher education (in either direction). Benchmark: 50% increase

Performance Measure 1.C.2: Number of sponsored projects awarded to an Idaho University that involved a subaward with another Idaho institution of higher education (in either direction). Benchmark: 30% increase

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

Objective 2.A: Increase the number of sponsored projects involving the private sector.

Performance Measure 2.A.1: Number of sponsored projects involving the private sector. Benchmark: 50% increase

Objective 2.B: Increase access for the private sector to state universities facilities.

Performance Measure 2.B.1: Number of university/private sector facility use agreements (in both directions). Benchmark: 50% increase

Performance Measure 2.B.2: Number of sponsored projects with private sector and an Idaho institution of higher education that involves an award or subaward (in either direction). Benchmark: 50% increase

Performance Measure 2.B.3: Number of student internships with private sector. Benchmark: 20% increase

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

Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.

Performance Measure 3.A.1: Number of technology transfer agreements (as defined by AUTM (Association of University Technology managers)). Benchmark: 15% of invention disclosures

Performance Measure 3.A.2: Number of invention disclosures (including plant varieties). Benchmark: 1 for every \$2M of research expenditures

Performance Measure 3.A.3: Number of patent filings (as defined by AUTM). Benchmark: 33% of invention disclosures

Performance Measure 3.A.4: Number of issued patents. Benchmark: 10% increase over previous 4 year average

Performance Measure 3.A.5: Amount of licensing revenues Benchmark: \$380,000 (many independent variable contribute to this number, do to public purpose of institutions these numbers do not cover cost of tech transfer)

Objective 3.B: Increase the number of university start-up companies (includes start-up's outside of Idaho).

Performance Measure 3.B.1: Number of start-up companies. Benchmark: 10% of licenses

Performance Measure 3.B.2: Number of employees at startup companies Benchmark: 10% increase

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

Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.

Performance Measure 4.A.1: Number of undergraduate and graduate students paid from sponsored projects. Benchmark: 20% increase

Performance Measure 4.A.2: Number of faculty and staff paid from sponsored projects. Benchmark: 20% increase

Objective 4.B: Increase the dissemination of research findings.

Performance Measure 4.B.1: Number of external publications. Benchmark: 20% increase

Performance Measure 4.B.2: Number of theses and dissertations. Benchmark: 10% increase

RESEARCH OPPORTUNITIES

Idaho's research universities have developed statewide strengths in strategic research areas that have great potential to drive future economic growth and success. The criteria used to select these areas include: number of faculty and qualifications; peer-reviewed publications and impact; infrastructure (facilities, equipment, information technology, staff); external grant and contract funding; academic programs; student involvement; potential benefit to the State; and technology transfer activity, including patents, licenses, and startup companies. By *focusing*

collective research efforts and resources in these areas, the universities will be on the most efficient and effective route to research success and state-wide economic development. These high impact areas include 1) Energy, 2) Natural Resource Utilization and Conservation, 3) Biosciences, 4) Novel Materials, and 5) Information Management and Software Development.



Energy: Energy is a critical driver of any economy. The projected increases in the population of the world and increases in the standard of living will produce severe strains on the ability to meet the demands of the next few decades. In addition, finite reserves of fossil fuels and pollution from their combustion requires that alternative sources of energy production be developed. The combination of natural resources in Idaho and presence of the Idaho National Laboratory makes energy a natural area of emphasis. Indeed, the three universities with research capabilities already have extensive research projects in this area. The Center for Advanced Energy Studies is an example of the significant investment the three universities and the Idaho National Laboratory have made to develop expertise in nuclear engineering and safety, biofuel production from dairy waste, geothermal exploration, carbon sequestration, energy policy, and energy efficient structures. Intellectual property has already been generated from these products and is licensed. Further growth in these areas not only takes advantage of the strong base but strongly supports economic development through new markets for new product development

Natural Resource Utilization and Conservation: In the broad field of natural resource utilization and conservation, Idaho's universities have expertise in water resources, agriculture, forestry, recreation, and geophysics and geochemical detection and monitoring of groundwater pollutants. For example, university geologists, ecologists, and policy experts are collaborating on broad-ranging research projects that examine and predict the impact of climate change on Idaho's water resources. As water is essential to agriculture, recreation, the ecosystem, and

human health, the universities have research strength in an area of tremendous societal and economic impact. Agriculture remains an important part of the economy of Idaho. Development of new plant varieties with improved resistance to disease and climate change remain an area of importance as does the development of new feeds for domestic fish production. The often competing demands for preservation and exploitation put on the environment require understanding of the various ecosystems in the state and region as well as societal and economic impacts of policy decisions. The future economic success of the state will rely on a deep understanding of these processes.

Biosciences: Idaho's universities have well-established research programs in selected areas of

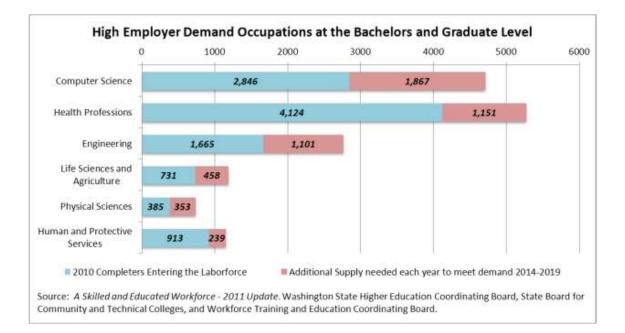
biosciences. Faculty at Idaho University engaged in research related to human health and the treatment of cancer and other genetic related disorders. University microbiologists and



informatics experts are also studying real-time change in pathogenic microorganisms that enable them to become resistant to drugs and chemical toxins thus resulting in worsening human disease and mortality rates as well as in domestic and wild animals, food plants and trees. These phenomena are having a significant negative impact on Idaho's agriculture and forests. Further stress is being put on these important commercial sectors through climate variability. Research in these areas is critical for preserving important economic sectors of Idaho's economy while addressing future global needs.

Novel Materials: The global materials industry is worth an estimated \$550 billion, conservatively. Materials revolutionize our lives by offering advanced performance and new possibilities for design and usage. For example, the market for biocompatible materials has grown from a few to \$60 billion in the past decade. Market size is growing for materials in emerging areas such photonic materials, electronic and dielectric materials, functional coatings, and green materials. Materials research in Idaho is conducted by a wide range of scientists in diverse fields. Current materials researchers in Idaho cover a broad spectrum of specializations, including semiconductor device reliability, microelectronic packaging, shape memory alloys, DNA machinery, environmental degradation, materials for extreme environments, biomaterials and bio-machinery, materials characterization, and materials modeling. Nanoscale materials and devices, functional materials and their uses and materials for energy applications are a focus of research throughout the state. These areas of research are highly synergistic with local industries and the Idaho National Laboratory (INL). Access to materials characterization equipment and processing laboratories has resulted in collaborations with small businesses and start-up companies.

Information Management and Software Development: Device control and information management are an essential part of 21st century life and, therefore, are an important part of educational requirements. For instance, large amounts of sensitive data are collected, processed, and stored electronically but must be accessed and moved in order to have any impact. In fact, many systems are computer controlled through networks. These include such things as the electric transmission grid and transportation in major cities. The universities are beginning to develop research expertise in software development and data management lifecycle design and operations and secure and dependable system design and operations. This area provides a significant area of opportunity for economic development in Idaho as well as for improving the global competitiveness of the United States. There are already a significant number of firms in Idaho whose interests are in software development for device control, information management and processing. In addition, many of the major research projects being undertaken in the region by various state and federal agencies as well as the universities require the handling of significant amounts of data in a secure and dependable fashion. Each university has some expertise in this area but not a critical mass. Currently, research funding in the universities from private and governmental sources is limited by the number of qualified personnel. In addition, within Idaho there is a high demand for graduates at all levels in computer science.





EXTERNAL FACTORS: IDAHO RESEARCH ADVANTAGES AND CHALLENGES

RESEARCH ADVANTAGES

Idaho Global Entrepreneurial Mission (IGEM): The Governor and legislature of the State of Idaho have created the IGEM initiative to leverage the talent and expertise of Idaho's research universities to strengthen Idaho's economy through job creation and commercialization of technologies in partnership with the private sector. This unique and dynamic partnership between the state, private sector, and the Idaho universities will create new ideas, products and companies that lead to higher-paying jobs and a stronger economic foundation for our state.

The Idaho National Laboratory (INL) and the Center for Advanced Energy Studies (CAES): Idaho is fortunate to be home to the Idaho National Laboratory, one of only 20 national laboratories in the U.S. The INL's unique history and expertise in nuclear energy, environmental sciences and engineering, alternative forms of energy, and biological and geological sciences and related fields provides an excellent opportunity for research collaboration with Idaho's university faculty in the sciences, engineering, business and other fields.

CAES established at the request of the U.S. Department of Energy, is a public-private partnership that includes Idaho's research universities—Boise State University, Idaho State University, and the University of Idaho—and the Battelle Energy Alliance (BEA), which manages the INL. The CAES partners work together to create unique educational and research opportunities that blend the talents and capabilities of Idaho's universities and the INL. A 55,000 square-foot research facility in Idaho Falls supports the CAES energy mission with laboratory space and equipment for students, faculty, and INL staff in collaborative research projects. The State of Idaho invested \$3.2M in direct support of the three Idaho research universities during FY09 and FY10. During these first two years, the CAES partners won \$24M in

external support for CAES research that has contributed to both scientific advances and economic development in the state and region.

Natural Resources: Idaho's beautiful natural resources are well known to fishermen, hunters, skiers, and other outdoor enthusiasts. Through its rivers, forests, wildlife, geological formations, and rangelands, Idaho itself is a unique natural laboratory for geological, ecological, and forestry studies. Idaho is home to some of the largest tracts of remote wilderness in the lower 48 states. In addition, the proximity of Yellowstone National Park and the Great Salt Lake provide additional one of a kind opportunities for ecology and geology research.

Intrastate Networks: The existing networks within the state, including agricultural extension services and rural health networks, provide a foundation for collecting research data from across the state, and rapidly implementing new policies and practices as a result of research discoveries.

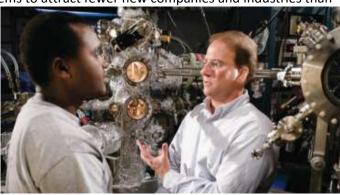
Coordination among Universities in Advancing Research and Economic Development (technology transfer): By and large the research universities continue to coordinate and share their technology transfer and economic development activities. This not only increases each university's competitiveness at the national and state level but also decreases the costs for achieving a particular goal.

RESEARCH CHALLENGES

Economy: The current economic recession is the most severe downturn most of us have seen in our lifetimes. The immediate effects of this recession on university research are state-wide budget cuts, with results that include hiring freezes, loss of university faculty and staff, higher teaching loads for faculty (with correspondingly less time for research), and delayed improvements in research infrastructure, including major equipment.

However, it is not only the current recession which threatens Idaho university research. Idaho has relatively few industries, and seems to attract fewer new companies and industries than

other states. When one major sector suffers, as agriculture is at the present time, the entire state suffers. As state institutions, the research universities suffer. Over time, a relatively slow state economy leads to at least two problems: 1) recruitment and retention of faculty, who go to institutions offering higher salaries, more startup money, and



better infrastructure; and 2) aging infrastructure, keeping Idaho researchers behind their national peers in terms of having the most up-to-date facilities and equipment. Without proper infrastructure, Idaho research faculty is at a distinct disadvantage in competing with peers across the nation for federal grants.

Competition from Other Universities: In research, university faculty competes nationally for grant funds from federal agencies such as the National Science Foundation, Department of Energy, and the National Institutes of Health. Many other universities are well ahead of Idaho's universities in terms of state funding per student, patent royalty income, endowments, etc., and are able to move ahead at a faster pace, leaving Idaho universities further behind as time goes on.

University Culture: Each of Idaho's research universities aspires to greater levels of achievement in research and creative activity, and to emphasize economic development outcomes along with success in basic and applied sciences, engineering and other scholarly pursuits. It is expected in the future that faculty at each of the universities will be rewarded in annual performance reviews for invention disclosure, entrepreneurial engagement, outreach activities and interdisciplinary research along with the traditional value placed on archival publication and external research funding. There is world-class research in Idaho that is recognized on national and international levels in selected fields of endeavor. This is increasing with new research-active faculty hires at each institution. There are some cultural differences among faculty manifested by discomfort with change aimed at increasing research volume making Idaho's universities more nationally competitive. These concerns often lessen as faculty from the various universities, private sector professionals and national laboratory staff work together in collaborative research and related instruction in state-of-the-art activities.

Vastness of State and Distances Between Schools: Although the distances between the research universities is not much different from those in other western states, the topography of Idaho increases the time and cost required for travel well beyond those experienced in other states. This fact discourages collaborations between faculty members and administrators at



the different research universities as well as between universities and other entities within Idaho. Although video conferencing can alleviate this problem, there is limited capability at each university. There is also the continuing problem of finding funds to pay for the necessary connectivity between the universities as well as to the world outside of Idaho.

Data Issues: There is very little long-term, quality data available on the research enterprise or economic development. The data that exists are scattered among various entities in a variety

of formats thus make it hard to centralize and use. Furthermore, there is no one entity responsible for collecting, analyzing and dispersing it. This is also true for many of the sectors that will strongly influence the future economic impact of Idaho. While there are large amounts of data that have been collected on watersheds, forests and agricultural operations and the environment—to name a few—they are distributed across a number of agencies and individuals within those agencies. Worse yet, much of this information is lost every time a researcher retires.

Private Sector Support: Idaho has very little high-technology industry within its borders. This reduces the potential for developing an applied research initiative within the universities that, in many states, provides one important arm of economic development and technology transfer. This also means that it is much harder to develop those private/public partnerships that provide the universities with additional capital to construct research are technology transfer facilities. Idaho's relatively small population of 1.6 million people limits the potential tax revenue for support public institutions, but improves participation in research surveys and hearings for establishing public opinion.

Fragmented Economic Development Initiatives: There are seemingly too many economic development initiatives in Idaho and they are not well coordinated. It is imperative that state, university, and community initiatives work together toward common and agreed to goals. As it is, little progress is being made towards developing an economic strategy for the state that includes the research universities and little money has been secured to drive the economic development process. In fact, it is not uncommon to find that different entities in Idaho are competing against each other.

National and International Recognition: While each Idaho research university has faculty members that can successfully compete on the national and international scene for research funds, no one university has the necessary reputation, breadth of faculty expertise or facilities to compete for the large projects that are necessary to establish a national or international reputation and substantially grow its research funding.

Lack of Diversity: The population of faculty, staff and students at each of the three research universities, like that of the State, is fairly homogeneous. This lack of diversity—be it cultural,

socio-economic or ethnic—hurts the universities and surrounding communities in several different ways. First, it makes recruitment of students, faculty and staff from under-represented groups more difficult. Second, it is noted on accreditation reports and, as such, is a negative reflection on the institution. Finally, it limits the competitiveness of the university in several federal agencies where plans for including under-represented groups in the program are a key element of the proposal.



Performance Measure	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Amount of ongoing state funding received annually at each of the universities to support CAES activities	A. 500 100	<u> </u>	<i></i>	A. 200 500	<i>.</i>
	\$1,603,100	\$1,752,943	\$1,741,582	\$1,709,538	\$1,894,080
Number of graduate degrees resulting from CAES-related activities each year	34	59	57	197	211
Annual expenditures derived from external funds on CAES activities	NA	NA	\$4,495,747	\$4,818,337	\$5,849,927
Number of collaborative, sponsored proposals submitted	18	19	16	75	106
Number of collaborative, sponsored projects awarded	14	12	13	53	48
Number of university/private sector facility use agreements (in both directions)	NA	NA	NA	49	840
Number of proposed sponsored projects with private sector	105	95	124	150	157
Number of awarded sponsored projects with private sector	97	128	105	92	108
Number of student internships	1,779	1,931	2,293	2,688	2,905
Number of faculty conducting research in external facilities	NA	NA	NA	99	167
Number of private sector personnel conducting research in residence at university facilities	NA	NA	NA	NA	19
Number of joint university/industry workshops	NA	NA	NA	NA	474
Number of technology transfer agreements	10	25	29	35	26
Number of invention disclosures	39	39	57	55	43
Number of non-disclosure agreements	22	CT.	го	60	46
Number of patent filings	33 29	65 36	58 63	60 41	46 39
Number of issued patents	7	30 14	16	41	33
Amount of licensing revenues	, \$404,772	\$203,201	\$289,798	\$478,891	\$404,153
Number of start-up companies	1	0	1	0	3
Number of jobs created by startup companies	2	0	8	0	12
Number of undergraduate students supported by sponsored projects	NA	NA	972	846	782

Performance Measure	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Number of graduate students supported by sponsored projects	NA	NA	1,706	1,610	1,615
Number of faculty and staff PAID BY sponsored projects	778	653	2,121	2,113	2,310
Number of peer-reviewed publications (students and faculty)	203	243	228	1,629	1,442
Number of theses and dissertations	409	446	490	487	563
Number of STEM events promoting research-related activities	NA	NA	NA	NA	467
Number of K-12 students involved in research presentations and instruction	NA	NA	NA	NA	37,686
Number of proposals targeted for research equipment, facilities, and services	18	17	20	16	17
Number of awards for research equipment, facilities, and services	8	14	6	8	8
Amount of space dedicated to research	1,186,019	695,954	879,867	963,253	961,123

University of Idaho - FY2013 Research Activity Report

Awards for the Period July 1, 2012 through June 30, 2013

	Federal	State	Industry	Other	Total	% of Grand	% of Sponsor
						Total	Total
Instruction:							
Sponsored Programs	\$ 2,406,587.00	\$ 100,266.00	\$ 20,000.00	\$ 8,778.99	\$ 2,535,631.99		2.86%
	\$ 2,406,587.00	\$ 100,266.00	\$ 20,000.00	\$ 8,778.99	\$ 2,535,631.99	2.13%	
Research:							
Sponsored Programs	\$ 60,366,812.04	\$ 3,592,388.53	\$ 1,871,585.86	\$ 3,721,006.61	\$ 69,551,793.04		78.92%
Sponsored ARRA Stimulus Funding	442,491.00				442,491.00		
Federal Land Grant Appropriations (FFY13)	2,469,263.00				2,469,263.00		
State Research/Endowment Appropriations		15,571,391.00			15,571,391.00		
Subtotal Research:	\$ 63,278,566.04	\$ 19,163,779.53	\$ 1,871,585.86	\$ 3,721,006.61	\$ 88,034,938.04	74.05%	
Public Service:							
Sponsored Programs	\$ 14,524,405.56	\$ 1,358,298.30	\$ 12,572.82	\$ 215,756.61	\$ 16,111,033.29		18.22%
Sponsored ARRA Stimulus Funding	44,889.00				44,889.00		
Federal Land Grant Appropriations (FFY13)	2,505,561.00				2,505,561.00		
State Extension Appropriations		9,659,816.79			9,659,816.79		
Subtotal Public Service:	\$ 17,074,855.56	\$ 11,018,115.09	\$ 12,572.82	\$ 215,756.61	\$ 28,321,300.08	23.82%	
Construction:							
Sponsored Programs	-	-	-	-	-	0.00%	0.00%
Total Sponsored Programs Funding & ARRA Funding Only	\$ 77,785,184.60	\$ 5,050,952.83	\$ 1,904,158.68	\$ 3,945,542.21	\$ 88,685,838.32		
Percent of Total Sponsored Programs	88%	6%	2%	4%	100%		100%
Grand Total of All Funding Per Category	\$ 82,760,008.60	\$ 30,282,160.62	\$ 1,904,158.68	\$ 3,945,542.21	\$ 118,891,870.11		
Percent of All Funding	70%	25%	2%	3%	100%	100%	

