PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 18, 2014

TAB	DESCRIPTION	ACTION
1	**EASTERN IDAHO TECHNICAL COLLEGE - PROGRESS REPORT**	Information Item
2	**PRESIDENTS' COUNCIL REPORT**	Information Item
3	**IDAHO PUBLIC TELEVISION - ANNUAL REPORT**	Information Item
4	**ALBERTSON'S FOUNDATION – CONTINUOUS ENROLLMENT PRESENTATION**	Information Item
5	**2015 LEGISLATIVE IDEAS**	Motion to Approve
6	**INSTITUTION/AGENCY STRATEGIC PLANS**	Motion to Approve
7	**AMENDMENT TO BOARD POLICY – SECTION BYLAWS – FIRST READING**	Motion to Approve
8	**AMENDMENT TO BOARD POLICY – SECTION I.R. SECURITY – SECOND READING**	Motion to Approve
9	**MODEL DATA SECURITY POLICY**	Information Item
10	**UNIVERSITY OF IDAHO – FACULTY STAFF HANDBOOK AMENDMENT – FACULTY RANK/PROMOTION**	Motion to Approve
11	**UNIVERSITY OF IDAHO – FACULTY STAFF HANDBOOK – FACULTY CONSTITUTUION**	Information Item

12   **TEMPORARY PROPOSED RULES – IDAPA 08.02.01, RULES GOVERNING ADMINISTRATION – STRATEGIC PLANNING**   Motion to Approve

SUBJECT
Eastern Idaho Technical College (EITC) Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

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

President Albiston will provide a 15-minute overview of EITC's progress in carrying out the institutions strategic plan.

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

ATTACHMENT
Attachment 1 – Progress Report - Draft   Page 3

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

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Eastern Idaho Technical College Progress Report
June 2014
Presented by: Dr. Steven K. Albiston, President

Strategic Plan Implementation

- Details of implementation. We have implemented the EITC Strategic Plan and aligned it to the State Board of Education's (SBOE) Strategic Plan. In addition, EITC is currently in the process of revising the strategic plan to align with the expectations of the Northwest Commission on Colleges and Universities in support of our Mission, Vision and Core Themes. We have established an Accreditation Steering Committee that will oversee the revision. As EITC realigns its Strategic Plan to match accreditation needs, the Accreditation Steering Committee will evaluate existing metrics and their associated benchmarks for continuing relevance to the college as well as alignment to the SBOE's plan.
- Status of goals and objectives
  - Goal 1. Well Educated Citizenry
    - EITC has changed the remedial process for incoming students to get them into college credit courses without remediation. We no longer offer ENG 90 but offer ENG 101 with additional lab time. We have also offered MAT 123 with a lab to students who would in the past take MAT 100 before entering this college credit course.
    - We offered 5,204 hours of expanded tutoring opportunities to all students; 94% rated the tutoring services as very good to excellent. 82% felt that participating in the tutoring center helped raised their grades.
    - The Adult Basic Education program has post-tested the highest percentage of students in a given year. We have also reached the highest percentage of academic gains of any year. The student contact hours have increased from 88 hrs./student to 102 hrs./student because of distance learning options we have added. We have reached all of the state academic targets for ABE students and have reached five of six levels in ESL.
  - Goal 2. Critical Thinking and Innovation
    - Instructors were given a survey to target professional development at the beginning of the school year. Three workshops from survey results were conducted to improve faculty and adjunct instructional skills.
    - A "best practices in teaching" handbook is being developed to assist new faculty and adjunct.
  - Goal 3. Provide high quality admission and student support.
    - QRS squares were placed outside of student services, business office, bookstore and library to track student comments and satisfaction.

- Points of interest. EITC's Vision Statement is to be a superior professional-technical college. To accomplish this goal, we are continually in the process to improve our programs. We are examining the current criteria used to evaluate and prioritize our programs to expand successful programs and discontinue programs that are no longer relevant to our industry market.

Budget
- 32.38 FTE faculty: 40.28% of the population
- 18 FTE managerial/professional: 22.39% of the population
- 30 FTE classified 37.32% of the population
- The numbers shown above represent full time employees funded by the Division of Professional-Technical Education. There are other full time employees funded by various grants and full time employees, particularly in the information technology area, whose personnel costs are covered by locally generated funds.

Enrollment
- Graduate Training Related Placement Rate: 78.6%
- Retention Rate of Full Time Students Fall 2012 to Fall 2013: 80%
- Graduation Rate (IPEDS 2013 report for 208 cohort): 40% normal time, 56% - 150% of normal time, and 56% - 200% of normal time
- FY2013 Accrued Headcount: 1,240
- FY2013 FTE: 531
- FY2013 Short-Term Training Accrued Headcount:11,789
- FY2013 Short-Term Training FTE:121

Research and Economic Development
The College's President serves on the Board of Directors of each of the following local and regional economic development agencies in eastern Idaho:
- **Grow Idaho Falls** – An investor-based organization dedicated to the development and growth of Idaho Falls, Ammon and Bonneville County. Grow Idaho Falls, Inc. plays an important role in the expansion of existing business, job retention and the attraction of new business to our area.
- **Partnership for Science & Technology -** A non-profit, public-interest organization advocating for the advancement of science, energy and technology, and providing accurate and timely information on related regional activities, including those at Idaho National Laboratory.
- **The Development Company -** Serves both local businesses and governments in order to develop and expand the economy of the region.

Special/Health Programs
- **May 7, 2014:** The Medical Assisting Program AAS Degree was reaffirmed for accreditation by the Commission on Accreditation of Allied Health Education Programs until May 2022.
- **February 10, 2014:** The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting approved the EITC Surgical Technology Core Curriculum.

College Updates

- July 1, 2014: EITC will begin oversight of statewide Fire Service Training in Idaho. This program will include the delivery of courses at over 240 fire departments serving some 7,000 firefighters.

Education Collaborations:

- **The EITC Transition Office** - works closely with high schools located within College District VI in developing articulation agreements that allow high school students the opportunity to receive college credits for successfully completing approved courses.
- **EITC's Energy Systems Technology program** - is designed for students to complete a Technical Certificate and then transfer to the College of Technology at Idaho State University to complete an Associate's of Applied Science degree.
- **The Health Care Education Building** – is a shared facility by EITC and ISU. The facility is located on the EITC campus. Recently, ISU has initiated delivery of Dental Hygiene courses utilizing the facility.
- **Computer Support Services** – are provided to ISU faculty and students that utilize EITC facilities.
- The College of Southern Idaho is renting space on the EITC campus to provide additional general education courses.
- **Wildland Fire Science Training** – The College designed and delivered large-scale training programs to the BLM, Forest Service, Bureau of Indian Affairs, and the Idaho Department of Lands. Wildland firefighters trained at EITC fight wildland fires in southern Idaho, western Wyoming, all of Utah, Nevada, and nationally. Structural firefighters from over 20 volunteer and paid fire departments receive classroom and hands-on training at the Eastern Idaho Fire Academy hosted by the College each June.
- **Advanced Manufacturing** - EITC has worked with the Idaho Department of Labor, Commerce, University of Idaho, Battelle Energy Alliance, and the Development Company to meet with manufacturers in eastern Idaho to assess the need for the development of a Certificate, Associate of Applied Science Degree at EITC, and a Bachelors of Applied Technology Degree in Advanced Manufacturing from the University of Idaho in Idaho Falls. The intent is to establish a "two plus three" program with the University of Idaho to provide graduates with multiple exit opportunities which lead to various occupational levels in the growing manufacturing sector. As a result, EITC and the University of Idaho are collaborating in the design and usage of a lab to support the programs.

Business Collaborations:

- **Doug Andrus Distributing** – EITC and Doug Andrus Distributing have been working together since 2005 to train highly-skilled professional truck drivers. To meet the increasing demand for professional truck drivers, Doug Andrus Distributing works with EITC to lease the College a tractor and large practical driving range for students, and property at their facility to house the program tractor-trailer. *Accomplishments since 2005 include* training of 278 drivers

with an average hourly rate of $16.13 for graduates. The company has grown from one with 210 trucks to over 280 trucks. Doug Andrus Distributing is now the largest family-owned transportation company in Idaho.

- **Battelle Energy Alliance Environmental Safety & Health Training Program** – EITC works with Battelle Energy Alliance to provide environmental, safety, and health regulations-driven classes to approximately 5,000 Idaho National Laboratory employees annually. *Accomplishments include* the revision and delivery of over 50 standardized training classes in occupational upgrade areas such as radiological, respiratory, and industrial safety. Classes are conducted both on site at the INL and the EITC campus making it convenient for employees located at numerous locations both in Idaho Falls and at a desert facilities.
- **HK Contractors** – The College trained 75 heavy equipment operators in Adult First Aid and CPR training.
- **City of Idaho Falls** – EITC works closely with the City of Idaho Falls to provide continuing education classes for employees in Idaho Falls Power and the Building Department.

Capital Campaign
- EITC Foundation Scholarship Endowment as of May 2014 : $3,492,648

Outreach
- **The Regional Adult Learning Center** - provides outreach GED instruction in Rexburg and Salmon and is establishing services in Driggs fall of 2014. Also, Adult Basic Education courses are offered in Challis/Mackay and Rexburg, and will be providing services in Driggs the fall of 2014.
- **The Workforce Training Department** - has offered outreach training and community education in Driggs, Rexburg, Salmon and St. Anthony.
- **Through its Online Instruction Center,** - the College offers over 300 non-credit classes and programs serving place bound and rural businesses and residents.
- **EITC** - has supported the Development Company in their efforts to secure funding for the renovation of their facility in Driggs. The project is expected to be completed by January of 2016 and will provide space for adult education, workforce training activities and serve as a business incubator in the Teton Valley.

New Buildings
EITC has no plans for near term construction of new academic buildings. Throughout the years EITC, working with the Division of Public Works, has carefully modified its older facilities to accommodate changing needs in the academic and work environment. The Robertson Building is a typical case. Farm equipment repair has been supplanted by manufacturing, which has been supplanted by robotics and soon with systems to teach and demonstrate advanced fabrication techniques including 3-D printing. Typewriters have given way to computerized systems; while we still teach essential skills in office technology we have modified classrooms to teach the network technology and web development which drives modern business. We pride ourselves on the ability to adapt and utilize our facilities.

PRESIDENTS' COUNCIL

SUBJECT
Presidents' Council Report

BACKGROUND/DISCUSSION
President Joe Dunlap, North Idaho Community College 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 met on May 6th and June 3rd, 2014.

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

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SUBJECT
   Idaho Public Television (IPTV)

APPLICABLE STATUTE, RULE, OR POLICY
   Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

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

   Ron Pisaneschi, General Manager of the Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

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

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SUBJECT

Dr. Bruce Schultz with the J.A. and Kathryn Albertson Foundation will present a report on the Continuous Enrollment Project.

BACKGROUND/DISCUSSION

The Albertson Foundation is a private, family foundation, committed to the vision of limitless learning for all Idahoans. The Foundation invests in three focus areas 1) Career Readiness; 2) Learning Choices; and 3) Leadership.

In 2011, the Foundation began its Continuous Enrollment Project, a two-year pilot project to measurably increase higher education access, retention and success for non-traditional students. Six Idaho higher education institutions participated in the first grant round: College of Southern Idaho (CSI), North Idaho College (NIC), Lewis-Clark State College (LCSC), Eastern Idaho Technical College (EITC), Idaho State University (ISU), College of Technology and College of Western Idaho (CWI). Each created its own, unique model based on a core set of proven- or best-practices for student retention. Participating institutions were required to collect, review, and report student success indicators to the Foundation on an annual basis.

The methodologies employed in the project were carefully monitored. The resulting data showed which methodologies had the most impact and identified implementable practices that are making a significant difference in how many students are completing an associate's degree. In 2014, the Foundation provided a second round of grants to NIC, EITC, CSI, ISU and CWI.

The Foundation will present the results of the Continuous Enrollment Project report from January 2014. They will also provide an overview of the second round of continuous enrollment grants to NIC, EITC, CSI, ISU and CWI.

IMPACT

At the end of the second round of the grant, the Foundation will continue to provide technical assistance for the project participants.

ATTACHMENTS

Attachment 1 – Guided pathways to Success Report   Page 3

STAFF COMMENTS AND RECOMENDATIONS

Given the resource intensive methodologies used, sustainability of the programs at the institutions is a concern. The community colleges have included line items to support continuous enrollment in their FY 2016 budget requests. Data collection and analysis also require institutional research staff and capability.

BOARD ACTION

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J.A. AND KATHRYN ALBERTSON FOUNDATION

GUIDED PATHWAYS TO SUCCESS

A REPORT ON THE IDAHO CONTINUOUS ENROLLMENT INITIATIVE PILOT 2011-2013

INTRODUCTION

"Nontraditional" students—older, working, married or maybe still living at home—now constitute a large and growing percentage of those attending college in the United States according to a recent Complete College America alliance report. In fact, they are fast becoming the new traditional.

Idaho's non-traditional students include unemployed and underemployed laborers, alternative high school students, young single parents and dropouts who face work schedule conflicts, family obligations and geographic and financial barriers when it comes to accessing higher education.

Unfortunately, non-traditional students enrolled in higher education in Idaho don't succeed. More than half of students who enter a two-year certificate or degree program in Idaho will drop out in the second year without a degree or certificate, debt ridden and without a pathway to success.

Meanwhile jobs in Idaho, that lead to successful careers and prosperity, go unfilled.

The shifting nature of the student population and the failure rate of nontraditional students require that we do things differently if we expect Idaho to meet the 60% goal and have the workforce we need.

Idaho's community and technical colleges play a critical role in filling the skills gap in Idaho's workforce and they provide the perfect on-ramp for non-traditional students.

The Continuous Enrollment Initiative was designed to be a game changer that helps Idaho's community and technical colleges retool their practices to attract and retain non-traditional students and help fuel Idaho's economy.

Given a support structure, nontraditional students can drive Idaho's economic engine and live out their dreams.

IDAHO SKILLS GAP DATA

Idaho's workforce development trends reflect an exponentially widening skills gap between what employers need — highly trained workers and a supply of graduates from two-year Idaho institutions — and the state's current rate of degree attainment. To meet the need, Idaho's higher education institutions need to double the rate of credential attainment by 2020 because:

- By 2018, Idaho will be third in the nation for the number of jobs requiring some post-secondary education. [1]
- Between 2015-2020, 86% of all new job openings in Idaho will be filled by workers with a college credential. [3]
- Almost half of these jobs will go to people with an associate degree or training certificate. [4]
- At the current rate of credential attainment, 46% of these jobs will lack trained Idaho workers.

2

PARTICIPANT DEMOGRAPHICS

FIVE HIGHER EDUCATION INSTITUTIONS IN IDAHO

The J.A. and Kathryn Albertson Foundation in 2010 invited six higher education institutions in Idaho to submit proposals to participate in the Continuous Enrollment pilot program. Five proposals were funded in 2011:

- College of Southern Idaho, Twin Falls
- Eastern Idaho Technical College, Idaho Falls
- Idaho State University, College of Technology, Pocatello
- Lewis-Clark State College, Lewiston
- North Idaho College, Coeur d' Alene

Each institution was required to assemble a cross-disciplinary team including representatives from adult basic education, institutional research, student services, financial aid and administration. They were tasked to develop a student retention plan for nontraditional students. The plan was aimed at earning a certificate or degree without incurring overwhelming debt.

The teams were also required to select from a set of proven practices based on national best practices designed to lower barriers and develop resilience. Their plans focused on practices that:

- Deliver intrusive academic advising
- Teach college navigation skills
- Match student participants with trained student mentors
- Group students into cohorts
- Monitor student progress and accountability
- Provide accelerated remediation

THE STUDENTS

Nearly five hundred students, described as "educationally disadvantaged learners", participated.
The average age of participants was 28. Upon entering the program,

- 80% had a General Educational Development (GED) background
- 73% required remedial coursework
- 90% tested below college level in their academic skills
- 22% identified as Non-white (almost twice the number for 2010 census)
- 44% enrolled full-time
- 33% enrolled part-time
- 22% mix-enrolled (combination of full-time/part-time enrollment during six semesters)
- 32% of students dropped out, almost half of the rate of a typical Idaho student

All Continuous Enrollment students received some type of scholarship or financial assistance as part of the project. Ninety percent of the participants were eligible for FAFSA with Pell Grant assistance. The remaining 10% were awarded scholarships to fill other financial gaps.

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RETENTION AND COMPLETION STRATEGIES AT WORK

The use of data was a foundational component of analyzing the project's success from day one. CE projects were required to report on-going and in-depth student progress data and make improvements to their plan based on that data.

The qualitative and quantitative data research methods employed by this initiative helped identify six practices that measurably increased student retention-to-completion rates:

1. **Intrusive, just-in-time advising** provided participants with a clear roadmap of semester-by-semester courses leading to their credential goal. Those with specific and targeted credential goals and clear course milestones had an overall retention rate of 78%. Students lacking a clearly articulated credential goal had an overall retention rate of 56%. Staff ensured students did not fall through the cracks by closely monitoring class attendance and through regular face-to-face meetings.

2. **College skills and success courses** provided participants with a cohesive set of navigational tools and skills designed to promote a successful transition into the college culture including financial and career planning, computer competency, note-taking, study and test preparation, time management and self organization. 87% of the student participants completed this accredited course during their initial entry into the project. The courses were for elective credit, ranging in one to three credits.

3. **Pre-COMPASS* training** provided participants with a structured review of key math and English concepts prior to taking placement tests that determined the need for remediation. Participants completing pre-COMPASS training produced math and writing scores that were 10-12% higher on the COMPASS entrance test when compared to other GED entry-level students. Retention rates for participants in pre-COMPASS training were 80% versus 69% for other pilot project participants who did not complete pre-COMPASS training.

4. **Student cohort groups** provided participants with a built-in academic and social learning community. This practice provides vital student-to-student support and a strong sense of connection to the institution and faculty. Participants with similar placement test results were grouped in an academic cohort for required courses. Every student participant not placed in an academic or social cohort group dropped out.

5. **Peer Mentorship** provided participants with weekly student-to-student sessions with trained student mentors. Student mentors were selected through a rigorous interview process focused on academic proficiencies, communication skills and community service motivation. Mentors received 10-15 hours of training. Survey results from two pilot projects indicated that more than 87% of mentored participants rated mentorship as a positive retention factor.

6. **Accelerated remediation programs** were designed to quickly move participants through required remedial coursework. Two pilot projects developed accelerated remediation programs with instructor-led math and writing workshops in addition to the regular class schedule. Participants had a course completion rate (C grade or better) of 81% compared to 54% for cohort peers taking the same course without an accelerated learning component.

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RESULTS

Based on almost three years of student progress data* at the five participating institutions, student achievement benchmarks were measured and analyzed, including the percentage of credits earned, grade point average, credential goal completion and retention rates.

Although grantees used of retention and completion practices that fit best for their institution, key findings emerged:

- **Participants' average Grade Point Average was 2.79**
  - ✔ *Compared to 2.57 GPA for the general Idaho freshman student population and 1.89 GPA for students entering with a GED*
- **Almost 70% of participants were retained in programs after the first year**
  - ✔ *Almost 500% increase over the national average* [4]
- **74% of all credits attempted in the first year were completed**
  - ✔ *Compared to 59% credit completion rate for a traditional student at the end of their community college freshman year*
- **100% of students who did not participate in a designed student cohort dropped out**
- **86% of participants used accelerated remediation programs or tutorial programs**
- **Participants with a mixed enrollment status were more successful in completing credits, had a higher GPA and had higher second-year retention rates (92%)**
- **Participants who developed credential-related goals through intrusive academic advising had GPA's that were twice as high as those who did not develop credential goals (2.53 GPA vs. 1.16 GPA)**
- **17% of participants achieved a certificate or associate-level degree within two years**
  - *A North Virginia Community College study reported the graduation rates of all GED entry students at 4.6% over a five-year period and 11.8% over a seven-year period*

5

RECOMMENDATIONS

This pilot project provides proof that Idaho's community and technical colleges can transform their approach and employ proven strategies to ensure student retention and credential completion. It also provides evidence that these strategies need to be scaled so that all incoming students benefit. Due to the performance-based outcomes achieved by these projects the Foundation has rewarded these projects with Phase 2 funding to help begin the scaling process.

Scaling these strategies are both a societal and economic imperative and should not be left to the responsibility of the philanthropic community. The question the Foundation asks is: "Does Idaho's political and higher education leaders have the will to make these strategies a priority"? Money helps focus state efforts and it is needed, but it is only part of the solution.

In order to scale this to the level needed to meet the state's 60% goal and ensure prosperity for future generations, the Foundation recommends the following:

1. The State Board of Education should require all higher education institutions to commit to increasing the number of non-traditional students who enter and complete a credential or degree by **tying performance-based retention and completion outcomes to funding incentives.**

2. **Student debt** is a big issue — not just for those from lower socioeconomic strata. Leaders and professors in Idaho's higher education institutions must help ensure that students who start have every opportunity to complete their program as soon as possible and at the lowest cost possible.

3. Take inventory of current **student recruitment approaches** and whether they hinder access to under-served and non-traditional students.

4. Ensure these proven student **support practices are adopted and embedded** throughout Idaho's higher education system including the policies, practices and culture so that all students benefit.

5. Develop more **private-public sector partnerships** to provide student scholarships, expertise, entrepre-neurial opportunities, internships, etc. because they are less encumbered by politics and help the business community to develop more.

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[1] 2010, Georgetown University; Center on Education and the Workforce (data based on 2012 IPEDS)

[2] 2013, Complete College America, The Idaho Report, National Center for Statistics (data based on 2012 IPEDs)

[3] 2013, Promising Practices: A Matter of Degrees Report, Center for Community College Engagement (CCCSE)

[4] 2001, Research Report No 13-01, High School Graduates and GED Recipients, Northern Virginia Community College Office of Institutional Research

** ACT Compass is a computer-adaptive college placement test that Evaluates incoming students' skill levels in reading, writing, math and English as a second language and helps place students in appropriate courses and connect them to the resources they need to achieve academic success

SUBJECT
    Legislative Ideas - 2015 Legislative Session

REFERENCE
    June 2010   The Board approved legislative ideas to be submitted through the Governors Executive Agency Legislation process.
    June 2011   The Board approved legislative ideas to be submitted through the Governors Executive Agency Legislation process.
    June 2012   The Board approved six (6) legislative ideas to be submitted through the Governors Executive Agency Legislation process.
    June 2013   The Board approved eight (8) of ten (11) legislative ideas to be submitted through the Governors Executive Agency Legislation process.

BACKGROUND/ DISCUSSION
    As an Executive Agency, the State Board of Education is required to submit electronically all Legislative Ideas to the Division of Financial Management (DFM) for the Governor's approval. The Board's approval of these Legislative Ideas is the first step in that process. If approved by the Board and the Governor, the actual legislative language will be brought back to the Board at the October Board meeting for final approval prior to submittal to the legislature for consideration during the 2014 Legislative Session.

    The institutions and agencies were requested to submit legislative ideas for Board approval at the June Board meeting in March of this year. The Board office received three (3) legislative ideas from the institutions. Board staff has identified an additional six (6) potential pieces of legislation. A seventh legislative idea is being proposed as a place holder for any potential legislative changes that may be recommended by Taskforce for Improving Education.

    The following are descriptive summaries of the ten (10) legislative ideas that are being proposed:

1. 8 in 6 Program
Statement of Purpose
Amend language in section 33-1628, Idaho Code to clarify that students attending Bureau of Indian Education (BIE) schools in Idaho may participate in the 8 in 6 Program as long as all other eligibility requirements are met. Currently the (BIE) oversees two schools in Idaho, the Shoshone-Bannock Jr./Sr. High School and the Coeur d' Alene Tribal School.

Fiscal Note
Due to the small number of schools the fiscal impact is anticipated to be minimal.

2. Workforce Reporting
Statement of Purpose

This legislative Idea would be developed in conjunction with the Department of Labor and would require employers to report occupancy codes and number of hours worked. Through the P-20 to Workforce SLDS education data may be matched with workforce data. Current research is limited by the level of detail of the workforce data. Should this legislation pass, Board staff would be able to report the number of students graduating from our public institutions who work in their specific field as well as determine if they are working full-time or part-time. Currently the data is limited to the Industry Code, this only allows us to determine if graduates are work at a company that that is in their field of study, and not if the actual position they hold is relevant to their degree or certificate.

Fiscal Note
To be determined

3. State Residency for Tuition Purposes
Statement of Purpose
Amend language in section 33-3717B, Idaho Code to streamline the process for determining residency for tuition purposes and to specify that all students who graduate from an Idaho High School and attend a public postsecondary institution within a specified timeframe would be eligible for in-state tuition. Additional changes may also need to be made to section 33-2110A, Idaho Code to assure alignment between the two sections of code. Streamline the residency determination process will allow for greater access to students as well as reduce the staff time necessary to make these determinations.

Fiscal Note
There will be no fiscal impact

4. Nursing Education Program Approval
Statement of Purpose
Amend language in section 54-1406, Idaho Code removing the requirement that the Board must approve in curriculum change in a nursing program (private or public) that may alter existing articulation agreements between educational institutions. The Board would continue to approve program changes at the public institution as specified in Board policy.

Fiscal Note
There will be no fiscal impact

5. Charter School Financial Support
Statement of Purpose
Idaho Code §33-5208(8) provides that: "Each public charter school shall pay an authorizer fee to its authorized chartering entity, to defray the actual documented cost of monitoring, evaluation and oversight, which, in the case of public charter schools authorized by the public charter school commission, shall include each school's proportional fee share of all moneys appropriated to the public charter school commission, plus fifteen percent (15%)" [emphasis added]. This past

Session there was legislative interest in appropriating General Funds to supplement the Public Charter School Commission's (PCSC) FY 2015 budget. However, since the authorizer fee is calculated off of "all moneys appropriated," an additional appropriation of General Funds would have also resulted in an increase in the authorizer fee the following year. The proposed legislation would amend the authorizer fee formula to include only those funds appropriated from the Public Charter School Authorizers fund rather than all appropriated moneys.

The proposed amendment would also change the authorizer fee payment deadline from February 15 to March 15. Data needed to calculate the fee are not typically available from the State Department of Education in time to invoice the schools and receive payment by February 15.

<u>Fiscal Impact</u>
These amendments in and of themselves have no fiscal impact.

6. Proprietary School Registration
<u>Statement of Purpose</u>
Amend language in section 33-2406, Idaho code exempting proprietary schools which do not collect any tuition or fees until after instruction has been provided from the surety bond requirement.

<u>Fiscal Note</u>
There will be no fiscal impact.

7. Transfer of Surplus Property
<u>Statement of Purpose</u>
Amend language to section 58-335, Idaho Code to include property owned by the State Board of Education to list of exempt property. This would clarify that the Board would not have to go through the Land Board process when disposing of surplus property. Section 33-107, Idaho Code already gives the Board the authority to "acquire, hold and dispose of title, rights and interests in real and personal property."

<u>Fiscal Note</u>
There will be no fiscal impact.

8. Risk Management – Opt Out
<u>Statement of Purpose</u>
Last year the Board ran legislation that would allow the institutions to opt-out of state administrative services. While the bill did not pass as a total package, there was some support for the individual components of the bill. This proposal would use the language developed as part of last year's University Administrative Flexibility bill regarding Risk Management and would allow the institutions to opt-out of state Risk Management.

<u>Fiscal Note</u>

To be determined.

9. Human Resource Services – Opt Out
<u>Statement of Purpose</u>
Last year the Board ran legislation that would allow the institutions to opt-out of state administrative services. While the bill did not pass as a total package, there was some support for the individual components of the bill. This proposal would use the language developed as part of last year's University Administrative Flexibility bill regarding State Human Resource Services and would allow the institutions to opt-out of these services.

<u>Fiscal Note</u>
To be determined.

Governor's Task Force Recommendations
10. Foundation Program – State Aid – Certificated Staff Apportionment
<u>Statement of Purpose</u>
Amendments would be made to the education support program in Title 33, Chapter 10 to establish a funding model for school districts for certificated staff that would be variable based on a three tiered system.

<u>Fiscal Note</u>
Initial estimated cost is approximately $250 million. The current implementation plan envisions a 5-6 year phase-in of approximately $40 million per year.

11. Contract Category Timing
<u>Statement of Purpose</u>
Align current Idaho Code regarding the timing of eligibility for teacher continuing contracts with timing for eligibility for tier 2 (professional tier) on the proposed tiered certification model.

<u>Fiscal Note</u>
To be determined

12. Additional Legislative Ideas from Subcommittees
<u>Statement of Purpose</u>
Place holder for additional legislative ideas developed by the subcommittees established to implement the recommendations of the Governor's Task Force.

Currently the subcommittees are exploring possible legislation on:
- Streamline and consolidation of advanced opportunities statute
- Modification to the strategic planning statute
- Consolidation of reporting requirements
- Funding model
- Counseling/Advising

<u>Fiscal Note</u>

To be determined

IMPACT

Staff will continue to move the legislative ideas that the Board approves through the legislative process and will bring the legislative language back to the Board at the October meeting for approval. Legislative Ideas not approved will not be submitted to Division of Financial Management.

STAFF COMMENTS AND RECOMMENDATIONS

Legislative Ideas are required to be submitted to the Division of Financial Management (DFM) by August 3, 2014. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive Director to submit these ideas. Actual legislative language for all submitted Legislative Ideas will be brought back to the Board at the October Board meeting for final approval.

BOARD ACTION

I move to approve the legislative ideas as submitted and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT
 2015-2019 Institution, Agency and Special/Health Strategic Plans

APPLICABLE STATUTE, RULE, OR POLICY
 Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
 Section 67-1901 through 67-1903, Idaho Code.

REFERENCE

April 2013	Board approved the strategic plans for the agencies, community colleges and the special/health programs.
June 2013	Board approved institution strategic plans
April 2014	Institution, agency, and special/health programs were reviewed by Board.

BACKGROUND/DISCUSSION
 The State of Idaho requires the institutions, agencies and special/health programs under the oversight of the board submit an updated strategic plan each year in July. The plans must encompass at a minimum the current year and four years going forward. The guidelines set by the Board office follow the Division of Financial Management (DFM) and section 67-1901 through 67-1903, Idaho Code requirements. Each strategic plan must include, by code and Board policy: *vision and mission statement, goals, objectives, performance measures, benchmarks, and external factors.* Each of these components is a standard strategic planning component.

 Over the past several years the Board has requested the Benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo." At the April 2014 Board meeting the Board reviewed the institution, agency, and special/health programs strategic plans and based on that review the Board requested the institutions amend their plans and bring them back for consideration at the June Board meeting. Requested amendments included bringing the strategic plans into compliance with the required strategic plan format as well the inclusion of additional objectives focusing on student access and the re-evaluation of benchmarks to make sure they are stretch benchmarks.