Expenditures for the Period July 1, 2012 through June 30, 2013

	Federal	State	Industry	Other	Institutional	Total	% of Grand	% of Sponsor
							Total	Total
Instruction:								
Sponsored Programs	\$ 3,433,703.66	\$ 82,894.72	\$ 13,878.47	\$ 5,082.56	\$ 416,460.32	\$ 3,952,019.73		4.64%
State Board of Vocational Ed (ARRA Pass Thru)	(5,496.40)					(5,496.40)		-0.01%
Other Sources		\$ 2,000.42			28,601.46	30,601.88		
	\$ 3,428,207.26	\$ 82,894.72	\$ 13,878.47	\$ 5,082.56	\$ 445,061.78	\$ 3,977,125.21	3.08%	
Research:								
Sponsored Programs	\$ 49,453,827.70	\$ 2,912,555.74	\$ 2,254,637.39	\$ 1,105,015.97	\$ 7,031,359.34	\$ 62,757,396.14		73.73%
Sponsored ARRA Stimulus Funding	1,349,432.21					1,349,432.21		1.59%
Federal Land Grant Appropriations	3,182,394.00					3,182,394.00]	
State Research Appropriations		13,964,144.86				13,964,144.86		
State Endowment/Other Appropriations		5,019,493.31				5,019,493.31		
Other Sources			349,628.05	1,582,901.13	7,685,603.57	9,618,132.75		
Subtotal Research:	\$ 53,985,653.91	\$ 21,896,193.91	\$ 2,604,265.44	\$ 2,687,917.10	\$ 14,716,962.91	\$ 95,890,993.27	74.29%	
Public Service:								
Sponsored Programs	\$ 13,923,661.34	\$ 748,216.15	\$ 13,914.17	\$ 81,451.99	\$ 1,609,729.65	\$ 16,376,973.30		19.24%
Sponsored ARRA Stimulus Funding	144,950.22					144,950.22		0.17%
Federal Land Grant Appropriations	2,291,161.17					2,291,161.17		
State Extension Appropriations		9,665,047.58				9,665,047.58		
Other Sources					186,785.60	186,785.60		
Subtotal Public Service:	\$ 16,359,772.73	\$ 10,413,263.73	\$ 13,914.17	\$ 81,451.99	\$ 1,796,515.25	\$ 28,664,917.87	22.21%	
Construction:								
Sponsored Programs	\$ 517,650.57	\$-	\$ -	\$ -	\$ 26,735.72	\$ 544,386.29	0.42%	0.64%
Total Sponsored Programs Funding & ARRA Funding Only	\$ 68,817,729.30	\$ 3,743,666.61	\$ 2,282,430.03	\$ 1,191,550.52	\$ 9,084,285.03	\$ 85,119,661.49		
Percent of Total Sponsored Programs	81%	4%	3%	1%	11%	100%		100%
Grand Total of All Funding Per Category	\$ 74,291,284.47	\$ 32,392,352.36	\$ 2,632,058.08	\$ 2,774,451.65	\$ 16,985,275.66	\$ 129,077,422.64	100%	
Percent of All Funding	58%	25%	2%	2%	13%	100%		

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Sponsored Project Activity Report FY2013

Awards for the Period July 1, 2012 through June 30, 2013

	Federal	State	Industry	Other	Total	% of Grand
Activity Type						Total
Instruction:						
Sponsored Programs	\$ 2,560,750	\$ 1,535,731	\$ -	\$ 3,002,459	\$ 7,098,940	22.63%
Research:						
Sponsored Programs*	\$ 12,420,978	\$ 911,572	\$ 106,398	\$ 390,499	\$ 13,829,447	
Construction	\$ -	\$ -	\$ -	\$ -	\$ -	
State Research Appropriations	\$ -	\$ 77,000	\$ -	\$ -	\$ 77,000	
Subtotal Research	\$ 12,420,978	\$ 988,572	\$ 106,398	\$ 390,499	\$ 13,906,447	44.33%
Other Sponsored Activities:						
Sponsored Programs*	\$ 9,066,782	\$ 632,996	\$ 6,999	\$ 655,109	\$ 10,361,886	
Construction					\$ -	
Subtotal Other Sponsored Activities	\$ 9,066,782	\$ 632,996	\$ 6,999	\$ 655,109	\$ 10,361,886	33.03%
Grand Totals	\$ 24,048,510	\$ 3,157,299	\$ 113,397	\$ 4,048,067	\$ 31,367,273	
Percent of Grand Total	76.67%	10.07%	0.36%	12.91%	100%	100%

Expenditures for the Period July 1, 2012 through June 30, 2013

		Federal	State	Industry	Other	Totals	% of Grand
Activity Type							Total
Instruction:							
Sponsored Programs	\$	2,713,777.62	\$ 1,391,607.21	\$ 492.33	\$ 2,461,781.45	\$ 6,567,658.61	17.68%
Research:							
Sponsored Programs	\$	16,039,458.29	\$ 474,134.07	\$ 211,464.61	\$ 976,849.32	\$ 17,701,906.29	
Construction	\$	116,846.72	\$ -	\$ -	\$ -	\$ 116,846.72	
State Research Appropriations	\$	-	\$ 53,224.16	\$ -	\$ -	\$ 53,224.16	
Subtotal Research	\$	16,156,305.01	\$ 527,358.23	\$ 211,464.61	\$ 976,849.32	\$ 17,871,977.17	48.12%
Other Sponsored Activities:							
Sponsored Programs*	\$	6,974,960.41	\$ 473,642.72	\$ 3,286.97	\$ 1,019,093.86	\$ 8,470,983.96	
Construction	\$	4,232,782.56	\$ -	\$ -	\$ -	\$ 4,232,782.56	
Subtotal Other Sponsored Activities	\$	11,207,742.97	\$ 473,642.72	\$ 3,286.97	\$ 1,019,093.86	\$ 12,703,766.52	34.20%
Grand Totals	\$	30,077,825.60	\$ 2,392,608.16	\$ 215,243.91	\$ 4,457,724.63	\$ 37,143,402.30	
ercent of Grand Total		80.98%	6.44%	0.58%	12.00%	100%	100%

*Totals do not include construction project activity. Construction project information has been identified separately.

Idaho State University Office for Research Economic Development Award Breakdown by Funding Agency Type and Project Type July 1, 2012 through June 30, 2013

	Federal	State	Industry	Other	Totals	Percent of Total
	recerai	State	muustry	Other	Totals	Percent of Total
Research	4,801,909	3,473,636	1,712,699	740,416	10,728,660	45%
Training and Instruction	1,645,572	2,234,222	1,698,643	268,692	5,847,129	24%
Other/Public Service	434,106	6,427,694	208,958	288,806	7,359,564	31%
Construction	-	-	-	-	-	0%
Totals	6,881,587	12,135,552	3,620,300	1,297,914	23,935,353	100%
Percent of Total	29%				100%	

File Name: Annual Awards FY2013

IDAHO STATE UNIVERSITY

SPONSORED PROJECT EXPENDITURE REPORT FY2013

Expenditures for the Period July 1, 2012 through June 30, 2013

	Federal	State	Industry	Other	Totals	
Training and Instruction	\$7,925,706	\$478,643	\$519,972	\$629,224	\$9,553,545	33%
Research	\$13,205,788	\$116,833	\$937,969	\$663,131	\$14,923,721	51%
Other/Public Service	\$4,207,964	\$148,635	\$295,078	\$5,474	\$4,657,151	16%
Totals	\$25,339,458	\$744,111	\$1,753,020	\$1,297,828	\$29,134,417	
Percent of Total	87%	3%	6%	4%	100%	100%

TAB 4 Page 21

Number	Institution	<u>PI</u>	Project	Award	Faculty Involved	Students Involved	Patents	<u>Copyrights</u>	<u>Licenses</u>	<u>Options</u>	License or Option Revenue	Start Ups Spin Outs	Industry Involvement	OTT Ref. #
IF11-004	BSU	Greg Hampikian	MSM Micro Pumps	\$ 49,382.00	2	2	Provisionals filed 61/560,603 and 61/507,991; combined for utility filing 13/550,386 on 7/16/12	n/a	n/a	n/a	n/a	n/a	Testing with Lockheed Martin; International MSM Conference held at BSU 6/3	90 and 96 (combined 122)
IF11-010	ISU	Alok Buhshan	Cancer Drug	\$50,000		2	1	0	0	0	0	0	no	n/a
IF11-011	U of I	Stephen L. Love	Propagation Capability	\$ 49,770.00	1	0	N/A	N/A	1	0		Idaho start-up company created around technology. Company called Native Roots, LLC.	Conservation Seeding & Restoration, Inc.	10-023
IF11-012	U of I	Erik R. Coats	Production Facility	\$ 50,000.00	2	1	none filed	N/A	0	0		0	Inventor secured an attional \$120K from Idaho Dairymen and is now using the pilot scale systems in a \$300K / 3 year grant from NSF.	10-019
IF11-013	U of I	Kerry C. Huber	Potato-Based RS	\$ 50,000.00	2	1	Two Patent Cooperative Treaty (PCT) applications filed.	N/A	Being negotiated	0		0	Simplot funded research associated with technology.	09-028 & 10- 004
IF11-016	U of I	Kenneth Cain	Probiotic Bacterial Strains	\$ 33,848.00	1	2	Issue fee for patent allowance paid 7/25/13.	N/A	1	0		0	Clear Springs Foods, Inc.	09-002
IF11-018	U of I	David McIlroy	Nano spring Coatings	\$ 50,000.00	0	1	US utility application filed. Selection of foreign patent applications made in June/July 2013.	N/A	0	1		Idaho start-up company created around technology. Company called MJ3 Technologies, LLC.	Using project results, MJ3 was able to secure \$150K NSF Phase I funding. Some of the tasks under this SBIR awarded are subcontacted to UI.	10-018
IF12-001	BSU	Warren Barrash	Pump n Pack	\$ 50,000.00	2	2	Provisional filed 11/22/10 (61/416,200) and utility filed 9/14/11 (13/232,876); PCT filed but BSU has declined to nationalize	4	n/a	n/a	n/a	n/a	Collaboration with Stanford and Eni; using the IP currently in Italy: PI took this IP to Stanford for funding from Eni (not Boise State)	71
IF12-003	BSU	Greg Hampikian	MSM Micro Pumps	\$ 50,000.00	2	2	Provisionals filed 61/560,603 and 61/507,991; combined for utility filing 13/550,386 on 7/16/12	n/a	n/a	n/a	n/a	n/a	Testing with Lockheed Martin; International MSM Conference held at BSU 6/3	90 and 96 (combined 122)
IF12-005	BSU	Owen McDougal	3 Industrial Cleaners	\$ 49,600.00	1	5	n/a	n/a	n/a	n/a	n/a	n/a	SRA and CDA with BHS Marketing, LLC.	Not disclosed to OTT
IF-12-011	ISU	Doug Wells	electron linear accelerator	\$50,000	4	3	Application filed. 13/100,324. No action from USPTO yet.	0	0	0	0	0	ecify work in joint develo	n/a
IF12-014	U of I	Dean Edwards	A high performance, horizontal plate battery for plug-in, hybrid electric vehicles (PHEVs)	\$ 44,000.00	3	6	none filed	N/A	0	0		0	0	11-006
IF12-015	U of I	Suat Utku Ay	SSLAR Imaging system for surveillance camera markets	\$ 50,000.00	1	2	PCT application filed	N/A	0	0		0	0	08-022 & 09- 016
IF12-017	UofI	Richard Wall	Development of an independent fault monitor to increase safety and marketability of the advanced accessible pedestrian system	\$ 39,400.00	1	4	none filed	N/A	0	0		0	Campbell Company	11-011
IF13-001	U of I	Patrick Hrdlicka	Development of diagnostic kits for gender determination of animal embryos	\$ 50,000.00	1	1	PCT application filed.	N/A	1	0		0	Company name confidential	11-020

IF13-002	U of I	Kenneth Cain	"Natural occurring" probiotic bacterial strains	\$ 50,000.00	1	1	Issue fee for patent allowance paid 7/25/13.	N/A	1	0		0	Aquatic Life Sciences,Inc.; Uath Fisheries Experiemntal Station; and USDA Aquatic animal Health Research Unit conducting fish trials.	09-002
IF13-003	U of I	An Chen	Development of an energy integrated FRP- confined precast sandwich roof panel for green buildings	\$ 50,000.00	1	2	PCT application filed	N/A	0	0		Results from this project were used to secure a 3 year \$1.5 million dollar award from U.S. Dept of Energy/ Energy Efficiency & Renewable Energy Office. Project titled "Energy Efficient Integrated FRP-confined Sandwich Roof System"	Missouri Structural Composites, LLC	11-025
IF13-004	U of I	Jon Van Gerpen	Ultrafast fermentation	\$ 45,100.00	1	1	PCT application filed.	N/A	0	1		Idaho start-up company formed around this technology. Company called Ruckus Fermentation, Company.	0	12-002
IF13-005	U of I	Brian He	Advancing glycerol conversion technology for commercialization for sustainable biodiesel industry	\$ 50,000.00	2	1 collaborator (and technology inventor) from MSU-Northern Bio-Energy Center	US utility filed.	N/A	0	0		0	0	11-022
IF13-006	BSU	Tinker	Staph Vaccine	\$ 50,000.00	2	5	Two patents filed (parent 13/328,686 and CIP 13/896,854)	n/a	*Exclusive Technology Brokerage Agreement with Dr. Brian Mitchell	n/a	n/a	n/a	Partnered with DairyTeam Veterinary Consulting; Exclusive Brokerage Agreement for licensing; written in USDA Grant Proposal	93
IF13-007	BSU	Lujan	Bone Fracture Analysis	\$ 27,000.00	1	2	n/a	n/a	n/a	n/a	n/a	n/a		Not disclosed to OTT
IF14-002	BSU	Greg Hampikian	Liposome delivery of	\$ 50,000.00										
IF14-004	BSU	Maria Mitkova	Structure to improve	\$ 45,750.00										
IF14-005 IF14-008	BSU BSU	Peter Mullner	Integral 3-D straing	\$ 45,750.00										
IF14-008 IF14-009	ISU	Gang-Ryung Uh Guang Yan	Cationic Prodrugs	\$45,800.00 \$50,000	1	1	0	0	0	0	0	0	no	n/a
IF14-005	U of I	Patrick Hrdlicka	Production of gender-	\$ 50,000.00	1	1	PCT application filed.	N/A	1	0	0	0	Company name	11-020
IF14-013	U of I	Daniele Tonina	Thermal scour-deposition chain	\$ 45,800.00	1	2 collaborators (and technology inventors) from the US Forest Service and former student now at CH2M Hill.	US utility application filed.	N/A	0	0		0	CH2M Hill and US Forest Service Rocky Mountain Research Station	12-009

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SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – First Reading

REFERENCE

February 2011	Board approved first reading of amendments to Board policy I.J. specific to the alcohol possession and consumption section in relation to NCAA events.
April 2011	Board approved second reading of amendments to Board policy I.J. specific to the alcohol possession and consumption section in relation to NCAA events.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J. Use of Institutional Facilities and Services with Regard to the Private Sector.

BACKGROUND/DISCUSSION

Board Policy I.J. specifies that institution facilities should be used for educational purposes related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. Questions have arisen regarding the facilities use that may be in competition with the private sector and providing educational experiences related to the program of study the student may be enrolled in.

To address these questions, amendments are being proposed that indicate the facilities may be used in competition with the private sector; however, said use must be to the benefit of a specific education program of the institution.

IMPACT

Approval of the changes will allow for clarity in the administration of this Board policy.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy I.J. Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Following the request by Idaho State University to operate the Bengal Pharmacy at the February 2013 Board meeting, there was discussion regarding the need to further clarify the language in Board policy I.J. Additionally, during the work on amendments to Board policy V.M. Intellectual Property, there was some confusion regarding the prohibition to compete with the private sector in Board policy I.J. and the Board's interest in facilitating the movement of intellectual property out of the institutions. It has been clarified with those concerned that this language is specific to the use of facilities and the management of intellectual property is controlled through Board policy V.M.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector

April 2011 February 2014

- 1. Use of Institutional Facilities and Services
 - a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should shall be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector, unless said use is for the benefit of a specific educational program of the institution and the institution has received prior Board approval. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged. A short term rental or lease of facilities for private use is not prohibited.
 - b. Priority and guidelines for use of institutional services and facilities is as follows:
 - i. Institutionally sponsored programs and projects.
 - ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
 - iii. Local, state, or federally sponsored programs and projects.
 - iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.
- 2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities
 - a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize

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

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

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

provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

- viii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.
- ix. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- x. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- xi. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.
- xii. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic

beverages then in possession of the participants of the event prior to closure of the event.

- xiii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.
- c. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games may be permitted with prior Board approval. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting, for the ensuing football season. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The Board will review the proposal under the following criteria and, upon such review, may also apply further criteria and restrictions in its discretion. An institution's proposal shall be subject to the following minimum conditions:
 - i. The area must be for sponsors to entertain clients/guests for home football games. Attendance is limited to adult patrons and guests who have received a personal written invitation and must not be open to access by the general public.

For pre-game events held in institution stadium suite areas, only patrons who hold tickets to seats in the area shall be allowed into the area during games.

ii. The event must be conducted during pre-game only, no more than threehours in duration, ending at kick-off.

For events held in institution stadium suite areas, the sale of alcohol must begin no sooner than three hours prior to kick off and must end at the start of the 4th quarter to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

iii. The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued. A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age. Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, no one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. For events held in institution stadium suite areas adult patrons may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such adult patrons.

- iv. Companies involved in the event must be sent a letter outlining the location and Board alcohol policy. The letter must state the minimum drinking age in Idaho is 21 and that at no time should such companies allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.
- v. Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- vi. The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- vii. Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.
- viii. Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
- ix. Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

- x. A report must be submitted to the Board annually after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football game days.
- d. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football bowl games shall be permitted only with Board approval under the same conditions i. through x, as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be \$5,000,000.
- e. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.
- 3. Alcohol-making or -distributing companies shall not be allowed to advertise goods or services on campus grounds or in any institutional facilities.

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SUBJECT

Idaho Division of Professional Technical Education Interim Administrator Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures IV.E.

BACKGROUND/DISCUSSION

Todd Schwarz, the current Administrator for the Division of Professional Technical Education (PTE), has accepted a position with the College of Southern Idaho, effective January 1st, 2014. The Board office has initiated a search for a new Administrator. Staff anticipates it will take a minimum of two months to complete the process with a targeted start date for the new Administrator no later than July 1, 2014.

The Executive Director is recommending the appointment of Dr. Vera McCrink as the Interim Administrator during the hiring process. Dr. McCrink has served as the Associate Administrator for PTE since October 2010. Dr. McCrink has a long history of service to the state and professional-technical education, as outlined in Attachment 1. Her appointment to the interim position will assure continuity for PTE throughout the hiring process.

ATTACHMENT

Attachment 1 – Dr. Vera McCrink Resume

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There is no prohibition for the interim appointment to apply for the Administrator position.

Staff recommends approval.

BOARD ACTION

I move to appoint Dr. Vera McCrink as the Interim Administrator for the Division of Professional-Technical Education and to set her salary at \$44.95/hr (\$93,496 annually), effective January 1, 2014.

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Resume Vera A. McCrink, Ph.D.

Education

- 2000 Ph.D. with a major in Education, University of Idaho, Moscow, ID
- 1995 M.Ed. with a major in Vocational Education, University of Idaho, Moscow, ID
- 1992 B.S. with a major in Management/Health Care, Park University(formerly Park College), Parkville, MO
- 1982 A.A.S. with a major in Respiratory Therapy, Sinclair Community College, Dayton, OH
- 1975 Diploma, Entry-Level Respiratory Therapist Program, Miami Valley Hospital, Dayton, OH (transcript not available)

Professional Experience

October 2010 - Present, Associate Administrator, Idaho Division of

Professional-Technical Education (PTE), Boise, ID

- Worked with Administrator to develop the Framework which depicts the connection of secondary and postsecondary PTE student learning outcomes. Working on operationalizing this Framework.
- Actively involved with the Technical College Leadership Council (TCLC) with membership of the six technical college Deans, working toward a vision of a Technical College System.
- Streamlined and defined process for postsecondary curriculum changes including documents and timelines.
- Worked with Tech Prep Task Force to gather input for changes needed in this advanced learning opportunity. Assisted with changes to Board policy and will work toward operationalizing changes beginning fall 2013.
- Led state-wide initiative for the C3T grant through the Department of Labor (DOL). Set agendas, facilitated discussions, updated action items, moved the grant project forward on the proper timeline. Assured involvement of the DOL, PTE Deans, Department Chairs, faculty, and grant writers. Kept the Office of the State Board informed of progress. Worked through difficult issues that arose.
- Worked with Administrator and Chief Fiscal Officer to re-write the PTE Strategic Plan to align with the State Board's strategic plan. Kept in the forefront the PTE hallmarks of the secondary go-on rates and the postsecondary job placement rates. Helped to develop the operational planning for the PTE Strategic Plan by defining the performance measures and benchmarks.
- Assisted with updating the annual Performance Measurement Report for the Division of Financial Management through the State Board of Education office.

- Attended CAAP meetings to provide PTE input. Worked with the State Board of Education Chief Academic Officer on policy changes to assured PTE's needs were addressed.
- Conducted searches for several positions in PTE that included announcement review, selection and oversight of screening committees, developing questions for interview, interviewing candidates, and checking references of finalists. Worked through several personnel issues and attended Progressive Discipline Guidance workshop.
- Oversee the Workforce Training Network including the development of a strategic plan, data collection, and routine meetings to help foster a Technical College System approach to non-credit offerings.
- Presented the PTE opening address for the annual PTE Summer Conference June 2011.
- Attended meetings of the Workforce Development Council, Region II, III, and IV Superintendents, and CWI Advisory Council.
- Member of the Data Management Council, Common Core Development Committee, and STEM Summit Planning group.
- Worked with Administration to develop a re-working of the "10" system used by the secondary schools to initiate, track, and request reimbursement for the partial added-cost funding of secondary PTE programs.
- Served on the search committee for the Eastern Idaho Technical College President. Reviewed applications, interviewed semifinalists, and interviewed finalists with the State Board of Education Chair and another State Board of Education member.

July 2009 – October 2010, PTE Division Dean, College of Western Idaho

- Developed CWI Faculty Orientation through facilitation of general education and PTE Department Chairs.
- Developed PTE Calendar to include timelines and processes.
- Facilitated and oversaw the process of Program Viability. Developed executive summary of all programs remaining on the Boise State University campus and presented results to the CWI College Council.
- Collaboratively developed a prioritized capital list for the PTE Division using a "zero-based budgeting" approach.
- Actively involved in development of the FY10 PTE budget and the Perkins budget. Reviewed and approved expenditures.
- Developed form, timelines, tracking, and process for submitting special course fees.
- Revised and refined the Program Assessment Report to include information on Technical Advisory Committees, tying capital requests to student learning outcomes, tying professional development requests to Assessment Report, developed Division-wide goals, tracking and analysis to Technical Skill Assessment results, and developed timelines for review and submission.

- Developed a process for detailed analysis of program enrollment, retention, and placement. Used PTE reports to determine data needed and developed framework for the analysis and reporting of data.
- Provided leadership and oversight of the Advanced Learning Partnership (ALP) committee. Developed focus, implemented online marketing, included President Glandon from CWI to discuss the need for Tech Prep.
- Conducted annual Technical Advisory Committee (TAC) breakfast, inviting CWI Trustees, Executive Team, Chairs, faculty, and all TAC members

<u>2007 – June 2009, Dean</u>, Larry G. Selland College of Applied Technology, Boise State University

- Worked with BSU, CWI, and PTE on the transfer of the Selland College to CWI.
- Conducted college-wide addresses to facilitate communication and to provide a forum for questions regarding the transfer of the college.
- Conducted weekly meetings with the Center Managers to plan and make decisions regarding instruction.
- Developed a new 8-year plan with a thorough justification for each new program and option that will become the basis for CWI.
- Re-organized the college to reflect the organizational structure for the transfer to CWI.
- Finalized new syllabus standards spring 2007 through an ad-hoc committee of faculty and Center Managers. Oversaw the implementation of the new syllabus standards effective spring 2008.
- Oversaw the planning for the faculty in-service fall 2007 and spring 2008. Sessions included student advising, demonstration of new curriculum software, program assessment, and a guest speaker discussing the topic "Coping with Change".
- Implemented the Program Assessment process for each program with a deadline of November 2007 incorporating a standardized format.
- Finalized new job description for faculty and developing implementation criteria to use the new format for faculty evaluations beginning spring 2009.
- Continued to oversee the New Faculty Orientation that includes a half-day initial meeting, monthly meetings, and a faculty handbook for resource information.
- Initiated lunch meetings with six to eight employees at a time to promote an open atmosphere for questions and concerns during the transition to CWI.
- Oversaw the planning and implementation of the Selland College Career Fair with a record number of participants (800 vs 423 the previous year).
- Participate in monthly meetings with the Technical College Leadership Council to discuss issues for post-secondary technical education.

- Convened the Selland Advisory Council monthly to "advise, assist, and be critical advocates" of the college through the transfer to CWI.
- Initiated and oversaw the Advanced Learning Partnership for Region III. The purpose of the Partnership is to promote and support linkages between secondary and postsecondary professional-technical education programs.
- Attended Technical Advisory Committee meetings for the credit and noncredit programs.

2006-2007: Associate Dean of Instruction, Larry G. Selland College of Applied Technology, Boise State University

<u>Milestones</u>

- Initiated and led the Salary Equity Committee that developed a Selland policy for faculty salary equity.
- Initiated and led the Syllabus Standards Committee. Standards were developed with an implementation fall 2007.
- Initiated and led the Faculty Workload Policy Committee. Researched best practices and developed policy.
- Oversaw Faculty In-Service for fall semester 2006 and spring semester 2007.
- Revised admission criteria for the Practical Nursing program and implemented fall 2006.
- Began the oversight of Program Assessment plan implementation.
- Led the Related Instruction initiative that changed the curriculum for every program in the college to meet North West Commission on Colleges and University's accreditation requirements.

<u>**1999**</u> – <u>**2006**</u>: <u>**Center Manager**</u>, Centers for Culinary Arts, Health and Human Services, and Horticulture Technology, Larry G. Selland College of Applied Technology, Boise State University

- Refined the curriculum change process for the college.
- Responsible for representing all college curriculum changes to the University Curriculum Committee.
- Initiated format change to Boise State catalog to list all certificate and degree options for the Selland College.
- Initiated and continue to refine and coordinate the New Faculty Orientation and Faculty Handbook.
- Developed and implemented the Practical Nursing program working collaboratively with the Department of Nursing, Enrollment Management and Student Success, University Curriculum Committee, Faculty Senate, SDPTE, Registrar, Admissions, Financial Aid, Canyon County, and the Bookstore.
- Initiated and managed the process for program closure for the Entry Level Respiratory Therapist program.

- Developed Collaborative Agreement with the Center for Horticulture Technology and the Idaho Botanical Garden to define the benefit to the Horticulture program and the Botanical Garden from the close location of each.
- Developed articulation agreement with the University of Idaho Landscape Architecture program and the Horticulture program. The agreement allows Horticulture A.A.S. graduates to transfer to U of I and receive a B.S. degree in Architectural Landscaping with 3 additional years.
- Served on Charting the Course: A Strategic Vision for Boise State University to develop the strategic plan for the University.
- Served on the New Chairs Orientation steering committee to design and implement an orientation program for new Boise State University department Chairs.
- Served on the State Division for Professional Technical Education Allied Health Professions Council.
- Awarded the Fredrick Helmholtz Research Award through the American Association for Respiratory Care for my research on pre-major admission criteria affecting student success in Entry-Level Respiratory Therapist programs.

<u>1995-1999: Program Director</u>, Entry-Level Respiratory Therapist Program, Larry G. Selland College of Applied Technology, Boise State University

<u>Milestones</u>

- Developed the Associate Degree option for the program.
- Coordinated a successful accreditation site visit.
- Implemented computer-based simulations for lab exercises.

<u>1991-1995</u>: Director of Clinical Education, Entry-Level Respiratory Therapist Program, Larry G. Selland College of Applied Technology, Boise State University

<u>Milestones</u>

- Expanded clinical sites.
- Developed clinical handbook.
- Developed consistent clinical grading system used by all clinical sites.

<u>1990-1991: Clinical Instructor</u>, Kettering College of Medical Arts and Sinclair Community College, Dayton, OH

1984-1991: Respiratory Therapist, Miami Valley Hospital, Dayton, OH

<u>1982-1984: Instructor</u>, Entry-Level Respiratory Therapist Program, Miami Valley Hospital, Dayton, OH

1976-1982: Respiratory Therapist, Miami Valley Hospital, Dayton, OH

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SUBJECT

State Authorization Reciprocity Agreement

APPLICABLE STATUTE, RULE, OR POLICY

Title 33, Chapter 24, Idaho Code

BACKGROUND/DISCUSSION

In October 2010, the US Department of Education issued regulations indicating that postsecondary institutions must follow existing state authorization regulations and that all institutions offering education in other states be able to demonstrate that they had the approval to serve students in each of those other states. While Idaho statute only requires registration of postsecondary institutions with a physical presence in Idaho, many states require postsecondary institutions that offer online courses and do not have a physical presence in their state to be authorized. In some states, the authorization regulations and fees can be quite extensive, generally requiring the addition of dedicated staff at the institution to manage the process of applying and maintaining authorization in multiple states.

Consistent with their collaborative missions, the four existing regional higher education interstate compacts in collaboration with other national groups have explored the possibility of a multi-state reciprocity agreement to help states and complex issues institutions in navigating the surrounding multi-state authorization. The compacts include the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), the Southern Regional Educational Board (SREB), and the Western Interstate Commission for Higher Education (WICHE). The compacts operate with the express purpose of expanding educational opportunity within their respective regions. The four regional compacts have agreed to collaborate to provide regional reciprocity. Similarly, the four regional compacts have agreed to collaborate to provide interstate reciprocity, covering all participating states and territories. Idaho belongs to WICHE.

IMPACT

Signing onto the State Authorization Reciprocity Agreement would allow postsecondary institutions, with a physical presence based in Idaho, to then also sign onto the agreement. Institutions that participate in the agreement may offer online courses in states, other than their home state, that also participate in the agreement without paying additional fees for state authorization in those states.

ATTACHMENTS

Attachment 1 – State Authorization Reciprocity AgreementPage 3Attachment 2 – Application Procedures for State MembershipPage 20

STAFF COMMENTS AND RECOMMENDATIONS

Idaho statute currently requires only institutions with a physical presence in Idaho to register with the state. Idaho institutions located in Idaho are required to

register in many of the states in which they offer online classes. Should Idaho sign onto the reciprocity agreement, Idaho's public and private institutions would voluntarily be able to sign onto the agreement. Once signed onto the agreement, they would be able to offer online courses in other states participating in the agreement without paying additional fees in those states.

While there is no fee for Idaho to sign onto the agreement, there will be additional resources used to manage the oversight requirements of the agreement. Currently, the authorization duties conducted by the Board office are supported through the registration fee currently collected; any additional resources would be covered through additional fees charged to institutions who wish to participate in the agreement. Institutions that are currently required to register with the State would continue to register through the current process. Institutions who wish to participate in the reciprocity agreement would be required to follow the current process and pay an additional fee based on the size of the institution that would go to support WICHE's role in the management of the agreement, as well as the national collaboration efforts. Should Idaho choose not to sign onto the agreement, no institution based in Idaho would have the opportunity to sign onto the agreement.

Should the Board approve participation in the agreement; staff will work to develop the necessary complaint resolution policy, and policies addressing catastrophic events that result in the closure of the institutions. Once the policies have been developed, the Board office will initiate the application procedures.

Staff recommends approval.

BOARD ACTION

I move to authorize Idaho join the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement and to authorize the Executive Director to sign the agreement on behalf of the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

	Western Interstate Commission for Higher Education – State Authorization Reciprocity Agreements A voluntary. regional approach to state oversight of distance education
1	Western Interstate Commission for Higher Education
2	STATE AUTHORIZATION RECIPROCITY AGREEMENT
3 4	Finalized November 1, 2013
5	
6 7	PREAMBLE
8 9 10 11	Americans deserve and require access to high quality postsecondary education, not only because the economic vitality of the nation depends upon how well our population is educated but because a well educated population also contributes greatly to the social and civic vitality of the nation.
12	Historically, the federal government, state governments, and the postsecondary education community
13	through its accrediting processes and organizations have collaborated to assure that the providers of
14	higher education services were meeting standards of quality and access to serve the nation and its
15	citizens well. Through this triad of quality oversight efforts, the federal government has accepted
16	responsibility for assessing the financial viability of education providers; the states have accepted primary responsibility for assuring that students, as the consumers of educational services, are
17 18	protected from fraud, abuse, or inadequate provision of services by educational providers; and
19	the educational community through accreditation has accepted responsibility for assuring the adequacy
20	of educational services offered by educational providers.
21	
22	This three way collaboration has traditionally worked well to assure reasonable quality, accountability,
23	and consumer protection.
24	
25	As the nature of postsecondary education has evolved, particularly since the advent of the Internet and
26 27	the exponential growth of education offered "off campus," each leg of the federal triad has faced challenges, but the states' role in assuring consumer protection has come under particular scrutiny.
27	What state is responsible when an institution physically located in one state (the traditional criteria for
29	state oversight) provides education in other states?
30	
31	To clarify the federal government's understanding of state responsibilities in this regard, in October
32	2010 the U.S. Department of Education issued regulations indicating that, consistent with existing
33	federal law, states were responsible for all education offered to residents within their state boundaries,
34	regardless of where this education "originated." This regulation appropriately applied to all types of
35	postsecondary education for which students qualified for federal student assistance, regardless of the
36	sector or level of higher education. While this was consistent with existing law, it was counter to the
37	way in which many states were overseeing education; relatively few states were either overseeing or
38 39	were even aware of the substantial amount of education being provided within their boundaries by institutions from other states.



Western Interstate Commission for Higher Education – State Authorization Reciprocity Agreements A voluntary, regional approach to state oversight of distance education

40 This clarification of federal expectations had major implications for postsecondary institutions and 41 states. In addition to existing state regulations, there was now a clear federal requirement that all 42 institutions offering education in other states be able to demonstrate that they had the approval to serve students in each of those other states. With the expansion of distance education (via Internet-based 43 44 education, telecommunications, or other means) many institutions increasingly served students from 45 other states. While some institutions had sought and received such authorizations, in many cases at 46 substantial expense, most institutions offering such instruction had not done so. This federal 47 clarification, therefore, had significant potential implications for institutions, including incurring the 48 costs of securing and maintaining such approvals to operate and the substantial time and effort in 49 securing such authorizations. In some cases access for students to quality higher education was eliminated if their institution decided not to incur the cost of complying. States also faced substantial 50 51 new expectations, with the potential of thousands of institutions requesting approval from all states, 52 well exceeding the management capacity of current state authorization agencies. 53 Although a federal district court has vacated this regulation and an appeals court affirmed the lower 54 55 court's decision, those rulings dealt only on technical issues regarding the Department of Education's 56 processes for notification in development of the regulation. The Department's ultimate authority to 57 regulate in this area was upheld. The Department has indicated through Dear Colleague letters and in 58 Notice of Proposed Rulemaking that it continues to believe strongly in the role of the states in overseeing 59 the delivery of these educational services. While it will not enforce the regulation as originally written, 60 some form of the regulation will likely emerge that addresses the court's concerns but maintains a strong 61 state role in overseeing all education delivered within a state's boundaries. 62 63 Despite the difficulties arising from the federal regulatory action, the federal expectation of a strong 64 state role in authorization makes sense. This is, in fact, an appropriate state role and responsibility with 65 or without the federal mandate. Consistent with their collaborative missions, the four existing regional higher education interstate compacts are uniquely positioned to quickly and effectively assist on this 66 67 issue. The compacts include the Midwestern Higher Education Compact (MHEC), the New England 68 Board of Higher Education (NEBHE), the Southern Regional Educational Board (SREB), and the Western 69 Interstate Commission for Higher Education (WICHE). The compacts operate with the express purpose 70 of expanding educational opportunity within their respective regions. We believe that states within a 71 region, working together and agreeing on terms of engagement and collaboration, can trust each other 72 to work cooperatively and consistently toward reciprocally accepting each others' authorization of 73 institutions to operate. Similarly, the four regional compacts have agreed that they will collaborate to 74 provide regional reciprocity, as well, thus interstate reciprocity will extend throughout the country to 75 cover all participating states and territories. Trust, thus, becomes a guiding principle for a state 76 authorization reciprocity agreement. Trust, however, requires confidence that each of the partners 77 takes seriously its responsibilities with regard to authorizing only institutions that provide high quality 78 education, whether that is through traditional campus-based classroom experiences or through 79 technology mediated or off-campus based experiences. 80 Similarly, this agreement presumes the efficacy of the triad of federal, accreditation, and state oversight 81 82 of quality within American higher education.

83

84 This State Authorization Reciprocity Agreement (SARA), therefore, is built upon these three

partnerships: the first being between each higher education regional compact's member states and

regional compacts, and finally the partnership between nationally recognized accreditors, the federal

territories as reciprocal partners, the second being agreement between the four higher education



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government, and the states.¹ 88 89 90 Definitions 91 92 A good agreement must be easily and consistently understood by all partners. Definitions of terms, 93 therefore, become very important. Throughout this agreement, where references are made to terms 94 that might be interpreted differently by different partners, definitions are included in footnotes to 95 ensure maximum transparency. 96 97 This is a Voluntary Agreement 98 99 This agreement establishes reciprocity between willing regional compact member states and territories that accept each others' authorization of accredited institutions to operate in their 100 101 states to offer educational services beyond state boundaries. Participation in this agreement is entirely voluntary on the part of the state. This agreement is intended to facilitate expanded 102 103 access to high quality distance education opportunities for students by improving state policy and operational mechanisms. This agreement applies only to educational services provided by 104 105 institutions outside of their home state boundaries, and in no way affects the unique processes that states may use to authorize institutions to operate or to *exempt* institutions from oversight 106 within their own state. 107 108 Just as participation at the state level is voluntary, so too is participation at the institution level. 109 110 Institutions that wish not to subject themselves to the level of oversight consistent with interstate reciprocity can opt not to participate and thus either choose not to provide 111 educational services beyond the boundaries of their state or to seek separate authorization to 112 operate in those states in which they wish to offer educational services. 113 114 **Benefits of Reciprocity** 115 116

- 117 Significant benefits accrue to students, institutions and states as the current lack of
- uniformity in the patchwork of state regulation is improved through sharing in common,high quality and consistently applied processes and standards.
- 120

85

86

87

Institutions reap financial benefits by no longer having to engage in the confusing and
 duplicative process of seeking approval to operate on an individual, case-by-case basis in

¹ SARA is an agreement among states and territories; it is not an agreement among institutions. Institutions need to seek authorization from their home state to participate in the reciprocity agreement.

² **Exempt** means: an institution that by state regulation is not required to have a full approval to operate within the state based on meeting certain criteria in that state. Exempt institutions will not be eligible to participate in the State Authorization Reciprocity Agreement unless they seek and obtain approval from their home state to operate under the terms of this agreement.