Agencies

Attachment 01 –	State Department of Education/Public Schools	Page 3
Attachment 02 –	Idaho Division of Vocational Rehabilitation	Page 6
Attachment 03 –	Idaho Public Television	Page 26
Attachment 04 –	Idaho Division of Professional Technical Education	Page 36
Institutions		
Attachment 05 –	Eastern Idaho Technical College	Page 45
Attachment 06 –	University of Idaho	Page 56
Attachment 07 –	Boise State University	Page 71
Attachment 08 –	Idaho State University	Page 82

STAFF COMMENTS AND RECOMMENDATIONS

The attached strategic plans include the updated plans submitted by the institutions as well as the agency and special and health programs strategic plans submitted to the Board in April.

BOARD ACTION

I move to approve the 2015-2019 (FY2016-FY2020) Institution, Agency, and Special/Health Program strategic plans as submitted.

Moved by_____ Seconded by_____ Carried   Yes_____ No_____

Idaho State Department of Education
Public Schools Strategic Plan
2014-2018

Vision Statement

To establish an innovative and flexible education system that focuses on results, inspires all students and prepares them to be successful in meeting today's challenges and tomorrow's opportunities.

Mission Statement

The Idaho State Department of Education is accountable for the success of all Idaho students. As leaders in education, we provide the expertise and technical assistance to promote educational excellence and highly effective instruction.

Indicators of a High-Quality Education System

- High student achievement
- Low dropout rate
- High percentage of students going on to postsecondary education
- Closed achievement gap
- All decisions based on current accurate data
- Efficient use of all resources
- Individualized education through technology

Guiding Principles

- Every student can learn and must have a highly effective teacher in every classroom.
- Market forces must drive necessary change.
- Current and new resources must focus on the 21st Century Classroom.

With these indicators and guiding principles as our focus, the Idaho State Department of Education will increase student achievement by focusing on the following areas:

1

- Maintain and continue to improve Idaho's new system of increased accountability which focuses on student academic growth for all students, provides multiple measures of school and student success based on outcomes, and provides for meaningful teacher and principal evaluations.

- Expanding student learning by creating a 21St century classroom that is not limited by walls, bell schedules, availability of courses, and geography. Every student and all teachers will have equal access to the latest technology no matter where they live.

- Continuing to work with districts on accurate and timely submissions of data to the Idaho System for Education Excellence (ISEE) and ensure the quality of submissions.

- Implementing Phase 2 of Idaho System for Education Excellence (ISEE) in which every teacher in Idaho will have access to timely and relevant information on student achievement, digital content, and formative assessments through a statewide item bank and end-of-course assessments.

- Increasing choice options for students including charter, magnet, and alternative schools as well as course offerings through digital learning, including the Idaho Education Network.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Goal 1: Ensure students have the skills and knowledge necessary to succeed from kindergarten to high school graduation and post-secondary education.

Objective 1: Increase of the number of students proficient or advanced on the ISAT (prior to the implementation of higher standards)

Performance Measures: Percent of students who score proficient or advanced on the ISAT.

Benchmark: 90 percent of students proficient on reading, 82 percent of students proficient of math, 77 of students proficient in language arts.

Objective 2. Implement higher standards in English Language Arts and Mathematics.

Performance Measures: Percentage of students who pass the new Idaho Standards Achievement Tests (ISAT) based on higher English Language Arts and Mathematics standards.

2

Benchmark: Sixty percent of students in grades 3-8 will achieve proficiency on the new ISAT in math and English language arts after it is first administered in Spring 2015.

Objective 3: Improve access to postsecondary education while in high school.

Performance Measures: Percentage of students completing an advanced opportunity.

Benchmark: Sixty percent of students completing a dual credit, AP course or Tech Prep.

Objective 4: Every high school junior will take a college readiness exam.

Performance Measure: Percentage of students who score college- and career-ready in areas of exam: reading, writing and math.

Benchmark: 40 percent of high school students score college and career ready on a college readiness exam.

Goal 2: Implement a longitudinal data system where teachers, administrators and parents have accurate student achievement data for a child's educational career.

Objective1: Create reports with longitudinal statistics to guide system-level improvement efforts.
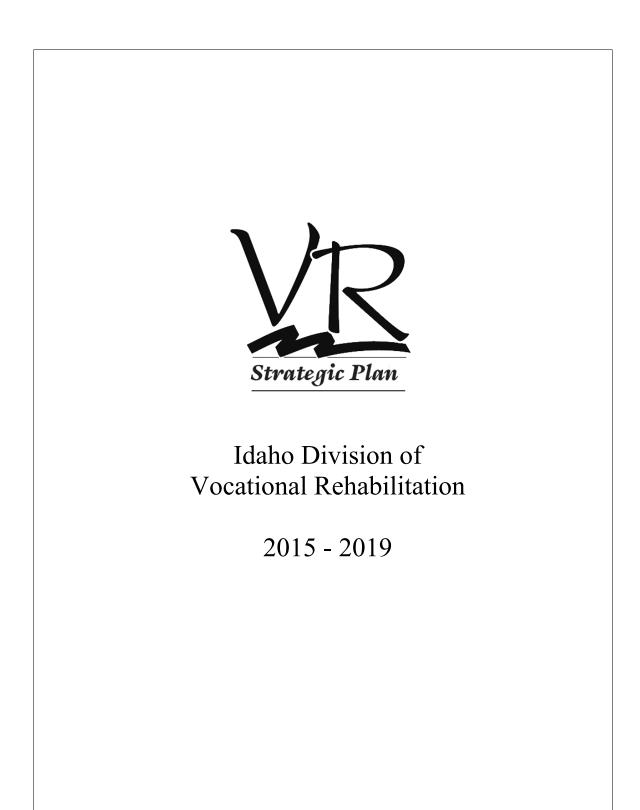
Performance Measure: Development of aggregate-level longitudinal data for individualized student growth expectations.
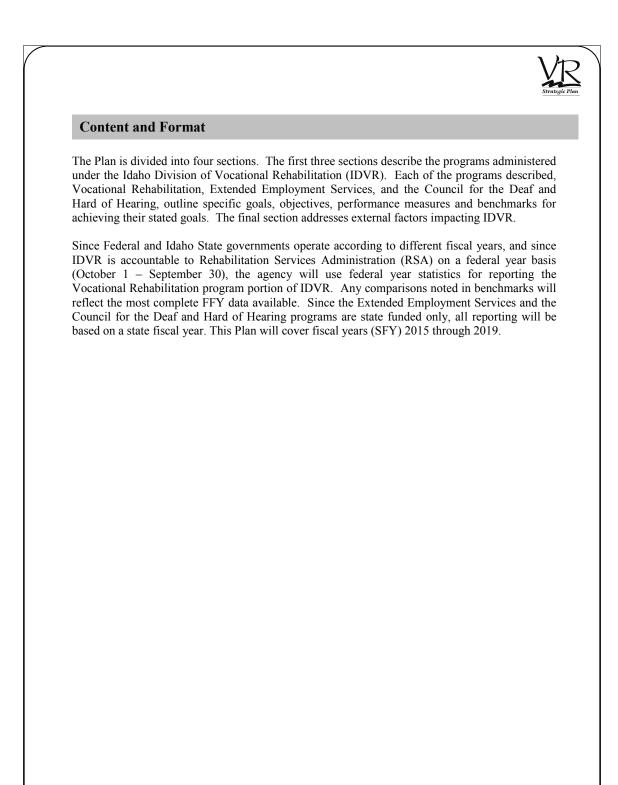
Benchmark: Every Idaho student who takes the ISAT has a growth report available to his/her teacher and parents/guardians.
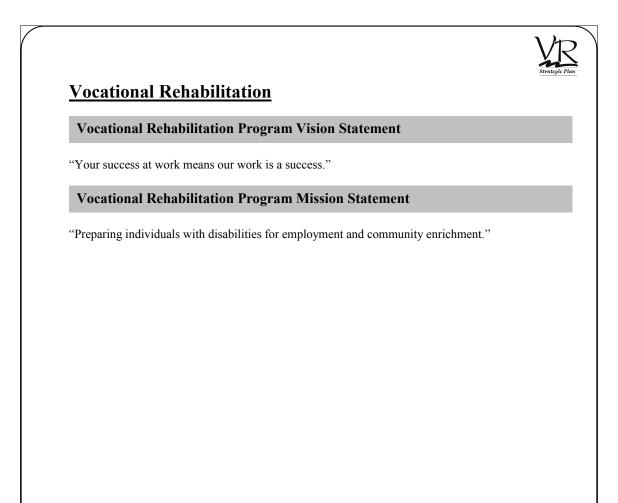
Objective2: Improve data quality in ISEE uploads to ensure accuracy.
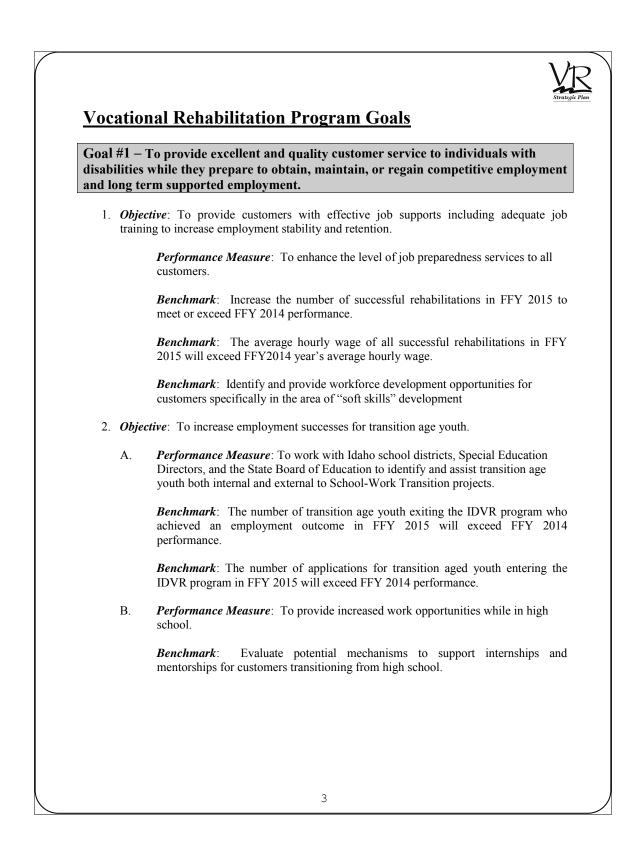
Performance Measure: Random district audits of data quality including enrollment, attendance, and achievement tied students and staff.

Benchmark: Audits matching data submitted within a less than 10 percent margin of error.

3

VR
Strategic Plan

Idaho Division of
Vocational Rehabilitation

2015 - 2019

VɪR
Strategic Plan

Content and Format

The Plan is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures and benchmarks for achieving their stated goals. The final section addresses external factors impacting IDVR.

Since Federal and Idaho State governments operate according to different fiscal years, and since IDVR is accountable to Rehabilitation Services Administration (RSA) on a federal year basis (October 1 – September 30), the agency will use federal year statistics for reporting the Vocational Rehabilitation program portion of IDVR. Any comparisons noted in benchmarks will reflect the most complete FFY data available. Since the Extended Employment Services and the Council for the Deaf and Hard of Hearing programs are state funded only, all reporting will be based on a state fiscal year. This Plan will cover fiscal years (SFY) 2015 through 2019.

1

VR
Strategic Plan

<u>Vocational Rehabilitation</u>

Vocational Rehabilitation Program Vision Statement

"Your success at work means our work is a success."

Vocational Rehabilitation Program Mission Statement

"Preparing individuals with disabilities for employment and community enrichment."

2

Vocational Rehabilitation Program Goals

Goal #1 – To provide excellent and quality customer service to individuals with disabilities while they prepare to obtain, maintain, or regain competitive employment and long term supported employment.

1. *Objective*: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

   Performance Measure: To enhance the level of job preparedness services to all customers.

   Benchmark: Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.

   Benchmark: The average hourly wage of all successful rehabilitations in FFY 2015 will exceed FFY2014 year's average hourly wage.

   Benchmark: Identify and provide workforce development opportunities for customers specifically in the area of "soft skills" development

2. *Objective*: To increase employment successes for transition age youth.

   A. *Performance Measure*: To work with Idaho school districts, Special Education Directors, and the State Board of Education to identify and assist transition age youth both internal and external to School-Work Transition projects.

   Benchmark: The number of transition age youth exiting the IDVR program who achieved an employment outcome in FFY 2015 will exceed FFY 2014 performance.

   Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2015 will exceed FFY 2014 performance.

   B. *Performance Measure*: To provide increased work opportunities while in high school.

   Benchmark: Evaluate potential mechanisms to support internships and mentorships for customers transitioning from high school.

3

3. *Objective*: To increase customer engagement in the VR process.

   Performance Measure: Increase customer awareness of vocational information and the decision making process through informed choice.

   Benchmark: The number of first time approved plans in FFY 2015 will exceed FFY2014.

   Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2015 will meet or exceed the Federal performance standard of 55.8%.

4. *Objective*: To offer benefit planning to all customers receiving SSI and/or SSDI entering, during and exiting the IDVR process to include Partnership Plus.

   Performance Measure: To provide information and referral material to customers initiating and completing the IDVR program, specifically Partnership Plus and Medicaid for Workers with Disabilities.

   Benchmark: Increase Social Security reimbursements to VR in FFY 2015 from FFY 2014 performance.

   Benchmark: Increase the number of referrals to the WIPA program for benefits counseling in FFY 2015 from FFY 2014 referrals.

Goal #2 - To provide organizational excellence within the agency.

1. *Objective*: To increase the focus of customer service within the IDVR delivery system.

   A. *Performance Measure*: Provide all customers who have reached planned services, satisfaction surveys when exiting the IDVR program.

   Benchmark: Maintain a customer satisfaction rate of at least 95% as demonstrated by "agree" to "strongly agree" ratings on customer surveys in FFY2015.

   B. *Performance Measure*: Provide all customers who have been determined eligible, satisfaction surveys at time of plan implementation or at closure if prior to plan implementation by the end of FFY 2015.

   Benchmark: The customer satisfaction rate will demonstrate an overall "strongly agree" rating on customer surveys in FFY2015.

4

2. *Objective*: To comply with State and Federal regulations.

    Performance Measure: Enhance the quality of a statewide program and evaluation system.

    Benchmark: Demonstrate compliance with state and federal regulation through both internal and external audits with zero findings in FFY 2015.

3. *Objective*: Utilize training to its maximum capacity for effective staff performance.

    A. *Performance Measure*: Provide all IDVR staff training on policy and procedural changes throughout the agency.

    Benchmark: Zero audit findings on State and Federal reviews in FFY 2015.

    B. *Performance Measure*: Provide all IDVR Vocational Rehabilitation Counselors and Vocational Rehabilitation Specialists training on how to communicate and develop effective relationships with employers.

    Benchmark: Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.

4. *Objective*: IDVR will maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

    Performance Measure: Evaluate and track annually IDVR counselors' maintenance of CSPD or progress toward achieving CSPD.

    Benchmark: Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually. All Vocational Rehabilitation Specialist staff will continue to work toward and/or achieve CSPD in FFY 2015.

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V/R
Strategic Plan

Goal #3 - To have strong relationship with our stakeholder and partners engaged in the mission of Vocational Rehabilitation.

1. *Objective*: For IDVR to be recognized as the expert in the workforce needs of the business community for individuals with disabilities.

    A.   *Performance Measure*: To develop a Business Relations position.

    Benchmark: Implement a Business Relations position in FFY 2015 that will be a resource to employers statewide.

    B.   *Performance Measure*: To enhance a business network with employers to include involvement with the Idaho Association of Business and Industry, the Rotary Club, Chamber of Commerce, and human resource organizations.

    Benchmark: Increase the number of different occupational areas hiring IDVR customers in FFY 2015 from FFY 2014.

    C.   *Performance Measure*: To enhance relationships with the Regional Business Specialist from the Department of Labor.

    Benchmark: Increase the number of different occupational areas hiring IDVR customers in FFY 2015 from FFY 2014.

2. *Objective*: To have an outcome based payment system of services with Community Rehabilitation Programs (CRP).

    Performance Measure: Evaluate and develop a milestone process.

    Benchmark: Implementation of a milestone program for CRPs by the end of FFY 2015.

3. *Objective*: Provide ongoing opportunities to stakeholders and partners for effective input and feedback in the IDVR process.

    Performance Measure: Enhance the number of stakeholders and partners meeting to improve communication and understanding of each programs' system.

    Benchmark: Increase the number of applicants entering the IDVR process in FFY 2015 from FFY 2014 performance outcome.

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4. *Objective*: Provide information to partners and stakeholders regarding the VR process and comprehensive referral information when applicable.

> *Performance Measure*: Enhance the delivery system of VR general information and referral-specific information to partners and stakeholders.

> *Benchmark*: Increase the number of applicants entering the IDVR process in FFY 2015 from FFY 2014 performance outcome.

> *Benchmark*: Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.

7

Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides people with significant disabilities employment opportunities either in a community supported or workshop setting.

Vision

Provide meaningful employment opportunities to enable Idaho's Most Severely Disabled to seek, train-for and retain real work success.

Goal #1 – Continually improve the quality and quantity of Extended Employment with Vocational Rehabilitation Services available to eligible Idahoans with severe physical and mental disabilities and to assist them to prepare for, obtain or regain gainful employment opportunities.

1. *Objective*: Develop and emphasize customer centered programs offering increased choice, flexibility and opportunities for meaningful employment.

    Performance Measure: Increase the availability of customer centered employment services through employment, training, and job opportunities funded through the Vocational Rehabilitation Extended Employment Services.

    Benchmark: Five percent reduction in program waitlisted customers.

    Benchmark: Increase customer choice.

    Benchmark: Transparency in customer centered allocations.

Council for the Deaf and Hard of Hearing (CDHH)

Role of IDVR

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. *Objective*: Continue to provide information and resources.

   Performance Measure: Track when information and resources are given to consumers.

   Benchmark: Create and maintain brochures and other information about employment, education and social-interaction.

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. *Objective*: Continue to increase the awareness.

   Performance Measure: Give presentations to various groups through education and social media.

   Benchmark: Present to various organizations including corrections, courts, schools, and businesses about the needs of persons who are deaf and hard of hearing.

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Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. *Objective*: Continue encouraging consultation and cooperation.

   Performance Measure: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare.)

   Benchmark: Present to various agencies about the need for cooperation providing services needed for deaf and hard of hearing individuals.

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. *Objective*: The Council's office will provide the network.

   Performance Measure: Tract when information is provided.

   Benchmark: The Council will continue to maintain a network through their website, brochures, telephone calls, video phone calls and personal communication.

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to insure that the needs of deaf and hard of hearing citizens are best served.

1. *Objective*: The Council will determine the availability of services available.

   Performance Measure: The Council will facilitate meetings to determine the needs.

   Benchmark: The Council facilitated a Mental Health Task Force to determine the needs for mental health services for the deaf and hard of hearing. The Council facilitated town hall style meetings throughout the state to determine the needs of deaf and hard of hearing individuals throughout the state.

   Benchmark: The Council will facilitate an Interpreter License Task Force to determine the need for legislation to regulate the practice of interpreting on behalf of consumers who are hearing, deaf, hard of hearing, deaf-blind, or speech disabled by licensing and provisionally licensing the providers of sign language interpreting services and establishing and monitoring sign language interpreting standards in the State.

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Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. *Objective*: The Council will make available copies of policies concerning deaf and hard of hearing issues.

    Performance Measure: Materials that are distributed about public policies.

    Benchmark: The Executive Director of the Council for the Deaf and Hard of Hearing will facilitate meetings with different agencies including Health and Welfare, Corrections, schools and businesses to create public policy, including Interpreter standards.

Goal #7 – To monitor consumer protection issues that involves the deaf and hard of hearing in the state of Idaho.

1. *Objective*: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

    Performance Measure: Track how many complaints are received regarding the ADA.

    Benchmark: The Council will provide information and create brochures regarding all aspects of the ADA that affect persons with hearing loss.

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. *Objective*: The Council will submit reports.

    Performance Measure: Reports will be accurate and detailed.

    Benchmark: The Council for the Deaf and Hard of Hearing will create a periodic report to provide to the Governor's office. The Council will present a needs assessment report to certain departments/agencies as needed.

11

VR
Strategic Plan

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers they serve. Challenges in recruitment have been prevalent over the past several years. Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states. IDVR has identified the need to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligbility for the Certification in Rehabilitation Counseling (CRC). Lastly, IDVR has collaborated with the University of Idaho to advance the profession of rehabilitation counseling.
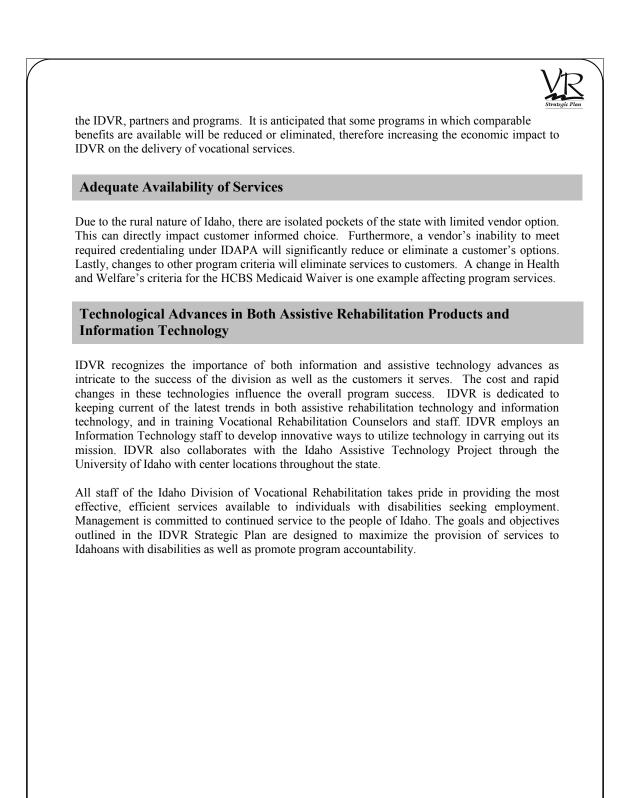
State and Federal Economic and Political Climate

While Idaho has seen some improvement in its economic growth over the past year there are a variety of influences which can affect progress. Influences can vary from natural disasters to international conflicts. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has the highest percentage per capita of worker in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

The political elements are by far the most difficult for IDVR to overcome. At the state level, the Division is subject to legislative action regarding annual budget requests including service dollars and personnel expansion. Any legislation pertaining to service provision either by public or private sectors will have a definite impact on Division services and service providers.

IDVR is also affected by decisions made at the federal level. The outcome of the new Affordable Care Act is not yet clearly understood, but will undoubtedly have an influence on IDVR customers and services provided. Also, the direction Congress chooses regarding reauthorization of the Rehabilitation Act will impact the future of Vocational Rehabilitation in Idaho. Federal funding decisions, e.g., training grants, block grants, funding reductions, program deletions, merging of programs, changes in health care and employment standards and practices are areas that would impact the Division's planning process. Funding decisions and allocations on a state level have a direct impact on the amount of federal dollars the agency is able to capture.

Funding reductions on both the State and Federal level have and will continue to impact partnerships and comparable benefits available to the IDVR. For example, reduced budgets to school districts have impacted collaborative agreements. These agreements have allowed the IDVR to use nonfederal funds to match federal dollars, therefore increasing the amount of dollars available to IDVR. It is uncertain at this time the full impact in which sequestration will have on

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the IDVR, partners and programs. It is anticipated that some programs in which comparable benefits are available will be reduced or eliminated, therefore increasing the economic impact to IDVR on the delivery of vocational services.

Adequate Availability of Services

Due to the rural nature of Idaho, there are isolated pockets of the state with limited vendor option. This can directly impact customer informed choice. Furthermore, a vendor's inability to meet required credentialing under IDAPA will significantly reduce or eliminate a customer's options. Lastly, changes to other program criteria will eliminate services to customers. A change in Health and Welfare's criteria for the HCBS Medicaid Waiver is one example affecting program services.

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR recognizes the importance of both information and assistive technology advances as intricate to the success of the division as well as the customers it serves. The cost and rapid changes in these technologies influence the overall program success. IDVR is dedicated to keeping current of the latest trends in both assistive rehabilitation technology and information technology, and in training Vocational Rehabilitation Counselors and staff. IDVR employs an Information Technology staff to develop innovative ways to utilize technology in carrying out its mission. IDVR also collaborates with the Idaho Assistive Technology Project through the University of Idaho with center locations throughout the state.

All staff of the Idaho Division of Vocational Rehabilitation takes pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Management is committed to continued service to the people of Idaho. The goals and objectives outlined in the IDVR Strategic Plan are designed to maximize the provision of services to Idahoans with disabilities as well as promote program accountability.

13

The following is a supplement to the SFY 2015 -2019 Strategic Plan. It highlights the Vocational Rehabilitation and Extended Employment Service performance measure and accompanying benchmark(s). The Vocational Rehabilitation Program is primarily a federally funded program that assesses performance on a Federal Fiscal Year (FFY) basis (October 1-September 30); therefore input and data is based on the FFY.   The Extended Employment Services Program is State funded only , therefore input and data will be based on the SFY.

It should be noted that the Council for the Deaf and Hard of Hearing (CDHH) is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. Idaho code authorizes the Governor to assign the Council to a department within the state government.   The Council reports directly to the Governor appointed CDHH board of directors. The CDHH board oversees the requests, functions and priorities of the Council.

Vocational Rehabilitation:

Performance Measure: To enhance the level of job preparedness services to all customers.

> **Benchmark:** Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.
>
> FFY 2013= 1827 successful rehabilitations. To meet or exceed the previous year's performance
>
> **Benchmark:** The average hourly wage of all successful rehabilitations in FFY 2015 will exceed FFY2014 year's average hourly wage.
>
> FFY 2013 Average hourly wage, VR customers (post services): $10.98/hour.
>
> **Benchmark:** Identify and provide workforce development opportunities for customers specifically in the area of "soft skills" development
>
> Based on the completion of IDVR's Comprehensive Statewide Needs Assessment in FFY2013, it was identified that employers specifically want workers to have strong "soft skills" coming into employment. No work done at this time.

Performance Measure: To work with Idaho school districts, Special Education Directors, and the State Board of Education to identify and assist transition age youth both internal and external to School-Work Transition projects.

> **Benchmark:** The number of transition age youth exiting the IDVR program who achieved an employment outcome in FFY 2015 will exceed FFY 2014 performance.
>
> 553 transition age youth achieved an employment outcome in FFY 2013.

Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2015 will exceed FFY 2014 performance.

Number of applications for transition aged youth in FFY2013: 1595

Performance Measure: To provide increased work opportunities while in high school.

Benchmark: Evaluate potential mechanisms to support internships and mentorships for customers transitioning from high school.

Based on the completion of IDVR's Comprehensive Statewide Needs Assessment in FFY2013, it was identified that internships and mentorships could be valuable to assist in the transition of a student from secondary to post-secondary or to successful employment. No work completed at this time.

Performance Measure: Increase customer awareness of vocational information and the decision making process through informed choice.

Benchmark: The number of first time approved plans in FFY 2015 will exceed FFY2014.

Number of first time approved plans in FFY 2013: 3134

Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2015 will meet or exceed the Federal performance standard of 55.8%.

The Percentage of Individuals Receiving Services under an Individualized Plan for Employment Who Achieve Employment Outcomes (Successful closures after plan divided by the total of Successful and nonsuccessful closures after plan). This percentage will meet or exceed 55.8%.

Performance Measure: To provide information and referral material to customers initiating and completing the IDVR program, specifically Partnership Plus and Medicaid for Workers with Disabilities.

Benchmark: Increase Social Security reimbursements to VR in FFY 2015 from FFY 2014 performance.

FFY 2013 Reimbursement $646,200.

Benchmark: Increase the number of referrals to the WIPA program for benefits counseling in FFY 2015 from FFY 2014 referrals.

FFY 2013, 98 referrals were identified in the IDVR case management system.

Performance Measure: Provide all customers who have reached planned services, satisfaction surveys when exiting the IDVR program.

> **Benchmark:** Maintain a customer satisfaction rate of at least 95% as demonstrated by "agree" to "strongly agree" ratings on customer surveys in FFY2015.
>
> The customer satisfaction rate for FFY 2013 was 95.8%.

> **Performance Measure:** Provide all customers who have been determined eligible, satisfaction surveys at time of plan implementation or at closure if prior to plan implementation by the end of FFY 2015.

> **Benchmark:** The customer satisfaction rate will demonstrate an overall "strongly agree" rating on customer surveys in FFY2015.
>
> No established benchmark. Specific customer survey to be developed.

Performance Measure: Enhance the quality of a statewide program and evaluation system.

> **Benchmark:** Demonstrate compliance with state and federal regulation through both internal and external audits with zero findings in FFY 2015.
>
> Zero findings.

Performance Measure: Provide all IDVR staff training on policy and procedural changes throughout the agency.

> **Benchmark:** Zero audit findings on State and Federal reviews in FFY 2015.
>
> Zero findings.

Performance Measure: Provide all IDVR Vocational Rehabilitation Counselors and Vocational Rehabilitation Specialists training on how to communicate and develop effective relationships with employers.

> **Benchmark:** Increase the number of successful rehabilitations in FFY 2015 to meet or exceed FFY 2014 performance.
>
> FFY 2013 = 1827 successful rehabilitations. To meet or exceed the previous year's performance.

Performance Measure: Evaluate and track annually IDVR counselors' maintenance of CSPD or progress toward achieving CSPD.

> **Benchmark:** Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually. All Vocational Rehabilitation Specialist staff will continue to work toward and/or achieve CSPD in FFY 2015.

> VRC's will maintain CSPD standard and VRS' will work toward/ or achieve standard based on Agency's policy.

Performance Measure: To develop a Business Relations position.

> **Benchmark:** Implement a Business Relations position in FFY 2015 that will be a resource to employers statewide.

> This has been identified from IDVR's Comprehensive Statewide Needs Assessment and input from our Public Forums in FFY2013. No work completed at this time.

Performance Measure: To enhance a business network with employers to include involvement with the Idaho Association of Business and Industry, the Rotary Club, Chamber of Commerce, and human resource organizations.

> **Benchmark:** Increase the number of different occupational areas hiring IDVR customers in FFY 2015 from FFY 2014.

> **FFY2013 Data:**

> Service Occupations   846 =46%

> Prod, Const, Operating, Maint & Material Handling   459=25%

> Professional, Paraprofessional and Technical   265= 16%

> Clerical and Administrative Support   106=.06%

> Sales and Related Occupations   74=.04%

> Managerial and Administrative   42=.02%

> Agricultural, Forestry, Fishing and Related   21=.01%

> Production Occupations 4=.002%

> Computer and Mathematical Occupations   3=.002%

> Education, Training, and Library Occupations   2=.001%

> Healthcare Support Occupations   2=.001%

Community and Social Service Occupations   2=.001%

RSA Special Occupations and Miscellaneous   1=>.001%

Performance Measure: To enhance relationships with the Regional Business Specialist from the Department of Labor.

> **Benchmark:** Increase the number of different occupational areas hiring IDVR customers in FFY 2015 from FFY 2014.

> **See above**

Performance Measure: Evaluate and develop a milestone process.

> **Benchmark:** Implementation of a milestone program for CRPs by the end of FFY 2015

> To be evaluated.

Performance Measure: Enhance the number of stakeholders and partners meeting to improve communication and understanding of each programs' system.

> **Benchmark:** Increase the number of applicants entering the IDVR process in FFY 2015 from FFY 2014 performance outcome.

> Number of applicants entering VR in FFY2013: 5250

Extended Employment Services:

Performance Measure: Increase the availability of customer centered employment services through employment, training, and job opportunities funded through the Vocational Rehabilitation Extended Employment Services.

Between SFY 2012 and SFY 2013 the EES Program increased the number of customers served by 5.5% while maintaining approximately the same level of funding. Additionally, the EES Program increased the percentage of program customers employed in competitive community employment (as opposed to subminimum wage positions) by 3%. These gains were made by fostering close working relationships with our Community Rehabilitation Partners and by developing methods of tailoring the programs limited available funding to customers' needs rather than overarching CRP based allocations.

> **Benchmark:** Five percent reduction in program waitlisted customers.

> Baseline from end of SFY 2013 = 686 waitlisted

Benchmark: Increase customer choice.

By developing new program protocols that allowed money to "Follow the Person" rather than assigning program allocations only to existing providers; for the first time ever, EES Customers had the ability to change providers if their needs could be better served elsewhere. Furthermore, this change in process created the opportunity for new providers to enter regional markets across the state and allowed customers to choose these new vendors without fear of losing their EES funding.

Benchmark: Transparency in customer centered allocations.

Previous yearly EES Allocations were controlled by community rehabilitation providers and the funding available for any specific customer was not clearly identified. In SFY 2013, all EES customers had an individual budget allocation assigned to them and the customer, provider and support team members were aware of a customer's budget allocation for the year.

Quarterly analysis was provided at the individual customer level to each community rehabilitation provider and regional funding levels were available publically for all program participants.

Idaho Public Television
STRATEGIC PLAN

FY 2015-2019

Idaho Public Television
STRATEGIC PLAN FY 2015-2019

Idaho Public Television is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the staff and administration toward achieving those goals. The mission and vision of our agency reflect an ongoing commitment to meet the needs and reflect the interests of our varied audiences.

Idaho Public Television's services are in alignment with the guiding goals & objectives of the State Board of Education (SBoE). This Plan displays SBoE goals alongside the Agency's Strategic Planning Issues.

_____ 3/13/2014
Ron Pisaneschi
General Manager
Idaho Public Television

VISION STATEMENT

Inspire, enrich and educate the people we serve, enabling them to make a better world.

MISSION STATEMENT

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;

- Providing quality educational, informational and cultural television and related resources;

- Creating Idaho-based educational, informational and cultural programs and resources;

- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and

- Attracting, developing and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

1

Idaho Public Television
STRATEGIC PLAN FY 2015-2019

SBoE Goal 1: A WELL-EDUCATED CITIZENRY
The educational system will provide opportunities for individual advancement.

IdahoPTV Objectives:

1) Progress toward digital implementation as a statewide infrastructure in cooperation with public and private entities.
   - Performance Measures:
     - Number of DTV translators.
       - Benchmark: FY15 – 47 of 49
       - Benchmark: FY19 – 49 of 49
         (established by industry standard)
     - Number of cable companies carrying our prime digital channel.
       - Benchmark: FY15 – 28
       - Benchmark: FY19 – 28
         (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - Benchmark: FY15 – 8
       - Benchmark: FY19 – 8
         (established by industry standard)
     - Percentage of Idaho's population within our DTV signal coverage area.
       - Benchmark: FY15 – 98.5%
       - Benchmark: FY19 – 98.5%
         (established by industry standard)

2) Nurture and foster collaborative partnerships with other Idaho state entities to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities.
       - Benchmark: FY15 – 20
       - Benchmark: FY19 – 25
         (established by agency research)

3) Operate an efficient statewide delivery/distribution system.
   - Performance Measure:
     - Total FTE in content delivery and distribution.
       - Benchmark: FY15 – less than 30
       - Benchmark: FY19 – less than 25
         (established by industry standard)

2

4) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
   - Performance Measures:
     - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - o Benchmark: FY15 – 97.5%
       - o Benchmark: FY19 – 100%
         (established by industry standard)
     - Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - o Benchmark: FY15 – 10%
       - o Benchmark: FY19 – 15%
         (established by industry standard)
     - Number of service hours of descriptive video service provided via the second audio program to aid those with impaired vision.
       - o Benchmark: FY15 – 12,000
       - o Benchmark: FY19 – 12,000
         (established by agency research)

5) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - o Benchmark: FY15 – 1,200,000
       - o Benchmark: FY19 – 1,400,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - o Benchmark: FY15 – 25,000
       - o Benchmark: FY19 – 30,000
         (established by agency research)

6) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure:
     - Number of broadcast hours of educational programming.
       - o Benchmark: FY15 – 28,000
       - o Benchmark: FY19 – 28,500
         (established by agency research)

7) Contribute to a well-informed citizenry.
   - Performance Measure:
     - Number of broadcast hours of news, public affairs and documentaries.
       - o Benchmark: FY15 – 12,500
       - o Benchmark: FY19 – 12,500
         (established by agency research)

3

8) Provide relevant Idaho-specific information.
- Performance Measure:
  - Number of broadcast hours of Idaho-specific educational and informational programming.
    - o Benchmark: FY15 – 1,800
    - o Benchmark: FY19 – 1,800
      (established by agency research)

9) Provide high-quality, educational television programming and new media content.
- Performance Measure:
  - Number of awards for IdahoPTV media and services.
    - o Benchmark: FY15 – meet or exceed 35
    - o Benchmark: FY19 – meet or exceed 50
      (established by industry standard)

10) Be a relevant, educational and informational resource to all citizens.
- Performance Measure:
  - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
    - o Benchmark: FY15 – 21.3%
    - o Benchmark: FY19 – 21.3%
      (established by industry standard)

11) Operate an effective and efficient organization.
- Performance Measure:
  - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
    - o Benchmark: FY15 – yes/yes/yes
    - o Benchmark: FY19 – yes/yes/yes
      (established by industry standard)

SBoE GOAL 2: CRITICAL THINKING AND INNOVATION
The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

IdahoPTV Objectives:

1) Nurture and foster collaborative partnerships with other Idaho state entities to provide services to the citizens of Idaho.
- Performance Measure:
  - Number of partnerships with other Idaho state entities.
    - o Benchmark: FY15 – 20
    - o Benchmark: FY19 – 25
      (established by agency research)

4

2) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
- Performance Measures:
    - Number of visitors to our websites.
        - Benchmark: FY15 – 1,200,000
        - Benchmark: FY19 – 1,400,000
        (established by agency research)
    - Number of visitors to IdahoPTV/PBS video player.
        - Benchmark: FY15 – 25,000
        - Benchmark: FY19 – 30,000
        (established by agency research)

3) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
- Performance Measure:
    - Number of broadcast hours of educational programming.
        - Benchmark: FY15 – 28,000
        - Benchmark: FY19 – 28,500
        (established by agency research)

4) Contribute to a well-informed citizenry.
- Performance Measure:
    - Number of broadcast hours of news, public affairs and documentaries.
        - Benchmark: FY15 – 12,500
        - Benchmark: FY19 – 12,500
        (established by agency research)

5) Provide relevant Idaho-specific information.
- Performance Measure:
    - Number of broadcast hours of Idaho-specific educational and informational programming.
        - Benchmark: FY15 – 1,800
        - Benchmark: FY19 – 1,800
        (established by agency research)

6) Provide high-quality, educational television programming and new media content.
- Performance Measure:
    - Number of awards for IdahoPTV media and services.
        - Benchmark: FY15 – 35
        - Benchmark: FY19 – 50
        (established by agency research)

7) Be a relevant, educational and informational resource to all citizens.
    - Performance Measure:
        - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
            - Benchmark: FY15 – 21.3%
            - Benchmark: FY19 – 21.3%
            (established by industry standard)

5

8) Operate an effective and efficient organization.
- Performance Measure:
    - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
        - Benchmark: FY15 – yes/yes/yes
        - Benchmark: FY19 – yes/yes/yes
        (established by industry standard)

SBoE GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS
Ensure educational resources are used efficiently.

IdahoPTV Objectives:

1) Progress toward digital implementation as a statewide infrastructure in cooperation with public and private entities.
- Performance Measures:
    - Number of DTV translators.
        - Benchmark: FY15 – 47 of 49
        - Benchmark: FY19 – 49 of 49
        (established by industry standard)
    - Number of cable companies carrying our prime digital channel.
        - Benchmark: FY15 – 28
        - Benchmark: FY19 – 28
        (established by industry standard)
    - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
        - Benchmark: FY15 – 8
        - Benchmark: FY19 – 8
        (established by industry standard)
    - Percentage of Idaho's population within our DTV signal coverage area.
        - Benchmark: FY15 – 98.5%
        - Benchmark: FY19 – 98.5%
        (established by industry standard)

2) Nurture and foster collaborative partnerships with other Idaho state entities to provide services to the citizens of Idaho.
- Performance Measure:
    - Number of partnerships with other Idaho state entities.
        - Benchmark: FY15 – 20
        - Benchmark: FY19 – 25
        (established by agency research)

3) Operate an efficient statewide delivery/distribution system.
- Performance Measure:
    - Total FTE in content delivery and distribution.
        - Benchmark: FY15 – less than 30
        - Benchmark: FY19 – less than 25
        (established by industry standard)

6

4) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY15 – 1,200,000
       - Benchmark: FY19 – 1,400,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY15 – 25,000
       - Benchmark: FY19 – 30,000
         (established by agency research)

5) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY15 – 35
       - Benchmark: FY19 – 50
         (established by industry standard)

6) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY15 – 21.3%
       - Benchmark: FY19 – 21.3%
         (established by industry standard)

7) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY15 – yes/yes/yes
       - Benchmark: FY19 – yes/yes/yes
         (established by industry standard)

7

Key External Factors
(Beyond the control of Idaho Public Television):

IdahoPTV provides numerous services to various state entities.

Funding:
Idaho Public Television's current strategic goals and objectives are based on a sustainable level of all funding sources: State of Idaho, Corporation for Public Broadcasting, and private contributions.

We are starting to see the impact of state entities passing on significant costs of operational expenses such as endowment land leases. This also includes the Idaho Bureau of Homeland Security (after 2019) that IdahoPTV has partnered with to provide data connectivity for broadcast signal distribution.

Much of the content that Idaho Public Television airs comes from program distributors or producers, both nationally and regionally. If these program production funding sources change (up or down), it could have an impact on IdahoPTV's ability to meet its goals and objectives targets.

Legislation/Rules:
Recent state statute and rule changes typically have not impacted Idaho Public Television. We are monitoring, to the degree we can, the effectiveness and sunset of the expanded Idaho education tax credit that is set to expire December 31, 2015.

Federal Government:
Various aspects of IdahoPTV's program functions fall under federal oversight, including the Federal Communications Commission, United States Department of Commerce, United States Department of Agriculture, Federal Aviation Administration, United States Department of Homeland Security, Internal Revenue Service, etc. Any change of federal rules and funding by any of these entities could also affect our ability to fulfill this strategic plan.

The FCC is currently engaged in auctioning frequencies to non-broadcast providers that have traditionally been used by broadcasters including Idaho Public Television. In doing so, the FCC is requiring stations to move to their transmitters and translators to different frequencies "repacking" them into fewer more congested frequencies. This has the potential of costing stations significant funds, and in some cases losing service to particular communities when available frequencies don't exist.

As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

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Idaho Public Television
FY 2015 – 2019 Strategic Plan Supplemental

Performance Measure	FY 2013 Data	FY 2015 Benchmark	FY 2019 Benchmark
Number of DTV translators.	44 of 49	47 of 49	49 of 49
Number of cable companies carrying our prime digital channel.	30	28	28
Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.	8	8	8
Percentage of Idaho's population within our DTV signal coverage area.	98.2%	98.5%	98.5%
Number of partnerships with other Idaho state entities.*		20	25
Total FTE in content delivery and distribution.	18.31	less than 30	less than 25
Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	97.35%	97.5%	100%
Percentage of online hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	5%	10%	15%
Number of service hours of descriptive video service provided via the second audio program to aid those with impaired vision.	11,503	12,000	12,000
Number of visitors to our websites.	1,196,428	1,200,000	1,400,000
Number of visitors to IdahoPTV/PBS video player.	22,395	25,000	30,000
Number of broadcast hours of educational programming.	27,778	28,000	28,500
Number of broadcast hours of news, public affairs and documentaries.	12,272	12,500	12,500
Number of broadcast hours of Idaho-specific educational and informational programming.	1,798	1,800	1,800
Number of awards for IdahoPTV media and services.	54	35	50
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.*	30.6%	21.3%	21.3%
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.	yes/yes/yes	yes/yes/yes	yes/yes/yes

*New performance measure beginning FY 2015.

IDAHO
Division of
Professional-Technical Education
PTE

Strategic Plan

2015-2019

1

Legal Authority

This strategic plan has been developed by the Division of Professional-Technical Education (DPTE) in compliance with Idaho Code, Title 67, Chapter 19, Sections 67-1901 through 67-1905, as amended. It supersedes all previous DPTE strategic plans.

Statutory authority for and definition of professional-technical education (PTE) is delineated in Idaho Code, Chapter 22, Sections 33-2201 through 33-2212. IDAPA 55 states the role of DPTE is to administer professional-technical education in Idaho and lists specific functions.

Mission

The mission of the Professional-Technical Education system is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Vision

The economic and social vitality of a society is dependent on citizens properly equipped for career success: people equipped with the necessary skills, knowledge and attitudes required to perform their job responsibilities with a high degree of capability, precision, integrity, and safety while balancing responsibilities to the family and the community. Such a highly qualified and skilled workforce is essential to the competitiveness of Idaho's businesses and industries and the overall well-being, health, safety, and security of Idaho's citizens. Professional-technical education addresses this need.

All facets of the Idaho PTE system are complementary and contribute to fulfillment of the mission and Strategic Plan in a synchronized fashion. Division staff support the delivery system to ensure quality and return on the state's investment.

Core Functions

A. Administration

B. Programs

C. Technical assistance

D. Fiscal oversight

E. Research, planning, and performance management

External Factors

A. Labor market and general economic conditions

B. Perceptions and stigma regarding professional-technical education

C. Availability of funds

D. Policies, practices, legislation, and governance external to the Division

E. Ability to attract and retain qualified instructors

F. Local autonomy and regional distinctions including technical college institutional priorities/varied missions

3

Goals and objectives

Given the mission of the Division and in light of the goals of the State Board of Education, Goal 1 best aligns with that mission. In support of this goal, objectives are stated regarding the desired condition of the agency and system, with measures and critical success activities to determine whether or not progress is achieved toward the desired system condition. Both long term and short term benchmarks are set for each measure and activity where appropriate.

Goal 1.   **Effective and efficient delivery system resulting in a highly skilled workforce for Idaho**

Objective A.   **Synchronized system** | A coordinated, coherent system that demonstrates responsiveness and effectiveness in addressing Idaho's workforce needs

Performance measures

i.   Define and/or validate student learning outcomes and program standards for all program areas with industry participation and endorsement, including career and workplace readiness

Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs

ii.   Create effective and reliable assessment strategy for authentication of student learning outcomes and adherence to program standards

Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs

iii.   Number of postsecondary technical credits earned via Advanced Learning Opportunity that satisfy graduation requirements for postsecondary technical program

Benchmarks

- FY2019: 1.5% year-over-year increase
- FY2015: Determine baseline and data collection methodology

Critical Success Activities

Long term

- Centralized database of PTE program standards and outcomes aligned across the system

Short term

- Distribute updated gap analysis report to stakeholders (see Objective G)

4

Objective B.   **Industry engagement** | Business and industry are fully engaged and integrated into system operations

Performance measures

i.   Program standards and outcomes have industry endorsement (1.A.i. above)

Benchmarks

- FY2019: 100% programs
- FY2015: 20% of programs

ii.   Program standards include industry engagement requirements

Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs

Critical Success Activities

Long term

- Statewide Industry Advisory Council to the Administrator

Short term

- Create strategic plan for industry engagement, including improvement of technical advisory committees
- Finalize revisions to Technical Advisory Committee Member Handbook and update DPTE policy

Objective C.   **Accessible system** | Students have economical access to programs and services, including advanced learning opportunities and adult re-integration

Performance measures

i.   Percentage of high school students enrolled in PTE Advanced Learning Opportunity (Tech Prep)[1]

Benchmark

- 27% students per year enrolled

ii.   Number of Integrated Transition and Retention Programs (ABE-ITRP) in the technical colleges[1]

Benchmarks

- FY2019: 18
  FY2015: 10

iii.   Number of Workforce Training Network (WTN) enrollments including Fire and Emergency Services training [1]

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[1] State Board of Education measure

5

Benchmarks

- FY2019: 65,000
- FY2015: 45,000

    iv.   Expansion of postsecondary PTE Distributed Hybrid Programs

Benchmarks

- FY2019: 4 programs
- FY2015: 1 programs

Critical Success Activities

Long term

To ensure course transferability, develop basic technical certificates to be offered as a component of every postsecondary professional-technical credit program in the state

Short term

- Create a welding basic technical certificate

Objective D.   **Student success** | Systems, services, resources, and operations support high performing students in high performing programs transitioning to employment

    i.   Postsecondary student completion rate

Benchmarks

- 68%

    ii.   Secondary and postsecondary student pass rate for Technical Skill Assessment (TSA)

Benchmarks

- Secondary: 75%
- Postsecondary: 90%

    iii.   Percentage of ABE clients within the cohort who transition to postsecondary education[2]

Benchmarks

- FY2019: 50%
- FY2015: 27%

    iv.   Number of postsecondary degrees and certificates awarded

Benchmark

- FY2019: 2,100
- FY2015: 1,955

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[2] The data collection methodology for this population changed in FY13.

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      v.   Positive placement rate of secondary and postsecondary program completers

      Benchmark

- 90.5%

      vi.   Training-related placement rate of program completers

      Benchmark

- Secondary FY2019: 18%
- Secondary FY2015: 14.5%
- Postsecondary FY2019: 70%
- Postsecondary FY2015: 55%

      vii.   Rate of secondary program completers who transition to postsecondary education

      Benchmark

- Exceed most recent available NCHEMS overall transition ("go-on") rate for Idaho

Objective E.   **Data-informed improvement** | Quality and performance management practices contribute to system improvement, including current research, data analysis, and strategic and operational planning

      i.   Percentage of programs reviewed for quality and performance on an annual basis

      Benchmarks

- FY2019: 100% of programs
- FY2015: 20% of programs (5 year rotation)

Critical Success Activities

      Long term

- PTE information portal for summary SLDS reports

      Short term

- Current Strategic Plan and attendant performance measures assessed to create threshold for mission fulfillment/system performance to establish
- Finalize design of DPTE Quality Management System and related procedures for implementation
- Establish and implement Program Review schedule to include postsecondary system and Perkins requirements
- Establish performance measures for postsecondary system including WTN

7

Objective F. **Highly qualified staff** | Program instructors, school administrators, and support staff demonstrate high levels of achievement and adherence to quality standards

Performance measures

i. Percentage of system faculty and administrators holding appropriate PTE credentials

Benchmark

- FY2019: 100%
- FY2015: 95%

ii. Placement rate of teacher education programs into Idaho PTE system

Benchmark

- Equal to or greater than postsecondary training-related placement rate (1.D.vi) for the reporting year

Critical Success Activities

Long term

- Form and implement Teacher Education Advisory Committee
- Reform Administrator Credential requirements
- Reform current Leadership Institute

Short term

- Develop strategic plan for PTE Teacher Education

Objective G. **Effective use of resources** | Resources are committed to highest potential areas, impact of opportunity, and mission fulfillment

Performance measures

i. Audit exceptions

Benchmark

- 0

ii. Gap analysis report alignment of postsecondary program enrollments and labor market

Critical Success Activities

Long term

- Development of return on investment (ROI) report for DPTE

Short term

- Distribute updated gap analysis demonstrating labor market alignment with program offerings

8

Objective H. **Indispensable leadership, technical assistance, and advocacy |** Division office staff provide timely and effective support for the delivery system

Performance measures

    i.   Stakeholder satisfaction survey

    Benchmark

- FY2015: Develop definition and establish baseline

Critical Success Activities

    Short term

- Develop and implement stakeholder satisfaction survey

9

Eastern Idaho Technical College

Strategic Plan

Calendar Years 2015-2019

Revised May 2014

EITC Strategic Plan FY 2015 – FY 2019

Vision

Our vision is to be a superior professional-technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Mission

Eastern Idaho Technical College provides superior educational services in a positive learning environment that champions student success and regional workforce needs.

GOAL 1: A WELL EDUCATED CITIZENRY
The educational system will provide opportunities for individual advancement.

Objective A: Access - Increase access for individuals of all ages, abilities, and economic means.

Method 1: Increase the academic outcomes of students enrolled in Adult Basic Education (ABE) classes to: assist individuals become more capable and productive community members; improve individual skills in reading, math, writing, and English as a second language; and prepare students to successfully complete the GED and/or COMPASS tests as appropriate.

- Performance Measure: Academic gains of students.
- Benchmark: Meet the State NRS targets for academic gains at all levels.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of Idahoans through participation and retention in Idaho's educational system.

Method 1: Monitor labor market needs and review the need for new occupational training programs and community education/workforce training courses.

- Performance Measure: The number of occupational training programs and workforce training courses identified as needed to respond to labor market needs.
- Benchmark: Identify at least one (1) occupational training program and at least five (5) workforce training courses to respond to labor market needs.

Method 2: Determine the feasibility of developing one (1) new occupational training program and five (5) workforce training courses identified in Method 1 as needed to respond to labor market needs.

- Performance Measure: Completion of feasibility analysis for one (1) new occupational training program and five (5) community education/workforce training courses.

- Benchmark: Feasibility analyses will be completed for one (1) new academic program and five (5) community education/workforce training courses. Development of new occupational training program(s) and workforce training courses deemed feasibly possible.

Objective C: Adult Learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

Method 1:   Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

- Performance Measure: Number of potential students receiving pre-enrollment counseling.
- Benchmark: Increase number of students served, during each academic year, by at least one percent (1%).

Method 2: Development of new occupational training program(s) and workforce training courses deemed feasibly possible.

- Performance Measure: Development of feasibly possible program(s) and community education/workforce training courses.
- Benchmark: All feasibly possible academic program(s) and community education/workforce training courses will be developed.

Method 3:   Monitor remedial needs in English and Math

- Performance Measure: Number and percentage of students successfully completing remedial English and Math (ENG 90 and MAT 100, respectively)
- Benchmark: Successful completers shall exceed 80%

Method 4: Ensure continuing services of the Tutoring Center by augmenting federal grant dollars through additional local or appropriated funding.

- Performance Measure: Funding level adjusted to student demand based on contact hours.
- Benchmark: Total funding for the Tutoring Center will be (FY 2012 funding ÷ FY 2012 contact hours) × projected contact hours for budget year.

Method 5: Percentage of post-secondary students who are retained in degree and certificate professional-technical programs.

- Performance Measure: Number of full-time students returning for a second year (fall to fall) for programs over one year.
- Benchmark: Returning students shall exceed 70%

- Performance Measure: Number of full-time students who completed programs of less than one year
- Benchmark: Completing students shall exceed 80%

Objective D: **Transition –** Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

- Performance Measure: Number of certificate and degree completions per 100 FTE
- Benchmark: Maintain award percentage over 35%

Objective E: Encourage collaboration with college service area's labor market.

- Performance Measure: Number of times EITC is mentioned in the public media or EITC-distributed brochures as a resource for work force training.
- Benchmark: Increase number of times by at least three (3) per year from FY 2013 levels.

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – (Not currently measured)

Objective B: Quality Instruction – Implement faculty improvements based upon feedback from faculty evaluations by faculty, peers, students and division managers.

- Performance Measure: Number of newly implemented improvements suggested by students via faculty evaluations.
- **Benchmark:** Implement at least one (1) new idea, identified via feedback of students through faculty evaluations.

GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS

Ensure educational resources are used efficiently.

Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.

Method 1: Increase reach of the EITC Tutoring Center and the services provided by the Tutoring Center.

- Performance Measure: Number of student contact hours.
- Benchmark: Increase number of student hours, during each academic year, by at least one percent (1%).

Method 2: Monitor cost to deliver educational resources

- Performance Measure: Total cost per credit hour
- Benchmark: Maintain cost per credit hour within 20% of IPEDS peers

- Performance Measure: Total cost of certificate or degree completions (one year or longer) per $100,000 of campus spending (e.g. cost of instruction, maintenance, operations)

- Benchmark: Maintain completion costs within 20% of peers

- Performance Measure: Institutional reserves comparable to best practice.
- Benchmark: A minimum target reserve of 5% of operating expenditures.

Objective B: **Data-informed Decision Making -** Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.

- Performance Measure: Provide data to workforce longitudinal data system with the ability to access timely and relevant data.
- Benchmark: Completed by end of 2015.

GOAL 4: **Provide high quality admission and student support.**

Objective A: Provide multiple opportunities to obtain feedback from students and implement improvements and changes based on student feedback.

- Performance Measure: Students have the opportunity to respond to current procedures and experiences during their educational education at EITC. Students have the opportunity to fill out Faculty evaluations/surveys each semester and Noel Levitz yearly. Each of these surveys target student services, library, financial aid and overall campus experiences.
- Benchmark: Implement three (3) changes or solutions identified by the current surveys.

Objective B: Promote a continuing safe environment.

- Performance Measure: Ongoing review of Emergency Response Plan with appropriate changes made to plan.
- Benchmark: Throughout the year, at quarterly meetings, the Safety Committee will review the components of the Emergency Response Plan and modify it as appropriate to support a safe learning environment.

- Performance Measure: Ongoing use of formal on-line safety training
- Benchmark: 100% completion of safety training by all full time faculty and staff.

- Performance Measure: Safety briefings to faculty and staff
- Benchmark: Incorporate safety training into each in-service meeting at start of terms

GOAL 5: **ACHIEVE ACCREDITATION OBJECTIVES**

Objective A: Be <u>supportive</u> by providing a safe, clean, inviting, and functional campus setting. EITC provides comprehensive student support from pre-enrollment through employment (admissions, financial aid, placement, library, business office, Center for New Directions, Adult Basic Education, etc.)

Method 1: EITC students and staff feel safe and secure.

- Performance Measure: Safety and Security measure on annual survey.
- Benchmark:
  - o Students report less than a 1.0 gap between importance of safety and security and level of agreement.
  - o Faculty and staff report less than a 1.0 gap between importance of safety and security and level of agreement.

Method 2: EITC provides effective support services.

- Performance Measure: Student perception of the value of services offered through the EITC Tutoring Center.
- Benchmark: Student satisfaction of services offered through the EITC Tutoring Center will be 3.0 or higher on student survey.

- Performance Measure: EITC admissions services meet the expectations of students.
- Benchmark: Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.

- Performance Measure: EITC admissions services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement.

- Performance Measure: EITC financial aid services meet the expectations of students.
- Benchmark: Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement.

- Performance Measure: EITC financial aid services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement

- Performance Measure: EITC library services meet the expectations of faculty and staff.
- Benchmark: Faculty and staff satisfaction ratings report less than a 1.0 gap between importance and level of agreement

Objective B: Provide an atmosphere that fosters <u>communication and growth</u>. Communication includes both external communication with community, state, and other stakeholders and internal communication among staff and faculty. Growth includes student growth (addressed elsewhere) and professional growth of staff and faculty.

Method 1: Communicate effectively with the community

- Performance Measure: Publish and distribute college newsletter
- Benchmark: 6 issues per year minimum

- Performance Measure: Conduct forums to foster creativity
- Benchmark: President will hold 2 forums per year to collect innovative ideas from the campus community. Maintain document to include ideas collected and actions

- Performance Measure: Maintain a variety of campus committees and measure activity at critical committees
- Benchmark: 90% attendance by members

Method 2: Encourage relevant professional development

- Performance Measure: Provide funds for faculty and staff professional development
- Benchmark: maintain or increase level of available funds

- Performance Measure: Percent of faculty that participate in professional development
- Benchmark: 80% of full-time faculty will participate in professional development annually

- Performance Measure: Percent of staff that participate in professional development
- Benchmark: 80% of full-time staff will participate annually

- Performance Measure: Provide opportunities for professional development on campus
- Benchmark: Provide a minimum of 2 professional development activities on campus annually.

Method 3: Develop and maintain partnerships with stakeholders

- Performance Measure: Provide customized training to local industries
- Benchmark: Increase headcount yearly

- Performance Measure: Conduct employer follow-up
- Benchmark: Annual survey to collect satisfaction

- Performance Measure: Maintain labor market awareness
- Benchmark: Review DOL labor data annually

Objective C: Be <u>accountable</u> and a good steward of the funds entrusted to it through state appropriations, grants, student fees and other sources; seek to become increasingly effective in the application of those funds and the thorough reporting and justification of how funds were spent.

Method 1: Gather and utilize data for informed decision making**.**

- Performance Measure: Annual program graduate placement survey
- Benchmark: 85% training related placement

- Performance Measure: Fall to spring semester/fall to fall retention study
- Benchmark: 85% retention goal

- Performance Measure: Graduation rate study
- Benchmark: 50% graduation rate

- Performance Measure: Program enrollment reports
- Benchmark: Maintain semester/annual enrollments based on documented needs

Method 2: Regularly review and update programs

- Performance Measure: Annual program learning outcomes assessment
- Benchmark: Continuous improvement of students meeting expected learning outcomes

- Performance Measure: Maintain active program advisory committees
- Benchmark: 2 meetings per year

Method 3: Utilize resources efficiently

- Performance Measure: Room utilization
- Benchmark: Increasing room utilization factors

- Performance Measure: Energy and water consumption
- Benchmark: Annually decrease consumption

Objective D: Be <u>a place of learning</u> where students learn and develop workplace skills; use the most appropriate learning methods and provide instruction that is not only academically rigorous but is also tailored to the needs of the community

Method 1: Incorporate the use of most appropriate technologies

- Performance Measure: Percentage of faculty using learning management system
- Benchmark: Increase percentage annually to reach 100%

- Performance Measure: Number of courses via hybrid/on-line technology
- Benchmark: Increase percentage annually

Method 2: Provide rigorous and relevant instruction

- Performance Measure: Active program advisory committees
- Benchmark: 2 meetings per year

- Performance Measure: Performance on certification exams
- Benchmark: Student performance meets or exceeds 80% success rates

- Performance Measure: Performance on Technical Skills Assessments
- Benchmark: Performance meets or exceeds State's agreed upon standards

- Performance Measure: Student perception of instructional effectiveness
- Benchmark: Students report positive perception on annual assessment

Key External Factors

(beyond the control of Eastern Idaho Technical College)

Funding:

Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain.