123	each state in which it serves students.
124	
125	• States benefit by maintaining their rights and responsibilities to assure quality programs
126	are offered by institutions within their state. States also benefit by focusing their limited
127	resources on the oversight of institutions within their state, regardless of where that
128	institution serves students. As the number of institutions serving students in multiple
129	states continues to increase, state regulatory offices would find it difficult to conduct
130	meaningful reviews and on-going oversight of the hundreds, if not thousands, of out-of-
131	state institutions operating in their states.
132	
133	• Students benefit as lower costs for institutions mean fewer costs passed on to students.
134	Without reciprocity, some students have found their options limited as institutions
135	choose not to serve students in states with onerous authorization requirements. With
136	reciprocity, regulators focus their reviews on their "home state" institutions, thus
137	students can have more confidence in the review process and assurance that complaints
138	will be handled and resolved.
139	
140	Ultimately, the quality of postsecondary education is reflected in the outcomes derived from
141	education. Quality outcomes result from quality processes, however, and state authorization
142	reciprocity focuses on both the processes that enable students to acquire the pertinent
143	knowledge and skill as well as the outcomes that demonstrate the acquisition of knowledge and
144	skills.
145	
146	<u>Partnerships</u>
147	
148	WICHE is indebted to the Presidents' Forum and Council of State Governments (CSG) for their work in the
149	early development of this agreement. With support from Lumina Foundation, the Presidents' Forum and
150	CSG were the first organizations to attempt fashioning a national approach to interstate reciprocity.
151	Building on their seminal work, WICHE and the other three regional compacts established a framework
152	for the four regional interstate compacts to achieve this same objective, but doing so through these four
153	longstanding, well respected compacts. The Commission on Regulation of Postsecondary Distance
154	Education took the product of these two preceding efforts, improved upon them and brought the entire
155	community around the ideas encompassed in the Commission's final report, <u>Advancing Access through</u>
156	Regulatory Reform: Findings, Principles, and Recommendations for the State Authorization Reciprocity
157	Agreement (SARA). WICHE SARA has been crafted to reflect precisely the same intent captured in the
158	report and WICHE is grateful to the Commission for its leadership in setting out this new state
159	authorization framework.
160	
161	PURPOSES OF STATE AUTHORIZATION RECIPROCITY
162	The State Authorization Decigracity Agreements build user and strengther the suisting offents of
163	The State Authorization Reciprocity Agreements build upon and strengthen the existing efforts of
164 165	states, accrediting bodies, and the federal government to facilitate expanded access to high quality
165	education by:
166	



Western Interstate Commission for Higher Education -State Authorization Reciprocity Agreements A voluntary, regional approach to state oversight of distance education

167 1. Establishing common, high quality and consistently applied processes and standards 168 endorsed by participating states, which are efficient and cost-effective; 169

- 2. Providing for consumer protection and a complaint resolution process; 170 171
- 3. Providing for the uniform collection and sharing of information between and among 172 member states for the purposes of assuring adequate quality for education services 173 provided by institutions operating outside of their home state boundaries; 174
 - 4. Reducing barriers to innovation in educational delivery;
- 177 178

175 176

179 180 181

196

Increasing access to postsecondary education and degree completion.

RESPONSIBILITIES OF THE REGIONAL COMPACTS AND THE RECIPROCATING STATES

Responsibilities of the Regional Compacts 182 183

5.

Each of the regional higher education compacts manages reciprocity between its member states³ 184 185 in the acceptance of state authorization from all reciprocating states that meet the criteria for reciprocity as defined in this agreement. Each compact will establish a regional State 186 187 Authorization Reciprocity Agreement (SARA) steering committee. Within W-SARA, the regional 188 steering committee is composed of one representative from each state participating in the reciprocity program selected by the regional compact's commissioners from that state, and 189 190 sufficient additional members selected by the regional compact's commissioners from a slate 191 developed by WICHE's President to represent communities of interest in this agreement that 192 have not been included naturally through the selection process outlined above. Examples of communities of interest include, but are not limited to: state regulators, accreditors, institutions 193 from all sectors of higher education, and state government. Steering committee members' terms 194 195 of service are determined by the WICHE Commission.

Three states (New Jersey, New York, and Pennsylvania), the District of Columbia, and all of the 197 U.S. territories and protectorates except for the U.S. Pacific Territories and Freely Associated 198 199 States, which are members of WICHE, do not currently belong to a regional compact. They all have access to all federal education programs and thus are captured at least by the federal 200 government's interest in this set of regulatory issues. These states and territories, subsequently 201 referred to as "non-affiliated" states in this agreement, have the option of paying a \$50,000 202 203 annual fee to align with one of the regional compacts so that they can participate in the 204 reciprocity agreement. If they do so, they will each have one representative on the respective 205 compact's regional steering committee. WICHE encourages these states and territories to align 206 with the regional compact most geographically proximate to each of them. Should one or more 207 of these states or territories decide to align with W-SARA, WICHE will honor their request and 208 will also comply if they subsequently desire to shift their alignment to another regional compact. 209 W-SARA's steering committee will establish the criteria for state participation in this reciprocity

³ *State* means: any state, commonwealth, district, or territory of the United States.



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210 program and will adjust these criteria, as appropriate, over time. A WICHE state seeking to 211 participate in W-SARA will submit a plan as to how it will meet the criteria for participation. The 212 regional steering committee will review the plan and work with the state to improve the plan until the committee is able to recommend its approval by the WICHE Commission The steering 213 214 committee also recommends other procedural details and actions regarding participation in SARA to the WICHE Commission. 215

216

W-SARA will develop processes for informing states of the requirements for joining the regional 217 218 reciprocity agreement, accepting states into the reciprocal arrangement, rejecting states from 219 acceptance into the reciprocal arrangement, sanctioning states that fail to meet fully the requirements for participation, and dismissing from the reciprocal arrangement states that fail to 220 respond to concerns that they are not meeting the requirements for participation. These 221 222 processes must include a process for appeal in the event that a state disagrees with the compact's decision. All states entering into the reciprocity agreement will be reviewed on at 223 224 least a biennial basis by W-SARA to assure that their authorization processes and participating 225 institutions continue to meet all of the criteria for inclusion in the reciprocity agreement.

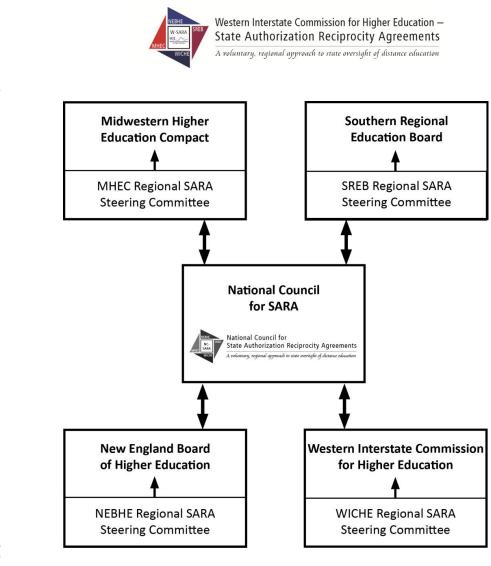
The program will be operated by WICHE under its bylaws, consistent with all other programs that 227 228 are under its control. WICHE will oversee the agreement within its own region. 229

- 230 Creating Reciprocity Nationwide
- 231

226

The four regional compacts jointly accept the responsibility for working together and with states and 232 territories that currently do not belong to a regional compact, for the purposes of harmonizing the State 233 234 Authorization Reciprocity Agreement across the regions and assuring that the quilt of regional agreements covers the nation as a whole. This includes creating an organizational structure for the coordination of 235 236 efforts between these various entities, the National Council for State Authorization Reciprocity Agreements (NC-SARA). The Council's board members include the chief executive officers of each of the 237 regional organizations, four individuals representing the principle partners in creating SARA – the 238 239 Presidents' Forum, the Council of State Governments, the State Higher Education Executive Officers and 240 the Commission on Regulation of Postsecondary Distance Education, and up to 15 additional members 241 selected to represent the diversity of stakeholders in state authorization of institutions to operate beyond state lines, including state authorizing entities, accreditors, institutions from all sectors of 242 postsecondary education, and state government. 243

- 244
- 245 Below is a diagram of how this network of collaborative efforts fit together to provide a 246 nationwide framework. An organizational flow chart follows.



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This organizational structure works as follows. The states are the principal guardians of consumer protection. They are responsible for developing processes for authorizing and

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overseeing all accredited degree granting *postsecondary education*⁴ institutions⁵ within their

- state that wish to offer distance education outside the state's boundaries. The regional W-
- 254 SARA Steering Committee develops processes for *recognizing*⁶, for purposes of reciprocity in

⁴ **Postsecondary education** includes all education beyond high school and includes all public, non-profit private, and for-profit private institutions as well as all institutions offering certificates, diplomas, and/or degrees. For purposes of this reciprocity agreement, however, institutional participation will be restricted only to degree granting institutions.

⁵ *Institution* means: a college, university, or other postsecondary education institution or collection of such entities doing business as one organization, with an institutional identification from the Office of Postsecondary Education within the U.S. Department of Education (OPEID).

⁶ *Recognize* means: states participating in the reciprocity agreement agree to accept each other's institutional authorization decisions.



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255 state authorization, states that demonstrate that they have developed and operate agencies that appropriately *authorize*⁷ and oversee all degree granting postsecondary education 256 257 institutions within their state that wish to offer distance learning outside state boundaries. The National Council (NC-SARA) will develop processes for recognizing reciprocity between regional 258 259 SARAs, for assuring that each SARA is appropriately overseeing the states within its regional reciprocity agreement, and for harmonizing procedures among the regions to make the 260 reciprocal recognition of state authorization as seamless and uniform as possible for 261 institutions. 262

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264 <u>Responsibilities of the Reciprocating States</u> 265

266 States participating in this reciprocity agreement have two major areas of responsibility.

267 Authorizing Responsibility: First, the states must assure that they have appropriate laws, 268 policy, practice, and processes for authorizing all accredited⁸ postsecondary education 269 270 institutions that operate from their state. The state is defined as the home state⁹ for all 271 institutions claiming the state as its principle location for accreditation purposes. This includes authorizing all distance learning activities of these institutions not only in the home state, but 272 in all other states (defined as *host states*¹⁰) in which the institutions provide distance learning. 273 274 After initial authorization, the home state must review the institution every year for the 275 purposes of affirming or denying authorization. To demonstrate a state's adequacy in authorizing institutions, the state must demonstrate to the regional SARA that it meets all of 276 277 the criteria for authorizing institutions outlined in the next section of this agreement.

279 Physical Presence

One of the most difficult tasks in crafting an interstate agreement on state authorization is 281 determining what activities an institution can or cannot conduct in a state, whether those 282 activities be at a distance or face-to-face. While states use different monikers for these criteria 283 284 used to determine which activities are allowed in a state, they tend to fall under the notion of "physical presence." It is imperative, therefore, to clearly define what "physical presence" 285 286 means for institutions participating in SARA for two reasons: 1) because institutions with a physical presence in a host state will not be eligible for reciprocal authorization; and 2) to 287 288 clearly define what activities can be conducted in a state as a result of participating in this

⁷ **Authorized** means: holding a current valid charter, license or other written document issued by a state, federal government or government of a recognized Indian tribe, granting the named entity the authority to issue degrees.

⁸ *Accredited* means: holding institutional accreditation by name to offer distance education as a U.S.-based institution from an accreditor recognized by the U.S. Department of Education. Only institutions holding such accreditation can participate in interstate state authorization reciprocity.

⁹ *Home State* means: a state where the institution holds its principal institutional accreditation.

¹⁰ *Host State* means: a state in which an institution operates under the terms of this agreement, other than the home state.



289	agree	ment.
290		
291		As stipulated in the final report of the National Commission, "for purposes of the
292		nterstate reciprocity agreement, the definition of "physical presence" should be limited
293	t	o the ongoing occupation of an actual physical location for instructional purposes or the
294	r	naintenance of an administrative office to facilitate instruction in the state."
295		
296		
297	The fo	bllowing sections describe the activities that may or may not be considered as physical
298	prese	nce that an institution participating in SARA can or cannot conduct in other states that
299	are pa	art of the Agreement.
300		
301	Activi	ties in a Host State Not Considered to be Physical Presence and Thus Allowed by SARA
302		
303	lf an i	nstitution is authorized by its home state and that home state is an approved participant
304		RA, the institution is eligible to conduct the following activities in any of the SARA states.
305		cal presence is not triggered in a state participating in this agreement by any of the
306	-	/ing activities:
307	Tenew	
308	1.	Courses offered at a distance, be they online, through the United States mail or similar
309	1.	delivery service, and that do not require the physical meeting of a student with
310		instructional staff in a host state.
311		
312	2.	Academic offerings among institutions from SARA states that are participating in a
313	2.	consortia agreement approved by each of those participating institutions.
314		consortia agreement approved by each of those participating institutions.
315	3.	Advertising to students within a state, whether through print, billboard, direct mail,
316	5.	internet, radio, television or other medium.
317		
318	4.	Recruiting (e.g., hosting or attending recruitment fairs).
319		
320	5.	An educational experience arranged for an individual student, such as a clinical,
321		practicum, residency, or internship, so long as the institution has obtained all the
322		necessary professional and licensure approvals necessary to conduct the learning
323		opportunity in the state, no more than ten students from an institution are physically
324		present simultaneously at a single field site, and there is no multiyear contract
325		between the institution and the field site.
326		
327	6.	An educational field experience arranged for a group of students that are participating
328	-	in campus-based programs in another state.
329		, ···· p · · · · · · · · · · · · · · · ·
330	7.	An offering in the nature of a short course or seminar, if instruction for the short
331		course or seminar takes no more than twenty classroom hours.
332		
333	8.	A portion of a full-term course for which no more than two meetings, totaling less than



334 335 336		six hours, take together.	place in a setting where the instructor and students physically meet
337 338 339 340	9.	active and rese	gs by an accredited institution on a U.S. military installation, limited to erve military personnel, dependents of military personnel, and civilian rking on the military installation.
341 342 343 344	10.	device is not he	server, router or similar electronic service device when such oused in a facility that otherwise would constitute a physical presence of a server or similar pass-through switching device in a
345 346 347 348 349 350 351	11.	in a state. The entirely online person for edu	adjunct faculty, mentors, tutors, recruiters, or other personnel residing presence of instructional faculty in a state, when those faculty offer or other distance-education instruction and never meet their students in cational purposes while in that state, does not establish a presence of in that state or an offer of a course or program from that state for is agreement.
352 353 354 355	12.		dent to take a proctored exam at a location or with an entity in the host d by the institution.
356 357	13.	Having a contr	actual arrangement in a state.
358 359	Physical Pres	ence Activities i	n a Host State Not Covered by SARA
360 361 362 363 364	by this	agreement sind t to the laws an	greement, any of the following activities in a host state are not covered the they constitute a "physical presence." An institution would be d regulations of each individual state in which it conducts these
365 366 367	1.	Establishing a p asynchronous	physical location in a state for students to receive synchronous or instruction; or
368 369 370	2.		ents to physically meet in a location in the state for instructional quired for the course, except as noted in 6 above; or
371 372	3.	Establishing an	administrative office in the state, including:
373 374 375 376			Maintaining an administrative office in the state for purposes of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;
377 378		b.	Providing office space to instructional or non-instructional staff; or



379	
380	c. Establishing an institutional mailing address, street address, or phone
381	number in the state.
382	
383	<u>Complaint Resolution Responsibility</u> : The states must assure that they have reasonable
384	processes for monitoring authorized institutions and for addressing and redressing complaints
385	or concerns that are raised concerning authorized institutions. To demonstrate a state's
386	adequacy in monitoring and adjudicating the actions of authorized institutions, the state must
387	demonstrate to W-SARA that it meets all of the criteria for monitoring and adjudicating
388	actions of authorized institutions, as outlined in the next section of this agreement.
389	
390	CRITERIA FOR STATE AUTHORIZATION AND OVERSIGHT
391	
392	The previous section introduced the responsibility of states in two essential, related, but distinctly
393	different types of activities: authorization of accredited institutions to operate and oversight of
394	institutions that are authorized to operate. Because the criteria for these two functions differ, they are
395	detailed separately in this section.
396	
397	Criteria for Authorizing Institutions to Operate and to Continue Operating
398 399	Academic Integrity: States wishing to participate in this regional interstate reciprocity
400	agreement must accept accreditation by a federally-recognized accrediting
400	agency as both necessary and sufficient evidence of reasonable institutional academic
401	quality for purposes of delivering services outside their home state or receiving services from
402	other states participating in the reciprocity agreement. Accreditation, therefore, will be
404	acceptable evidence of adequate quality assurance for initial acceptance into W-SARA with
405	respect to curriculum, measurement and achievement of student learning outcomes, award of
406	credit, faculty qualifications, student support services, and academic support services. States
407	that wish to require more documentation for their home institutions certainly have the
408	prerogative of doing so, but for purposes of reciprocal acceptance of institutional
409	authorization from other states to offer educational services beyond state boundaries,
410	accreditation by an accrediting agency recognized by the U.S. Secretary of Education upon the
411	advice of the U.S. Department of Education's National Advisory Council on Institutional Quality
412	and Integrity (NACIQI) must be accepted as sufficient evidence of reasonable institutional
413	academic quality. Additional criteria to be used in resolving student academic complaints
414	about an institution are provided in the complaint section below.
415	
416	<i>Financial Integrity</i> : States wishing to participate in this interstate reciprocity agreement will
417	agree to accept the standards established by the federal government for demonstrating
418	financial responsibility. The U.S. Department of Education considers a public institution to be
419	financially responsible if its debts and liabilities are backed by the full faith and credit of the
420	state or other government entity. The school must provide the Department with a letter
421	verifying the backing from the state, local, or municipal government entity, tribal authority, or
422	other government entity that has the legal authority to make that designation. While
423	accrediting associations also collect financial information, the federal government has



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424 developed a robust and well-accepted process for assessing independent, nonprofit and for-profit 425 institutions' financial data based on audited financial statements. Relying on this federal 426 information provides a high quality mark that is updated annually and reduces redundancy of reporting by institutions, thus reducing administrative burden. All institutions deemed 427 428 financially responsible by the federal government for participation in federal Title IV programs, with a composite financial responsibility score of 1.5 or better, will be deemed financially 429 responsible for purposes of approval to operate within the State Authorization Reciprocity 430 Agreement. Institutions with a federal composite financial responsibility score of 1.0 to 1.5 431 432 may be deemed conditionally financially responsible for up to two years within the State 433 Authorization Reciprocity Agreement if the home state, upon broad review of the institution's financial information, determines that the institution's financial condition is sound. No 434 435 institution with a federal composite financial responsibility score less than 1.0 will be 436 considered eligible for interstate reciprocity, even if it has been deemed to be Title IV eligible by the U.S. Department of Education. Any institution that wishes to participate in the State 437 438 Authorization Reciprocity Agreement but that does not have an established federal composite 439 financial responsibility score because it has chosen not to participate in federal Title IV programs must be determined by the state authorizing entity in its home state to be 440 441 financially responsible based on audited financial information and calculations comparable to those used by the U.S. Department of Education. 442 443

444Consumer Protection:The triad of federal, accreditation, and state quality oversight gives445states the lead responsibility for protecting consumers of postsecondary education. Some446elements of consumer protection are accomplished within institutional accreditation and within447federal oversight, but the primary responsibility for protecting consumers lies with states. The448potential adverse consequences for the citizens of the states are so significant that these449criteria cannot be assigned solely to either the accreditors or the federal government. States450must demonstrate that they maintain responsibility for:

Recruitment, Marketing, and Other Institutional Disclosures: To qualify for acceptance into the State Authorization Reciprocity Agreement, a state must demonstrate that institutions authorized by the state are held accountable for and have attested to the veracity and adequacy of the institutions' recruitment material, marketing efforts, and other institutional disclosures. This must include each institution being held accountable for and attesting to at least the following:

- Providing full information about institutional and program requirements in a format that prospective students and the public can easily understand and access.
- Assuring that program advertisements and promotional information include all special or exceptional program requirements.
- Ensuring that job placement and related salary information are supported by evidence of their accuracy and efficacy.