Legislation/Rules:

Beyond funding considerations, many education policies are embedded in State statute or rule and not under Board control. Changes to statute and rule desired by the Board of Education are accomplished according to State guidelines. Rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation must be supported by the Governor, gain approval in the germane legislative committees and pass both houses of the Legislature.

Federal Government: A great deal of education funding for Idaho public schools is provided by the federal government. Funding is often tied to specific federal programs and objectives and therefore can greatly influence education policy in the State.

Eastern Idaho Technical College   Performance Measures April 2014

Performance Measures

#	Performance Measure	FY2010	FY2011	FY2012	FY2013	Benchmark
1	Increase reach of EITC Tutoring Center (Goal III, Objective 2)	5,406	4,870	5,195	6000	5247
2	Increase reach of Adult Basic Education Division (Goal IV, Objective 1)	757	744	647	612	653
3	Increase reach of Center for New Directions (Goal IV, Objective 2)	686	518	411	292	415
4	Increase the academic outcomes of students enrolled in Adult Basic Education Division (ABE)	ABE 1 54% ABE 2 50% ABE 3 46% ABE 4 33% ABE 5 31% ESL 1 43% ESL 2 33% ESL 3 32% ESL 4 26% ESL 5 6% ESL 6 21%	ABE 1 64% ABE 2 43% ABE 3 58% ABE 4 36% ABE 5 41% ESL 1 20% ESL 2 42% ESL 3 32% ESL 4 28% ESL 5 30% ESL 6 20%	ABE 1 41% ABE 2 53% ABE 3 52% ABE 4 37% ABE 5 33% ESL 1 45% ESL 2 39% ESL 3 47% ESL 4 47% ESL 5 37% ESL 6 29%	ABE 1 33% ABE 2 57% ABE 3 54% ABE 4 36% ABE 5 41% ESL 1 56% ESL 2 53% ESL 3 50% ESL 4 33% ESL 5 32% ESL 6 20%	ABE 1 55% ABE 2 50% ABE 3 46% ABE 4 36 % ABE 5 37% ESL 1 50 % ESL 2 54% ESL 3 49% ESL 4 45% ESL 5 42% ESL 6 27%
*5	Retention Rate: Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).	57	93	64	**TBD**	**TBD**
*6	Dual Credit: Total credit hours earned, and the unduplicated headcount of participating students.	0	0	0	4, 1	**TBD**
7	Total certificates and degrees conferred - Number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled	36	37	42	43	35%
8	Cost per credit hour	$496	$503	$531	$579	Maintain cost per credit hour within 20% of IPEDS peers List
9	Efficiency - Certificates (of at least 1 year or more) and Degree Completions per $100,000 of Education and Related Spending	.41	.41	.38	.40	Declining Cost

Eastern Idaho Technical College   *Performance Measures April 2014*

*10	Graduation Rate: a) Total degree production (split by undergraduate/graduate). b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).	a. 237 b. 15%	a. 261 b. 18%	a. 243 b. 18%	a. 232 b. 19%	TBD

* New System-wide added measures
TBD = To Be Determined

For More Information Contact

Marina Meier
Eastern Idaho Technical College
1600 S. 25th E.
Idaho Falls, ID 83404
Phone: (208) 524-3000 x3425
E-mail: marina.meier@my.eitc.edu

Leading Idaho:

The University of Idaho Strategic Plan

2015-2019

INTRODUCTION

The University of Idaho is the first choice for student success and statewide leadership. We are the premier land-grant research university in our state. We lead in teaching and engaged student learning in our undergraduate, graduate, and professional programs. We excel at interdisciplinary research, service to businesses and communities, and in advancing diversity, citizenship, and global outreach. Through our growing residential and networked university and strong alumni connections, we develop leaders who will guide Idaho to global economic success, create a sustainable American West, and address our nation's most challenging problems.

As Idaho's land-grant institution, our students, faculty, and staff are engaged in a vast network of powerful partnerships through statewide locations, laboratories, research and extension centers, outreach programs, and a base of loyal alumni worldwide. These resources provide connections to individuals, businesses, and communities that strive to improve the quality of life of all Idaho citizens and secure the economic progress of the world.

We are committed to a student-centered, engaged learning environment. Our unique geography, intimate setting, residential campus, and dedicated faculty provide aspiring leaders with the skills and abilities to challenge themselves and learn by doing.

Our leadership position in research and creative activity presents opportunities to interact and innovate with world-class faculty. Our students gain firsthand experience addressing global challenges, and bring contemporary knowledge and experience into their careers and lives.

Students, faculty, and staff at the University of Idaho are dedicated to advancing a purposeful and just community that respects individuality and provides access and inclusion for all cultures to create a climate that is civil and respectful. Innovative, productive collaborations that foster community and build morale are encouraged.

Over the past five years, the university community has implemented a strategic plan to further the vision and mission of the university. This 2015-19 Strategic Plan fulfills the promise of a 21st century land-grant institution to lead and inspire Idaho, the nation, and the world. To achieve this, all units will develop strategic actions that advance the overall strategic direction, vision, and values of the institution.

MISSION

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching as well as scholarly and creative capacities.

Our teaching and learning includes undergraduate, graduate, professional, and continuing education offered through both resident instruction and extended delivery. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions.

ROLE

Our commitment to focused excellence includes developing and delivering pre-eminent statewide programs. These programs are delivered in the Morrill Act-mandated primary emphases areas in agriculture, natural resources, and engineering; and sustaining excellence in architecture, law, liberal arts, sciences, education, business and economics, and programs in medical and veterinary medical education, all of which shape the core curriculum and give meaning to the concept of a land-grant research university.

PRINCIPLES AND VALUES

Learn, create, and innovate
Preserve and transmit knowledge
Act with integrity
Treat others with respect
Celebrate excellence
Change lives
Welcome and include everyone
Take responsibility for the future

Goal 1: Teaching and Learning Goal: Enable student success in a rapidly changing world.

Context: Our graduates live, work, compete, and prosper in a constantly changing environment. Consequently, curricula, co-curricular activities, pedagogy, and assessment must be quickly adaptable as the environment changes. Learning experiences drawn from our disciplinary and interdisciplinary strengths will help students develop the ability to identify and address complex problems and opportunities.

Objective A: Build adaptable, integrative curricula and pedagogies.

Strategies:

1. Streamline policies and practices to enable creative program revision and course scheduling.
2. Implement general education requirements that emphasize integrative learning throughout the undergraduate experience.
3. Use external and internal assessments to keep teaching and learning vital.
4. Build curricula to support timely degree completion.
5. Expand opportunities for professional education.
6. Apply emerging technologies to increase access and respond to the needs of local and global learners.
7. Develop increased learning opportunities for underserved or underrepresented communities.
8. Employ active learning pedagogies to enhance student learning where appropriate.

Performance Measure: The average time to complete a Bachelor's degree.

Benchmark: Four and one-half (4.50) years (using the Complete College Idaho methodology).
Rationale: Timely degree completion, along with high graduation rates, results from and reflects efficient curricula, good advising and student centered teaching. Allowing 4.5 years gives students time to take fewer credits in some terms, take a few extra elective courses, and/or change majors.

Performance Measure: Retention rates (percent of full-time and part-time freshmen returning for a second year or full-time and part-time new transfers returning or completing their program).
Benchmark: The median of our official peer institutions, which we have most recently calculated as 83%. We have not recently computed the retention/success rate for new transfers at our peer institutions.
Rationale: Required by SBOE.

Performance Measure: Graduation rate (percent of full-time and part-time freshmen graduating in six years).
Benchmark: The median of our official peer institutions (most recently 62% for full-time, part-time peer median not yet compiled for peers).
Rationale: Required by SBOE.

Performance Measure: Dual Credit (total credits and # of students)
Benchmark: Consistent annual increases to market saturation.
Rationale: Required by SBOE.

Performance Measure: Total undergraduate degrees conferred (number of undergraduate degree completions per 100 FTE undergraduate students enrolled).
Benchmark: The median of our official peer institutions.
Rationale: Required by SBOE.

Objective B: Develop integrative learning activities that span students' entire university experience.

Strategies:

1. Increase educational experiences within the living and learning environments.
2. Engage alumni and stakeholders as partners in student mentoring.
3. Increase student participation in co-curricular activities.
4. Integrate curricular and co-curricular activities.
5. Increase opportunities for student interaction and interdisciplinary collaboration.

Performance Measure: Number and percent of students participating in Study Abroad and National Student Exchange programs.
Benchmark: Five percent of the full-time undergraduate degree-seeking student body.
Rationale: Enabling students to not only progress through their academic career but also to do so while learning in diverse settings provides them with greater perspective.

Goal 2: Scholarly and Creative Activity Goal: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Context: Our quality of life today and in the future depends on the merit of our scholarship and creative endeavors. Many of the most pressing issues facing society cut across disciplines and require solutions that do the same.   At the University of Idaho we are committed to helping address society's pressing issues by continuing to support strong disciplinary and interdisciplinary activities that emphasize quality, innovation, critical thinking, and collaboration. We intend to improve the quality of life of all Idaho citizens and secure the economic progress of our world.

Objective A: Strengthen all scholarly and creative activities consistent with the University's strategic missions and signature areas.

Strategies:

1. Engage accomplished scholars to provide mentoring and leadership for key research and creative initiatives.
2. Increase the number of endowed faculty positions and postdoctoral, graduate, and undergraduate fellowships.
3. Support faculty, student, and staff entrepreneurial activity to develop new areas of excellence.
4. Implement university-wide mechanisms to provide attractive start-up packages for faculty and reward systems that recruit and retain world class faculty and staff.
5. Leverage the skills of non-tenure track faculty to promote research growth.
6. Increase the application of and public access to the results of scholarly and creative activities.

Performance Measure: The number of grant applications supporting or requiring interdisciplinary activities in which two or more faculty from different departments are listed as Co-Principal Investigators.
Benchmark: 20%
Rationale: Increased from 10% in FY2009 to 25% in FY2013; sustainable growth is our goal.

Performance Measure: Funding from competitive federally funded grants per full-time instruction and research faculty.
Benchmark: $150,000
Rationale: Increased from $128k to $153k from FY2010 through FY2013; sustainable growth is our goal.

Objective B: Enable faculty, student, and staff engagement in interdisciplinary scholarship and creative activity.

Strategies:

1. Expand opportunities for ongoing interactions among faculty, students, and staff to identify areas of common interest.
2. Increase support for graduate and undergraduate interdisciplinary research and

creative activity.

3. Develop clear criteria for evaluating engaged scholarship.
4. Increase the national and international visibility of the University's contributions to interdisciplinary activities.
5. Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.
6. Facilitate the submission of large, interdisciplinary proposals to obtain funding and to sustain successful projects.

Performance Measure: Percent of undergraduate degrees conferred in STEM fields.
Benchmark: Peer median (most recent value was 32%)
Rationale: Science, Technology, Engineering and Mathematics fields are essential in our highly technological society; these degree recipients contribute disproportionately to the Idaho economy.

Goal 3: Outreach and Engagement Goal: Meet society's critical needs by engaging in mutually beneficial partnerships.

Context: As the state's land-grant institution, the University of Idaho is uniquely positioned to expand its impact in Idaho and beyond. We seek to achieve that end through engagement--working across disciplines; integrating teaching, research, and outreach; and partnering with constituents for the mutually beneficial exchange of knowledge and resources.

Objective A: Develop processes, systems, and rewards that foster faculty, staff, and student outreach and engagement.

Strategies:

1. Increase the internal visibility of our outreach and engagement activities to facilitate interaction and develop synergies across the university.
2. Develop clear criteria for evaluating outreach and engagement.
3. Recognize and reward engagement with communities, businesses, non-profits, and agencies.
4. Develop an infrastructure and streamline administrative processes to coordinate outreach and engagement efforts.
5. Communicate best practices for development and implementation of outreach and engagement projects.

Performance Measure: Evidence of an institutional commitment to supporting faculty outreach and engagement activities in each strategic area noted above.
Benchmark: Qualitative and quantitative evidence indicating progress in each area.
Rationale: Demonstrating progress in this area requires a mixed-methods approach, which will include noting establishment of distinct organizational structures, changes in annual position descriptions, promotion and tenure policies, recognition from national agencies (e.g. Carnegie Classification for Engagement, US Presidential Higher Education Community Service Honor Role, Magrath and Kellogg Foundation Engagement Awards).

<u>Objective B:</u> Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

Strategies:

1. Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.
2. Increase student participation in defining and delivering experiential learning opportunities.
3. Increase the external visibility of our outreach and engagement activities.
4. Coordinate plans to increase external funding for outreach and engagement.

Performance Measure: Percentage of students participating in service learning activities, as reported by the University of Idaho Service Learning Center and the ASUI Volunteerism Center.
Benchmark: One-third of the total student body (approximately 3200 students) will engage in community service activities.
Rationale: Over the course of the 2012-2013 academic year approximately 33% of University of Idaho students participated in 98 service-learning activities and provided more than 150,000 hours of service to more than 160 community organizations throughout Idaho.

Goal 4: Community and Culture Goal: Be a purposeful, ethical, vibrant, and open community.

Context: Our community is characterized by openness, trust, and respect. We value all members for their unique contributions, innovation, and individuality. Our community and culture must adapt to change, seek multiple perspectives, and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing Idaho, the nation, and the world.

<u>Objective A</u>: Be a community committed to access and inclusion.

Strategies:

1. Recruit and retain a diverse student body.
2. Recruit and retain diverse faculty and staff.
3. Expand opportunities for cultural competency training.
4. Build extended community partnerships to enhance an environment that values diversity.

Performance Measure: Percentage of disadvantaged minority students, faculty and staff.
Benchmark: Meet or exceed peer medians (most recently 13% of students, 5% of faculty and 7% of staff).
Rationale: The diversity of our campus should be compared with our land-grant, high research peer institutions' diversity.

<u>Objective B</u>: Be a community committed to civility and respect.

Strategies:

1. Promote civil and respectful dialogue and debate both in and out of the classroom.
2. Increase systematic, consistent, and productive responses to behaviors that are destructive to the community.
3. Promote a sense of concern for and accountability to others.

Performance Measure: Percentages of faculty, staff and students who report positive experiences on surveys conducted periodically to assess the culture and climate. These include the every-third-year HERI/UCLA Faculty and UI Staff surveys, and the annual Graduating Senior Survey.
Benchmark: Peer medians when available, prior results if not (95% for students, 75% for faculty and 88% for staff).
Rationale: The periodic surveys listed above provide historical data suitable for trend analyses. The UI Diversity Task Force is also in the process of studying these issues and developing additional measures.

Objective C: Be a community committed to productivity, sustainability, and innovation.

Strategies:

1. Reward individuals and units that aim high, work across boundaries, and capitalize on strengths to advance the overall strategic direction, vision, and values of the institution.
2. Develop and promote activities to increase collaboration with new and unique partners.
3. Energize the community and foster commitment to university-wide endeavors by communicating our successes.
4. Create efficiencies through innovative collaboration, shared goals, and common experiences.
5. Invigorate the community by promoting attitudes of leadership and excellence.
6. Steward our financial assets, infrastructure, and human resources to optimize performance.

Performance Measure: For finances, the institution primary reserve ratio.
Benchmark: The institution primary reserve ratio, as reported by UI Business Systems and Accounting Services, should be comparable to the advisable level of reserves established by NACUBO, which was most recently 40%.
Rationale: This benchmark is based on NACUBO recommendations.

External Factors

State Board of Education (SBOE): Achievement of strategic goals and objectives assumes SBOE support and commitment to UI's unique role and mission.

Funding: Economic conditions will play an important role in the perceived value and effectiveness of higher education in the coming years. On-going and appropriate levels of funding from state and federal sources will be critical for the success of our strategic plan.

University of Idaho   Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

As designated by the Carnegie Foundation, the University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education.
primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, Law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences. Some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

University of Idaho   Performance Measurement Report

University of Idaho

Revenue and Expenditures[1]:

Revenue	FY 2010	FY 2011	FY 2012	FY 2013
Approp: General Funds	$107,249,600	$103,804,200	$100,824,500	$105,645,666
Approp: Federal Stimulus	$5,329,056	$1,454,304	$367,641	$0
Approp: Endowment Funds	$6,164,400	$6,164,400	$6,164,400	$6,466,800
Approp: Student Fees	$47,923,505	$58,158,895	$65,528,071	$68,472,665
Institutional Student Fees	$17,174,451	$20,467,224	$12,810,386	$14,185,285
Federal Grants & Contracts	$75,913,834	$92,730,000	$89,897,206	$85,949,538
State Grants & Contracts	$5,051,659	$4,748,152	$5,171,783	$5,203,701
Private Gifts, Grants & Contracts	$4,500,246	$4,947,987	$3,750,735	$3,881,344
Sales & Serv of Educ Act	$10,130,640	$9,791,049	$10,178,009	$10,235,562
Sales & Serv of Aux Ent	$29,563,701	$33,440,256	$34,042,490	$35,453,721
Indirect Costs/Other	$42,368,253	$40,568,173	$21,562,931	$32,218,097
Total Revenues	$351,369,345	$376,274,640	$350,298,154	$367,912,379
Expenditure	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
Instruction	$89,235,643	$86,639,313	$94,332,305	$107,843,887
Research	$67,917,142	$75,413,369	$73,787,474	$72,900,119
Public Service	$30,531,632	$31,133,657	$27,841,836	$30,107,395
Library	$4,000,300	$4,093,600	$4,297,332	$4,736,032
Student Services	$10,368,449	$11,798,205	$11,949,353	$13,733,579
Physical Plant	$45,429,993	$45,018,045	$47,841,115	$47,883,906
Institutional Support	$30,114,735	$27,590,583	$25,207,537	$20,231,660
Academic Support	$12,241,169	$11,594,229	$12,237,329	$14,283,458
Athletics	$9,339,948	$11,003,975	$12,198,103	$13,025,690
Auxiliary Enterprises	$26,673,577	$27,774,298	$27,424,058	$26,308,429
Scholarships/Fellowships	$18,030,738	$22,147,967	$11,944,669	$10,425,552
Other	$0	$0	$0	$0
Total Expenditure	$343,883,326	$354,207,241	$349,061,111	$361,479,707

[1]These amounts conform to our audited financial statements.

Graphs added later by DFM

University of Idaho   Performance Measurement Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Annual (unduplicated) Enrollment Headcount [1]				
- Non-Degree and Early College	1,749	1,448	1,624	2,281
- Undergraduate	9,414	9,760	9,883	9,652
- Graduate	2,423	2,581	2,577	2,385
- Professional	340	375	388	367
Total	13,926	14,164	14,472	14,685
Annual Credit Hours Taught [1]				
- Undergraduate	265,802	276,658	279,969	276,431
- Graduate	31,039	32,515	31,943	29,149
- Professional	10,828	11,517	12,226	11,691
Total	307,669	320,690	324,138	317,271
Annual Enrollment FTE [2]				
- Undergraduate	8,860	9,222	9,332	9,214
- Graduate	1,293	1,355	1,331	1,215
- Professional	369	394	420	401
Total	10,522	10,971	11,083	10,830
Degrees Awarded [3]				
- Undergraduate (Bachelors only)	1,644	1,688	1,761	1,981
- Graduate (Masters, Specialists and Doctorates)	609	675	725	745
- Professional (J.D, Ed.D.. and D.A.T.)	98	106	106	129
Total	2,351	2,469	2,592	2,855
Graduates – Unduplicated Headcount				
- Undergraduate (Bachelors only)	1,577	1,586	1,665	1,889
- Graduate (Masters, Specialists and Doctorates)	605	674	722	736
- Professional (J.D, Ed.D.. and D.A.T.)	98	106	106	129
Total	2,280	2,366	2,493	2,756
Percent of Graduates to Unduplicated Headcount				
- Undergraduate	16.8%	16.3%	16.8%	19.6%
- Graduate	25.0%	26.1%	28.0%	30.9%
- Professional	28.8%	28.3%	27.3%	35.1%
Dual Credit hours taught [4]				
- Total Annual Credit Hours	1,806	1,709	2,923	5,034
- Total Annual Student Headcount	538	514	778	1,303
Undergraduate students participating in Study Abroad and National Student Exchange programs [5]	370	375	458	411
- Number	3.5%	4.6%	5.2%	4.9%
- Percent				
Remediation [6]				
- Number of New Frosh from Idaho who need remediation in English/Reading	106 / 1189	121 / 1060	151 / 1096	117 / 1092
- Percent	9%	11%	14%	11%
Percent of undergraduate students participating in research programs [7]	21%	20%	23%	25%
STEM	37%	49%	46%	50%
Non-STEM	58%	69%	70%	75%
Total				
Number and Percent of UG degrees conferred in STEM fields [8]	588	585	580	655
UI Number / Percent	36%	35%	33%	33%

University of Idaho — Performance Measurement Report

Percent of students participating in service learning opportunities [9] - Number - Percent	2,800 30%	3,800 40%	3,424 35%	3,151 33%
Percent disadvantaged minority [10] - full-time faculty - full-time staff - full-time students	3.2% 4.9% 7.3%	3.5% 6.7% 8.9%	3.7% 7.0% 9.7%	3.3% 7.0% 10.2%

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmarks
UI Goal 1, Objective A Undergraduate average years-to-degree [1]	4.54	4.59	4.46	4.49	*4.50*
UI Goal 1, Objective A Undergraduate certificates and degrees awarded per 100 undergraduate student FTE	18.5	18.2	18.9	21.5	*18.0*
UI Goal 1, Objective B First-year **New Frosh** Retention Rate [2] Full-time: Number / Percent Part-time: Number / Percent	1284 / 1665 =77% 14 / 43 =33%	1416 / 1757 =81% 10 / 23 =44%	1368 / 1718 =80% 8 / 35 =23%	1213 / 1585 =77% 15 / 46 =33%	*83% Peer median*
UI Goal 1, Objective B First-year **New Transfer** Retention Rate [2] Full-time: Number / Percent Part-time: Number / Percent	482 / 614 = 79% 74 / 119 =62%	504 / 640 = 79% 69 / 115 =60%	540 / 696 = 78% 62 / 107 =58%	441 / 565 = 78% 50 / 100 =50%	*Peer median*
UI Goal 1, Objective B Six-Year Graduation Rate [2] UI Rate	56%	55%	51%	56%	*62% Peer Median*
UI Goal 2, Objective A: Grant applications supporting or requiring interdisciplinary activities [3] - Number - Percent	185 20%	164 18%	395 39%	241 25%	*30%*
UI Goal 2, Objective A Expenditures from competitive grants & contracts[4] per full-time instruction and research faculty[5]	$81,532,000 / 634 = 128,599	$87,207,000 / 632 = $145,570	$96,229,000 / 581 = $165,627	$97,227,000 / 635 = $153,113	*$150,000*

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UI Goal 4: Objective B Survey data support a positive experience with culture and climate **Students** –Satisfied with overall experience [6] **Faculty** –Satisfied with job overall [7] **Staff** –Are treated with consideration and respect [8]	96% Not Surveyed Not Surveyed	97% 60% Not Surveyed	97% Not Surveyed Not Surveyed	Available Fall 2013 Not Surveyed 91%	*95%* *75%* *Public Universities* *88%*
UI Goal 4, Objective C Institution primary reserve ratio comparable to the advisable level of reserves [9]	27%	36%	30%	33%	*40%*
UI Goal 4, Objective C Cost per undergraduate credit hour [10]	$ 186	$ 172	$ 176	NA	*$ 200*
UI Goal 4, Objective C Degree completions per $100,000 in Education and Related expenditures [11]	1.89	2.03	2.00	NA	*2.00*

Footnotes for Profile of Cases Managed and/or Key Services Provided
[1] Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report. Previous years' values have been adjusted to incorporate the new reporting guidelines (omitting Study Abroad, National Student Exchange, Professional Development and COOP only students).
[2] Based on SBOE PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.
[3] Degrees Awarded counts here do not include our less-than-one-year Academic Certificates.
[4] Only those postsecondary credits are counted which were also counted for credit at the high school level.
[5] Study Abroad and National Student Exchange are coded in the course subject fields.
[6] From UI Remediation report submitted annually to SBOE. (Note: UI does not offer remedial Math).
[7] From the UI web-based, Graduating Senior Survey.
[8] Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions, previous years' values have been adjusted to reflect changing STEM definition.
[9] Number of participating students, as reported by UI Career Center/Service Learning Center, divided by full-time degree seeking student headcount. Prior years' numbers have been adjusted to include all program levels.
[10] Fall Census, US Citizen and Permanent Residents who indicated Hispanic, Black, Native American, Alaskan or Pacific Islander. All four years' data have been revised to conform to the new reporting standards.

Performance Measure Explanatory Notes:
[1] As reported to Complete College America (CCA), average time in years for first-time full-time undergraduates to complete their bachelor's degree, for those who finish in ten years or less (98% do so).
[2] As reported to IPEDS. Each year's rates reflect the percent graduating or returning the fall of the FY specified.
[3] From UI Office of Sponsored Programs, based on an interdisciplinary grant application tracking system.
[4] As reported to NSF annually by the UI Office of Research and Economic Development. Data is for the year prior to the FY indicated, as that is when we report the research dollars and they are not available until late fall.
[5] As reported to IPEDS, for the previous year in order to match the research dollars.
[6] From the UI web-based, Graduating Senior Survey.
[7] From UCLA/HERI National Faculty Survey which is conducted every third or fourth year.
[8] From UI Staff Survey, which is conducted every third year.
[8] As reported by UI Business and Accounting Services, Benchmark based on NACUBO recommendations. Prior years' values have been revised upon review of computations. Values represent calculations for prior fiscal year.

University of Idaho   Performance Measurement Report

[10] Total undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report *(Recalculated by SBOE staff for Oct. 2013 SBOE meeting).*
[11] All UI degrees awarded per $100,000 of Education and Related expenditures from IPEDS part C Instruction, Student Services and Institutional Support. *(Recalculated by SBOE staff for Oct. 2013 SBOE meeting.)*

Performance Highlights:

1. **High 77% 1st year retention rate for new frosh**, which is the highest in the state.

2. **Nearly $100 million in funding from competitive externally funded grants and contracts.** This represents more than $150,000 per full-time instructional and research faculty member.

3. **High percentage of undergraduate degrees awarded in STEM fields**, 33% in FY2013, highest in the state. STEM=Science, Technology, Engineering & Math – defined according the Complete College America taxonomy.

For More Information Contact:
Keith Ickes, Executive Director of Planning and Budget
U of Idaho, Administration Bldg. Room 201
Moscow, ID 83844-3163
Phone: (208) 885-2003   E-mail: kickes@uidaho.edu

BOISE STATE UNIVERSITY

UPDATED FOR FY2015 THROUGH FY2019

MISSION STATEMENT
CORE THEMES
VISION
STRATEGIC PLAN
PORTFOLIO OF STRATEGIC PROJECTS
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE COMPLETE COLLEGE IDAHO PLAN
KEY EXTERNAL FACTORS

Focus on Effectiveness

Mission Statement

Boise State University is a public, metropolitan research university offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at http://academics.boisestate.edu/planning/accreditation-standard-one/.

Undergraduate Education. Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.

Graduate Education. Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.

Research and Creative Activity. Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.

Community Commitment. The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.

Vision for Strategic Plan

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

Focus on Effectiveness: A Strategic Plan for Boise State University
Initially developed for the years 2012-2017
Updated in this document to cover the fiscal years 2015-2019

Goal 1: Create a signature, high-quality educational experience for all students.

Objectives:
- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.
- Provide bountiful opportunities within and across disciplines for experiential learning.
- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education.
- Cultivate intellectual community among students and faculty.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Goal 1: Key Performance Measures	Recent data				Performance Targets	
					For FY2015	**For FY2019**
% students achieving University Learning Outcomes[1] >Written & oral communication (ULOs 1-2) >Critical inquiry, innovation, teamwork (ULOs 3-4) >Civic & Ethical foundations (ULOs 5-6)	New program: Fall 2012 New program: Fall 2012 New program: Fall 2012				Initial assessment of ULO's 1, 3, 5, 6 in spring 2015 via ePortfolios	90% of graduates rated as "good" or "exemplary"
	2006	**2008**	**2010**	**2012**	**For FY2015**	**For FY2019**
NSSE benchmark measures of student perception of quality of educational experience (as % of urban peer rating; for seniors only):						
>Level of academic challenge	97.1%	97.8%	98.2%	98.5%	100%	100%
>Active and collaborative learning	100.0%	102.0%	96.5%	97.9%	100%	100%
>Student-faculty interaction	93.4%	96.9%	87.0%	90.8%	95%	100%
>Enriching educational experience	99.4%	96.7%	95.9%	93.0%	98%	100%
>Supportive campus environment	93.6%	90.0%	90.1%	88.3%	95%	100%

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[1] % of graduating undergraduates who achieve a competency of "exemplary" or "good" for each of ULOs 1-6 (Intellectual foundations and Civic & ethical foundations) and for ULO 7-11 (Disciplinary areas). The ULOs are based on the "LEAP" program of the AAC&U, and are incorporated into our Foundational Studies Program.

3

Boise State University Strategic Plan: Focus on Effectiveness
Revision submitted to OSBE May 30, 2014

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Objectives:
- Identify and remove barriers to graduation.
- Bring classes to students using advanced technologies and multiple delivery formats.
- Design and implement innovative policies and processes that facilitate student success.
- Connect students with university services that address their individual needs.
- Ensure that faculty and staff understand their roles and responsibilities in facilitating student success.