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469 470	 Providing information on programs that prepare students for licensed professions that explicitly states whether the program, including clinical or
471	experiential practice, meets licensure standards in all states in which the
472	institution has students enrolled.
473	
474	• Monitoring and accepting responsibility for assuring professional conduct of
475	recruiting and marketing staff.
476	
477	• Disclosing institutional and programmatic accreditation status and providing a
478	brief explanation of what the accreditation status means along with the
479	respective accreditor's information.
480	
481	Tuition, Fees, and Other Charges: With respect to tuition, fees, and other charges,
482	states require their authorized institutions do at least all of the following:
483	
484	Disclose all tuition, fees, and other costs associated with attendance, including
485	fees and costs that are unique to specific programs of study.
486	
487	Publish clear policies and practices regarding refunds to students, including
488	transparent and readily available information on refund deadlines and refund
489	amounts.
490	
491	Provide accurate and complete information about financial aid available to
492	students attending the institution, including all forms of financial aid (grants,
493	scholarships, loans, and work-study) and the sources (institutional, private
494	philanthropic, state, and federal) of each form of aid.
495	
496	Admissions: To qualify for acceptance into the State Authorization Reciprocity
497	Agreement, a state must demonstrate that it assesses the efficacy of the admissions
498	process for every institution seeking new or renewal of authority to serve students
499	via distance delivery in other states. Admissions criteria must include at least the
500	following:
501	
502	• Clearly stated and comprehensive requirements for admission to the institution
503	must be available to prospective students and this information must also be
504	available as applicable for programs resulting in a certificate, degree, or diploma.
505	
506	Reasonable assurance the admitted students have the capacity to succeed in
507	the program(s) to which they are accepted.
508	
509	<i>Complaints and Concerns:</i> To qualify for acceptance into the State Authorization
510	Reciprocity Agreement, a state must assure that it requires all institutions seeking
511	authorization to demonstrate that they do at least all of the following with respect
512	to complaints against the institution and resolution of such complaints:
513	



514	Establish and sustain a complaint procedure that includes clearly understood
515	and published processes for lodging a complaint, both within the institution, to
516	the state authorizing entity, and to the institution's accrediting agency;
517	
518	 Establish and sustain processes within the institution for responding
519	appropriately to complaints and for documenting their resolution;
520	
521	 Establish and sustain a process for reporting formal complaints and their
522	resolution to the state authorizing entity, including procedures that ensure that
523	an institution's complaint resolution process has been exhausted before the
524	complaint is elevated to the state authorizing entity; and
525	
526	Establish and sustain a process for working with the state authorizing entity on
527	resolving complaints that have been lodged and not resolved with that entity.
528	
529	In addition to requiring institutions to provide such assurances of responsiveness to
530	consumer complaints, the state must demonstrate that it has processes for
531	following up on both formal complaints that it receives and on concerns that come
532	to the attention of the state authorizing entity. The state must demonstrate that it
533	is prepared to accept and act on all legitimate complaints and concerns registered
534	with the state agency with regard to an institution that it has authorized for
535	operation, whether the education provided by the institution was provided in the
536	home state or in a host state. The state authorizing entity must have processes for
537	responding to complaints and concerns from students as consumers, institutions,
538	accrediting agencies, other states within the reciprocity program, the federal
539	government, or other interested parties. Because the states have the primary
540	responsibility for consumer protection and because the accrediting bodies focus
541	more directly on institutional issues, rather than individual student or consumer
542	complaints, it is the responsibility of the state to follow up on all legitimate
543	complaints. The responsibility includes complaints not only related to violations of
544	the consumer protection requirements or of financial solvency of the institution but
545	also include academic standards initially established with an institution's
546	accreditation.
547	
548	With respect to resolving complaints regarding academic standards, all states
549	participating in the State Authorization Reciprocity Agreement will be guided by the
550	guidelines for the evaluation of distance education (on-line learning) adopted by
551	the Council of Regional Accrediting Commissions (C-RAC), which is composed of all
552	of the regional accrediting associations. Abiding by the C-RAC guidelines will ensure
553	that the guidelines used by accreditors for initial authorization of institutions by the
554	state will be consistent with the guidelines used by states in responding to
555	complaints or concerns lodged with them regarding matters of academic integrity.
556	If deemed necessary in the future, SARA can review and replace these guidelines
557	with guidelines that are consistent with those used by other entities in reviewing
558	institutional practices.



559	
560	The state must demonstrate that it accepts affirmative responsibility to promptly
561	report, as appropriate, complaints and concerns to both the institutions about
562	which the complaints/concerns were lodged and, as appropriate, to the body that
563	accredits the institution. While the host state is not responsible for following up on
564	complaints regarding an institution operating within the state but based elsewhere,
565	the host state must have a process of transferring such complaints that it receives
566	to the home state that has authorized the institution to operate. The home state is
567	responsible for informing the host state of the status or outcome of a complaint
568	lodged through the host state. While primary responsibility is thus vested with the
569	host state in following up on consumer complaints, nothing in this agreement
570	abrogates a host state from also pursuing a complaint if it believes that it should do
571	SO.
572	
573	Criteria for Overseeing Authorized Institutions
574	As important as assuring that institutions seeking authority to operate within a state are fit for this
575	purpose is the responsibility of the state to assure that the institution abides by the assurances and
576	commitments it made in seeking authorization.
577	
578	<u>Complaints</u> : The state must periodically demonstrate at least every other year to its State
579	Authorization Reciprocity Program that the formal complaint process on which it was
580	approved works effectively to protect students from possible institutional malfeasance, abuse,
581	incompetence, or criminality. This must include evidence of at least the following:
582	
583	Evidence that consumers (students and subsequent employers) have reasonable
584	access to information about the complaint process.
585	
586	• Documentation of: 1) all formal complaints received, 2) notifications of complaints
587	provided to institutions and accrediting agencies, and 3) complaint resolutions.
588	
589	 Demonstration that complaint resolutions were appropriate to the severity and
590	veracity of the complaints, including punishment and restitution for violations
591	(within clearly described guidelines) including specific criteria for the termination of
592	authorization to operate.
593	The M/ CADA stearing committee will establish the specific criteria for these reporting requirements
594 505	The W-SARA steering committee will establish the specific criteria for these reporting requirements.
595 596	Concerns: State authorizing entities, on occasion, become aware of potential problems or
590 597	possible violations of state authorization, either through staff inquiries or other sources. It is
597 598	the affirmative obligation of the state entity to address appropriately such concerns. All states
598 599	participating in a regional State Authorization Reciprocity Agreement must periodically
599 600	demonstrate that they have clear and well documented policies and practices for addressing
601	such concerns, and that they have followed these policies and practices, consistent with the
602	processes identified in the preceding paragraph. Each regional SARA steering committee will
502	processes identified in the preceding paragraph. Each regional SAIA steering committee will



603	establ	ish the specific criteria for these reporting requirements.
604		
605		trophic Responses: State authorizing entities must respond on occasion to catastrophic
606		s at one or more of the institutions that they oversee. All states must periodically
607		nstrate to their regional SARA entity that they have clear and well documented policies
608	and pi	ractices for addressing such catastrophic events, including at least the following.
609		
610		• In the event of the unanticipated closure of an institution, that the state has a
611		process for assuring that students receive the education they contracted for or
612		reasonable financial compensation for what they did not receive. Such
613		assurances can come in various forms – tuition assurance funds, surety bonds,
614 615		teach-out provisions, etc. – and they can come from individual institutional
615 616		requirements, multi-institutional cooperatives, or state-supported activities. A participating state can choose its own approach, but it must demonstrate
616 617		regularly that the approach it has selected adequately protects students as
618		consumers.
619		consumers.
620		• The state entity must also assure that it either requires institutions to have
621		disaster recovery plans, particularly with respect to the protection of student
622		records, or that the state provides such a plan.
623		
624	Financing SA	RA
625		
626	To finance th	ne expenses of establishment, organization, and ongoing activities and to assist states in
627		r roles in the State Authorization Reciprocity Agreement, the National Council for SARA
628	-	as the authority to collect fees. Fees are collected from institutions from SARA member
629		ave chosen to participate in the Agreement and have been authorized by the
630	appropriate	
631		
632	These fees w	ill be managed and distributed by NC-SARA and will be guided by the following
633	principles:	
634		
635	Α.	Participation in SARA does not infringe upon the right of any member state to charge
636		fees to its home state institutions to cover the costs associated with review, approval,
637		and monitoring of operations of institutions in its state. The home state shall retain all
638		such fees.
639		
640	В.	Institutions operating in states other than their home state under the provisions of this
	Б.	
641		agreement shall pay a SARA fee annually to the NC-SARA.
642	2	
643	С.	The SARA fees will be sufficient, in aggregate, to fund the operational expenses
644		associated with the NC-SARA and the regional compacts' SARA related work and will
645		be low enough to encourage institutional participation in this activity.



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646

- 647 D. The SARA fee will be standardized across all regions.
- 648
- After receiving input from each regional compact and participating states and institutions, NSC-SARA
- will annually approve and publish the SARA fee schedule for institutions.

The SARA fee will use a graduated scale based upon the number of students enrolled in or served by

- an institution. The tier levels and the metrics to measure students will be determined by the NC-
- 653 SARA and openly published as part of the fee schedule. Current estimates of the fee for the initial
- 654 year of operation are \$2,000 for institutions with fewer than 2,500 FTE students, \$4,000 for
- 655 institutions with between 2,500 and 4,999 FTE students, and \$6,000 for institutions with enrollments
- of 10,000 FTE students or more.

657 658

- 659 Such are the criteria for participating in the State Authorization Reciprocity Agreement. Any of the
- states who meet these criteria, and are deemed to have done so by the relevant SARA steering
- 661 committee, will be accepted into this reciprocal agreement.



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Application Procedures for State Membership in SARA

Application

A state that wants to apply for membership in the State Authorization Reciprocity Agreement (SARA) must submit to its *Regional* education compact's SARA office a **SARA State Application** form. Include with that form the following documents:

- A. A copy of the statutory or other legal authority for the state entity signing the agreement to enter into an interstate agreement, and _____ Evaluator checkoff
- B. A copy of the complaint investigation and resolution process to be used to handle all complaints resulting from institutional operations (public and nonpublic) under SARA. ____ Evaluator checkoff

Appeals

A state that wants to appeal an adverse decision by its regional compact on its SARA membership application or its operations under SARA is eligible to appeal to the National Council for SARA under procedures to be developed by the Council.

Requirements for State Membership in SARA

To be accepted into a regional **State Authorization Reciprocity Agreement**, a state must agree that it can and will operate under the criteria for state membership established in the Regional agreements. The requirements for state membership are set forth below. For purposes of SARA, the term "state" includes the District of Columbia and the organized U.S. Territories.

A. BASIC ELIGIBILITY OF STATES

- The state must be a member of one of the four interstate higher education regional compacts that administer SARA, or must have concluded an agreement with such a compact covering SARA activity.
 Evaluator checkoff
- 2. The state entity responsible for joining SARA must have the legal authority under state law to enter an interstate agreement on behalf of the state. ____ Evaluator checkoff

SARA Uniform State Membership Application - page 1 - November 22, 2013

B. FUNCTIONAL RESPONSIBILITIES OF STATES

- 3. The state accepts institutional accreditation by an accrediting body recognized by the U.S. Secretary of Education as sufficient, initial evidence of academic quality for approving institutions for participation in SARA.
- 4. The state considers applications from degree-granting institutions of all sectors (public, private non-profit, and private for-profit) on the same basis and approves institutions that meet SARA standards and agree to SARA processes and commitments without differentiating by sector.
- 5. For private institutions, the state accepts an institutional federal financial responsibility rating of 1.5 (or 1.0 with justification) as sufficient financial stability to qualify for participation in SARA.
- 6. The state has a clearly articulated and comprehensive state process for consumer protection in regard to SARA activities, both with respect to initial institutional approval and on-going oversight, including the resolution of consumer complaints in *all sectors*. ____ Evaluator checkoff

NOTE: The problem-solving methods need not be identical for all institutions, as different boards or agencies may be involved depending on the nature of the problem, but the authority of the state to resolve complaints related to SARA activity must be substantially the same for all institutions.

The state designates a "portal agency" as defined in SARA policies and standards to coordinate SARA matters for the state and provide a principal point of contact for resolution of student complaints.
 Evaluator checkoff

NOTE: The designated agency need not itself be responsible for all oversight activities of SARA providers inside the state, but will be the SARA portal for that state.

- 8. The state agrees that it will work cooperatively with other SARA states, regional compacts and NC-SARA to enable success of the initiative. It will follow up on requests for information or investigation from other SARA member states or any SARA regional or national office, providing such data or reports as are required.
- 9. The state agrees that it will not impose on an institution operating under SARA from another state any requirements, standards, fees or procedures other than those set forth in SARA policies and rules. This does not preclude the state from enforcing its laws against nondomestic institutions in non-educational subject areas outside those covered by SARA.
- 10. The state agrees to require each SARA applicant institution to apply for state approval using the standard SARA institutional application and agree to operate under the *Interregional Guidelines for the Evaluation of Distance Education*, summarized in SARA policy 5(2)1-9.
- 11. The state agrees to serve as the default forum for any SARA-related complaint filed against an institution approved by the state to participate in reciprocity. The state's SARA portal agency is responsible for coordinating any such efforts and is empowered to investigate and resolve complaints that originate outside of the state. All other state agencies and governing boards of SARA participant institutions shall assist as

SARA Uniform State Membership Application - page 2 - November 22, 2013

necessary in such investigations and report as needed to the portal agency. State remedies, if any, including refunds or other corrective action, must be available to resolve complaints involving residents of other states.

12. The state agrees to document:

a) all formal complaints received;b) complaint notifications provided to institutions and accrediting agencies;c) actions taken that are commensurate with the severity of violations; andd) complaint resolutions.

- 13. The state agrees that it will promptly report complaints and concerns to the institutions about which the complaint is lodged, the home state SARA portal agency responsible for any such institution and, if appropriate, the relevant accrediting bodies.
- 14. The state has clear and well-documented policies for addressing catastrophic events affecting the institutions for which it is responsible. All states must periodically demonstrate to their regional SARA entity that they have clear and well documented policies and practices for addressing such catastrophic events. Such assurances can come in various forms tuition assurance funds, surety bonds, teach-out provisions, etc. and they can come from individual institutional requirements, multi-institutional cooperatives, or state-supported activities. A participating state can choose its own approach, but it must demonstrate that the approach it has selected adequately protects students as consumers. The state entity must also assure that it either requires institutions to have disaster recovery plans, particularly with respect to the protection of student records, or that the state provides such a plan. The state may request assistance from the institution's accreditor as the accreditor applies its standards under §602.24(c) of federal requirements for catastrophic events. A SARA member state agrees to apply its existing recovery and compensation standards and remedies equally to students of SARA institutions who are residents of any state. Evaluator checkoff

Application for State Membership in State Authorization Reciprocity Agreement (SARA)

State:
Portal Agency (principal SARA contact agency):
Mailing Address of Portal Agency:
Web site of Portal Agency (location of state's SARA information)
Name of staff member in Portal Agency who is principal SARA contact: ¹
Phone number of principal SARA contact:
E-mail for principal SARA contact:

¹ The principal contact is the person with whom states, agencies and students should communicate about SAR. It is not necessarily the state signatory officer.

SARA Uniform State Membership Application - page 3 - November 22, 2013

I, the undersigned representative of the State of _______, having the authority to commit the state to the SARA interstate agreement,² agree that the state will abide by SARA requirements as stated above, have provided proof of those requirements needing documentation, and hereby apply for the state's admission to the SARA interstate agreement.

Signature: ____

Name of signatory officer: _____

Date signed: _____

Title of signatory state officer:

Evaluation of Application for State Membership in SARA

Evaluator findings

In order for a state to join SARA, the evaluator must find that it agrees to or meets all of the standards set forth within in sections 1-14. If the evaluator finds that the state meets all required standards, the regional SARA Director shall recommend approval of the state's membership to the regional compact by signing below.

Signature of regional compact officer:

Name of regional compact officer:

Date signed:

Title of signatory regional compact officer:

If SARA membership is denied by the regional compact, the SARA regional director will provide to the applicant state a written reason for the denial. The state may reapply at any time, having corrected any deficiencies, or may appeal the denial to the National Council for SARA.

Rhonda M. Epper Director, W-SARA Western Interstate Commission for Higher Education 3005 Center Green Drive, Suite 130 Boulder, CO 80301 303.541.0277 Email: <u>repper@wiche.edu</u>

² Attach copy of statutory or other authority for the signatory agency to enter an interstate agreement.

SARA Uniform State Membership Application - page 4 - November 22, 2013

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SUBJECT

P-20 STEM Education Strategic Plan

REFERENCE

February 2010 The Board received an update on various STEM initiatives within the state.
May 9, 2011 The Board convened a STEM Summit to work on the development of a statewide STEM Roadmap.
February 2013 The Board reviewed the proposed STEM Education Strategic plan and requested changes be made to focus on

the goals from six to four.

BACKGROUND/ DISCUSSION

Nationally, there is much concern over the status of Science, Technology, Engineering and Math (STEM) education in the U.S. While the exact numbers may vary depending on reporting periods or definitions of groups included, the majority of reports indicate that students who pursue STEM fields earn higher wages and experience lower rates of unemployment. In addition to the individual benefits of an increased STEM education, the state and local economies also receive benefits. An area with a strong STEM educated workforce will help to recruit industries with more high-wage positions leading to increased economic development.

In Idaho, there are many STEM initiatives and projects at the K-12 and postsecondary level and while there may be pockets of collaboration, on a statewide scale, these initiatives are happening in isolation. Through the development of a statewide STEM Education Strategic Plan, the Board can work to bring these initiatives together for a more coordinated and efficient approach.

The STEM education pipeline has many facets and is impacted by many stakeholders. While the Board can directly impact parts of the pipeline, the proposed plan will cover the entire pipeline and serve as the foundation for the development and collaboration of STEM education initiatives throughout the state. The State Board of Education is vested with the general supervision and governance of the State's public education system, which includes, but is not limited to:

- Setting education policy for the state,
- Public postsecondary program approval,
- The colleges of education requirements,
- Setting teacher certification requirements,
- Setting educational/content standards, and;
- Setting secondary graduation requirements.

All of which impact the availability and quality of STEM education throughout the state. Through the development of a statewide strategic plan for STEM

education, limited resources can be focused on priority areas, and areas that need improvement may be identified. Additionally, the work will help to identify resources available to local communities, best practices, and local initiatives that have been the most impactful and sustainable, which can be scaled up to a statewide level.

In May of 2012, the Board convened a STEM Education Summit. During that summit, stakeholders discussed issues and provided input on the direction for STEM education in Idaho. Following the Summit, a broad group of stakeholders encompassing teachers (K-12 and postsecondary), administrators, colleges of education, community partners, postsecondary institutions, professional-technical education, and industry was brought together to look at the work started at the STEM Summit and further develop it into a STEM Education Strategic Plan. The Mission, Vision, Goals, and Objectives put before the Board for consideration are a product of that work. In addition to this, the workgroup identified many strategies that will be brought back to the Board at a later date for endorsement. Some of these strategies include:

- Development of science standards or the adoption of the Next Generation Science Standards (The Next Generation Science Standards (NGSS) are content standards that are being developed through a collaborative, state-led process managed by Achieve. The NGSS are internationally benchmarked science content standards based on the National Research Council's Framework for K-12 Science Education. More information regarding these standards can be found at http://www.nextgenscience.org.)
- Increased graduation requirements in math and science and/or increased levels of math or science
- Increased teacher certification requirements and knowledge of project based learning
- Increased focus on science education in the elementary grades
- Incentivizing teachers to obtain multiple endorsements and or deeper content knowledge
- Incentivizing teachers to teach in STEM areas
- Incentivizing districts to look at alternate models like STEM schools or New Tech High Schools
- Professional development on project-based learning and the integration of STEM subject matter across subjects
- Incentivizing schools and institutions to partner with industry and community partners in developing programs including internship programs, guest speakers from industry, and curriculum development
- Specialized advising at the postsecondary level for students entering STEM disciplines designed toward identifying those at risk prior to them dropping out or changing majors

 Development of a central state STEM resource (EPSCoR hosted STEM Pipeline website). (This resource would be a place schools, communities, and individuals could access to find information on best practices, STEM curriculum aligned to Idaho state content standards, master teachers, or mentors, as well as STEM projects happening around the state.)

Once the Board approves the initial direction of the STEM Education Strategic Plan, the workgroup will reconvene to identify priority strategies and resources for accomplishing those strategies, as well as a timeline for completion.

With the implementation of the Idaho core math standards, Idaho has taken a first step towards increasing rigor at the elementary and secondary level and the preparation of students for postsecondary education and the workforce. With the limited resources available, a concerted coordinated effort is still needed for Idaho to take the next step assuring STEM education is accessible to all Idaho citizens.

IMPACT

Board approval of the initial goals and objectives will allow staff to continue to move forward with stakeholder groups in the implementation of the STEM Education strategic plan.

ATTACHMENTS

Attachment 1 – 2014–2018 STEM Education Strategic Plan	Page 5
Attachment 2 – Change the Equation VitalSigns – Idaho Report	Page 8
Attachment 3 – Georgetown University Center on Education and the	
Workforce STEM Report	Page 12

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the strategic plan as submitted. If approved staff will start work to identify key performance measures and benchmarks for each objective included in the plan. Idaho has many pockets of excellence in STEM education around the state. Through a collaborative coordinated effort, we can identify those pockets that are sustainable and scalable, thereby making them available to all students in Idaho.

The proposed plan that was reviewed by the Board at the February Board meeting included six (6) goals. Those goals included the four that are proposed at this time as well as a goal regarding diversity and a goal regarding collaboration with business and industry. At the February 2013 Board meeting, the Board requested those two goals be integrated into the other four, as it was felt they were integral to each of them and should not be treated as separate goals. The Idaho EPSCoR committee expressed some concern regarding the removal of the diversity goal as they did not feel it was clear that diversity was an important part of the other goals as written. To address their concerns a

"Diversity Statement" has been added to the plan so that it will be clear that the intent is that the diversity of the students, instructors, and communities is important to the success of the overall plan.

BOARD ACTION

I move to approve the 2014-2018 P-20 STEM Education Strategic Plan mission, vision, goals, and objectives as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO STATE BOARD OF EDUCATION 2014-2018 Science, Technology, Engineering, and Math (STEM) Education Statewide Strategic Plan



Vision Statement

The State Board of Education envisions a diverse citizenry with the STEM knowledge and skills needed for critical and creative thinking, problem solving, innovation and collaboration.

Mission Statement

Advance STEM for the future of Idaho by: increasing all students' interest, engagement, and success in STEM education; preparing students for STEM and related careers; and firmly establishing the partnerships between industry, education, and government to make these goals a reality.

Diversity Statement

Equitable access to P-20 STEM education opportunities and increased diversity will contribute to the success of students and employees entering STEM fields. Diversity and equal access are critical components of each goal within this plan.

Goal One

All students will have equitable access to P-20 STEM education opportunities, curriculum, programs, and policies that will improve P-20 student content knowledge, academic performance, and interest in STEM, contributing to the success of students and employees entering STEM fields.

Objective A: Increase student awareness, interest, participation and achievement in STEM.

Objective B: Assess and identify effective, innovative, and sustainable programs for delivering STEM education.

Objective C: Develop processes for "scaling up" STEM education delivery models.

Objective D: Provide students, parents, and teachers with clear guidelines and advising on the academic requirements for a student to be prepared for STEM programs at the postsecondary level.

Objective E: Adopt framework for identifying and recognizing and programs aligned with 21st Century Skills in stem.

Objective F: Develop a framework for industry to partner with schools to expose students to STEM jobs and industries.

<u>Goal Two</u>

P-20 educators will be diverse and of high quality and be prepared and able to incorporate and integrate STEM education in their curriculum and instruction.

Objective A: Develop meaningful system-wide professional development and mentoring programs for all education professionals designed to increase content knowledge as well as pedagogy.

Objective B: Create a STEM database that catalogs and recommends effective STEM teacher development programs (STEM Pipeline) and pedagogy

Objective C: Increase interest and participation in STEM education outreach activities offered by schools, colleges and universities, and industry.

Objective D: Increase the supply and influence of effective STEM teachers.

Objective E: Develop policies that promote innovative instructional practices to increase student achievement.

<u>Goal Three</u>

Create awareness and support for STEM education across the state.

Objective A: Develop diverse and culturally relevant communication messages and tools to highlight the importance of STEM.

Objective B: Identify and showcase STEM events statewide.

Objective C: Engage diverse stakeholders in dialog about STEM.

Goal Four

Develop a diverse STEM talent base that is prepared to meet the demands of a globally competitive economy and is informed by and aligned with statewide economic and workforce development initiatives.

Objective A: Develop, leverage and expand partnerships in STEM education including collaboration among education, business, community and government, including the development of learning communities and integrated STEM networks.

Objective B: Align secondary and postsecondary STEM content and programs with workforce and societal needs.

Objective C: Increase STEM postsecondary degree production.

Objective D: Develop clear and meaningful processes for business engagement and learning at the elementary/secondary and postsecondary levels.

Objective E: Communicate STEM values and successes to diverse partners, policy leaders, employers, parents, students and educators.

VITALSIGNS



IDAHO

Business leaders in Idaho have sounded an alarm. They cannot find the science, technology, engineering and mathematics (STEM) talent they need to stay competitive. Students' lagging performance in K-12 is a critical reason why.

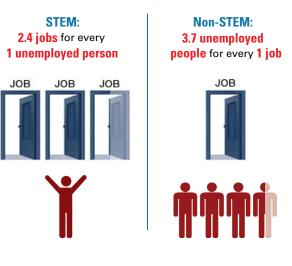
To address this challenge, Idaho is raising the bar. The state has joined 44 others in adopting high math standards for K-12 — the Common Core State Standards — and is working with other states to create rigorous assessments aligned to those standards. These are promising steps, but the state must do more to succeed amid profound political, practical and financial challenges.

Idaho needs to ensure that schools and students have opportunities to meet a high bar. Not enough students— least of all minorities— get the chance to learn challenging content that prepares them for college and careers. Science does not yet seem to be a priority in Idaho: Elementary students spend little time on the subject, and most science teachers say they don't have the resources they need. Gender disparities are also troubling: Eighth-grade boys outperform girls in science, and women earn fewer than a fourth of college certificates and degrees in STEM fields.

To its credit, Idaho stretches each dollar it spends on math and science education farther than other states do. Smart investments will be critical as business leaders work with educators and state leaders to tackle new reforms in lean times.

STEM SKILLS ARE IN DEMAND

In Idaho, STEM skills have stayed in demand even through the economic downturn.



CAN IDAHO MEET THE DEMAND FOR STEM SKILLS?

Students have made real academic strides in most states, but no state is on track to getting all students the STEM skills they need to succeed in college and career. Low-income and minority students lag farthest behind.

Students have improved in math

Eighth graders in Idaho have made gains on the National Assessment of Educational Progress (NAEP), also known as "the nation's report card." Yet most still have far to go to reach a score of 299, NAEP's cutoff for "Proficient" performance.

8th Grade NAEP scale scores, 2003 & 2011

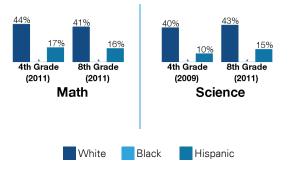
	NAEP Sc	ale Score	Change Since 2003		
	2003	2011	ID	Most Improved State	
All	280	287	+7	+17 (DC)	
Low Income	267	276	+9	+19 (MA)	
White	284	291	+7	+17 (HI)	
Black	*	*	*	+19 (NJ)	
Hispanic	251	267	+16	+24 (AR)	

Totals may not sum due to rounding errors.

Closing achievement gaps must remain a priority

No state has closed the persistent achievement gaps among racial and ethnic groups.

Percentage of Idaho students scoring at or above proficient in math and science, 2009 & 2011



 § State did not participate in 4th grade science test.
 * Data not available or reporting requirements not met.
 For the complete state report, methodology, and sources, visit changetheequation.org/stem-vital-signs.



TAB 8 Page 8

VITAL**SIGNS**

Idaho must plug gaps in the STEM pipeline What percentage of high school students graduate? (2009/2010)

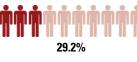


84.0%



Of students who enter a two-year degree program, what percentage graduate? (2009)





Of students who enter a four-year degree program, what percentage graduate? (2009)





What percentage of college degrees and certificates are in STEM fields? (2008–09)



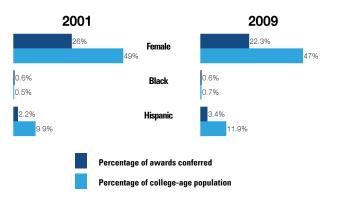
No student should need remediation

Idaho did not provide data on the cost and extent of remediation in math.

Women and minorities are too critical a resource to remain untapped

Women and minorities are a very large share of the population, but they earn a small share of STEM degrees and certificates.

Percentage of degrees/certificates conferred in STEM fields in Idaho



WILL IDAHO STAND FIRM ON HIGH EXPECTATIONS?

Setting high expectations is a critical step toward raising student performance in STEM.

Idaho is showing a commitment to high expectations

Idaho has joined 44 other states in adopting Common Core State Standards in math. Idaho is also working with other states on common math tests to gauge students' mastery of those standards.

Common standards and tests in math could be a game changer

Idaho used to set a low bar for students in math, but common standards and tests may change that. In 2009, Idaho's bar for proficiency on its 4th- and 8th- grade math tests was near where the National Assessment of Educational Progress (NAEP) set the bar for merely "Basic" performance.

As states adopt common tests aligned to the Common Core, they also will have to set a common high passing score or threaten the credibility of the entire common standards enterprise. As the bar goes up, the rate of the Idaho's students passing may plummet. Idaho leaders will have to stand strong on high expectations, even in the face of pressure to back down.

Of course, even the best standards and tests may fall flat if Idaho does not ensure they are well implemented with supports like strong curriculum, teaching materials and professional development. The state should offer clear and regular public updates on its implementation efforts.

Science is the next frontier for better standards and higher expectations

Twenty-six states, including Idaho, are collaborating on common, "Next Generation" content standards in science, which they aim to complete in 2013. If these standards meet a high bar, Idaho should adopt them or standards as rigorous.

IDAHO

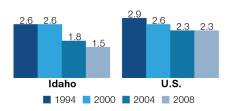
ARE STUDENTS EXPOSED TO CHALLENGING AND ENGAGING CONTENT?

Lack of access to such content severely limits young people's college and career prospects.

Building a strong foundation in science takes time

Time for science in Idaho has fallen since 1994.

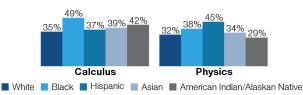
Hours per week spent on science in grades 1-4, 1994-2008

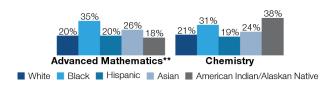


Students of all backgrounds need access to challenging math and science courses

Many minority students lack access to such courses.

Percentage of students in schools that do not offer challenging math and science courses, by race/ethnicity, 2009





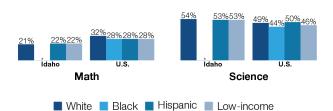
** Includes trigonometry, elementary analysis, analytic geometry, statistics, and precalculus

ARE TEACHERS PREPARED TO TEACH TO HIGH STANDARDS?

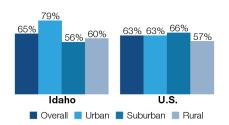
Research shows that teachers' content knowledge and teaching experience can affect student performance.

Teachers need deep content knowledge

8th graders whose teachers have an undergraduate major in the subject they teach, 2011



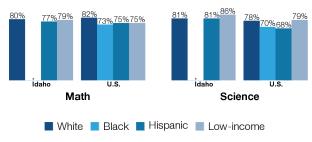
8th graders whose science teachers took three or more advanced science courses in college, 2011



High-need schools need to retain excellent teachers

In most states, minority and low-income students are most likely to have inexperienced teachers, indicating high turnover rates.

8th graders whose teachers have 5+ years of experience teaching their subject, 2011



^{*} Reporting Standards not met

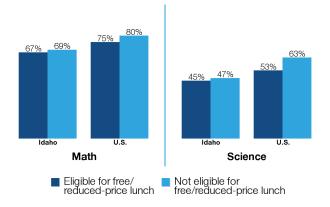
For the complete state report, methodology, and sources, visit changetheequation.org/stem-vital-signs.

IDAHO

DO SCHOOLS AND TEACHERS IN IDAHO HAVE WHAT THEY NEED TO SUCCEED?

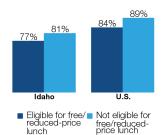
Teachers need the tools of their trade

8th graders whose teachers say they have all or most of the resources they need, by income, 2011



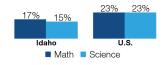
All students need access to science facilities and supplies

8th graders whose schools have science labs, by income, 2011



Parent support and engagement are critical to student success

Teachers who say lack of support is a serious problem, 2011



For the complete state report, methodology, and sources, visit changetheequation.org/stem-vital-signs.

RECOMMENDATIONS

Impatience is a virtue when it takes data and real solutions as its guides. The time to act is now. These Vital Signs provide business, education, state and policy leaders with an extensive and reliable set of indicators to promote STEM learning and high expectations for all students. We've crunched the numbers to offer insights into much-needed actions that can be undertaken right away with resolve.

Ease the transition between high school and college

Idaho students should understand the requirements for college admission and whether a high school diploma prepares them for college-level work. One way to ensure that diplomas have meaning is to align state high school graduation and college entrance requirements. Idaho also should expand access to rigorous courses in math and science. For example, the state could strengthen initiatives that help schools boost participation in AP courses, especially among women and minorities.

Make science count

Idaho tests students in science, but it only holds schools accountable for meeting student performance targets on reading and math tests. Science should count, too. When there are no consequences for science achievement, schools can easily give science short shrift. In fact, the time Idaho's elementary schools devote to science has declined steeply in the past two decades.

Improve teacher preparation and support

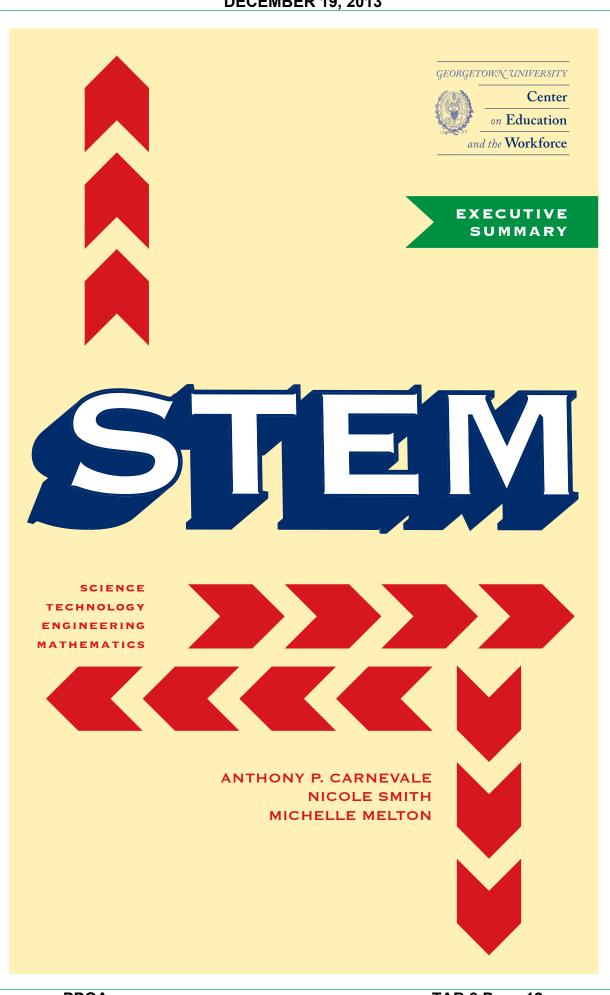
Idaho needs more teachers with a strong background in STEM content and pedagogy, particularly in math. Strategies include requiring teachers to demonstrate a stronger grasp of content while broadening the supply of teachers who can clear the higher hurdles. Idaho should create more pathways into teaching for STEM majors in college or STEM professionals who are interested in teaching. The state should also strengthen incentives to attract and retain such teachers for the schools that need them most—often in lowincome communities.

Current teachers must receive excellent professional development, especially as new math and science standards take effect. Rather than reporting on the amount of professional development teachers receive, states should measure and report on its quality.



Improving teaching and learning in science, technology, engineering and mathematics (STEM) CHANGE THE EQUATION = 1101 K Street NW = Suite 610 = Washington DC 20005 = www.changetheequation.org

September 2012



TAB 8 Page 12

The views expressed in this publication are those of the authors and do not necessarily represent those of Lumina Foundation or the Bill and Melinda Gates Foundation, their officers, or employees.

STEM Executive Summary

:: STEM ::

Executive Summary

Science, Technology, Engineering, and Mathematics (STEM) occupations are critical to our continued economic competitiveness because of their direct ties to innovation, economic growth, and productivity, even though they will only be 5 percent of all jobs in the U.S. economy by 2018.¹ The disproportionate influence of STEM raises a persistent concern that we are not producing enough STEM workers to compete successfully in the global economy. We find that this concern is warranted—but not for the reasons traditionally claimed.

High and rising wage premiums are being paid to STEM workers in spite of the increasing global supply. This suggests that the demand for these workers is not being met.² Indeed, with the exception of some PhD-level researchers in academia, the demand for workers in STEM occupations is increasing at every education level. The STEM supply problem goes beyond the need for more professional scientists, engineers, and mathematicians. We also need more qualified technicians and skilled STEM workers in Advanced Manufacturing, Utilities and Transportation, Mining, and other technology-driven industries. Innovation and technology change have led to demand for STEM competencies beyond traditional STEM occupations.³ Previously, STEM work had been concentrated among an elite few workers. Today, competencies necessary for innovation are scattered across a wider swath of the economy. STEM competencies are needed in a broader reach of occupations, and their use is growing outside of STEM. What's more, people within these occupations that use STEM competencies most intensely are earning significantly more than those who are not.

The concern for STEM shortages tends to focus on the possibility of an insufficient supply of STEM workers, but the deeper problem is a broader scarcity of workers with basic STEM competencies across the entire economy. Demand for the core competencies is far greater than the 5 percent traditional STEM employment share suggests, and stretches across the entire U.S. job market, touching virtually every industry. Since 1980, the number of workers with high levels of core STEM competencies has increased by almost 60 percent. Further, in all but two occupational clusters, the rate of growth in demand for these core STEM competencies has increased at far greater rates than the growth in employment.⁴

¹ STEM includes Computer occupations (computer technicians, computer programmers, and computer scientists), Mathematical Science occupations, Engineers and Engineering Technicians, Life and Physical Science occupations, and Architects, Surveyors, and Technicians. We do not include social scientists and we do include sub-baccalaureate technical workers as STEM workers. ² When discussing supply and demand for STEM workers, we use "supply" and "demand" as shorthand for relative supply and relative demand.

³ We define STEM competencies as the set of cognitive knowledge, skills, and abilities that are associated with STEM occupations. We also include and analyze noncognitive work interests and work values associated with motivation and high performance in STEM occupations.

⁴ Sales and Office Support and Community and Arts are the exceptions. The U.S. labor force grew by 44 percent, while high-level core STEM employment in Managerial and Professional, STEM, and Healthcare Professionals increased by 73 percent, 175 percent, and 79 percent respectively between 1980 and 2008.

:: STEM ::

Growth of demand for STEM competencies is especially strong in occupations in fast-growing industries like Professional and Business Services and Healthcare Services. At the same time, technology change in industries like Manufacturing, Mining, and Utilities and Transportation is reducing overall employment but increasing demand for STEM competencies among the more highly skilled workers who remain.