Goal 2: Key Performance Measures	Recent data				Performance Targets	
	FY 2010	FY 2011	FY 2012	FY 2013	For FY2015	For FY2019
Number degree graduates						
>Baccalaureate[2]	2,094	2,411	2,584	2,715	3,010	3,600
(SBOE target for baccalaureate graduates[3])	(1,983)	(2,127)	(2,270)	(2,413)	(2,843)	(3,273)
>Master's and Doctoral	555	652	663	695	765	870
Baccalaureate graduates per 100 FTE enrolled[4]	15.6	17.2	18.4	19.2	20.2	22.0
Dual enrollment[5]						
>or# credits produced	7,648	9,435	10,770	11,854	13,800	16,500
>or# students served	1,602	2,030	2,410	2,666	3,000	3,650
eCampus (Distance Education)						
>Student Credit Hours	47,491	52,590	55,571	60,146	68,000	85,000
>Distinct Students Enrolled	8,381	9,147	9,381	9,787	11,400	13,800
	F2004 cohort	F2005 cohort	F2006 cohort	F2007 cohort	Fall 2009 Cohort	Fall 2012 Cohort
Success and Progress Rate (at six years)[6]						
>First-time, Full-time Freshmen			64%	70%	72%	74%
>Transfer students			75%	74%	78%	81%
6 year graduation of first-time full-time freshman	28%	29%	29%	38%	42%	47%
	F2009 cohort	F2010 cohort	F2011 cohort	F2012 cohort	F2014 cohort	F2017 cohort
1-year retention, first-time full-time freshmen[7]	69%	69%	71%	71%	73%	75%
	2006	2008	2010	2012	For FY2015	For FY2019
NSSE student rating of administrative offices (as % of urban peer average score)	98.4%	94.5%	97.1%	96.9%	100%	100%

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[2] Distinct graduates summed over summer, fall, and spring terms.

[3] Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3.

[4] Student FTE is based on degree seeking undergraduate students. 10th day count is used. Calculated as # of FT students plus 1/3 # PT students (as is done by IPEDS).

[5] Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned.

[6] "Success and Graduation Rate" is used by the Voluntary System of Accountability to provide a more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduated from or are still enrolled at Boise State, graduated elsewhere, or are still enrolled elsewhere.

[7] Retention for the Fall 2009 cohort is measured as the percent of the Fall 2009 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2010.

Goal 3: Gain distinction as a doctoral research university.

Objectives:

- Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.
- Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit.
- Build select doctoral programs with a priority in professional and STEM disciplines.
- Build infrastructure to keep pace with growing research and creative activity.
- Design systems to support and reward interdisciplinary collaboration.

Goal 3: Key Performance Measures	Recent data				Performance Targets	
	FY 2010	**FY 2011**	**FY 2012**	**FY 2013**	**For FY2015**	**For FY2019**
Total Research & Development Expenditures (as reported to the National Science Foundation)	$18.7M	$24.2M	$27.9M	$25.7M	$27.5 M	$37.5 M
Number of doctoral graduates (PhD and EdD)	8	11	11	11	25	35
New doctoral programs	No new doctoral programs	No new doctoral programs	Fall 2012 start: PhD Biomolecular Science; PhD Material Science & Engineering; EdD Educational Technology	Fall 2013 start: Doctor of Nursing Practice; PhD in Public Policy	PhD in Ecology, Evolution, & Behavior	EdD Athletic Training Program Administration
	CY 2006-10	**CY 2007-11**	**CY 2008-12**	**CY 2009-13**	**For CY 2010-14**	**For CY 2014-17**
Number of peer-reviewed publications over 5-year period[8]	1,079	1,176	1,228	1,351	1,650	2,200
	CY 2006-10	**CY 2007-11**	**CY 2008-12**	**CY 2009-13**	**CY2014**	**CY2017**
Citations of publications by Boise State authors over five year span[9]	3,874	4,662	4,762	6,662	8,000	11,000

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[8] # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.
[9] Annual total citations of peer-reviewed publications, published in any year, with Boise State listed as an address for at least one author. From Web of Science.   http://library.boisestate.edu/researchindicators/index.php

<u>Goal 4</u>: **Align university programs and activities with community needs.**

  Objectives:
  - Include community impact in the creation and assessment of university programs and activities.
  - Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
  - Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.
  - Increase student recruitment, retention, and graduation in STEM disciplines.
  - Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Goal 4: Key Performance Measures	Recent data				Performance Targets	
	FY 2010	FY 2011	FY 2012	FY 2013	For FY2015	For FY2019
Number of graduates with high impact on Idaho's college completion rate						

Baccalaureate graduates traditionally underrepresented groups
  >from rural counties
  >from ethnic minorities[10]
	
	67
	171
		
		89
		190
			
			90
			213
				
				101
				238
					
					120
					300
						
						170
						400

Baccalaureate graduates who are Idaho residents	1,867	2,188	2,264	2,317	2,550	3,100
Baccalaureate graduates who started as Idaho community college transfers	125	177	173	234	325	500
Number of graduates in high demand disciplines (bachelor's, master's, doctoral)[11]	861	1,000	1,082	1,020	1,200	1,450
Number of STEM graduates (bachelor's, STEM education, master's, doctoral)[12]	311	375	407	452	550	750
# of employers listing career-level jobs with BroncoJobs	581	623	832	834	950	1,100
Students Participating in Courses with Service Learning Component	2,414	2,577	2,648	2,398	2,775	3,000
# of students requiring remedial coursework[13]	282	262	201	202	177	100
Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation					Renewal application submitted April 2014

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[10] Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's service area and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

[11] Defined as distinct number of graduates in those disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor, based on projected # of openings 2008-2018.

[12] STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both of the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

[13] Includes all new Idaho students who have been out of high school 1 year or less needing to complete remedial coursework.

Boise State University Strategic Plan: *Focus on Effectiveness*
Revision submitted to OSBE May 30, 2014

<u>**Goal 5:**</u> **Transform our operations to serve the contemporary mission of the university.**

<u>**Objectives:**</u>
- Reinvent our academic and business practices to improve service and efficiency.
- Simplify or eliminate policies and regulations that waste effort and resources.
- Invest in faculty and staff to develop key competencies and motivate top performance.
- Break down silos that inhibit communication, collaboration and creativity.
- Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.
- Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models.
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.

Strategic Plan Key Performance Measures		Recent data				Performance Targets	
		FY 2011	**FY 2012**	**FY 2013**	**FY 2014**	**For FY2015**	**by 2017**
Cost of education (resident undergrad with 15-cr load; tuition & fees per semester)	Boise State> WICHE average>	$2,650	$2,783	$2,942	$3,146 $3,943	Remain less than the WICHE state average	Remain less than the WICHE state average
	CPI adjusted?	**FY2010**	**FY 2011**	**FY 2012**	**FY 2013**	**For FY 2014**	**by 2017**
Operational Investment per EWA Weighted Credit Hour[14]	*In 2010 $$>* Unadjusted>	*$155.46* $155.46	*$149.81* $154.54	*$155.86* $164.11	*$162.86* $173.99	No increase in Consumer Price Index (CPI) adjusted $$	No increase in CPI adjusted $$
Instructional Investment per EWA Weighted Credit Hour	*In 2010 $$>* Unadjusted>	*$98.25*$ 98.25	*$97.23*$ 100.30	*$97.53*$ 102.69	*$100.43* $107.29	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Operational Investment per Degree Graduate (bachelor's and above)	*In 2010 $$>* Unadjusted>	*$50,779* $50,779	*$45,496* $46,931	*$42,719* $44,980	*$43,305* $46,264	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Instructional Investment per Degree Graduate (bachelor's and above)	*In 2010 $$>* Unadjusted>	*$32,091* $32,091	*$29,530* $30,462	*$26,730* $28,145	*$27,102* $28,954	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Certificates and Degrees Awarded per $100,000 (bachelor's and above)	*Calculated using 2010 $$>* Unadjusted>	*2.68* 2.68	*2.98* 2.89	*3.13* 2.97	*3.06* 2.86	Maintain or increase in the CPI adjusted ratio	Maintain or increase in the CPI adjusted ratio
Degree Graduates per $100,000 (bachelor's and above)	*Calculated using 2010 $$>* Unadjusted>	*2.28* 2.28	*2.62* 2.54	*2.79* 2.65	*2.78* 2.60	Maintain or increase in the CPI adjusted ratio	Maintain or increase in the CPI adjusted ratio

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[14] Cost data from audited financial reports. Operational Cost includes costs for instruction, academic support (including libraries), and institutional support (including student services); excludes research and other non-instructional and support costs. Instructional cost includes only cost of instruction. Credit hours weighted according to EWA formulae. Distinct number of graduate from degree programs, baccalaureate and above; certificates not included.

Project Portfolio: University-wide Projects

Implementation of the university's strategic plan *Focus on Effectiveness* involves University-wide projects and Divisional and unit-level projects.

One of the nine university-wide projects that were proposed and approved for funding was "Adopt Leading-Edge Pedagogy and Learning Environments at the Program Level." A request for proposals yielded twelve proposals, and four were chosen to receive funding totaling $300,000.

- "Transform first year STEM Learning" is focusing on first year math, physics, and engineering courses and the acquisition of critical skills: the ability to learn to solve problems, to network with other students, to seek help, to manage time, and to accomplish out of class work. For example, the traditional lecture-driven pedagogy of first and second semester calculus courses is being replaced by a mix of short lectures and group problem solving; the content of those courses will be focused to a greater extent on applications.

  ➢ Importantly, this project was leveraged into a $2,000,000, 3-year grant from NSF's WIDER program (Widening Implementation & Demonstration of Evidence-Based Reforms); the grant is entitled "Promoting Educational Reform through Strategic Investments in Systemic Transformation."

- "Engaging Students across the Mechanical Engineering Curriculum" is transforming the way in which the Department of Mechanical & Biomedical Engineering is educating its 600+ bachelor's degree majors.   Pedagogy in 12 of 14 courses core to the major is being transformed by the incorporation of three categories of activities: (i) activities that focus on engaging students in the curriculum, including active learning techniques, student presentation of lectures, and use of everyday examples of engineering, (ii) activities that provide alternatives to traditional lectures, such as hybrid course delivery and remedial online resources, and (iii) activities that focus on development of professional engineering skills, such as team design projects, and problem/project based learning.

- The "Master of Community and Regional Planning" initiative is introducing a strong applied research component into the curriculum, bringing the professional planning community into the classroom for active dialog with students. The initiative is also (i) restructuring the curriculum of the program around four core themes (planning approaches, place & perspective, implementation & forecasting, and strategic planning), (ii) using "integration" courses and capstone courses to tie those themes together and to address broad issues relevant to professional planners such as professional ethics, social justice, data and research, leadership, and professionalism.

- "Mathematics Consulting Teacher Endorsement Graduate Certificate Program Transformation" is scaling up the capacity and the geographical reach of the program to meet the needs of the hundreds of individuals from across the state that have indicated interest in the program. Two solutions are being used to accomplish this scale up. First, a hybrid delivery platform is being developed that will maintain the socio-cognitive pedagogical approach that is central to the content and structure of the program while at the same time making it convenient for teachers beyond the Treasure Valley to participate. Second, two highly-trained course instructors are being developed through an intensive apprenticeship model; the goal is that those individuals would eventually be hired as clinical faculty members to teach, manage, and further develop the program.

Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan					
Boise State Strategic Goals→ → ↓SBOE Strategic Goals↓	Goal 1: Create a signature, high-quality education experience for all students	Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Goal 3: Gain distinction as a doctoral research university	Goal 4: Align university programs and activities with community needs.	Goal 5: Transform our operations to serve the contemporary mission of the university.
Goal 1: A well-educated citizenry					
Objective A: Access- Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.		✓		✓	
Objective B: Higher level of educational attainment - Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.		✓		✓	
Objective C: Adult learner re-Integration - Improve the processes and increase the options for re-integration of adult learners into the education system.		✓		✓	
Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.	✓	✓	✓	✓	
Goal 2: Critical Thinking and innovation					
Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.	✓		✓	✓	✓
Objective B: Quality Instruction - Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.			✓	✓	✓
Goal 3: Effective and Efficient Delivery Systems					
Objective A: Cost Effective and Fiscally Prudent - Increased productivity and cost-effectiveness.		✓		✓	✓
Objective B: Data-informed Decision Making- Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.				✓	✓

Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals→ → ↓Complete College Idaho Strategic Goals↓	Goal 1: Create a signature, high-quality education experience for all students	Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Goal 3: Gain distinction as a doctoral research university	Goal 4: Align university programs and activities with community needs.	Goal 5: Transform our operations to serve the contemporary mission of the university.
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	

Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Although a mechanism exists to help Boise State University accommodate enrollment increases, that mechanism is not implemented regularly. As a result, substantial differences in appropriated funding per student remain.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

Idaho State University Strategic Plan

Mapping Our Future:
Leading in Opportunity and Innovation

2015-2019

Idaho State University
Strategic Plan
2015-2019

Vision: Leading in Opportunity and Innovation

Mission

The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University promotes an environment that supports learning and discovery through the many synergies that exist among teaching, learning, research and scholarly activities.

Objective 1.1 ISU provides a rich learning environment, in and out of the classroom.
Performance Measures
1.1.1 Number of online course sections offered.
1.1.2 Number of students participating in Career Path Internships.
1.1.3 Number of high school students participating in ISU dual credit courses.
Benchmarks:
1.1.1 900 course sections
1.1.2 600 CPI students
1.1.3 1,800 dual credit students

Objective 1.2 ISU provides a dynamic curriculum to ensure programs are current, relevant, and meet student and workforce needs.

Performance Measure:
1.2.1   Number of certificate and degree programs begun/expanded/revised; and number of certificate and degree programs discontinued.
Benchmark:
1.2.1   Number of new programs approximately equal to number of programs discontinued.

Objective 1.3   Undergraduate and graduate students participate in undergraduate teaching.
Performance Measures
1.3.1   Number of graduate assistantships and fellowships with teaching responsibilities.
1.3.2   Number of students employed as English, math, and content area tutors.
Benchmarks:
1.3.1   Increase graduate teaching assistants by 10 over the next 3 years.
1.3.2   Maintain adequate numbers of tutors to meet student need.

Objective 1.4   Undergraduate and graduate students engage in research and creative/scholarly activity.
Performance Measures
1.4.1   Number of students employed to work with a faculty member on research/creativity activities.
1.4.2   Number of students who participate each year in ISU's research symposia.
Benchmarks:
1.4.1   Increase by 3% per year for next five years.
1.4.2   Increase to 250 students per year.

Objective 1.5   The core faculty is actively engaged in research and creative/scholarly activity.
Performance Measures
1.5.1   Faculty scholarly productivity, as demonstrated by the number of publications, juried shows, exhibits, performances, and other scholarly activities.
1.5.2   Number of proposals submitted for external funding, number funded, and total amount of funding received.
Benchmarks:
1.5.1   This is a new performance measure; data will be obtained from Activity Insight, to be implemented fall 2013 (this is an electronic curriculum vitae and workload program).
1.5.2   Increase the number of proposals submitted, number funded and total amount of funding by 3% per year for next 5 years.

Objective 1.6   Graduates of ISU's programs are well prepared to enter the workforce and/or continue their education at the graduate and professional levels.
Performance Measures
1.6.1   Pass rates on professional licensure and certification exams.
1.6.2   Placement rates of graduates from academic, professional, and professional-technical programs.
Benchmarks:
1.6.1   Maintain pass rates at or above the national averages for each program where national data are available.
1.6.2   Maintain placement rates at or above the national averages for each program where national data are available.

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Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational goals.

Objective 2.1   Support services provided to enhance retention are utilized by students.
   Performance Measures
   2.1.1   Number of face-to-face advising contacts provided to undergraduate students by the central academic advising office.
   2.1.2   Number of full-time freshmen students who participate in First Year Seminar and ACAD courses.
   2.1.3   Average amount of need-based and merit-based financial aid/scholarships awarded to students.
   2.1.4   Number of hours the content area tutoring, math and writing centers are utilized.
   Benchmarks:
   2.1.1   Maintain sufficient access to Central Academic Advising.
   2.1.2   Increase to 50% over the next 3 years.
   2.1.3   To be determined (based on changes in federal and state financial aid/scholarship programs).
   2.1.4   To be determined (based on SBOE changes to the remedial education delivery models).

Objective 2.2   Students' progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place (e.g., targeted recruitment, optimal scheduling of courses, early warning system to help students in need, etc.).
   Performance Measures (red text indicates 2013-2014 SBOE-required measures for all institutions)
   2.2.1   Average time to degree completion by college for full-time and part-time students.
   2.2.2   Retention rates from freshman to sophomore and sophomore to junior years, for full-time and part-time students.
   2.2.3   Cost per weighted credit hour to deliver undergraduate education.
   2.2.4   Completion of undergraduate certificates (1 year or greater) and degrees per $100,000 of education and related spending (i.e., full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).
   2.2.5   Total degree production (split by undergraduate/graduate).
   2.2.6   Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
   2.2.7   Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
   Benchmarks:
   2.2.1   Positively impact time to degree by 5% over next 3 years.
   2.2.2   Positively impact retention rates by 5% over next 3 years.
   2.2.3   Positively impact by 5% over next 3 years.
   2.2.4   Positively impact this ratio by 5% over next 3 years.
   2.2.5   Increase undergraduate and graduate awards by 5% over the next 3 years.
   2.2.6   Positively impact this ratio by 5% over next 3 years.
   2.2.7   Increase retention rate to 75% over the next 3 years.

Objective 2.3   Students who require remedial coursework are successful in completing their

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certificate or degree programs.

    Performance Measures

    2.3.1   Percent of students who successfully complete required remedial courses.

    2.3.2   Retention rates (fall to fall) of students who complete remedial courses.

    Benchmarks:

    2.3.1   To be determined based on changes to be made by the SBOE on remediation delivery models.

    2.3.2   Increase retention rate to 70% over the next 3 years.

Objective 2.4   Students who enter with college credits earned while in high school (dual credit) are successful in completing their certificate or degree programs.

    Performance Measures

    2.4.1   Total number of students enrolled in ISU's Early College program, and total number of credits earned.

    Benchmark:

    2.4.1   Increase total number of students (unduplicated headcount) to 1,800, and increase total student credit hours generated to 10,800 over the next 3 years.

Objective 2.5   Students participate in community and service learning projects and activities, student organizations, and learning communities.

    Performance Measures

    2.5.1   Number of student organizations, and annual number of students participating in those organizations.

    Benchmarks:

    2.5.1   Increase number of students participating in student organizations to 4,500 over next 3 years.

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Objective 3.1   A broad array of health professions certificate and degree programs are offered, many statewide.

    Performance Measures

    3.1.1   Number of certificate and degree programs offered, and number of students enrolled, in ISU's health professions programs.

    3.1.2   Percent of graduates of ISU health professions programs who obtain employment in Idaho.

    3.1.3   Pass rates on clinical licensure and certification exams in the health professions.

    Benchmarks:

    3.1.1   Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.

3.1.2   To be determined (Data to be obtained in the future from the State Longitudinal Data System (SLDS).

3.1.3   Maintain pass rates at or above the national averages, where national data is available.

Objective 3.2   ISU serves the State, the public, and its health professions students through its clinics and other community health venues.

Performance Measures

3.2.1   Number of patient visits to ISU clinics and clinical services.

3.2.2   Number of people served by ISU's community health fairs and screening events.

Benchmarks:

3.2.1   Number of patient visits will increase by 5% over the next 3 years.

3.2.2   Number of people attending these events will increase by 5% over the next 3 years.

Objective 3.3   ISU faculty and students engage in basic, translational, and clinical research in the health sciences.

Performance Measures

3.3.1   Number of faculty engaged in research in the health and biomedical sciences.

3.3.2   Amount of external funding received for health-related and biomedical research.

3.3.3   Number of students participating in clinical research/scholarly activity as part of their degree program.

Benchmarks:

3.3.1   Increase to 40 faculty over the next 3 years.

3.3.2   Funding will increase by 3% per year over the next 3 years.

3.3.3   Increase to 750 students over the next 3 years.

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

Objective 4.1   ISU directly contributes to the economic well-being of the State, region, and communities it serves.

Performance Measure:

4.1.1   Total economic impact of the University.

Benchmark:

4.1.1   Total economic impact will increase by 5% over the next 5 years.

Objective 4.2   Campus resource conservation efforts have been initiated; and students and faculty conduct research in the areas of environment and in energy to benefit the State.

Performance Measure:

4.2.1   Resource conservation efforts initiated.

Benchmark:

4.2.1   ISU's efforts to conserve campus resources will continue to be developed.

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Objective 4.3   ISU participates in formal and informal partnerships with other entities and stakeholders.
> **Performance Measure:**
> 4.3.1   Number of active ISU partnerships, collaborative agreements, and contracts with public agencies and private entities.
> **Benchmark:**
> 4.3.1   Number of partnerships, collaborative agreements, and contracts will increase by 5% over the next 5 years.

Goal 5: STEWARDSHIP OF INSTITUTIONAL RESOURCES – The University has policies and procedures in place to ensure the effective and efficient use of its internal resources to address its infrastructure requirements and to meet the needs of its various constituent groups.

Objective 5.1   The institutional reserves meet the Board's expectations based on best practices.

> **Performance Measures:**
> 5.1.1   Level of Institutional reserves as a percent of total operating budget.
> **Benchmark:**
> 5.1.1   The institution maintains or exceeds reserves of 5% of total budget.

Objective 5.2   The institution continually assesses and periodically reviews its utilization of resources.
> **Performance Measure:**
> 5.2.1   Number of academic, co-curricular, and non-academic program/unit reviews completed each year.
> **Benchmark:**
> 5.2.1   All academic, co-curricular, and non-academic programs/units will be reviewed at least once every five years.

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Key External Factors
(BEYOND DIRECT CONTROL OF IDAHO STATE UNIVERSITY)

Funding

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The recent directives related to creation of the Student Longitudinal Data System, revision of general education and remedial education, common core standards, Smarter Balance Assessment, Complete College America/Idaho, the 60% Goal, zero-based budgeting, performance-based funding, and the additional financial and institutional research reporting requirements have required the reallocation of staff resources and time and effort to comply.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, recently initiated a new 7-year review cycle and a set of new standards. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

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Federal Government

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

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	ISU STRATEGIC PLAN GOALS				
Idaho State UNIVERSITY	Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
GOAL 1: A WELL EDUCATED CITIZENRY	✓	✓	✓	✓	
Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. - Postsecondary student enrollment by race/ethnicity/gender as compared against population.	✓	✓			
Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. - Percent of high school students enrolled and number of credits earned in duel credit. - Percent of first-year full-time freshmen returning for second year. - Number of postsecondary unduplicated students receiving awards (Associate, bachelor's, master's, doctoral degrees) each year.	✓	✓	✓		
Improve the processes and increase the options for re-integration of adult learners into the education system. - Number of bridge programs. - Number of adults enrolled in upgrade and customized training. - Percent of first-year part-time freshmen returning for second year.	✓	✓		✓	
Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace. - Number of degrees conferred in STEM fields. - Percent of students participating in internships. - Percent of students participating in undergraduate research.	✓	✓	✓	✓	✓

(Left vertical label: STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDCATION)

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

ISU FY 2015-2019 Strategic Plan (Rev. 06-02-14)

	ISU STRATEGIC PLAN GOALS				
Idaho State UNIVERSITY	Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
GOAL 2: CRITICAL THINKING AND INNOVATION	✓	✓	✓	✓	
Increase research and development of new ideas into solutions that benefit society. - Institution expenditures from competitive Federally funded grants. - Institution expenditures from competitive industry funded grants. - Number of sponsored projects involving the private sector. - Total amount of research expenditures.	✓		✓		✓
Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff. - Percent of first-time students from public institution teacher training programs that pass the Praxis II	✓				
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS	✓	✓	✓		✓
Increase productivity and cost-effectiveness. - Cost per successfully completed weighted student credit hour. - Average net cost to attend public 4 year institution. - Average number of credits earned at completion of a degree program. - Institutional reserves comparable to best practice.	✓	✓	✓		✓
Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system. - Develop P-20 workforce longitudinal data system with the ability to access timely and relevant data.					✓

(Left vertical label: STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDUCATION)

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

Idaho State
U N I V E R S I T Y

Strategic Plan Performance Measure Data FY 2009 – FY 2013

*Notes: Data are presented where available. The university implemented a new enterprise resource planning (ERP) system in 2010. Comparable data from the legacy system may not be available for some measures.

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
Goal 1: Learning & Discovery							
1.1 ISU provides a rich learning environment	# online course sections	381	519	614	727	849	900 course sections
	# students in CPI program			241	583	651	600 CPI students
	# dual credit students	1,434	1,559	1,434	1,668	1,914	1,800 dual credit students
1.2 ISU provides a dynamic curriculum	# new, expanded programs/degrees # programs/degrees discontinued		New programs / degrees: 10 Terminated programs/degrees: 10	New programs / degrees: 3 Terminated programs/degrees: 17	New programs / degrees: 2 Terminated programs/degrees: 2	New programs / degrees: 8 Terminated programs/degrees: 14	# new/expanded programs/ degrees in balance with # of programs/degrees closed
1.3 Students participate in undergraduate teaching	# teaching GTAs/Fellowships		75	74	75	112	Increase by 10 over next 3 years
	# English, math, content area student tutors			191	112	141	Maintain adequate number of student tutors to meet need
1.4 Students engage in research/creative activities	# students employed to work with faculty on research projects			385	413	372	Increase by 3% per year for next 5 years

1

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	# students participating in research symposia		139	134	160	142	250 students per year
1.5 Core faculty engaged in research/creative activity	# Faculty scholarly productivity output					177 publications, 541 presentations, 147 artistic performances and exhibits	New measure in FY 2013. Data from Activity Insight (electronic CV).
	# proposals submitted for funding #proposals funded Amount of funding awarded		398 Proposals 282 Funded $37.1M Awarded	377 Proposals 244 Funded $36.3M Awarded	378 Proposals 287 Funded $30.6M Awarded	360 Proposals 217 Funded $23.9M Awarded	Increase amount of funding by 3% per year for next 5 years
1.6 Graduates prepared to enter workforce or advanced education	Pass rates on licensure/ certification exams					See Appendix A	Maintain pass rates at or above national averages
	Placement rates of graduates					See Appendix B	Maintain placement rates at or above national averages
Goal 2: Access and Opportunity							
2.1 Support services provided to enhance retention are utilized by students	# of student contacts with a central advisor		7,327	7,737	7,171	8,436	Maintain sufficient access to Central Academic Advising
	% of full-time freshmen participating in First Year Seminar, and/or ACAD courses			28.7%	31.5%	31.5%	Increase to 50% or more over the next 3 years
	Average amount of need-based and merit-based financial aid/scholarships awarded		Average grant aid $4,086 / Average loan amount $5,511	Average grant aid $4,951 / Average loan amount $6,608	Average grant aid $5,011 / Average loan amount $6,242	Average grant aid $5,226/ Average loan amount $6,033	To be determined (with changes in federal and state financial aid programs)
	# of hours of content area tutoring, math and writing centers			21,409	22,576	20,683	To be determined (impact of SBOE changes to remedial delivery models unknown)

ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
2.2 Student's progression to graduation	Average time to degree for full-time and part-time undergraduate students by college					**See Appendix C**	Positively impact by 5% over next 3 years
	Retention rates from freshman to sophomore, and sophomore to junior years, for full-time and part-time students					**See Appendix D**	Positively impact retention rates by 5% over next 3 years
	Cost per weighted credit hour to deliver undergraduate education	$208.50	$185.94	$184.02	$187.67	$197.44	Positively impact by 5% over next 3 years
	Completion of undergraduate certificates/degrees per $100,000 of education and related spending	1.83	1.96	2.02	1.98	2.00	Positively impact this ratio by 5% over next 3 years.
	Total degree production (split by undergraduate/graduate)	UG: 1,531 GR: 504 Total: 2,035	UG: 1,574 GR: 571 Total: 2,145	UG: 1,608 GR: 547 Total: 2,155	UG: 1,644 GR: 635 Total: 2,279	UG: 1,709 GR: 634 Total: 2,343	Increase undergraduate and graduate awards by 5% over the next 3 years.
	Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate)			Undergraduate: 1,559 : 10.8% Graduate: 548 : 19.9%	Undergraduate: 1,577 : 9.8% Graduate: 631 : 20.2%	Undergraduate: 1,626 : 10.0% Graduate: 631 : 22.7%	Positively impact this ratio by 5% over next 3 years.
	Total full-time new and transfer students that are retained or graduate the following year.			Total: 1,819 Retained: 1,172 64.4%	Total: 1,987 Retained: 1,266 63.7%	Total: 1,826 Retained: 1,262 69.1%	Increase retention rate to 75% over the next 3 years.
2.3 Students who require remedial coursework are successful in completing their degree	% of students who successfully complete required remedial courses			58.2%	63.1%	56.6%	To be determined (based on changes to be made by the SBOE on remediation delivery models)

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ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	Retention rate of students who complete remedial courses (fall-to-fall)			42.4%	68.5%	69.8%	Increase retention rate to 70% over the next 3 years
2.4 Students who enter college with dual credit are successful	# students enrolled in ISU's early college program; # credits earned while in high school	1,434 students 8,276 credit hours	1,588 students 9,306 credit hours	1,434 students 8,644 credit hours	1,669 students 10,453 credit hours	1,914 students 11,438 credit hours	Increase to 1,800 students and 10,800 credits in the next 3 years
2.5 Students participate in community and service learning projects, activities, etc.	# student organizations, and # students participating in those organizations	140 organizations 3,377 students	137 organizations 3,852 students	142 organizations 3,238 students	143 organizations 4,191 students	148 organizations 4,273 students	Increase participation to 4,500 students over the next 3 years
Goal 3: Leadership in the Health Sciences							
3.1 A broad array of health professions programs offered	# certificate and degree programs offered, and # of students enrolled			Programs: 30 Enrollment: 3,377	Programs: 34 Enrollment: 3,622	Programs: 34 Enrollment: 3,619	Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.
	% of graduates who are employed in Idaho						Data to be obtained in the future from the State Longitudinal Data System (SLDS)
	Pass rates on professional licensure and certification exams in the health professions					**See Appendix A**	Pass rates at or above national averages
3.2 ISU serves the State, public, and health professions students through its clinics and other community health venues	# of patient visits to ISU clinics and clinical services	35,597	41,486	51,817	54,234	49,394 (this number has decreased slightly due to the transition with Family Medicine and Health West)	# of patient visits will increase by 5% over next 3 years

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ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
	# people attending ISU's community health fairs and screening events	1,131	1,277	1,159	1,208	1,088	# of people attending ISU's health fairs and screening events will increase by 5% over next 3 years
3.3 Faculty and students engage in basic, translational, and clinical research in the health sciences	# of faculty engaged in health sciences/ biomedical research *Principal Investigators (PIs) and co-PIs.*	16	38	39	78	65	Increase to 80 over the next 3 years
	Amount of external funding received for health-related and biomedical research	$2.3M	$5.3M	$3.6M	$4.0M	$6.2M	Funding will increase by 3% per year
	# students participating in clinical/applied research as part of their degree program			694	727	706	Increase to 750 students over the next 3 years
Goal 4: Community Engagement and Impact							
4.1 ISU directly contributes to the economic well-being of the State, region, and communities it serves	Total economic impact of the University			baseline established by the 2011 ISU Economic Impact Study: $312 million		A new economic impact study will be conducted in 2016	Total economic impact will increase by 5% over next 5 years
4.2 Campus resource conservation efforts initiated; students and faculty conduct research in the areas of environment and in energy	# resource conservation efforts initiated					See Appendix E	Efforts to conserve campus resources will continue to be developed

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ISU Strategic Plan Goals and Objectives	Strategic Plan Performance Measures	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Current (FY 2014) Benchmarks
4.3 ISU participates in partnerships with other entities and stakeholders	# of active partnerships, collaborative agreements, and contracts with public and private entities	836	1,066	1,071	1,008	ISU is in the process of building an electronic workflow tracking system and database for all contracts with public and private entities. This project will be completed in the summer of 2014.	# of partnerships will increase by 5% over next 5 years
Goal 5: Stewardship of Institutional Resources							
5.1 Institutional reserves comparable to best practice	The institution maintains or exceeds reserves of 5% of total budget - (formula: Unrestricted Net Asset Balance "Reserves"/Operating Expenses)		3.7%	5.9%	7.3%	11.7%	Maintain a minimum target reserve of 5% of total budget.
5.2 Institution continually assesses and periodically reviews its utilization of resources.	# of academic, non-academic and co-curricular program reviews conducted each year.	14 academic	4 academic	2 academic	13 academic	6 academic	All to be reviewed at least every 5 years. Non-academic/co-curricular program reviews begin in FY 2014 with the Program Prioritization Project.

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Appendix A

Idaho State University - Pass rates for required licensing & certification exams

*Notes: This is not an exhaustive list of pass rates. Rates for Nursing, Pharmacy, Physician Assistant programs etc. are provided as examples; pass rates for graduates of all academic health professions programs consistently meet or exceed the national pass rates.

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Description	FY 2009	FY2010	FY2011	FY2012	FY2013
Nursing (RN) –ISU pass rate	97%	91%	89%	96%	92%
Nursing (RN) –National pass rate	87%	88%	87%	88%	90%
Nursing (FNP AANPCP Certification) - ISU pass rate			96%	97%	95%
Nursing (FNP AANPCP Certification) - National pass rate			89%	87%	88%
Nursing (ACNS ANCC Certification - ISU pass rate			100%	100%	100%
Nursing (ACNS ANCC Certification) - National pass rate			76%	71%	TBA
Pharmacy – ISU pass rate	98%	100%	98%	100%	97%
Pharmacy – National pass rate	97%	95%	97%	98%	97%
Physician Assistant – ISU pass rate	79%	96%	96%	97%	97%
Physician Assistant – National pass rate	89%	92%	94%	91%	93%
PRAXIS-II Subject Area Tests required for Teacher Certification - All Program Completer for ISU	100%	100%	100%	99%	100%
Occupational Therapy NBCOT - ISU first-time test takers (2010-2012)				94%	100%

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Appendix B

Idaho State University - Placement rates for selected programs

*Notes: This is not an exhaustive list of placement rates. ISU intends to utilize the State Longitudinal Database System (SLDS) as soon as Idaho Department of Labor data is available to assist with placement rates.

Description	FY 2009	FY2010	FY2011	FY2012	FY2013
College of Technology - All Professional Technical Education	77.75%	83.33%	85.68%	87.20%	87.60%
Teacher Preparation Program (based on self-reported survey of graduates of all teacher preparation programs (2013 response rate: 63%)				94%	70%
Radiographic Science (self-reported on a survey)	100%	100%	100%	100%	100%
Occupational Therapy (self-reported on a survey)				100%	100%
Pharmacy (self-reported on survey)	100%	100%	100%	100%	100%

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Appendix C

Idaho State University –

Performance Measure 2.2.1 - Average Time to Complete Degree in Years

*Notes: This is methodology counts the number of years between the year a student first enters the university and the year the student is awarded a degree. The methodology is impacted by "stop-outs" between when the student first enters the university and when the student receives their degree.

Degree Type	FY11	FY12	FY13
Technical Certificate	4.69	4.56	3.90
Associate's	6.9	7.66	5.95
Bachelor's	8.27	8.02	8.09
Master's	5.92	6.42	5.91
Doctorate	6.48	7.11	6.58

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Appendix D

Idaho State University – Retention Rates from Freshmen to Sophomore and Sophomore to Junior (fall-to-fall retention)

*Notes: The methodology used is all full-time and part-time degree-seeking freshmen and the number that re-enroll the next fall term. All full-time and part-time degree-seeking sophomores enrolled and the number that re-enroll the next fall term. The student classification (freshmen, sophomore, junior, and senior) is not considered on re-enrollment the next fall term, only if the student returned in the fall. Students that are awarded a degree between the fall-to-fall time period are counted as retained.

Class level	FY11	FY12	FY13
Freshman to Sophomore			
Full-time	61.2%	62.2%	67.2%
Part-time	48.3%	44.6%	46.8%
Total	%	%	%
Sophomore to Junior			
Full-time	76.6%	77.2%	77.6%
Part-time	57.7%	60.0%	58.6%
Total	%	%	%

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Appendix E

Idaho State University – Conservation and Energy Reducing Projects

*Notes: This is not an exhaustive list of conservation and energy reducing projects. The university has completed other projects like window replacements and HVAC upgrades/repair/replacement that makes ISU more energy efficient.

1. 2008-9: Purchased 5 electric vehicles for the grounds operations.

- Replaced fuel consumption of 5 gasoline powered pick-up trucks with electricity.
- Improved air quality surrounding academic buildings.
- Reduced noise pollution around surrounding residential and academic buildings.
- Saves on average 15.95 gal/day of gasoline.
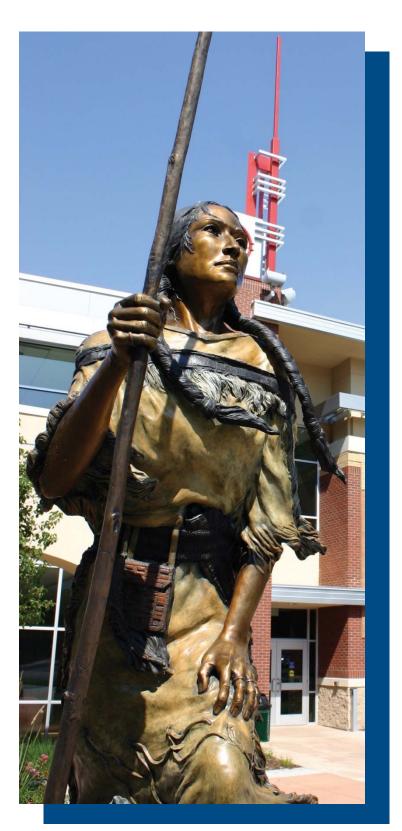
2. 2010: Stopped burning coal at the heat plant.

- Eliminated transportation of 3000 tons of coal to the heat plant.
- Reduced emissions of sulfur dioxide, carbon monoxide, nitrogen oxide and many other volatile organic compounds (VOC) in to the environment by switching to natural gas.
- The heat plant runs more efficient on cleaner burning natural gas.
- Deleting the use of coal as a heating fuel has eliminated a problem of fugitive dust in the facility.

3. 2011: Bio-diesel production and increased recycling sustainability.

- Bio-diesel production begins with the idea to make recycling more sustainable by operating the recycling pick up vehicle on a clean renewable fuel.
- Processing waste cooking oil, produced by campus kitchens, into bio-diesel reduces emissions as compared to burning petroleum fuel.
- Bio-diesel is one of the EPA's preferred clean burning fuels, and is also a carbon neutral energy source.
- Facilities in partnership with the college of Technology's, Energy Systems Technology & Education Center (ESTEC) operate the production process together.
- Besides providing a clean source of power, the bio-diesel program is a marketing tool for attracting and retaining students. The processing unit is located in an enclosed mobile trailer that can be transported to high schools for demonstrating the science and opportunities at ISU.

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Appendix E - continued

- Currently 5 to 10 gallons of waste cooking oil per week are collected from one kitchen, and processed into bio-diesel during the school sessions. The potential to collect oil from the other three kitchens are in the future plans.
- To date bi-diesel production has saved the purchase of approximately 160 gallons of petroleum fuel.

4. **2011-12**: The greater part of recycling is operated by the custodial department.

- Recycling reports 208 tons of recyclable material recovered around campus to date.
- Custodial is phasing in waterless urinals that use only one gallon of water every 3 months.

5. **2011-12:** Maintenance and operations.

- The maintenance department reports installation of 17 new water fountains that have the ability to re fill reusable water bottles.
- Has reduced the plastic waste steam comparable to 48,871 plastic water bottles.

6. **2011-12:** Energy Efficient Lighting Projects.

- Eight projects totaling 338,039 KWH in energy use reduction.
- Reduction in utility billing totaling $19,872.00 annually.

7. **2013-14:** Energy Efficient Lighting Projects.

- Quad Lighting project phase II, will reduce electrical energy by an additional 30,590 KWH.
- Custodial is piloting high-efficiency hand dryers which will eliminate the need for paper towels in restrooms.
- LED retro-fit kits for standard florescent lighting are being installed and tested for suitability.

7. **2014-15:** Future energy sustainability projects.

- 100,000 watts of energy savings for changing wall packs and flood lights on exterior of buildings to LED lighting.
- 27,000 watts of energy savings for changing emergency exit signs to LED lighting.
- LED retrofit projects will save electricity at approximately 4 amps @ 120V per 4-tube fixture. Retro-fit work will continue as a stock of fixtures remains.

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Lewis-Clark State College

STRATEGIC PLAN
FY 2016-2020

Lewis-Clark STATE COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2016-2020

March 17, 2014

Revised May 29, 2014

VISION

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs, student fees, housing, textbook and lab costs, and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

MISSION

Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the local and state economy and other educational programs designed to meet the needs of Idahoans.

Core Theme One: Connecting Learning to Life Through Academic Programs
The first segment of the three part mission of Lewis-Clark State College is fulfilled under aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

Core Theme Two: Connecting Learning to Life Through Professional-Technical Programs
The second segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences to prepare skilled workers in established and emerging occupations that serve the region's employers.

Core Theme Three: Connecting Learning to Life Through Community Programs
The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers, and communities throughout Region II as well as degree completion programs in Region I.

STRATEGIC PLAN
FY 2016-2020

Goal 1
Sustain and enhance excellence in teaching and learning.

Objective 1A.
Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.

Courses and programs will be assessed. The college will identify opportunities for improvement, expansion, and/or elimination of courses and programs; will foster closer collaboration and integration with the K-12 system; and will engage the local community and business leadership in the planning of current and future program offerings. The college will explore initiatives to improve student preparation and readiness to succeed in college level courses.

Timeline: FY 2014-2018 ongoing
Action: President, Provost and Vice Presidents, Director of Institutional Planning, Research and Assessment, Assessment Coordination Committee, Functional Area Assessment Committees, Division/Unit Assessment Groups

Progress: The college is actively engaged in the State Board of Education (SBOE) mandated Program Prioritization process which allows for a comprehensive review of all instructional (and non-instructional) programs. This will lead to identifying programs which may benefit from expansion and further support, those which may need an infusion of resources and those best consolidated or reconfigured. Programs across campus continue to benefit from the insights and suggestions of local community and business leaders serving on our advisory boards. One outcome of industry-college collaboration aimed at meeting the needs of regional employers is the proposed AAS degree in Electronics Engineering Technology slated to begin Fall 2014.

Performance Measure(s):

Assessment submission
Benchmark: All units of the college will submit assessment documents that reflect genuine analysis and accurate reporting
Performance: 97% of units completed assessment (FY 2014)

First-time licensing/certification exam pass rates for professional programs
Benchmark: Meet or exceed national average
Performance: RN: LCSC 92%/National 91%, PN: 100%/85%, ARRT 92%/90% (FY 2013)

Percentage of responding LCSC graduates with positive placement
Benchmark**:** 95**%** of responding LCSC graduates will have positive placement
Performance: 92% (FY 2013)

Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition
Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90%
Performance: 93% (FY 2013)

(SBOE system-wide performance measure)
Average number of credits earned at completion of certificate or degree program
Benchmark: Associate- 70 (SBOE Benchmark) Bachelor - 130 (SBOE Benchmark)
Performance: Associate 102, Bachelor 147 (FY 2013)

Objective 1B.
Ensure the General Education Core achieves its expected learning outcomes.

The alignment of the General Education Core with institutional General Education goals and statewide General Education standards will be assessed. Cross-disciplinary communication and collaboration will improve faculty design and delivery of General Education Core courses. The college will ensure faculty with teaching assignments within the General Education Core understand institutional General Education goals.

Timeline: FY 2015
Action: Provost, Dean of Academic Programs, General Education Committee

Progress: The college has been an active participant in the state-wide general education reform effort which culminated in a new state policy presented to the SBOE in February 2014. A campus-wide presentation on general education reform was delivered on March 5, 2014, by Academic Dean Mary Flores and the LCSC General Education Committee. Once the policy is formally approved, and faculty across campus have provided input, those teaching general education courses will work together to align courses to the new state-wide competencies. Graduating seniors and other students will complete the ETS Proficiency Profile (successor to the MAPP exam) test this spring as one assessment of our general education goals and outcomes.

Performance Measure(s):

ETS Proficiency Profile critical thinking construct
Benchmark: LCSC will score at the 90th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct.
Performance: 88th percentile (FY 2011)

College BASE results for math and science
Benchmark: The Division of Natural Science and Mathematics will improve College BASE construct scores in math and science tests
Performance: TBD

Objective 1C.
Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.

Equipment, software, and technological capabilities will be current and sufficient for student, faculty, and staff needs. Training in effective online course design and instruction for faculty will be strengthened.

Timeline: FY 2014-2015
Action: Provost, Chief Technology Officer, Director of e-Learning Services, Data Advisory Committee, Instructional Technology Advisory Committee

Progress: The college is working with the Office of State Board of Education (OSBE) staff and other schools to move to a managed hosting model for the online teaching platform, *Blackboard*. To better serve students and instructors, the additional *Help Desk* feature is also under consideration. The e-Learning Services department continues to provide online training modules for faculty and one-on-one personalized instruction as needed.

Performance Measure(s):

Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses
Benchmark: 8,000
Performance: 7,726 (FY 2014)

Objective 1D.
Maximize direct faculty and student interactions inside and outside the classroom.

LCSC will maintain appropriate student-to-faculty ratios by providing adequate numbers of sections for high- demand courses and by keeping course capacities at appropriate levels. The college will seek to increase student participation and engagement in academic and non-curricular activities.

Timeline: FY 2016
Action: Provost, Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: PG 14-19, Demand-based Course Scheduling, was formed to explore options to achieve a schedule of course offerings which meets the needs of students for completing degree requirements and makes the best use of campus facilities and faculty resources. A direct outcome of the committee's work was scheduling more late-afternoon and evening classes for Fall 2014. Recommendations include looking at the feasibility of offering intense weekend sections of core classes including English 101 and Communication 204.

Performance Measure(s):

Student to teacher ratio
Benchmark: LCSC will maintain a 16 to 1 student teacher ratio
Performance: 16 to 1 (FY 2014)

Number of students participating in undergraduate research
Benchmark: 300
Performance: 268 (FY 2014)

The number of presentations at the LCSC Senior Research Symposium
Benchmark: 300
Performance: 262 (FY 2013)

Objective 1E.
Recruit and retain a highly qualified and diverse faculty and staff.

The college will work to provide fair and competitive compensation for faculty and staff and will support increased opportunities for faculty and staff development. All faculty and staff pay will meet or exceed the median reported from peer institutions. Faculty development opportunities will be increased. Adjunct faculty pay will be increased.

Timeline: FY 2014-2018
Action: President, Provost and Vice Presidents, Deans

Progress: College administration supported the SBOE's FY 2015 line item request for increased compensation for faculty and staff. A 2% change in employee compensation (CEC: 1% ongoing, 1% one-time) was approved by the legislature. Beginning Fall 2013, adjunct faculty salaries were increased and aligned cross campus. The college Compensation Review Committee meets regularly to consider issues of employee compensation, both monetary and non-monetary.

Performance Measure(s):

Classified Staff:
State of Idaho Classified Staff Pay Schedule
Benchmark: Classified Staff pay will be 90% of Policy
Performance: 17% of staff meet or exceed 90% of policy

Professional Staff (Administrative):
College and University Professional Association for Human Resources (C.U.P.A.) - Administrative Salary Survey
Benchmark: Compensation for professional staff (Administrative) will be 90% of the average C.U.PA. Administrative Salary Survey median for institutions in the same budget quartile as Lewis-Clark State College
Performance: 46% of staff meet or exceed 90% of policy

Professional Staff (Mid-level and Professional):
C.U.P.A. Mid-Level and Professional Salary Survey
Benchmark: Compensation for professional staff (mid-level and professional) will be 90% of average C.U.P.A. Mid-Level and Professional Survey median for institutions in the same budget quartile as Lewis-Clark State College
Performance: 60% of staff meet or exceed 90% of policy

Instructional Personnel:
Integrated Postsecondary Education Data System (IPEDS), Human Resources Report
Benchmark: Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS
Performance: Mean faculty salaries are 86% of that averaged over peer institutions

Lewis-Clark State College 8

Objective 1F.
Provide a safe, healthy, and positive environment for teaching and learning.

The college will increase the accessibility and safety of campus facilities and processes, expand wellness and healthy lifestyle participation, and foster a positive learning and working environment.

Timeline: FY 2013 ongoing
Action: Vice President for Finance and Administration

Progress: Access improvements in FY 2013 and FY 2014 included construction of a handicap ramp for Spalding Hall and modification of the door system for the Disability Services Office. Replacement of deteriorating brick sections (tripping hazard) of the campus walkway system commenced in FY 2014, and wheel-chair access sidewalk cuts have been constructed to improve access to the north campus bus stop, Activity Center, and five other locations. The LCSC Safety Committee helped identify traffic hazards (need for additional street lighting, signage, and tree trimming where drivers' views were obstructed) which were subsequently eliminated by Physical Plant, Security, and the city of Lewiston. Good progress was made on the Presidential Planning Guidance wellness initiative (PG-65) which included implementation of LCSC's fresh air (smoke free) campus beginning in Fall 2013. The third annual employee health screening event took place in March 2014.

Performance Measure(s):

ADA compliance
Benchmark: Zero ADA-related discrepancies noted in annual Division of Building Safety (DBS) campus inspection (and prompt action to respond to any such discrepancies if benchmark not achieved)
Performance: Benchmark achieved—no ADA-related write-ups in 2013 DBS inspection

Wellness Programs
Benchmark: Provide information and updates to all College employees on wellness activities at least 10 times each Fiscal Year
Performance: 12 wellness updates provided to each employee in FY2013

Goal 2
Optimize student enrollment and promote student success.

Objective 2A.
Marketing efforts will focus on clearly identified populations of prospective students.

The college will establish a brand identity for advertising and marketing. It will expand outreach to students seeking a residential college experience and to potential students who do not think they need college, do not think they can succeed in college, or do not think they can afford college. The college will increase its recruiting efforts for non-traditional students, strengthen its support of community college transfer students, and establish enrollment targets for out-of-state and international students. The college will leverage dual credit and Tech Prep programs as a means to connect with high school students and invest in scholarships to strategically grow enrollment.

Timeline: FY 2013 ongoing
Action: Vice President for Student Affairs, Director of College Communications, Director of New Student Recruitment, Director of International Programs

Progress: An advertising calendar was developed in August 2013 and a marketing committee has been formed. Community college and non-traditional recruitment strategies are being vetted with the campus community.

Performance Measure(s):

(SBOE system-wide performance measure)
Dual credit hours earned and the unduplicated headcount of participating students
Benchmark: 3,500; 600
Performance: 3,328; 554 (FY 2013)

High school students participating in concurrent enrollment programs (headcount and total credit hours)
Benchmark: Annual Enrollment - 1,500*   Annual Total Credit Hours – 8,000*
*These values reflect anticipated loss of enrollment due to proposed fee changes for Tech Prep students.
Performance: 1,797; 8,312 (FY 2013)

Scholarship dollars awarded per student FTE
Benchmark: $1,950
Performance: $1,831 (FY 2013)

Objective 2B.
Retain and graduate a diverse student body.

LCSC will implement a student success course to enhance academic skills, impart post-secondary values and expectations, and coach students during their first semester. The course will supplement other curricular and advising reforms targeted towards students who place into Math and English courses below core levels.

Timeline: FY 2014
Action: Provost, Vice President for Student Affairs, Dean of Academic Programs

Progress: With funding from the Albertson Foundation, pilot sections of the student success course were taught in Fall 2013. A course designated as ID 140 has been proposed to the Faculty Senate.

The college will continue the implementation of a centralized advising model to serve incoming freshmen and implement an advising assessment tool that students will complete during the course registration process. Student Affairs will develop pre-admission programs, including financial literacy, to help prospective students and their families prepare for college.

Timeline: FY 2014
Action: Vice President for Student Affairs

Progress: Centralized Advising has been implemented and is serving over 700 students. The program has been assessed via student surveys and feedback from faculty. Pre-admission programs include new correspondence intended better explain the financial aid, scholarship, and fee payment processes.

Performance Measures:

(SBOE system-wide performance measure)
Total degree production (undergraduate)
Benchmark: 800
Performance: 688 (FY 2013)

(SBOE system-wide performance measure)
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
Benchmark: 700/12%
Performance: 652; 11% (FY 2013)

(SBOE system-wide performance measure)
Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission)
Benchmark: 70%
Performance: 364/ 569=64% (FY 2013)

First-year/ full-time cohort retention rate
Benchmark: 60%
Performance: 51% (FY 2013)

The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled
Benchmark: 24
Performance: 22 (FY 2013)

First-year/ full-time cohort 150% graduation rate
Benchmark: 35%
Performance: 30% (FY 2013)

LCSC will establish a Center for Teaching and Learning in order to support and share improvements in teaching, assessment, and curriculum development.

Timeline: FY 2015
Action: Provost, Vice President for Student Affairs

Progress: The President established Program Guidance Initiative PG-66 and appointed a committee, co-chaired by the Provost and Vice President for Academic Affairs and the Vice President for Student Affairs. The committee met throughout fall semester to develop ideas about what services/resources a center can or should offer. A survey was distributed to faculty in late February. Recommendations will be made to the President in late March.

Objective 2C.
Maximize student satisfaction and engagement.

The college will conduct student satisfaction surveys on an annual basis and participate in the National Survey of Student Engagement (NSSE) every three years. The college will also conduct an internal analysis to identify areas for improvement in the student enrollment cycle and academic cycle. The college will expand infrastructure to entice students to reside on campus and, with the input and guidance of student government, will support a wide variety of social and academic student activities.

Timeline: FY 2014-2015
Action: Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: A Student Involvement and Engagement Committee consisting of students and staff has been formed. The committee issues periodic surveys asking students about the type of activities they are interested in and then either develops those activities or informs the students about scheduled activities that match their interests.

Performance Measure(s):

National Survey of Student Engagement (NSSE)
Benchmark: 90% of LCSC students will be satisfied
Performance: 88% (FY 2011)

Goal 3
Strengthen and expand collaborative relationships and partnerships.

Objective 3A.
Increase volunteer, internship, and career placement opportunities.

The college will foster, promote and track student internship opportunities within each division, determine local business and industry needs through periodic surveys or professional forums, and leverage campus expertise to build and maintain relationships with local business and industry. All matriculated students will serve as volunteers and/or interns as part of their educational program.

Timeline: FY 2017
Action: Provost, Deans

Progress: In October 2013, the college hosted an internship showcase in which students presented professional posters detailing their experiences and learning outcomes. Students were accompanied by their division chairs, instructors and in some cases, their internship mentor. Next steps include standardizing definitions for internship-like activities and developing a plan for embedding internships or volunteer activities into every educational program. With the AmeriCorp grant not funded for this year, Service Learning services have been reduced.

Performance Measure(s):

Number of students participating in internships
Benchmark: 800
Performance: 654 (FY 2014)

Objective 3B.

Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

The college will develop an inventory of faculty expertise that committees and boards of local organizations may draw upon. Faculty and staff will actively participate in statewide development of processes and systems to strengthen K-20 partnerships. LCSC will foster, promote, and support student, faculty, and staff research or other projects that benefit the community and region. LCSC will increase Workforce Training efforts.

Timeline: FY 2015
Action: Provost, Dean of Community Programs and Governmental Relations, Director of Grants and Contracts

Progress: Faculty in the Teacher Education Preparation program are actively engaged in partnerships with our K-12 community school partners. External grant dollars are used to facilitate professional development opportunities with our K-12 partners related to math and science education. In addition, further collaboration between LCSC faculty and local school districts has focused on the integration of mobile technologies (i.e. iPads) into classroom learning. The Research Symposium which provides a forum for the dissemination of student and faculty research continues to be a successful event on the campus as well as at the Coeur d'Alene Outreach Center.

Performance Measure(s):

Number of adults enrolled in customized training (including statewide fire and emergency services training programs).
Benchmark: 4,000
Performance: 3,659 (FY 2013)

Objective 3C.
Increase cooperation and engagement of alumni for the advancement of the college.

LCSC will invite alumni to participate in ongoing networking activities and campus events, create an alumni mentorship program for students, and incorporate alumni presence and testimonials in institutional advertising campaigns and recruiting efforts.

Timeline: FY 2017
Action: Director of College Advancement, Director of Alumni and Community Relations, President of the LCSC Alumni Association

Progress: There are four active alumni chapters across the state, the newest in Eastern Idaho. The LCSC Alumni Association facilitates student-alumni activities aimed at encouraging students to remain involved with the college after graduating. A new initiative for Fall 2014, the Warrior Mentoring Program, pairs current students with a Warrior alum in a yearlong program where

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alumni have the opportunity to provide support and influence their mentee's personal and professional development.

Performance Measure(s):

Number of Alumni Association members
Benchmark: 15,000
Performance: 13,904 (FY14)

Objective 3D.
Advance the college with community members, business leaders, political leaders, and current and future donors.

The college will invite local community and business leaders to participate in college activities and arrange for current students and alumni to meet with key individuals to promote the benefits of higher education and the needs of LCSC. LCSC will create opportunities for business and political leaders and future donors to engage in learning sessions with current students.

Timeline: Ongoing
Action: President, Provost and Vice Presidents, Deans, Director of College Advancement, President of the LCSC Foundation

Progress: TBD

Performance Measure(s)
LCSC will continue to strengthen its relationship to the local community through promotion of the National Association of Intercollegiate Athletics Champions of Character student-athlete program
Benchmark: Annually meet National Association of Intercollegiate Athletics (NAIA) Five Star Champions of Character criteria
Performance: Met criteria (FY 2014)

Timeline: FY 2017
Action: Athletic Director

Goal 4
Leverage resources to maximize institutional strength and efficiency.

Objective 4A.
Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Budget and assessment instruments will provide clear links to the strategic plan. Information regarding existing and expected financial resources and targeted priorities will be readily available.

Timeline: FY 2014
Actions: President, Provost and Vice Presidents, Deans, Chair of Faculty Senate

Progress: Presidential Planning Guidance (PGs) and Unit Action Plan templates and procedures were revamped prior to the Fall 2013 planning and budgeting cycle to reflect the new LCSC strategic plan and incorporate Zero-Base Budgeting (ZBB) and Program Prioritization (PP)

procedures. Unit Action Plan proposals were directly tied to the new strategic plan. A new Institutional Assessment Plan was developed to reflect the strategic plan, and ZBB and PP guidelines were embedded in an expanded program assessment process. All planning and assessment reference materials and plans/reports were posted on the LCSC intranet for the Fall 2013 and Spring 2014 planning, budgeting, and assessment cycles. Strategic Plan priorities and budget plans were briefed by the President to faculty, staff, students and other key stakeholders. Budgets, strategic plan documents, annual performance measures reports, and assessment documents—directly linked to the overall strategic plan—are readily available.

Performance Measure(s):

(SBOE system-wide performance measure)
Cost per credit hour – Financials divided by total weighted undergraduate credit hours from the EWA report
Benchmark: $290
Performance: $293 (FY 2014)

Objective 4B.
Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

LCSC will review current organizational structure and implement modifications to streamline processes and enhance communication.

Timeline: FY 2016
Action: President, Provost and Vice Presidents, Faculty Senate, Professional Staff Organization, Classified staff Organization

Progress: The college acted promptly to explore suggestions emanating from the February 2012 strategic planning retreat and subsequent strategic plan steering committee suggestions. LCSC's proposal to re-establish a Vice President for Student Affairs—to focus efforts on strategic enrollment planning and student success—was approved by the SBOE, and committee structures across the institution have been adjusted accordingly. President's Council procedures were realigned to focus on implementation of strategic plan goals. Program assessment and Program Prioritization are now addressed in a revitalized Division/Department Assessment Committee and Functional Area Assessment Committee process which engages units and personnel across the college.

Performance Measure(s):

(SBOE system-wide performance measure)
Efficiency – Certificates (of at least 1-year or more) and degree completions per $100,000 of financials
Benchmark**:** 2.5
Performance: 1.7 (FY 2013)

Objective 4C.
Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

The college will assess and update the Campus Facilities Master Plan on an annual basis, with priority given to classrooms and teaching. The college will implement building maintenance initiatives to increase energy efficiency, use of green technology, and recycling.

Timeline: FY 2014
Action: Provost, Vice President for Finance and Administration

Progress Report: A new Campus Facilities Master Plan was developed to reflect the new LCSC strategic plan and went into effect in July 2013. Classroom refurnishing and carpeting projects continued during FY 2013 and FY 2014. Renovation of the Fine Arts Building (subsequently renamed Thomas Jefferson Hall) was completed in 2014. $2.8M in alteration and repair funding was provided for a record number of facilities projects in FY 2014, including a campus-wide Energy Survey and Analysis project. Green space was expanded and funding was provided for Wi-Fi for an outdoor learning laboratory/classroom. FY 2015 funds have been identified to support LCSC's Teaching and Learning Center initiative (PG-66).

Objective 4D.
Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.

LCSC will create an inventory schedule of campus physical resources that includes lifespans, maintenance contracts, and estimated replacement dates, and will update the schedule on an annual basis. The college will develop a campus-wide funding plan for maintenance and replacement of resources.

Timeline: FY 2014
Action: Provost, Vice President for Finance and Administration

Progress: LCSC's capital equipment has been inventoried and, using the value of these assets and the depreciation schedules based on the useful life spans of the various equipment categories, the college submitted capital replacement requests to the Legislature for the FY 2014 and FY 2015 state budgets. The Budget Office and Information Technology department developed a $250K annual budget to finance high-cost institutional technology equipment and $136K to fund annual upgrades to classroom technology. The college also has set aside a standing reserve to cover unplanned contingencies for central technology systems and classroom technology. A capital equipment replacement funding mechanism has also been established within the Student Union operating budget to address planned or emergency replacement of high-cost equipment used by dining services.

Objective 4E.
Identify and secure public and private funding to support strategic plan priorities.