As a result, we find that the demand for traditional STEM workers will only grow. In our projections, STEM is second only to Healthcare as the fastestgrowing occupational category in the economy.⁵ But we also find that the occupations competing for STEM workers are growing rapidly, too. In fact, the occupations that poach top STEM talent are also among the fastest-growing and highest-paid in the economy. The intensifying demand for STEM competencies contributes to a process that we call diversion. We define diversion as a process through which both students and workers steer away from STEM degrees and STEM careers for numerous reasons. Diversion is both voluntary and involuntary and students and workers divert at various points throughout K-12 and postsecondary education as well as in the workforce.

The diversion of native-born STEM talent into non-STEM educational and career pathways will continue and likely accelerate in the future. This diversion of native-born STEM talent may contribute to an increasing reliance on foreign-born STEM talent among American employers.⁶

THE GROWING DEMAND FOR STEM TALENT ALLOWS AND ENCOURAGES THE DIVERSION OF STUDENTS AND WORKERS WITH STEM COMPETENCIES.

- Some of the voluntary diversion we describe occurs in the K-12 education system. Our K-12 education system produces enough talent in math and science to fill our need for traditional STEM workers, but more than 75 percent of these students do not enter STEM majors in college.⁷
- Students also fall out of the STEM pipeline while in college (38% of those students who start with a STEM major do not graduate with one).^{8,9}
- Immediately after graduation, 43 percent of STEM graduates do not work in STEM occupations.¹⁰



⁵ There is some discrepancy in how we rank the fastest-growing occupations, and this is related to how we rank Healthcare. We can split Healthcare into two separate occupational categories: Healthcare Support occupations and Healthcare Professional occupations. If we keep Healthcare as one broad group, STEM is the second-fastest growing occupational cluster. However, if we list Healthcare Support and Healthcare Professional occupations separately, then STEM is the third-fastest growing cluster. ⁶ Without sufficient reform of the rules regarding the selection of prevailing wages for H-1B visas, the likelihood of added down-

ward pressure on wages within these occupations remains high.

⁷ The ability of U.S. students to transition outside of their initial field of study, and later at several points in their career, is a mark of the immense flexibility of opportunities in the U.S. labor market. In Europe, for example, the connection between education and training is far more rigid, as many of their apprenticeship programs link education and career training with occupations at a much earlier age, and are more difficult to transition out of.

⁸ Compared with other fields of study, STEM majors are "middle-of-the-road" in terms of attrition of its graduates into other fields (if we remove the sub-baccalaureate STEM workers). For example, the comparable rate for teachers is substantially higher at the beginning of their career, while those in the computing fields have the highest retention rates later in their career (defined as 10 years into the workforce).

⁹ Many students drop out of the STEM pipeline between high school and college, or in college. These students either do not enroll in college or do not complete a degree—any degree. Thirty percent of students who score in the top quartile on a math skills test in high school, clearly demonstrating abilities in STEM, do not have any college degree eight years after graduating high school. This represents an enormous pool of talent from which we could potentially draw to get more workers with STEM competencies. Almost half of students in the second quartile on the same test do not have a college degree eight years after graduating high school.

¹⁰ These numbers only include students with Bachelor's degrees. Our diversion analysis details only Bachelor's degrees.

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 STEM attrition continues 10 years into the workforce, as 46 percent of workers with a Bachelor's degree in STEM have left the field, oftentimes for higher paying managerial roles.¹¹

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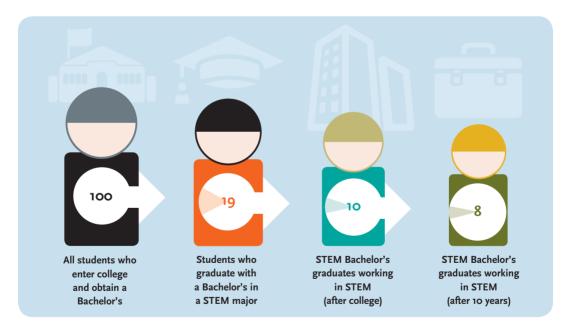
Diversion of domestic STEM talent away from STEM occupations is driven by three interconnected factors:

1. There is a set of core cognitive competencies (knowledge, skills, and abilities) associated with STEM.¹² These core cognitive STEM competencies exist in an increasing share of highly-paid and prestigious non-STEM occupations.¹³

2. Many potential STEM workers never work in STEM occupations, or leave them, because they have *work interests* and *work values* that are more compatible with other careers.¹⁴

The core work interests associated with STEM occupations are Realistic and Investigative interests. People with these work interests enjoy practical, hands-on problem-solving (Realistic) and working with ideas and solving problems (Investigative), but there are other work interests that compete for STEM talent, including Artistic interests (focused on self-expression); Social interests (focused on the well-being of others); Enterprising interests (associated with selling and leading); and Conventional interests (associated with highly ordered work environments).

Similarly, the work values associated with STEM are Achievement, Independence, and Recognition, but there are other work values that compete for STEM talent such as Relationships (valuing friendly, noncompetitive work environments),



" Oftentimes, managers are still working in field, but these workers are counted as managerial workers. However, in most cases, an individual would not have had an opportunity to perform this job without previous STEM training.

¹² Our analysis of STEM competencies relies on the Occupational Information Network (O*NET) administered and updated by the Department of Labor/Employment and Training Administration, Version 14.0.

¹³ This is not to suggest, of course, that all STEM competencies are transferable across the economy. Indeed, we are at this point referring to the subset of knowledge, skills, and abilities (defined later) traditionally associated with STEM occupations that are increasingly demanded by many other types of employers outside of STEM occupations.

¹⁴ We identify STEM work values and STEM work interests as noncognitive competencies required for success in the occupation. This is a point of contention with many of our reviewers. While interests and values are usually characteristics of an individual, we extend this notion as a personal characteristic required for an individual to be successful in an occupation.



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Support (valuing supportive management), and Working Conditions (valuing job security and good working conditions).



3. While STEM earnings are high relative to most other occupations, students and workers with STEM cognitive competencies have access to superior earnings and career choices, especially in Managerial and Professional and Healthcare Professional occupations.

OUR ANALYSIS SHOWS THAT TRADITIONAL STEM JOBS HAVE GROWN FASTER THAN JOB GROWTH OVERALL FOR DECADES, AND THE FUTURE PROMISES MORE OF THE SAME.

Through 2018, the share of STEM occupations in the economy will grow to 5 percent, up from 4.4 percent in 2005—a growth in the number of STEM jobs from 6.8 million in 2008 to 8 million by 2018.¹⁵ STEM occupations will grow far more quickly than the economy as a whole (17% versus 10%), and will be the second-fastest growing occupational cluster, after Healthcare occupations.¹⁶

We find that over the same period, there will be 2.4 million job openings in STEM: 1.1 million net new STEM jobs and 1.3 million STEM job openings to replace STEM workers who permanently leave the workforce.¹⁷

STEM workers are employed in highest concentrations in the Professional and Business Services industry, while the bulk of Engineers and Engineering Technicians are in Manufacturing.

THE VAST MAJORITY OF STEM JOBS REQUIRE SOME FORM OF POSTSECONDARY EDUCATION OR TRAINING.

- By 2018, 92 percent of traditional STEM jobs will be for those with at least some postsecondary education and training, the third-highest educational concentration among all the occupational clusters after Education and Healthcare Professionals.
- Close to two-thirds of STEM job openings will be for those with Bachelor's degrees and above (65%).
- By 2018, roughly 35 percent of the STEM workforce will be comprised of those with sub-baccalaureate training,¹⁸ including:
 - 1 million Associate's degrees,
 - 745,000 certificates, and
 - 760,000 industry-based certifications.



¹⁵ It is difficult to pinpoint exactly how many STEM workers are ideal for increasing innovation economy-wide. In theory, we should continue to add STEM workers and STEM jobs as long as each additional worker produces added value. We limit our measure of STEM demand to the more prosaic standard of projected job growth in industries and occupations that employ traditional STEM workers.

¹⁶ Please see footnote 5.

¹⁷ In the Georgetown University Center on Education and the Workforce's 2010 report, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, we project 2.8 million STEM jobs by 2018. The *Help Wanted* report includes social science workers in STEM, while this STEM report excludes social scientists from our definition of STEM.

¹⁸ Including those with a high school diploma and high school dropouts.

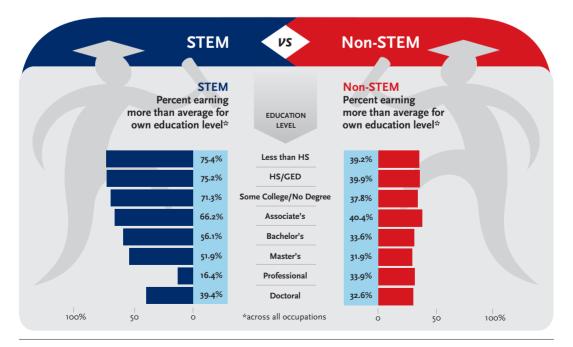
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- Many STEM occupations also require industry-based certifications, especially Computer and Engineering and Engineering Technician occupations.
- Undergraduate STEM majors, especially Life and Physical Science majors, have extremely high rates of graduate degree attainment. Fiftyfour percent of Biology and Life Science majors go on to graduate school, as do 48 percent of Physical Sciences majors.¹⁹

WE FIND THAT STEM WAGES ARE HIGH AND HAVE KEPT UP WITH WAGES AS A WHOLE OVER THE LAST 30 YEARS.

- Although some STEM jobs, such as PhD jobs in academia, face oversupply, rising relative wage advantages of STEM sub-baccalaureate, STEM Bachelor's, and STEM graduate degrees suggest increases in the relative demand for STEM competencies.
- STEM workers have earnings advantages at nearly every level of educational attainment. In fact:

- Over 75 percent of STEM workers with less than a high school education make more than the average for workers with less than a high school education;
- Over 75 percent of STEM workers with a high school diploma make more than the average for workers with a high school diploma;
- Over 71 percent of STEM workers with some college but no degree make more than the average for workers with some college but no degree;
- Two-thirds (66%) of STEM workers with an Associate's degree make more than the average for workers an Associate's degree;
- Over 56 percent of STEM workers with a Bachelor's degree make more than the average for workers a Bachelor's degree;
- Over half (52%) of STEM workers with a Master's degree make more than the average for workers with a Master's degree.
- People with an undergraduate major in STEM make substantially more over their lifetimes than non-STEM majors, by about \$500,000 (\$1.7 million versus \$2.2 million).



¹⁹ For those with a terminal Bachelor's degree working full-time, full-year.





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• Wages for Engineers and Engineering Technicians have grown at 18 percent since the early 1980s. This wage growth is slow relative to that of all other workers, yet the average salary for Engineers and Engineering Technicians (\$78,000) is higher than all other STEM occupations.

BUT AT THE SAME TIME, WAGES IN HEALTH-CARE PROFESSIONAL AND MANAGERIAL AND PROFESSIONAL OCCUPATIONS HAVE GROWN FASTER THAN STEM WAGES, ESPECIALLY AT THE GRADUATE LEVEL.

- STEM majors can earn more over their lifetimes in some non-STEM occupations than in STEM occupations.
- At the Bachelor's and graduate degree level, while STEM workers start out with high wages after college, midcareer earnings for many Managerial and Professional occupations surpass those for STEM. By age 35, STEM workers with a graduate degree make about \$50,000 less than Healthcare Professional workers with a graduate degree. For Bachelor's degree-holders, Managerial and Professional workers make about \$10,000 more than STEM workers by midcareer (but STEM workers at the Bachelor's degree level still do better than Healthcare Professionals at the Bachelor's degree level).

IN SPITE OF THE GLOBALIZATION OF THE STEM ENTERPRISE, OUR STEM WORKFORCE STILL OVERWHELMINGLY DRAWS FROM WHITES AND MALES, ESPECIALLY AT THE MOST SENIOR LEVELS.

Women and minorities continue to be underrepresented in STEM occupations relative to their position in the labor market as a whole. Only 23 percent of workers in STEM are women, compared with 48 percent of workers in all occupations. African-Americans and Latinos are underrepresented relative to their share of workers in all occupations, while Asians are a larger share of STEM workers than they are in the labor force in general.²⁰

Women and minorities are also paid less than their White male counterparts in STEM, even when they work the same number of hours. However, the earnings gaps are smaller in STEM than in other occupations, and compared with other occupations, women and minorities are better compensated in STEM.

Racial/ethnic and gender diversity in STEM is still lacking, although Asians are a notable exception. In fact, Asians outearn their White male counterparts in all STEM occupations.

Recently, women have become the majority in certain STEM majors, including Biology and Statistics and Decision Science (they are also a large portion of all Mathematics majors). However, they have yet to translate their gains in school into good-paying jobs. Women are strong in majors



²⁰ See George, Yolanda S., et al. "In Pursuit of a Diverse Science, Technology, Engineering, and Mathematics Workforce: Recommended Research Priorities to Enhance Participation by Underrepresented Minorities." *American Association for the Advancement of Science, and National Science Foundation* (2001). Web.; and Malcom, Shirley M., Yolanda S. George, and Virginia V. Van Horne, Eds. *The Effect of the Changing Policy Climate On Science, Mathematics, and Engineering Diversity*. Washington, DC: American Association for the Advancement of Science of the Advancement of Science, 1996. Print. Mason, Mary Anne. "Better Educating Our New Breadwinners: Creating Opportunities for All Women to Succeed in the Workforce." The Shriver Report: A Woman's Nation Changes Everything. Ed. Heather Boushey and Ann O'Leary. Washington, DC: Center for American Progress, October 2009. 160-194. http://www.americanprogress.org/issues/2009/10/pdf/awn/a_womans_nation.pdf (accessed August 2, 2011).

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that lead to careers in Healthcare occupations but are less-represented in the occupations of Engineering and Physical Sciences.

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Powerful demographic shifts in American society will have a significant impact on STEM employment going forward. The continued underrepresentation of women and minorities in STEM poses a serious challenge to both economic efficiency and democratic and social equity.

WE HAVE BEEN USING A STRATEGY OF RELYING ON FOREIGN-BORN WORKERS TO PLUG THE LEAKS IN OUR STEM PIPELINE.

Foreign-born workers account for 17 percent of all STEM workers, compared with 12 percent in labor force as a whole.²¹ In some STEM occupations, foreign-born workers make up even more of the STEM labor force—for example, 25 percent of all Physical Scientists are foreign-born. Foreign-born workers often start as foreign-born students, who then stay in the United States to work.

- 44 percent of students on F-1 student visas were here to study STEM in 2008.
- 63 percent of foreign-born students in STEM fields are in graduate programs.
- 59 percent of PhD recipients in engineering fields in 2009 were foreign-born.
- The share of the foreign-born workforce in STEM has more than doubled in the last 60 years, from 7 percent in 1950 to 16 percent in 2000 to 17 percent in 2008.
- Increasingly, foreign-born STEM workers are from Asia. Fifty-nine percent of foreign-born workers in STEM occupations were from Asia in 2000.

 Foreign-born STEM workers are more likely than other foreign-born workers to become naturalized citizens.

We are relying heavily on the foreign-born workforce to fill our STEM jobs. Whether we can continue to employ this strategy as wages become more competitive in other countries remains an open question. It is unlikely that we will continue to be able to successfully compete for the top international talent.

GOING FORWARD, WE WILL NEED MORE WORKERS WITH STEM COMPETENCIES— BUT NOT NECESSARILY TRADITIONAL STEM WORKERS IN TRADITIONAL STEM JOBS.

As the nature of innovation changes, the cognitive competencies traditionally associated with STEM are intensifying in a host of non-STEM occupations. The dispersion of cognitive competencies outside of STEM has resulted in an artificial shortage—not of workers, but of workers with STEM competencies. In school and in the labor market, the pull of wages, personal interests, work interests and work values has allowed STEM talent to divert away from STEM occupations and into other occupations, such as Healthcare Professional and Managerial and Professional, which demand similar cognitive competencies. This diversion has put a significant strain on the STEM workforce at the most elite levels.

Concern for the supply of the highest-performing STEM workers tends to point toward strategies targeted at relatively small portions of American students among our top science and math performers. However, these elite workers are not the

²¹ Although it would be ideal to compare domestic STEM workers with guest workers, foreign-born students on work visas, and foreign-born workers, it is almost impossible for independent researchers to determine the exact number of guest or student workers on various types of F-1, H-1B visas, and other visas that permit work. Throughout the report we use data on foreignborn workers. We believe that there is a positive correlation between foreign-born workers and guest-workers who eventually go through the legal permanent resident (green card) and citizenship process.

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entirety of the STEM workforce. The growing demand for STEM competencies outside traditional STEM occupations requires a more broad-reaching strategy in the American K-16 education system. The dialogue on the adequacy of our STEM workforce ultimately leads to the more comprehensive conversation about American education.

While many remain focused on a small cadre of elite STEM workers, more than a third of all jobs in STEM through 2018 will be for those with less than a Bachelor's degree. There is increasing demand for STEM talent at the sub-baccalaureate level and our education system has, thus far, not adequately produced these workers. Going forward, our Career and Technical Education system will need a stronger STEM curriculum at the high school and sub-baccalaureate level that is more tightly linked with competencies necessary for STEM jobs.

The STEM workforce will remain central to our economic vitality well into the future, contributing to innovation, technological growth, and economic development. Capable STEM students, from K-12 all the way through the postgraduate level, will be needed in the pipeline for careers that utilize STEM competencies and increase our innovative capacities.

We cannot win the future without recognizing the growing need for STEM competencies across the economy. We need more STEM talent—but not only for traditional STEM workers in traditional STEM occupations.

Our STEM analysis also includes state-bystate data. By state, we find that Washington, D.C., has the highest proportion of STEM jobs nationwide, while California has the highest number of STEM jobs. The states with the fastest rates of STEM growth are Virginia, Nevada, and Utah.

For more information, please see the STEM State-Level Analysis available at cew.georgetown.edu/STEM.



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STEM COMPETENCIES

KNOWLEDGE CLASSIFICATIONS are content domains familiar to educators. Examples include mathematics, chemistry, biology, engineering and technology, English language, economics and accounting, clerical and food production.

SKILLS are competencies that allow continued learning in a knowledge domain. They are divided into content, processing, and problem-solving skills. *Content skills* are fundamental skills needed to acquire more specific skills in an occupation. These include reading comprehension, active listening, speaking, writing, mathematics, and science. *Processing skills* are procedures that contribute to the more-rapid acquisition of knowledge and skills. These include critical thinking, active learning, learning strategies, and monitoring self-awareness. *Problem-solving skills* involve the identification of complex problems and related information required to develop and evaluate options and implement solutions.

ABILITIES are defined as enduring and developed personal attributes that influence performance at work. In the parlance of education psychology, these closely approximate "aptitudes." O*NET divides abilities broadly into categories such as creativity, innovation, mathematical reasoning, and oral and written expression. Each of these broad abilities is subdivided into component elements. For example, innovative abilities include fluency of ideas, problem sensitivity, deductive reasoning, and inductive reasoning. Other abilities include oral expression, spatial orientation, and arm-hand steadiness.

WORK VALUES are individual preferences for work outcomes. Important outcomes for individuals include recognition, achievement, working conditions, security, advancement, authority, social status, responsibility, and compensation. **WORK INTEREST** is defined as individual preferences for work environment. Interests are classified as realistic, artistic, investigative, social, enterprising, and conventional. Individuals who have particular interests—artistic interest, for example—are more likely to find satisfaction in occupations that fit with those interests. Of course, an incumbent can have an artistic interest and not be in an occupation where s/he is able to exercise that interest (for example, accounting is an occupation that is not the best outlet for artistic interest). However, O*NET allows us to identify which interests can be fulfilled in which occupations—for example, that an incumbent with artistic interest might like a job as a designer.