Faculty and staff capacity to secure external funding will be strengthened by supporting grant writing efforts at both the departmental and institutional level. LCSC will collaborate with public and private stakeholders to generate the resources necessary to expand facilities and programs and will broaden communication and outreach to connect the entire college community to the LCSC Foundation and evolving fundraising initiatives.

Timeline: Ongoing
Action: President, Provost and Vice Presidents, Director of College Advancement, President of the LCSC Foundation, Director of Grants and Contracts

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Progress: LCSC's total General Education and Professional-Technical budget increased from FY 2013 to FY 2014 by over $1.5M to $31,768,096, despite austere funding from the State of Idaho. The Grants Office was reorganized to combine all grant pre-award and post-award activities within a single shop. Training of new grant writers and unit supervisors continues. At the end of FY 2013, the college had over 80 active grants worth over $8M, despite the negative impacts of federal sequestration on key LCSC programs and elimination of Congressional earmarks. In the College Advancement arena, the $12M goal for the ongoing Campaign LCSC will be met and surpassed by the end of April 2014. The LCSC Foundation's total assets reached an all-time high of over $7.4M at the end of calendar year 2013.

Performance Measure(s):

Institution funding from competitive grants
Benchmark: $2.0M
Performance: $2.3M

Institutional reserves comparable to best practice.
Benchmark: A minimum target reserve of 5% of operating expenditures
Performance: 5.1%

LCSC Capital Campaign
Benchmark: $12M
Performance: $11.7M (to date)

Lewis-Clark State College FY 2016-2020   Appendix 1

Goal 1 - Sustain and enhance excellence in teaching and learning

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Objective 1A: Strengthen courses, programs and curricula consonant with the mission and core themes of the institution					
Assessment submission	96%	84%	85%	97%	**All units of the college will submit assessment documents**
First-time licensing/certification exam pass rates	NCLEX RN 80% (National Average=88%)	NCLEX RN 95% (National Average=89%)	NCLEX RN 89% (National Average=90%)	NCLEX RN 92% (National Average=91%)	**Meet or Exceed National Average**
	NCLEX PN 75% (National Average=86%)	NCLEX PN 100% (National Average=87%)	NCLEX PN 86% (National Average=84%)	NCLEX PN 100% (National Average=85%)	**Meet or Exceed National Average**
	ARRT 92% (National Average=92%)	ARRT 100% (National Average=93%)	ARRT 100% (National Average=93%)	ARRT 92% (National Average=90%)	**Meet or Exceed National Average**
Percentage of LCSC graduates with positive placement	89%	88%	87%	92%	**95%**
Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition	PRAXIS II 88%	PRAXIS II 92%	PRAXIS II 90%	PRAXIS II 93%	**90%**
Average number of credits earned at completion of certificate or degree program	Associate 116	Associate 108	Associate 107	Associate 102	**Associate 70**
	Bachelor 147	Bachelor 148	Bachelor 148	Bachelor 147	**Bachelor 130**
Objective 1B: Ensure the General Education Core achieves its expected outcomes.					
ETS Proficiency Profile Critical Thinking Construct[1]		88%			**90% or better of comparison participating institutions**
Objective 1C: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.					
Fall end of term duplicated headcount for student enrolled in web and hybrid courses	6,878	7,431	7,945	7,726	**8,000**
Objective 1D: Maximize direct faculty and student interactions inside and outside the classroom.					
Student to teacher ratio	18:1	16:1	16:1	16:1	**16:1**
Number of students participating in undergraduate research	205	243	237	268	**300**
Number of presentations at the LCSC Senior Research Symposium	122	153	200	262	**300**
Objective 1E: Recruit and retain a highly qualified and diverse faculty and staff.					
State of Idaho Classified Staff Pay Schedule[2]	23%	19%	17%	17%	**90% of Policy**
Professional Staff (Administrative)-College and University Professional Association[2]	79%	31%	46%	14%	**90% of Average C.U.P.A Administrative Salary**
Professional Staff (Mid-Level and Professional)-College and University Professional Association[2]	66%	49%	60%	61%	**90% of Average C.U.P.A Mid-Level and Professional Salary Survey Median**
Instructional Personnel-Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report[3]	89%	87%	86%	89%	**90% of Average of Peer Institutions by Academic Rank**

Goal 2 - Optimize student enrollment and promote student success

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Objective 2A: Marketing efforts will focus on clearly identified populations of prospective students.					
Credit hours of high school students participating in dual credit programs*	1,682	2,268	2,865	3,328	**3,500**
Headcount of high school students participating in dual credit programs*	385	427	500	554	**600**
Credit hours of high school students participating in concurrent enrollment programs	5,134	6,103	6,972	8,312	**8,000**
Headcount of high school students participating in concurrent enrollment programs.	1,241	1,488	1,805	1,797	**1,500**
Scholarship dollars per FTE	$1,722	$1,624	$1,728	$1,831	**$1,950**
Objective 2B: Retain and graduate a diverse student body.					
Total degree production (undergraduate)*	595	611	773	688	**800**
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate and graduate)*	560/ 11%	573/ 10%	712/ 12%	652/ 11%	**700/12%**
Total full-time new and transfer students that are retained or graduate the following year (exclude death, military service, and mission)*	56%	60%	54%	64%	**70%**
First-time full-time degree-seeking freshman retention rate	50% (N=586)	54% (N=599)	57% (N=596)	51% (N=577)	**60%**
Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled.	20	19	23	22	**24**
First-time/full-time cohort 150% graduation rate	24%	28%	31%	30%	**35%**
Objective 2C: Maximize student satisfactions and engagement.					
NSSE-National Survey of Student Engagement[4]		88%			**90% of LCSC Students will be satisfied**

Goal 3 - Strengthen and expand collaborative relationships and partnerships					
Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Objective 3A: Increase volunteer, internship, and career placement opportunities.					
Number of students participating in internships	490	596	698	654	800
Objective 3B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge.					
Number of adults enrolled in customized training (including statewide fire and emergency services training programs)	3,289	2,921	3,627	3,659	4,000
Objective 3C: Increase cooperation and engagement of alumni for the advancement of the college.					
Number of Alumni Association members	11,651	12,176	12,726	13,301	15,000

Goal 4 - Leverage resources to maximize institutional strengths and efficiency					
Objective 4A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.					
Cost per credit hour - Financials divided by total weighted undergraduate credit hours from the EWA report.*	$294	$289	$261	$293	**$290**
Objective 4B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.					
Efficiency - Certificates (of at least 1-year or more) and degree completions per $100,000 of financials*	1.6	1.6	2	1.7	**2**

* Indicates SBOE System-wide performance measures
Notes:
1. This test is administered every 3 years. LCSC achieved an 86 percentile in the FY2008 (MAPP) administration.
2. These values represent the percentage of individuals in this class who are making 90% of policy.
3. The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions.
4. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years.

Key External Factors   Appendix 2

Academic Year 2013-2014 Data: Student headcount for the fall semester was 4,304 full-time equivalent enrollment was 2,962. The college employed 175 faculty, 88 adjunct faculty, 157 professional staff, and 135 classified staff.

Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to double the proportion and number of Idahoans (25 to 34 year old cohort) with a college certificate or degree by 2020. At the time of writing this plan, LCSC had not yet been assigned a specific numerical target by the Board within its overall system-wide goal, but the following factors will affect LCSC's output:

LCSC is essentially an open-access institution—reducing admission standards likely would not generate significant numbers of new students. As LCSC reaches out to encourage college participation by underserved segments in Idaho's population, the average level of college-preparedness of the student body is likely to decrease, and the level of support needed for students is likely to increase.

The current demographic trends in Idaho foretell low to modest growth in the number of secondary students and good, but flat, high school graduation rates. It is therefore not likely that the output of the K-12 pipeline would lead to a dramatic increase in enrollment at LCSC during the five-year planning window.

While a dramatic increase in Idaho's high-school graduation rates is not foreseen during the five-year planning window, LCSC may be able to increase the number of high school graduates who elect to enroll in college, taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation.

Although the national and Idaho 60% goals have been based on the premise that 60% of jobs in 2020 will require some degree of college education, the current and projected proportion of college educated employees within the Idaho workforce seems to be at a market clearing level of 36%, according to the report of the Idaho Legislature Office of Performance Evaluations. Currently, unemployment in Idaho is low compared to many states in the region. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the five-year planning horizon. In fact, improving employment rates in Idaho would likely reduce the applicant pool as workers enter or re-enter the work force as the effects of the recession ease.

Infrastructure: Currently-available facilities, or a modest expansion thereof, are sufficient to support an increase in on-campus students proportionate to LCSC's share of the State Board of Education's 60% goal. Classroom and laboratory utilization rates have sufficient slack time throughout the day and week to absorb an estimated 50% or more increase in student enrollment. Within the course of the five-year planning window, the college, if necessary, could increase faculty and staff office space and parking. While expansion on such a scale is theoretically possible, it is unlikely to be necessary given headcount enrollment trends, currently averaging 3% per year. If the combined impact of LCSC action strategies to increase enrollment, improve retention, and increase program completion rates were to double the historical rate to 6% per year, the main campus student population would increase 50 percent by 2020—a level which, with good planning, could be accommodated by the current physical infrastructure.

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Unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC's Coeur d'Alene operations. A strategic initiative is underway to provide a joint facility to serve LCSC, North Idaho College (NIC), and University of Idaho students and staff on the NIC campus. The new facility would not likely be opened until the end of the current five-year planning window, and efforts are underway to find additional facility options to support LCSC operations at Coeur d'Alene in the interim. Infrastructure at the other LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

Deferred maintenance needs over the course of the five-year planning window are estimated at roughly $25 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and Thomas Jefferson Hall). For the main campus, LCSC's strategy for the five-year planning window is to focus on upgrades of existing facilities rather than erecting major new facilities.

Classroom capacity is sufficient to sustain current and projected enrollment levels for brick-and-mortar classes. Increased enrollment will necessitate scheduling adjustments that spread classes throughout day, evening, and weekend hours. Utility costs of extended class hours would increase marginally, but overall efficiency of facility operations would increase with the reduction of slack hours.

Recent efforts have increased the number of classroom seats and modernized classrooms and labs. Nevertheless, continued efforts are needed to modernize the classroom and lab infrastructure (teaching technology, lighting, furniture, acoustical treatments, and flooring).

Available student housing units are not currently at maximum capacity. A study is underway (Presidential Guidance-50) on possible strategies to add bed spaces. If projected trends warrant, it would be feasible to add new student housing by the end of the five-year strategic planning window and to convert some older housing units in the LCSC inventory to other uses, including office space.

On-campus and neighborhood parking is adequate to sustain employee and student operations through the remainder of FY 2013. The college has acquired property on the perimeter of the Normal Hill campus to accommodate additional parking (or facility construction) when needed. Parking options for LCSC's downtown facilities are more limited and cooperation with the city and local merchants will be needed if main street operations continue to expand.

Recent office space modernization efforts need to continue over the five-year planning window. In the event of growth of faculty and staff beyond current levels, additional office space could be provided through conversion of rental housing units and/or conversion of older residential hall space into modern offices.

A major vulnerability is the lack of redundant capabilities for heating and cooling of major buildings—almost every major structure is dependent upon a single source of HVAC. The main campus needs a loop to interconnect multiple facilities and provide a backup in the event of single-point failure. Use of energy-saving incentive dollars and cooperative projects with external entities could help fund these improvements.

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Personnel: While the current physical infrastructure of LCSC (with the exception of the Coeur d'Alene Center) is sufficient to support the increased output envisioned by the Idaho State Board of Education, this is not the case with respect to faculty and staff. Although class sizes could be increased in some upper division courses, many lower division courses and some professional courses are already up against faculty-student ratio limits imposed by specialized accreditation agencies and could not significantly expand without concomitant expansion of faculty and supporting staff. Faculty and staff workload levels at LCSC are high compared to other higher education institutions. An expanded LCSC student population will require ratios at least as low as current levels. Based on peak hiring periods over the past decade, funding an expansion spread over the next five years is technically feasible, but would require careful planning and coordination.

While increased utilization of distance learning technology could alleviate stress on the physical infrastructure, it is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (14.3 to one, and 12.5 to one, respectively) may not be at a maximum level; the course delivery mode, however, is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

Economy and the Political Climate: Many factors and trends will have a major impact on LCSC strategies to achieve its goals and objectives over the five-year planning window.

Funding for higher education has been used as a rainy day reserve to support other state operations, most notably K-12, during economic downturns and the prolonged recent recession. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education.

Since FY 2009, the state has not provided sufficient funding to cover maintenance of current operation costs (inflation, replacement of capital items, and employee salaries), nor has it funded LCSC line-item budget requests to support increased enrollment, including LCSC's Complete College Idaho request that directly supports State Board of Education goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Only one increase in employee compensation has been funded during the past four years and half of the cost of that increase was transferred by state policymakers to student tuition.

There has been significant political support for funding community college operations in the Treasure Valley, though little interest, as yet, in equalizing tuition rates among the three Idaho community colleges and no interest in providing funding to support the State Board-assigned community college function for LCSC and ISU. There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school; however, there has been no support for funding directed to higher education for this purpose. The dual impacts of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now nearly equal to the general fund appropriation. Notwithstanding the facts that

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reduced state support has necessitated tuition increases to sustain higher education operations and that Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

Students in Idaho and across the nation have become more dependent upon federal financial aid to pay for college, and increased student debt load and default rates have caused consternation among policymakers. Federal funding available for higher education has been reduced in some cases and new policy restrictions aimed at curbing operations of for-profit higher education enterprises have inflicted collateral damage on public college operations.

Costs for employee and State Board of Education mandated student healthcare plans are ballooning and threaten to have a significant impact on college access for students. Increased tax rates and sluggish economic growth may further reduce college enrollment.

Economic and population growth within LCSC's local operating area, Region II, has been flat. The highest growth rates in the state have been focused in southern Idaho and the northern panhandle. LCSC is increasingly reliant on a statewide market.

Implications for Lewis-Clark State College: The college cannot depend upon major infusions of state-appropriated dollars to fund growth and new initiatives during the next five years. The primary sources of funding for strategic initiatives will be reallocation of current funds and utilization of student tuition and fee dollars. The primary engine for funding growth is increased tuition from students as a result of increased enrollment (higher accessions, increased retention) with tuition rate increases likely to be restricted by policymakers.

LCSC needs to continue to build its grassroots support within the region and throughout the state to increase awareness of its unique strengths and its support of the values of Idaho's citizens. Strong support of students, parents, alumni, community members, and businesses is essential to undergird the tangible support provided to LCSC by Idaho policymakers.

College of Southern Idaho
Strategic Plan
2014 – 2019

"Rethink, Reimagine & Retool!"

Statutory Authority

The College of Southern Idaho Strategic Plan has been approved by the CSI Board of Trustees. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.
Approved by the College of Southern Idaho Board of Trustees on 03/26/2012

Mission Statement

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

Vision

College of Southern Idaho shapes the future through its commitment to student success, lifelong learning, and community enrichment.

Core Values

The following core values, principles, and standards guide our vision and conduct:

People	Above all, we value our students, employees, and community. We celebrate individual uniqueness, worth, and contributions while embracing diversity of people, backgrounds, experiences, and ideas. We are committed to the success of our students and employees.
Learning	We are committed to student learning and success. We value lifelong learning, informed engagement, social responsibility, and global citizenship.
Access and Opportunity	We value affordable and equitable access to higher education. We make every effort to eliminate or minimize barriers to access and support student success and completion of educational goals. We create opportunities for educational, personal, and economic success.
Quality and Excellence	We strive for excellence in all of our endeavors. We offer high-quality educational programs and services that are of value to our constituents. We are committed to high academic and professional standards, and to the continuous improvement of our educational programs, services, processes, and outcomes.
Creativity and Innovation	We value and support innovative and creative ideas and solutions that foster improvement and allow us to better serve our students and our community. We encourage entrepreneurial spirit.
Responsibility and Accountability	We value personal, professional, and institutional integrity, responsibility, and accountability. We believe in serving our constituents responsibly in order to preserve the public's trust. We strive to develop a culture of meaningful assessment and continuous improvement. We value inspired, informed, transparent, and responsible leadership and decision-making at all levels of the College. We value our environment and the conservation of our natural resources.
Collaboration and Partnerships	We value collaboration and actively pursue productive and mutually beneficial partnerships among people, institutions, organizations, and communities to share diverse ideas, talents, and resources.

Core Themes*

1. **Transfer Education**
2. **Professional-Technical Education**
3. **Basic Skills Education**
4. **Community Connections**

Strategic Initiatives • 2014 - 2019

I. **Student Learning and Success**
II. **Responsiveness**
III. **Performance and Accountability**

Strategic Goals • 2014 - 2019

1. Demonstrate a continued commitment to and shared responsibility for student learning and success
2. Meet the diverse and changing needs and expectations of our students and the community we serve
3. Support employee learning, growth, wellness, and success
4. Commit to continuous improvement and institutional effectiveness

* Core Themes were developed as part of the Northwest Commission on Colleges and Universities (NWCCU) accreditation process (Standard One). Merging Core Themes and Strategic Initiatives into one document allows the College to focus its planning efforts while meeting Idaho Code, SBOE and DFM guidelines, as well as NWCCU accreditation standards.

Core Themes and Objectives*

Core Theme 1: Transfer Education

Objective: To prepare students intending to transfer and who earn an Associate of Arts, Associate of Science, or Associate of Engineering degree for success at the baccalaureate level.

Core Theme 2: Professional-Technical Education

Objective: To prepare students for entry into a job or profession related to their field of preparation and study.

Core Theme 3: Basic Skills Education

Objective: To provide developmental courses in math, reading, writing, grammar, vocabulary, spelling, and English as a second language to assist students who need to raise existing skills to college-level competency.

Core Theme 4: Community Connections

Objectives: To meet the economic development and non-credit educational, social, cultural, and community support needs of the eight-county service region by making the college's human and physical resources available, including facilities and the expertise of faculty and staff.

*Each Objective under the Core Themes has Indicators of Achievement defined. These Indicators of Achievement can be found in the Core Theme planning documents.

Strategic Initiatives, Goals, Objectives, Performance Measures, and Benchmarks

Strategic Initiative I: **Student Learning and Success**

1.   *Goal:* **Demonstrate continued commitment to and shared responsibility for student learning and success**

Objectives:

1.1. Provide quality educational programs and experiences that prepare students to reach their educational and career goals
1.2. Maintain high standards for student learning, performance, and achievement – academic rigor and integrity
1.3. Continually improve the quality and effectiveness of teaching and support services
1.4. Identify and reduce barriers to student learning, and develop clear pathways to student success
1.5. Develop students' intellectual curiosity and subject matter competence, as well as communication, critical thinking, creative problem-solving, interpersonal, and leadership skills
1.6. Encourage meaningful engagement and social responsibility
1.7. Ensure that our students gain the knowledge, skills, perspectives, and attitudes necessary to thrive in a global society and become responsible global citizens
1.8. Continue to improve educational attainment (persistence, retention, degree/certificate completion, transfer) and achievement of educational and career goals
1.9. Maintain a healthy, safe, and inviting learning environment that is conducive to learning
1.10. Develop and maintain mutually beneficial partnerships with K-12 schools, community colleges, four-year institutions, employers, industry, and other public and private entities that will allow us to help our students reach their educational and career goals

Performance Measure: <u>Student engagement</u>
Benchmark: <u>Academic challenge</u> - CCSSE[1] survey results will demonstrate academic challenge ratings at or above the national comparison group
<u>Student effort</u> - CCSSE survey results will demonstrate student effort ratings at or above the national comparison group
<u>Active and collaborative learning</u> - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group

[1] CCSSE – Community College Survey of Student Engagement

Performance Measure	2013	
	CSI	Ntl. CC Peer Colleges
Academic Challenge	51.9	49.7
Student Effort	50.9	49.3
Active and Collaborative Learning	50.2	49.3

Performance Measure: Retention/persistence rates
Benchmark: CSI's first-time full-time retention rate will be at or above the median for its IPEDS[2] peer group

Performance Measure	2013		2012		2011	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Retention Rate Full Time Students First-time, full-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	57% (574 / 1005) Fall 2011 Cohort	53%	54% (623 / 1148) Fall 2010 Cohort	54%	57% (611 / 1076) Fall 2009 Cohort	56%

Performance Measure: Technical skills attainment
Benchmark: At least 92% of PTE concentrators will pass a state approved Technical Skill Assessment (TSA) during the reporting year

Performance Measure: Licensure and certification pass rates
Benchmark: Maintain licensure and certification rates at or above state or national rates for all programs with applicable exams (and where the national/state rates are available)

Performance Measure: Employment status of professional-technical graduates
Benchmark: At least 95% of PTE completers will achieve a positive placement in the second quarter after completing the program

Performance Measure	2013
Technical Skills Attainment	92.7%
Licensure and Certification Pass Rates	92.7%
Employment Status of PTE Graduates	91.7%

[2] IPEDS – Integrated Postsecondary Education Data System

Performance Measure: Graduation rates
Benchmarks: CSI's first-time full-time graduation rate will be at or above the median for its IPEDS peer group
The number of degrees and certificates awarded will increase by 3% per year

Performance Measure	2013		2012		2011	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Graduation Rate First-time, full-time, degree/certificate seeking students (IPEDS)	19% (200 / 1062) Fall 2009 Cohort	21%	17% (165 / 949) Fall 2008 Cohort	19%	18% (167 / 919) Fall 2007 Cohort	21%

Performance Measure: Transfer rates
Benchmarks: CSI's transfer-out rate will be at or above the median for its IPEDS peer group
The number of students transferring with a CSI degree will increase by 2% per year

Performance Measure	2013		2012		2011	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Transfer Rate First-time, full-time, degree/certificate seeking students (IPEDS)	14% (144 / 1062) Fall 2009 Cohort	20%	15% (138 / 949) Fall 2008 Cohort	20%	15% (139 / 919) Fall 2007 Cohort	21%

Strategic Initiative II: **Responsiveness**

2.   *Goal:* **Meet the diverse and changing needs** and expectations of our **students and the community we serve**

Objectives:

2.1.   Meet the diverse and changing *needs and expectations of our students*
  2.1.1.   Offer quality educational programs and support services that meet the needs of students with diverse backgrounds, preparation levels, abilities, and educational objectives
  2.1.2.   Maintain access and support student success
  2.1.3.   Provide university parallel curriculum for transfer students, state-of-the-art programs of professional-technical education, as well as

appropriate developmental education, continuing education, and enrichment programs

2.2. Meet the diverse and changing *needs and expectations of employers* in the area

    2.2.1. Provide workforce training and development, and industry certifications

    2.2.2. Ensure that the curricula provide the skills, knowledge, and experiences most needed by employers

2.3. Meet the diverse and changing *needs and expectations of the community* we serve

    2.3.1. Provide lifelong learning opportunities

    2.3.2. Serve as an engine for economic, social, and cultural development

Performance Measure: Enrollment and Full-Time Equivalency (FTE) - end-of-term unduplicated headcount, end-of-term total FTE, end-of-term academic FTE, end-of-term professional-technical FTE, annual unduplicated dual credit enrollment, annual dual credit FTE, end-of-term unduplicated developmental enrollment, end-of-term developmental FTE, annual non-credit workforce training enrollment, annual continuing education enrollment

Benchmark: Overall headcount will increase by 2% a year
Overall FTE will increase by 1% a year

Enrollment	FY 2010	FY2011	FY2012	FY 2013
Annual (unduplicated) Enrollment **Headcount** [1]	13,203	13,740	12,915	12,042
	2,392	1,869	1,578	1,354
Professional Technical	10,811	11,871	11,337	10,688
Transfer				
(PSR Annual Enrollment)				
Annual Enrollment **FTE** [1]	5,276.3	5,535.54	5,182.73	4,934.83
Professional Technical	1,013.9	1,111.57	1,031.13	961.43
Transfer	4,262.4	4,423.97	4,151.60	3,973.40
(PSR Annual Enrollment)				
Dual Credit				
- Unduplicated Headcount	2,460	2,412	2,685	2,774
- Enrollments	4,936	4,576	4,742	5,131
- Total Credit Hours	14,804	13,241	14,187	14,218
(SBOE Dual Credit Enrollment Report)				

Performance Measure: Affordability - tuition and fees
Benchmark: Maintain tuition and fees, both in-state and out-of-state, at or below that of our peer institutions (defined as community colleges in Idaho)

Performance Measure	2013 - 14		
Tuition and Fee Charges	**CSI**	**NIC***	**CWI**
In-State	$110/credit	$124/credit	$136/credit
Out-of-State	$280/credit	$319/credit	$300/credit

Charges vary slightly by credit level; numbers reflect 12 credit load.

Performance Measure: Student satisfaction rates
Benchmarks: Student satisfaction – CCSSE survey results will demonstrate that over 92% of students would recommend CSI to a friend
Student satisfaction – CCSSE survey results will demonstrate that over 90% of students will evaluate their entire experience at CSI "Excellent" or "Good"

Proportion of students who …	2013
Respondent would recommend this college to a friend or family member	98%
Respondent would evaluate their entire educational experience at this college as either "Excellent" or "Good"	91%

Performance Measure: Employer satisfaction with PTE graduates
Benchmark: Survey results will demonstrate an overall (85% or higher) employer satisfaction with PTE graduates

Performance Measure	2013
Employer satisfaction with PTE graduates	88%

Strategic Initiative III: **Performance and Accountability**

3. *Goal:* **Support employee learning, growth, wellness, and success**

Objectives:

3.1. Recruit and retain faculty and staff who are committed to student learning and success
3.2. Support employees by providing the necessary information, resources, tools, training, and professional development needed to do their jobs effectively
3.3. Expect and reward competence, performance, excellent customer service, and contributions to the attainment of the institution's mission, goals, and objectives
3.4. Maintain competitive faculty and staff compensation that is comparable to that of our peer institutions
3.5. Improve the health and well-being of employees through health education and activities that support positive lifestyle changes, thereby resulting in improved morale, productivity, and healthcare cost savings

Performance Measure: Student-faculty interaction - CCSSE survey results will
Benchmark: demonstrate student-faculty interaction ratings at or above the national comparison group

<u>Support for learners</u> - CCSSE survey results will demonstrate ratings for learner support at or above the national comparison group.

Performance Measure	2013	
	CSI	Ntl. CC Peer Colleges
Student-Faculty Interaction	52.1	49.1
Support for Learners	50.4	49.0

<u>Employee compensation competitiveness</u>
CSI employee salaries will be at the median or above for comparable positions in the Mountain States Community College survey

Performance Measure			
	FY 14	FY 13	FY 12
Employee Salaries: Percentage of Median for CSI vs. Mountain States Community Colleges	93.4%	95.2%	94.1%

4. *Goal:* **Commit to <u>continuous improvement</u> and <u>institutional effectiveness</u>**

Objectives:

4.1. Ensure that the College's mission, vision, Core Themes, and Strategic Plan drive decision-making, resource allocation, and everyday operations
4.2. Continually assess and improve the quality, relevancy, efficiency, and effectiveness of our systems, programs, services, and processes
4.3. Implement Lean Higher Education (LHE) principles and practices
4.4. Employ meaningful and effective measures, methodologies, and technologies to accurately and systematically measure and continually improve institutional performance and effectiveness
4.5. Maintain the trust of our constituents through transparency, accountability, and responsible stewardship
4.6. Allocate, manage, and invest resources prudently, effectively, and efficiently
4.7. Aggressively pursue new revenue sources and grant opportunities
4.8. Implement cost-saving strategies while maintaining the quality of programs and services
4.9. Utilize appropriate information technologies that support and enhance teaching and learning, improve the accessibility and quality of services, and increase the effectiveness and efficiency of operations
4.10. Develop and implement facilities, systems, and practices that are environmentally sustainable and demonstrative responsible stewardship of our natural resources

Performance Measure: <u>Alignment</u>
Benchmark: Individual Development Plans (IDP) and Unit Development
                      Plans (UDP) will be aligned with the College's mission, Core
                      Themes, and Strategic Plan

The College's IDP and UDP process is in alignment with its mission, core themes and strategic plan.

Performance Measure: <u>Outcomes assessment</u>
Benchmark: Every course and program will demonstrate effective use of
                      outcomes assessment strategies to measure student learning
                      outcomes and for continuous improvement

As a requirement according to NWCCU (our regional accrediting agency), CSI's most recent evaluation indicated that the institution meets and/or exceeds this benchmark as indicated by a recent commendation regarding the institutional outcomes assessment protocol. Courses in all programs at CSI are required to enumerate outcomes and to measure them at the end of each course. These outcomes are then used to measure attainment of program outcomes which are reported in Program Outcomes Assessment reports on December 1st of each year.

Performance Measure: <u>Lean Higher Education (LHE)</u>
Benchmark: Implement at least two LHE projects per year

Current year LHE projects include: 1) Student placement scores are available online and are no longer distributed via paper forms unless requested, and 2) academic suspension contracts are not printed, but instead scanned and indexed to the student file.

Performance Measure: <u>Total yearly dollar amount generated through external grants</u>
Benchmark: Submit a minimum of $3,500,000 yearly in external grant
                      requests with a 33% success rate

Performance Measure	2013	2012	2011
Total yearly dollar amount generated through external grants	$3,809117	$3,740,814	$4,066,363

Performance Measure: <u>Cost of instruction per FTE</u>
Benchmark: Maintain the cost of instruction per FTE as reported through
                      IPEDS at or below that of our peer institutions (defined as
                      community colleges in Idaho)

Performance Measure	2013
Instruction Expense per FTE:	
College of Southern Idaho	$ 3348
College of Western Idaho	$ 3573
North Idaho College	$ 4715

Note: Original Performance Measure Benchmark separated academic and PTE instructional costs into distinct measures, but this has been combined since this disaggregated data is not currently available. This measure is currently being refined.

External Factors

Various external factors outside CSI's control could significantly impact the achievement of the specific goals and objectives outlined in the Strategic Plan:

- Changes in the economic environment
- Changes in national or state priorities
- Significant changes in local, state, or federal funding levels
- Changes in market forces and competitive environment
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry)
- Supply of and competition for highly qualified faculty and staff
- Legal and regulatory changes
- Changes in technology
- Demographic changes
- Natural disasters, acts of war/terrorism

CSI will make every effort to anticipate and manage change effectively, establish and implement effective risk management policies and practices, and minimize the negative impacts of factors beyond the institution's control.