KNOWLEDGE ASSOCIATED WITH STEM OCCUPATIONS

Production and Processing: Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods. Computers and Electronics: Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Engineering and Technology: Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services. Design: Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models. Building and Construction: Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads. Mechanical: Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

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STEM COMPETENCIES (continued)

Mathematics: Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications. Physics: Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes. Chemistry: Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods. Biology: Knowledge of plant and animal organisms and their tissues, cells, functions, interdependencies, and interactions with each other and the environment

SKILLS ASSOCIATED WITH STEM OCCUPATIONS

Mathematics: Using mathematics to solve problems. **Science:** Using scientific rules and methods to solve problems.

Critical Thinking: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Active Learning: Understanding the implications of new information for both current and future problem-solving and decision-making.

Complex Problem Solving: Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Operations Analysis: Analyzing needs and product requirements to create a design. Technology Design: Generating or adapting equipment and technology to serve user needs. Equipment Selection: Determining the kind of tools and equipment needed to do a job. **Programming:** Writing computer programs for various purposes.

Quality Control Analysis: Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

Operations Monitoring: Watching gauges, dials, or other indicators to make sure a machine is working properly.

Operation and Control: Controlling operations of equipment or systems.

Equipment Maintenance: Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

Troubleshooting: Determining causes of operating errors and deciding what to do about it.

Repairing: Repairing machines or systems using the needed tools.

Systems Analysis: Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes. **Systems Evaluation:** Identifying measures or

indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

ABILITIES ASSOCIATED WITH STEM OCCUPATIONS

Problem Sensitivity: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.

Deductive Reasoning: The ability to apply general rules to specific problems.

Inductive Reasoning: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Mathematical Reasoning: The ability to choose the right mathematical methods or formulas to solve a problem.

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STEM COMPETENCIES (continued)

Number Facility: The ability to add, subtract, multiply, or divide quickly and correctly. Perceptual Speed: The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.

Control Precision: The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.

WORK INTERESTS AND WORK VALUES ASSOCIATED WITH STEM OCCUPATIONS Work Values

Achievement: These jobs let you use your best abilities, see the results of your efforts and get the feeling of accomplishment.

Independence: These jobs allow you to do things on your own initiative, and make decisions on your own.

Recognition: These jobs offer good possibilities for advancement, and offer prestige or with potential for leadership.

Work Interests

Realistic: Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others. **Investigative:** Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.



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is comprised of a full report, a state report and an executive summary. All can be accessed at cew.georgetown.edu/STEM



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Idaho

- STEM jobs will be 5 percent of all jobs in Idaho in 2018.
- Idaho will demand a total of 37,840 STEM jobs by 2018, up from 33,740 in 2008.
- This represents a 12 percent increase in STEM jobs,
 5 percentage points below the national average.
- 37 percent of STEM jobs in Idaho will be in Computer Occupations by 2018.
- 90 percent of these jobs will require postsecondary education and training by 2018.
- 12 percent of all MA jobs and 11 percent of all PhD in Idaho will be in a STEM field by 2018.

EDUCATIONAL DISTRIBUTION OF STEM JOBS IN IDAHO (2018)

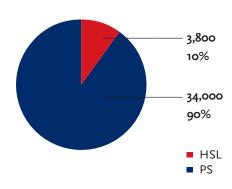
High school or loss	2 800	109/
High school or less	3,800	10%
Some college	6,820	18%
Associate's degrees	4,590	12%
Bachelor's degrees	16,910	45%
Master's degrees	5,050	13%
Doctoral degrees	670	2%
TOTAL	37,840	100%

Occupational Distribution of STEM Jobs

ARCHITECTS, SURVEYORS, & TECHNICIANS	COMPUTERS* M	IATHEMATICIANS	ENGINEERS & TECHNICIANS	LIFE & PHYSICAL SCIENTISTS
3,170	14,030	740	11,450	8,450
8%	37%	2%	30%	22%

*Computer Technicians, Programmers, and Scientists

Percent of Stat	e's Jobs tha	t will be in STE	M, by educatio	onal attainm	ent
HIGH SCHOOL OR LESS	SOME COLLEGE	ASSOCIATE'S	BACHELOR'S	MASTER'S	PhD
1%	6%	3%	12%	10%	11%



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SUBJECT

Complete College America Guided Pathways to Success in STEM Careers Technical Assistance Grant

BACKGROUND/DISCUSSION

Complete College America (CCA) has named Idaho as one of five states to receive a Guided Pathways to Success (GPS) in STEM Careers Initiative technical assistance grant. Other awardees are The District of Columbia, Illinois, Massachusetts, and Ohio.

The grant, supported by the Leona M. and Harry B. Helmsley Charitable Trust, will be used to develop and implement plans to provide clear academic degree maps, default class schedules, guaranteed milestone courses, and proactive advising support to students to support higher degree completion rates, particularly among non-traditional students who are underrepresented in the high demand fields of science, technology, engineering, and mathematics (STEM).

The University of Idaho, Idaho State University, Boise State University, and College of Southern Idaho will each participate as part of the grant. They were chosen based on current enrollment in areas of interest and workforce needs, strength of the programs that exist, working relationships between campuses that position them well to develop expanded 2+2 degree programs, and existing programs that can be leveraged to implement the GPS programs.

During the two-year grant period, State Board of Education staff, policy makers, and campus teams will work with national experts and practitioners to develop STEM completion goals, analyze local STEM labor markets, and implement Complete College America's GPS best practices.

In addition, Idaho will participate in a national network of state and postsecondary leaders dedicated to increasing STEM degrees and will have access to state convenings that showcase proven models of implementation.

IMPACT

Jobs in STEM, and related areas, continue to grow and provide higher wage career opportunities. Through this technical assistance grant, Idaho institutions will provide more skilled, qualified workers for STEM and related positions.

CCA will provide technical assistance to support the program development and implementation.

BOARD ACTION

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

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SUBJECT

Approval to revise the process for modification of the statement of student rights

REFERENCE

April 18, 2013	Presidents' Council Report – Presidents reviewed where each institution is related to alcohol on campus.
June 15, 2013	Presidents' Council Report – The University of Idaho Task Force addressed alcohol/substance abuse issues.
August 15, 2013	Presidents' Council Report – discussion of recommendations from University of Idaho Task Force, including recommendation for revisions to student code of conduct.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P. 12. Student Conduct, Rights, and Responsibilities.

BACKGROUND/DISCUSSION

As part of a comprehensive review of the alcohol and substance abuse policies at the University of Idaho (UI), and in line with recommendations of the President's Task Force on Alcohol and Substance Abuse at the UI, the university is proceeding with its internal process for revisions to the their Student Affairs Policies relating to the Student Code of Conduct, the Sexual Harassment & Sexual Violence Pertaining Specifically to Students Policy, the Student Judicial System, and the Statement of Student Rights.

Board Policy III.P.12 requires institutions have a statement of student rights, as well as a code of student conduct in which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense. The Board policy further states that "such statements of student rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer."

The current Statement of Student Rights at the UI contains, among other things, detailed provisions on the process for adjudicating student discipline matters, many of which are duplicated in the UI's Student Code of Conduct and are the subject of proposed revisions being considered by the University Faculty Senate.

Section VI of the current statement of student rights sets out a process requirement for the faculty and the student body to propose amendments to the Statement of Student Rights. The requirement includes a two-thirds affirmative vote of the students voting in an election in which at least 35 percent of the students vote, together with the affirmative vote of a majority of the university faculty, at a meeting at which a quorum is present. These requirements are not

required by Board policy, and they exceed the requirements for any other policy change at the university. Additionally, Section VI contains language to the effect that only the Board can make changes to the statement even though the Board did not create the policy in the first instance, as well as language that may appear to limit the ability of the governing faculty body to make changes when deemed necessary or prudent in the same fashion as other university policies.

Section VI of the current Statement of Student Rights contemplates changes made directly by the Board. Direct change by the Board does not require the processes outlined in the preceding paragraph. The Vice Provost for Student Affairs and Dean of Students has been working with university faculty leadership, student leadership, and general counsel to address the need for overall revisions to the student conduct policies, including the current Statement of Student Rights.

The student senate of the Associated Students of the University of Idaho (ASUI) put forth a resolution calling for the Regents to amend the Statement of Student Rights to replace a vote of the student senate with the requirement for a vote of the student body. This resolution itself is outside the process for amendment to the Statement of Student Rights as set out in Section VI; however, Section VI also recognizes the plenary authority of the Regents to effect a change to the Statement of Student Rights without any request. This resolution also evidences the need for clarity in the amendment process for the University of Idaho and consistency with overarching policies of the Board.

IMPACT

Clarification by the Board of the required process for revisions to the UI Statement of Student Rights will provide clarity to University of Idaho as to the process for contemplated revisions to the University's Student Code of Conduct and related policies to occur within the same processes established for other university-wide policy changes.

ATTACHMENTS

Attachment 1 – FSH2200 Statement of Student RightsPage 5Attachment 2 – ASUI of the Senate ResolutionPage 10

STAFF COMMENTS AND RECOMMENDATIONS

The UI's General Counsel indicates that mandated student vote and required approval of the Regents, as described in Section VI of the UI Statement of Student Rights as pre-requisites to presidential approval of revisions to the Statement of Student Rights, is inconsistent with Board policy III.P., subsection 12, which places the authority for approval of such amendments with the institution presidents.

BOARD ACTION

I move to confirm that pursuant to Board Policy III.P., subsection 12, the President of the University of Idaho has the authority to approve amendments to the University of Idaho's Statement of Students Rights and that the requirement of a prior affirmative student vote and direct approval of the Board to effect any such change is inconsistent with Board Policy III.P., subsection 12.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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2200

STATEMENT OF STUDENT RIGHTS

PREAMBLE: The regents recognize that students enjoy the same inalienable rights as other citizens under the constitution and laws of the United States, and have, therefore, adopted the following statement, the purpose of which is to guarantee basic and fundamental rights to UI students. Except for the addition of the second sentence in IV-9, this version is identical to that which appeared in the 1979 Handbook. For purposes of this statement, a "student" is any person who is regularly enrolled in UI as an undergraduate, graduate, law, or nonmatriculated student and who is not a member of the faculty. For further information, contact the Dean of Students (208-885-6757). See also the preamble to <u>2300</u>.

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SECTION I--FREEDOM OF ASSOCIATION.

1. Students shall be free to organize and join associations to promote their common interests.

2. UI approval shall not be required for the organization of any student association. The operation of such an association is subject to regulations necessary for the orderly scheduling of events, but in no case shall the views or objectives of the association be a basis for exercising these or other regulatory powers. In the event that UI regulations are violated, disciplinary action will be taken only against individual students and not against the association.

3. UI may require student associations to submit a list of officers and objectives, but they shall not otherwise be required to disclose their membership.

SECTION II--FREEDOM OF INQUIRY AND EXPRESSION. [See also 6220.]

1. Students and student associations shall be free to examine and discuss all questions of interest to them and to express their opinions publicly or privately, subject only to civil and criminal law.

2. Students shall be free to support causes by any lawful means.

3. Student associations shall be free to invite and to hear any person at their meetings.

4. All official student communications media shall have the right to establish and maintain internal control of operations and content, free from prior censorship. Only for proper and stated causes will editors and managers be subject to removal, and then only by procedures prescribed at a prior date.

SECTION III--DISCIPLINARY REGULATIONS.

1. Disciplinary regulations may be enacted only to govern the conduct of students on campus or at authorized UI activities. Such disciplinary regulations shall be approved by the faculty and shall be codified and published under the title of a "Student Code of Conduct."

2. Internal regulations of UI residence halls need not be included in the "Student Code of Conduct," but shall otherwise conform to the provisions of this section.

3. No disciplinary regulation shall take effect until after it has been published. No ex post facto regulation shall be enacted.

4. No disciplinary regulation shall discriminate against any student because of race, color, national origin, religion, sex, age, or disability, nor shall any regulation in any way deny to any student equal protection of the laws.

SECTION IV--DISCIPLINARY HEARINGS AND PROCEDURES.

1. "Disciplinary action" is defined as any penalty imposed for misconduct, including cheating and plagiarism. Disciplinary action, except that action necessary to stop a violation, shall not be taken against any student until his or her guilt has been ascertained at a fair and impartial hearing before a body authorized by the faculty for that purpose. Basic requirements of due process and fair play must be observed. 2. Disciplinary hearings shall be commenced only for alleged violations of regulations that have been properly enacted and that are in force at the time of the violation.

3. Students who are suspected of violations may be questioned, but they must be informed at the beginning of such questioning of the right to remain silent. No form of coercion or harassment shall be used in questioning.

4. Neither the premises inhabited by students nor their personal possessions shall be searched or seized in violation of federal or state law.

5. A disciplinary hearing may be waived and informal disposition of disciplinary action may be made by agreed settlement with the student or an order by the hearing board consented to by the student. If the student pleads guilty or fails to appear after receiving proper notice, an appropriate penalty may be imposed.

6. Except as provided in paragraph 5, the student charged with the violation shall: (a) be entitled to prompt hearing, (b) be informed in writing of the specific charges for proposed disciplinary action, (c) be given sufficient time to prepare for the hearing, and (d) state in writing whether he or she wishes the disciplinary hearing to be public or private.

7. During the disciplinary hearing and except as provided in paragraph 5, the student charged with the violation: (a) may be assisted by an adviser of his or her choice, (b) shall be given the opportunity to testify and to present evidence and witnesses on his or her behalf, (c) shall have the opportunity to hear and question adverse witnesses, (d) must have all testimony or evidence introduced in his or her presence unless he or she refuses to appear or fails to appear after having received proper notice, and (e) shall not be forced to testify against himself or herself and his or her refusal to testify shall not be considered as evidence against him or her.

8. The hearing board: (a) shall disregard any evidence secured by improper questioning or by illegal search and seizure, (b) shall assume the innocence of the student charged with the violation and shall place the burden of proof upon the party seeking disciplinary action, (c) shall base its findings and decision exclusively upon proper evidence and testimony and upon facts that are universally regarded as true (hearing boards should hear evidence on any disputed points; however, the board may itself take notice of facts that everyone agrees are true; for example, evidence does not have to be introduced to show it was dark if the act in question is clearly shown to have occurred at midnight), and (d) must state its findings and its decision in writing.

9. A student may be expelled or suspended from UI as a penalty for violating disciplinary regulations only if his or her misconduct seriously and critically endangers the essential operation of UI or the safety of members of the university community. By action of the regents, violations of alcohol related disciplinary regulations may lead to suspension or expulsion even without a showing that the misconduct seriously and critically endangers the essential operation of UI or the safety of useriously and critically endangers the essential operation of UI or the safety of members of the university community. (See <u>2300 XI-10.</u>)

10. No student shall be tried twice for the same offense within the UI system of disciplinary hearings.

11. Any party to a disciplinary hearing shall have the right to appeal the decision to the faculty or its duly authorized representative. Subsequent appeals may be taken to the president and to the regents when the president and the regents agree to hear the appeal.

a. A student found guilty of a disciplinary violation will be entitled to a new hearing if prejudicial error is found on appeal. If the appellate body affirms the action of the hearing body, the severity of the penalty shall not be increased.

b. Except in extraordinary circumstances, any disciplinary action shall be held in abeyance until appeals have been completed.

c. Appellate bodies may consider the validity of the regulations under which a disciplinary hearing was held, the compliance of the hearing body with provisions of this statement, and the adequacy of the hearing body's findings and decision.

d. Appellate bodies shall establish their own procedures; these must include adequate notice to the parties and sufficient opportunity for the parties to prepare their arguments.

SECTION V--PROTECTION AGAINST IMPROPER DISCLOSURE. [See also <u>2600</u>.]

1. Students shall be protected from improper disclosure of data from their disciplinary records. Such data shall only be made available: (a) in cases of legal compulsion, (b) when the student's written permission is secured, or (c) to persons within UI who are directly involved in the disciplinary proceedings established in this statement, and then only to the extent that consultation of the record is essential to determine the charge against the student or to determine penalties, and (d) provided that transcripts of academic records shall not contain information about disciplinary action except when such action affects the eligibility of the student to continue as a member of the academic community.

2. Information about a student contained in academic and counseling records shall be considered confidential. Information about the views, beliefs, and associations of students acquired by instructors and advisers may be released only with the written consent of the student. Judgments of ability and character may be provided, however. Information accumulated in counseling students on personal problems of a private or confidential nature shall be available only to those persons authorized by the student's written permission.

3. Information in academic and counseling records may be released only when: (a) such release is legally compelled, (b) the student gives written authorization for such release, (c) faculty and staff members have adequate reasons, as defined by the faculty, to consult academic records, or (d) individual students are neither identified nor identifiable in statistical summaries of academic records.

SECTION VI--CONSTRUCTION AND AMENDMENT.

1. The enumeration of rights in this statement shall not be construed to deny or disparage other rights retained by students.

2. This statement may be amended by the regents. Proposals for amendments from the university community will be made upon a twothirds affirmative vote of the students voting in an election in which at least 35 percent of the students vote, together with the affirmative vote of a majority of the university faculty at a meeting at which a quorum is present.

3. No legislation enacted by students or by the faculty shall supersede or conflict with the provisions of this statement.



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RECEIVED NOV 0 8 2013 OFFICE OF THE

STATE BOARD OF EDUCATION

November 5, 2013

Included is a resolution passed by the Senate of the Associated Students University of Idaho Senate on October 30, 2013 expressing our support for the change of section 22000 VI of the statement of student rights of the University of Idaho *Faculty-Staff Handbook*. The handbook currently requires a 2/3 affirmative student vote with at least 35% of the student body participating. It is the belief of the Associated Students of the University of Idaho Senate that such a level of participation is unattainable and a huge reason the Statement of Students Rights has remained unchanged for over 40 years.

Senate Resolution NO. F13-04 urges all parties involved to change the requirement to be a 2/3 affirmative vote of all members of the ASUI Senate. The ASUI Senate is a student-elected group of leaders whose duty it is to represent all student interests. We believe that our student body is best equipped to represent student norms, impact student culture, and transparently direct our Student Code of Conduct.

Currently, the Statement of Students Rights neither reflects University of Idaho student values, nor the laws and culture of the 21st Century. We hope that you will best serve student interests at the University of Idaho and help us change section 2200 VI of the Statement of Student Rights of the University of Idaho *Faculty-Staff Handbook*.

Sincerely,

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Taylor Williams Vice President, ASUI

On Behalf of: The Associated Students University of Idaho Senate

IN THE SENATE SENATE RESOLUTION NO. F13-04 BY SENATOR ARAMA SPONSORED BY SENATOR FILICETTI

1	A RESOLUTION
2	
3	EXPRESSING OUR SUPPORT FOR THE CHANGE OF SECTION 2200 VI OF THE
4	STATEMENT OF STUDENT RIGHTS OF THE UNIVERSITY OF IDAHO FACULTY-STAFF
5	HANDBOOK
6	
7	WHEREAS, any amendment to the Statement of Students Rights in the University of Idaho Faculty-
8	Staff Handbook requires a 2/3 majority vote of students with at least 35% of the student body
9	participating, as outlined in Section 2200 VI;
10	
11	WHEREAS, attempting to capture over a third of the University of Idaho Student body in a vote is
12	unrealistic;
13	
14	WHEREAS, the Senate of the Associated Students of the University of Idaho is comprised of
15	students elected by the Student body, representing their interests and desires;
16	
17	THEREFORE, be it resolved that the Senate of the Associated Students of the University of Idaho
18	supports a change in the Statement of Students Rights in the University of Idaho Faculty-Staff
19	Handbook, section 2200 VI, removing the requirement for a vote of the student body, and adding the
20	requirement for a 2/3 positive vote of all members of the ASUI Senate.
21	

COPIES OF THIS RESOLUTION SHALL BE SENT TO

Idaho State Board of Education Dean Bruce Pitman Associate Dean Craig Chatriand Faculty Senate UJC Student Code of Conduct revision task force The Argonaut

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