Part II. State Performance Measures

Performance Measure	2010	2011	2012	2013	Benchmark
Retention Rate **Full Time Students** First-time, full-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	54% (524 / 971) Fall 2008 Cohort	57% (611 / 1076) Fall 2009 Cohort	54% (623 / 1148) Fall 2010 Cohort	57% (574 / 1005) Fall 2011 Cohort	CSI's retention rate will be at or above the median for its IPEDS peer group.
Retention Rate **Part-Time Students** First-time, part-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	37% (119 / 324) Fall 2008 Cohort	31% (151 / 483) Fall 2009 Cohort	34% (169 / 491) Fall 2010 Cohort	40% (203 / 505) Fall 2011 Cohort	CSI's retention rate will be at or above the median for its IPEDS peer group.
Cost per credit hour [1] (IPEDS Finance and 12-Month Enrollment)	$ 277.23 ($37,874,900 / 136,619) 2008-09 year	$ 271.13 ($42,411,664 / 156,427) 2009-10 year	$ 227.97 ($37,642,948 / 165,122) (2010-11 year)	$ 232.44 ($38,130,642 / 164,045) (2011-12 year)	Maintain the cost of instruction per FTE at or below that of our peer institutions (defined as community colleges in Idaho).
Efficiency [2] (IPEDS Finance and Completions)	1.906 722 / $378.75) 2008-09 year	1.804 (765 / $424.12) 2009-10 year	2.277 (857 / $376.43) 2010-11 year	2.733 (1042 / $381.31) 2011-12 year	Maintain degree production per $100,000 instructional expenditures at or above that of our peer institutions (defined as community colleges in Idaho).

Tuition and fees
        Full-Time
        Part-Time
	$1,200
	$100/credit
		$1,260
		$105/credit
			$1,320
			$110/credit
				$1,320
				$110/credit
					Maintain tuition and fees, both in-state and out-of-state, at or below that of our peer institutions (defined as community colleges in Idaho).

Graduation Rate First-time, full-time, degree/certificate seeking students (IPEDS)	18% (165 / 908) Fall 2006 Cohort	18% (167 / 919) Fall 2007 Cohort	17% (165 / 949) Fall 2008 Cohort	19% (200 / 1062) Fall 2009 Cohort	CSI's first-time full-time graduation rate will be at or above the median for its IPEDS peer group.
Transfer Rate First-time, full-time, degree/certificate seeking students (IPEDS)	14% (129 / 908) Fall 2006 Cohort	15% (139 / 919) Fall 2007 Cohort	15% (138 / 949) Fall 2008 Cohort	14% (144 / 1062) Fall 2009 Cohort	CSI's transfer-out rate will be at or above the median for its IPEDS peer group.
Employee Compensation Competitiveness	92.2%	93.5%	94.1%	95.2%	CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College Survey. [3]
Total Yearly Dollar Amount Generated Through External Grants	$6,058,548	$4,066,363	$3,740,814	$3,809,117	Will submit a minimum of $3,500,000 yearly in external grant requests with a 33% success rate.

[1] Costs are derived from instructional, student services, academic support and institutional support expenses identified in the IPEDS Finance report divided by the annual credit hours in the IPEDS 12-Month Enrollment report for the corresponding year. This cost calculation formula is currently under review.

[2] Certificates (of at least 1 year or more) and Degrees awarded per $100,000 of Education and Related Spending (as defined by the IPEDS Finance expense categories of instruction, student services, academic support and institutional support) for the corresponding year. This Education and Related Spending calculation formula is currently under review.

[3] Each year a number of community colleges participate in the Mountain States Community College Survey. Information regarding full time employee salaries for reported positions is collected and listed in rank order. A mean and median range is determined for positions. In calculating this performance measure the College of Southern Idaho mean salary is divided by the Mountain States mean. The resulting percentage demonstrates how College of Southern Idaho salaries compare with other institutions in the Mountain States region.

Part III. Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY2011	FY2012	FY 2013
Annual (unduplicated) Enrollment Headcount [1]	13,203	13,740	12,915	12,042
	2,392	1,869	1,578	1,354
Professional Technical	10,811	11,871	11,337	10,688
Transfer				
(PSR Annual Enrollment)				
Annual Enrollment **FTE** [1]	5,276.3	5,535.54	5,182.73	4,934.83
Professional Technical	1,013.9	1,111.57	1,031.13	961.43
Transfer	4,262.4	4,423.97	4,151.60	3,973.40
(PSR Annual Enrollment)				
Degrees/Certificates Awarded	766	822	993	1,129
(IPEDS Completions)	2008-09	2009-10	2010-11	2011-12
Total degrees/certificates awarded per 100 FTE students enrolled	17.26	17.03	20.41	21.98
	(766 / 44.37)	(822 / 48.28)	(993 / 48.66)	(1,129 / 51.37)
(IPEDS Completions and IPEDS Fall FTE)	2008-09	2009-10	2010-11	2011-12
Workforce Training Headcount	4,861	5,218	4,426	3,368
Dual Credit				
- Unduplicated Headcount	2,460	2,412	2,685	2,774
- Enrollments	4,936	4,576	4,742	5,131
- Total Credit Hours	14,804	13,241	14,187	14,218
(SBOE Dual Credit Enrollment Report)				
Remediation Rate				
First-Time, First-Year Students Attending Idaho High School within Last 12 Months	74.7%	72.5%	69.5%	65.6%
	(1095 / 1466)	(923 / 1273)	(892 / 1284)	(820 / 1250)
(SBOE Remediation Report)				

[1] There have been enrollment processing and reporting changes over the period of this report. A new PSR Annual Enrollment report was developed as of FY12 with some minor differences in enrollment calculations from prior reports. In addition, CSI continues to revise the process for determining a student's headcount affiliation (Transfer vs. PTE).

College of Southern Idaho
PO Box 1238
Twin Falls, ID 83303

www.csi.edu

Updated February 2014
Board of Trustee Approval Feb 2014

Strategic Plan 2015 - 2019

MISSION

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching/learning opportunities to the residents of its service area in Western Idaho.

VISION

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life

CORE THEMES

Professional technical programs
General education courses/programs
Basic skills courses
Community outreach

CORE VALUES

Acting with integrity
Serving all in an atmosphere of caring
Sustaining our quality of life for future generations
Respecting the dignity of opinions
Innovating for the 21st Century
Leaving a legacy of learning

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

STRATEGIC PRIORITIES, OBJECTIVES, and MEASURES

GOAL 1: Student Success

CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals).

Objective 1	CWI will improve student retention and persistence

Performance Measures	• Course Completion rates will meet or exceed 80% by 2019
	• Semester-to-Semester Persistence rates will meet or exceed 80% by 2019
	    • *Baseline: 73% FA12 to SP13*
	• Fall-to-Fall Retention Rates will meet or exceed 55% by 2019
	    • *Baseline: 47% FA12 to FA13*
	• Establish VFA reporting cohorts effective FA14

Objective 2	CWI will improve student degree and certificate completion

Performance Measures	• CWI will grant 750 AA, AS, and AAS degrees annually by 2019
	    • *Baseline: 689 in AY 2012-2013*
	• CWI will grant 250 technical certificates annually by 2019
	    • *Baseline: 88 in AY 2012-2013*
	• CWI will grant 9,300 certificates of completion annually by 2019 through BP/WD non-credit programs
	    • *Baseline: 7,671 issued FY13*

Objective 3	CWI will provide support services that improve student success

Performance Measures	• Prospect to enrolled matriculation rate will meet or exceed 20% by 2019.
	    • *Baseline: 18.6% in SP14*
	• Persistence Rate first to second semester of enrollment for "1st time college attenders will meet or exceed 77% by 2019.
	    • *Baseline: 70% FA12 to SP13*
	• Completion Rate within 150% of program/major requirements will meet or exceed the CC national average of 19.6% by 2019.
	    • Baseline: 14% in Spring 2012
	• Students completing program/major with less than 90% of average loan debt by 2019.
	• An E&SS composite score on its annual survey increase to 95% by 2019.
	• Utilization of Tutoring Services/Student Success Center
	• CWI will provide tutoring support services that result in a penetration rate of 40% by 2019
	    • *Baseline: 30% in 2012*
	• Cost per Credit Hour will compare favorably to our peer institutions
	    • *Baseline: FY12 $182.38*
	• Degrees/Certificates awarded per $100,000 will compare favorably to our peer institutions
	    • *Baseline: 2.06 in 2013*

Objective 4	CWI will develop educational pathways and services to improve accessibility
Performance Measures	- By 2019, 60% of Students who complete college prep course work will earn a C or better in the corresponding gateway course *Baseline: 25% FA12* - Dual credits awarded to high school students will increase to 17,000 credits by 2019 *Baseline: 13,000 credits in 2013* - Annual online enrollment will reach 20,000 (seats filled) by 2019. *Baseline: 17,000 in 2013*

GOAL 2: Employee Success

CWI values its employees and is committed to a culture of individual, team, and institutional growth which is supported and celebrated.

Objective 1	**Employees will have the resources, information, and other support to be successful in their roles**

Performance Measures	• >=65% of IT Help Desk tickets are resolved upon initial contact
	• FTE/Benefited positions 90% filled
	• Average time to fill open job requisitions <= 5 weeks
	• >= 80 % agree/strongly agree on annual Employee Survey questions listed below:
	    • CWI does a good job of meeting the needs of staff / faculty
	        • *Baseline: 49.44% on 2013 survey*
	    • I have the information I need to do my job well
	        • *Baseline: 68.53% on 2013 survey*
	    • My department has the budget needed to do its job well
	        • *Baseline: 49.68% on 2013 survey*
	    • My department has the staff needed to do its job well
	        • *Baseline: 41.41% on 2013 survey*

Objective 2	**CWI will provide employees with professional development, training and learning opportunities**

Performance Measures	• Each employee, on average, completes at least 24 hours of development each year
	• CWI offers >=2 training/development offerings each month (in addition to CWI classes offered to students)
	• >= 80 % agree/strongly agree on annual Employee Survey questions listed below:
	    • I have adequate opportunities for training to improve my skills
	        • *Baseline: 59.67% on 2013 survey*
	    • I have adequate opportunities for professional development
	        • *Baseline: 61.09% on 2013 survey*

Objective 3	**Provide clear expectations for job performance and growth opportunities**

Performance Measures	• >=80% agree/strongly agree on annual Employee Survey questions listed below:
	    • My job description accurately reflects my job duties
	        • *Baseline: 64.94% on 2013 survey*
	    • My responsibilities are communicated clearly to me
	        • *73.03% on 2013 survey*
	    • My department or work unit has written, up-to-date objectives
	        • *Baseline: 61.78% on 2013 survey*
	    • I have adequate opportunities for advancement
	        • *Baseline: 36.38% on 2013 survey*

Objective 4	Promote a culture to recognize employee excellence
Performance Measures	>=75% of our annual recognition budget is awarded >= 80 % agree/strongly agree on annual Employee Survey questions listed below: - CWI consistently follows clear processes for recognizing employee achievements *Baseline: 37.81% on 2013 survey* - The work I do is appreciated by my supervisor *Baseline: 83.96% on 2013 survey*

GOAL 3: Fiscal Stability

The College of Western Idaho will operate within its available resources and implement strategies to increase revenue, while improving operating efficiencies.

Objective 1	CWI will operate using an annual balanced budget, will actively manage expenditures, and create operational efficiencies

Performance Measures	• Develop and implement at least 2 metrics each year to more actively identify revenue & expense characteristics
	   • *Baseline: Identify specifics of tuition & fee revenue sources (Academic, Dual Credit, PTE) in FY 2014, for projection into FY 2015*
	• Conduct 3 intensive and 3 less-intensive college business activities analyses each year to reduce inefficiencies and waste.
	• Incorporate student fees for strategic reserve, into annual operating budget
	   • *Baseline: included since FY 2012. Will continue each fiscal year*

Objective 2	CWI will maintain the integrity of existing revenue streams and will actively seek out new forms of revenue consistent with the College's mission

Performance Measures	• Be responsive to the requirements of funding agencies to ensure the integrity of our existing revenue
	   • *Baseline: 100% compliance with respect to budget/grant requests to funding agencies*
	• Advocate for additional state funding to achieve parity with other Idaho Community Colleges by 2019
	   • *Baseline: increased budget request to state each year since FY 2009. Future increase requests based upon state budget guidelines and CWI Line Items (unrestricted)*
	• Seek out at least 5 additional grant opportunities each year
	• Reapply for all applicable ongoing grants with greater than 90% renewal each year
	• Increase amount of monetary awards through grants by 10% each year
	• Reduce the number of students sent to collections by 5% each year
	• Increase annual revenue growth in BP/WD by 10% each year

Objective 3	CWI will work to maintain and enhance its facilities & technology and actively plan for future space and technology needs
Performance Measures	• Maximize facility utilization rates to a threshold of 90% by 2019 • >=75% completion of technology work-plan each year • *Baseline: None established as work-plan is in first year*

GOAL 4: Community Connections

The College of Western Idaho will implement a variety of educational and developmental programs to bring the college into the community in meaningful ways.

Objective 1	CWI creates and delivers educational programs and services to the community through short-term training programs which foster economic development

Performance Measures	• Increase the number of people served through Business Partnerships/Workforce Development by 10% each year
	  • *Baseline: 8,163 Students Served in Fiscal Year 2013*
	• Business Partnerships/Workforce Development participant survey reflects at least 85 percent positive satisfaction
	  • *Baseline: 94.71% positive satisfaction reported on course evaluations in Fiscal Year 2013*

Objective 2	CWI engages in educational, cultural, and organizational activities that enrich our community

Performance Measures	• Increase the number of hours CWI facilities are used by non-CWI organizations
	  • *Baseline: Non-CWI organizations used CWI facilities for a total of 1,042 hours in Fiscal Year 2014*
	• Participate in at least 50 events that support community enrichment each year
	• Increase Basic Skills Education to the 8 non-district counties in southwest Idaho
	  • *Baseline: Basic Skills Education served five of the eight non-district counties in southwest Idaho in Fiscal Year 2014*
	• CWI student-to-community engagement will exceed 6000 hours annually
	  • *Baseline: Students in CWI's Academic Transfer programs completed 8,372 student-to-community hours in the 2013-14 Academic Year*

Objective 3	Expand CWI's community connections within its service area

Performance Measures	• Every Professional Technical Education program has a Technical Advisory Committee with local business and industry members
	  • *Baseline: 100% of CWI's established Professional Technical Education programs had an active Technical Advisory Committee in the 2013-14 Academic Year*
	• Active engagement with all high schools in CWI service area
	  • *Baseline: CWI Outreach participated in 185 high school visits during Fiscal Year 2014*
	• Increase the number of community organizations reached each year
	• Increase number of business partnerships

GOAL 5: Institutional Sustainability

The College of Western Idaho (CWI) finds strength through its people and viability in its operations and infrastructure; therefore the institution will continually evaluate the colleges' health to ensure sustainability.

Objective 1	CWI will promote the college's health and wellbeing

Performance Measures	• On annual Employee Survey questions listed below:
	     • >= 70% agree/strongly agree on Overall Employee Satisfaction by 2019
	         • *Baseline: 88.59% on 2013 survey*
	     • <=25% disagree/strongly disagree to There are effective lines of communication between departments by 2019
	         • *Baseline: 33% on 2013 survey*

Objective 2	CWI will have effective and efficient infrastructure
Performance Measures	• CWI will consolidate locations & target development of 2 major campuses in Ada & Canyon Counties by 2019 • <= 20 % disagree/strongly disagree to "CWI has clearly written and defined procedures" by 2019 • *Baseline: 24.95% on 2013 survey* • CWI will reduce utility consumption (units consumed) by 10% by 2019 on college owned properties • CWI will optimize its' Core Information & Technology (IT) Network by achieving an annual target of 99.99% network availability

EXTERNAL FACTORS

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. Over a quarter of CWI's revenue comes from State of Idaho provided funds (general fund, PTE, etc.) Achieving parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all of its facets. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
- Economy. Recent years have shown that the state and national economy have significant impacts on the success of higher education.

For Additional Information Regarding The

College Of Western Idaho

2015-2019 Strategic Plan

Contact:

Doug DePriest

Director, Institutional Effectiveness

208.562.3505

dougdepriest@cwidaho.cc

North Idaho College Strategic Plan

SP Version 2014

2015 – 2019

Mission

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Vision

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Accreditation Core Themes

The college mission is reflected in its three accreditation core themes:

- Student Access and Achievement
- Effective Teaching and Learning
- Commitment to Community

Key External Factors

- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

Values

North Idaho College is dedicated to these core values which guide its decisions and actions.

Goal 1 – Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Objectives

1) Provide innovative, progressive, and student-centered programs and services.
2) Engage and empower students to take personal responsibility and to actively participate in their educational experience.
3) Promote programs and services to enhance access and successful student transitions.

Performance Measures

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
  Benchmark: To be determined after Year One submission of the VFA

- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of completers
  Benchmark: 80% of employers indicate satisfaction with preparation of completers
- Career Program Completers, percent employed in related field
  Benchmark: 65% employed
- Fall to Spring Persistence Rate, credit students
  Benchmark: 84% persist
- First-time, full-time, student retention rates
  Benchmark: 63%
- First-time, part-time, student retention rates
  Benchmark: 45%

Goal 2 - Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Objectives
1) Evaluate, create and adapt programs that respond to the educational and training needs of the region.
2) Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.
3) Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.
4) Recognize and expand faculty and staff scholarship through professional development.

Performance Measures
- Student Learning Outcomes Assessment goals achieved in general education
  Benchmark: 80% percent or more of annual assessment goals are consistently met over 3-year plan
- Full-time to Part-time faculty ratio
  Benchmark: 1.3 to 1.0 ratio
- NIC is responsive to faculty and staff professional development needs
  Benchmark: Maintain or increase funding levels available for professional development
- Licensure pass rates at or above national pass rates
  Benchmark: Maintain or improve current pass rates
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
  Benchmark: Sustain or increase
- All instructional programs submit annual summary reports documenting program improvements
  Benchmark: 20% of total programs per year over five years until fully implemented

Goal 3 - Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Objectives
1) Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.
2) Demonstrate commitment to the economic/business development of the region.
3) Promote North Idaho College in the communities we serve.
4) Enhance community access to college facilities.

Performance Measures
- Distance Learning proportion of credit hours
  Benchmark: Increase by 2% annually for a total of 25%
- Dual Credit annual credit hours in the high schools
  Benchmark: Increase by 5% annually
- Dual Credit annual credit hours taught via distance delivery
  Benchmark: Increase by 5% annually
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
  Benchmark: 3.60%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
  Benchmark: 3%
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
  Benchmark: 85% of total number score a satisfaction rating of above average

Goal 4 – Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Objectives
1) Foster a culture of inclusion.
2) Promote a safe and respectful environment.
3) Develop culturally competent faculty, staff and students.

Performance Measures
- Number of students enrolled from diverse populations
  Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region
- Participation in sponsored events that promote diversity awareness
  Benchmark: To be defined in 2015
- Number of course outcomes related to multiculturalism, pluralism, equity, and diversity
  Benchmark: Maintain or Increase
- Students who respond "quite a bit or very much" to CCSSE survey question: "Does the college encourage contact among students from different economic, social and racial or ethnic backgrounds?"
  Benchmark: Increase by 2% annually until the national average is met or exceeded

Goal 5 – Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objectives
1) Exhibit trustworthy stewardship of resources.
2) Demonstrate commitment to an inclusive and integrated planning environment.
3) Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures
- Dollars secured through the Development Department via private donations and grants
  Benchmark: $2,000,000

- College-wide replacement schedule for personal computers
  Benchmark: 100% of the computers are replaced within the 42 month window
- Improved consumption and emissions result in dollars saved
  Benchmark: Sustain or Increase
- Tuition and Fees for full-time, in-district students (full academic year)
  Benchmark: Maintain greater than 60% against comparator institutions

The following system wide performance measures were requested by the Idaho State Board of Education:

- Graduation Rate - Total degree production
  Benchmark: *To compare favorably (at or below the mean) to that of our peer institutions*
  Status: *1,083 awards*

- Graduation Rate - Unduplicated headcount of graduates & percent of graduates to total unduplicated headcount
  Benchmark: *To compare favorably (at or below the mean) to that of our peer institutions*
  Status: *12.46% graduation rate (based on 1,038 graduates and 8,329 total unduplicated headcount)*

- Retention Rate - Total first-time, full-time and new transfer-in students that are retained or graduate the following year
  Benchmark: *To be determined after Year One submission of the VFA*
  Status: *57.8%*

- Cost of College – Cost per credit hour to deliver education
  This measure is tentative pending further review (per Carson Howell, SBOE)
  Benchmark: *To compare favorably (at or below the mean) to that of our peer institutions*
  Status: *$237.83 (based on $40,368,009 and 169,731.6 credits)*

- Efficiency - Certificate (of at least one year or more) and degree completions per $100,000 of education and related spending by institutions
  This measure is tentative pending further review (per Carson Howell, SBOE)
  Benchmark: *To compare favorably (at or below the mean) to that of our peer institutions*
  Status: *2.12 (based on $40,368,009 and 856 awards)*

- Dual Credit – Total annual credit hours
  Benchmark: *This measure is an input from the K-12 system and is not benchmarkable, per SBOE*
  Status: *10,039*

- Dual Credit – Unduplicated Annual Headcount
  Benchmark: *This measure is an input from the K-12 system and is not benchmarkable, per SBOE*
  Status: *888*

University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN

2015-2019

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2015-2019

MISSION STATEMENT
The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering the healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT
The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT
We will be the recognized state-wide leader and innovator in meeting the state's current and future challenges to create healthy individuals, families and communities, and enhance sustainable food systems respected regionally and nationally through focused areas of excellence in teaching, research and outreach with extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

<u>**Goals**</u>

Teaching and Learning: Enable student success in a rapidly changing world through transformed teaching and learning.

Objective:
1. Build adaptable, integrative curricula and pedagogies.
    Performance Measure: Approved ISEM 301 course listed in spring 2014 course catalog.
    Benchmark: Approved ISEM 301 course listed in spring 2014 course catalog.

2. Increase the number of course offerings via distance learning.
    Performance Measure: Exploration of additional course offerings to meet students' curricular needs to support timely degree completion for on-campus and off-campus programs.
    Benchmark: 10% increase in distance course offerings from CALS

Scholarly and Creative Activity: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Objectives:

1. Increase grant submissions and awards from agencies, commissions, foundations, and private industry by all tenure and non-tenure track faculty, staff, and administration for scholarship and creative activities in research, extension, and teaching.
    Performance Measure: Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year
    Benchmark: Five percent increase per year in the number of grants submitted.

2. Increase grants awarded to faculty by hiring grant specialists to assist in identifying funding opportunities and grant writers to assist in proposal development
    Performance Measures: Availability and use of grant specialists and grant writers, number of grants identified by grant specialists and, number of grants submitted using the services of a grant writer
    Benchmark: Attain an average of $20 million in extramural funding across research, extension, and teaching scholarship during the 2015-2017 time period

3. Allocate resources preferentially to defined college Programs of Distinction and departmental areas of excellence, and to emerging Programs of Distinction and areas of excellence

Performance Measures: Funds or in-kind donations acquired through development, endowments, and collaborations with public and private organizations
Benchmark: Attain $40 million by 2016 as aligned with UI campaigns

4. Facilitate the formation of Programs of Distinction teams and other interdisciplinary teams to identify and address key research problems and opportunities
Performance Measures: Number of interdisciplinary teams formed
Benchmark: Formation of four or more interdisciplinary teams that will develop Programs of Distinction by December 2014

5. Provide competitive funding for planning and reward faculty participation in interdisciplinary programs by providing necessary incentives and training to improve competitiveness of center- or team-based grant proposals.
Performance Measures: Number of competitive grant proposals submitted and awarded
Benchmark: Be awarded 4 to 5 large, longer term competitive grants that are led by faculty by 2016

Outreach and Engagement: Meet society's critical needs by engaging in mutually beneficial partnerships.

1. Actively participate in identifying, developing, and implementing Programs of Distinction and areas of excellence.
Performance Measures: Programs of Distinction identified, work plans created, and measures of effectiveness established for each Program of Distinction by 2014; measures assessed annually thereafter
Benchmark: Twenty percent of faculty working effectively in Programs of Distinction and engaged with clientele and stakeholders

2. Redirect internal resources and recruit industry and agency funding for student internships and student service learning projects that support outreach and engagement in priority areas.
Performance Measures: Amount of funding redirected and recruited annually; number of students engaged in internships and in service learning projects during their undergraduate or graduate programs
Benchmark: By 2017, funding for internships and student projects doubled (2013 baseline); number of students involved in internships doubled (2013 baseline);

and number of students involved in service learning projects doubled (2013 baseline)

3. Recognize faculty for outreach and engagement accomplishments as part of annual evaluation, promotion and tenure
Performance Measures: Unit administrators recognize, value, and reward significant outreach and engagement outcomes and impacts
Benchmark: Unit administrators can clearly communicate outcomes and impacts resulting from outreach and engagement accomplishments of their faculty

4. Expand the role of all advisory boards by utilizing the networking capabilities of advisory board members to enhance partnership development
Performance Measures: Partnerships developed through collaborative efforts with advisory board members, Development, and administration
Benchmark: Outreach and engagement programming enhanced through partnerships with key agencies, organizations, and foundations

5. Market outcomes of Programs of Distinction and areas of excellence through college publications, popular press articles, and presentations to decision makers and stakeholders.
Performance Measures: Number of articles featuring outcomes and impacts of Programs of Distinction and areas of excellence; number of major presentations featuring Programs of Distinction and areas of excellence outcomes and impacts
Benchmark: Outcomes of Programs of Distinction and areas of excellence have been documented and reported to stakeholders and decision makers by 2017

Organization, Culture and Climate: Be a purposeful, ethical, vibrant and open community.

1. Include an emphasis on diversity by providing multi-cultural events and training opportunities or by participating in University sponsored activities.
Performance Measures: Number of faculty and staff who complete a multi-cultural competency training in addition to increased faculty, staff, and student participation in multi-cultural events or UI sponsored activity.
Benchmark: Increased diversity awareness among faculty, staff, and students.

2. Seek private and public funding for scholarships to increase enrollment by underrepresented groups
   Performance Measures: Amount of funding raised
   Benchmark: Double the scholarships over 5 years.

3. Utilize established university policies and procedures to address problematic behaviors
   Performance Measures: Number of reported incidences and investigations
   Benchmark: Reduce the number of reported incidences and investigations relative to the average of the previous five years

4. Encourage faculty and staff participation in conflict resolution and/or management training offered by UI Professional Development & Learning office.
   Performance Measures: Number of participants completing conflict resolution and/or management training
   Benchmarks: 100% participation

External Factors:

Loss of essential personnel: Comparisons of salary and benefits with peer institutions limits our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.

Cultivation of Partnerships: We continue to cultivate partnerships to maintain the agricultural research and extension system. Although to date these efforts have been successful, these efforts are very time consuming and take many months to reach agreement and produce revenue streams to help maintain this system and meet our land grant mission.

Statewide Infrastructure Needs: Our ability to fund infrastructure maintenance and improvements to maintain our research intensive facilities remains limited. As mentioned in previous years, this clearly impacts our ability to obtain external grant funding and develop collaborative partnerships with state, federal, and private entities and other institutions.

University of Idaho-Agricultural Research and Extension
Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The Agricultural Research and Extension Service (ARES) is part of the Land-Grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family and related areas.

Core Functions/Idaho Code

Conduct educational outreach programs through the University of Idaho Cooperative Extension system. Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station.

Ag Research and Extension

Revenue and Expenditures:

Beginning Fund Balance	FY 2010	FY 2011	FY 2012	FY 2013
	$ 0	$ 0		$ 0
Revenue	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
General Fund	$ 23,490,500	$22,559,000	$22,559,000	$23,604,100
Federal Grant	3,919,138	4,369,246	3,909,353	5,333,566
Misc Revenue	0	0	0	0
Restricted Equine Education	5,220	4,444	24,014	14,557
Total	**$ 27,414,858**	**$ 26,932,690**	**$26,492,367**	**$28,952,223**
Expenditure	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
Personnel Costs	$ 25,275,336	$22,504,806	$21,946,299	$22,381,690
Operating Expenditures	1,881,705	3,149,265	3,554,785	4,413,296
Capital Outlay	263,631	657,726	969,866	2,208,280
Trustee/Benefit Payments	0	0	5,109	2,333
Total	**$ 27,420,672**	**$26,311,807**	**$26,475,059**	**$29,005,599**
Ending Fund Balance	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
	$ 0	$ 0	0	$ 0

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Number of Youth Participating in 4-H	36,383	33,175	33,163	34,769
Number of Individuals/Families Benefiting from Outreach Programs	412,489	366,275	338,523	358,227
Number of Technical Publications (research results) Generated/Revised	155 (CES)	341 (170 CES)	187 (CES)	179 (CES)

University of Idaho-Agricultural Research and Extension

Performance Measurement Report

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
Integrated Seminar (ISEM) courses listed	0	0	0	3	1
Number of courses or sections of distance course offerings	148	158	121	135	10% Annual Increase
Value and number of grant proposals submitted	$59.3M 369	$53.7M 318	$36.3M 299	$32M 312	5% Annual Increase
Value and number of grants awarded	$18.2M 226	$21.9M 194	$11.7M 168	$15.6M 150	$20M
Number of long-term competitive grants awarded	1	2	1	1	5
Value of donations received	$5.8M	$5.1M	$6.1M	$6.7M	$10M Annually
Interdisciplinary teams formed	1	2	2	3	4
Percentage of faculty working in Programs of Distinction	0	0	1%	8%	20%
Students involved in internships and student projects	99	110	90	105	Double in 5 years
Dollar Value of External Funds Generated Through Partnerships to Support Agricultural Research Centers	$528K	$554K	$624K	$566K	$1M
Number of faculty and staff completing multi-cultural competency training	6%	5%	4.6%	1.8%	100%

For More Information Contact

University of Idaho-Agricultural Research and Extension

Performance Measurement Report

Donn Thill and Charlotte Eberlein
Agricultural Research and Extension
University of Idaho
PO Box 83844-2335
Moscow, ID 83844-2335
Phone: 208.885.6214 or 208.736.3607
E-mail: dthill@uidaho.edu and ceberl@uidaho.edu

University of Idaho
Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN

2015-2019

Forest Utilization Research and Outreach (FUR)

MISSION

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at the University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problem situations such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

OUTCOME-BASED VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full range of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

GOALS & OBJECTIVES

Goal 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.

Strategies:

1. Upgrade and development of university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR.

2. Establish, renew, remodel, and reallocate facilities to encourage funded collaborative disciplinary and interdisciplinary inquiry in alignment with FUR programs in forest operations and nursery management as well as the UI Experimental Forest, Rangeland Center, and Policy Analysis Group.

Performance Measure:

- Funding from non-FUR sources leveraged by FUR-funded laboratories, field facilities, and research, outreach, and teaching programs. benchmarks.

Benchmark:
3:1 ratio, which means every one dollar of FUR appropriated funds leverages at least three dollars of non-FUR funds attained from other sources (**Table 1**).

Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

Strategies:

1. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho that improve forest and rangeland productivity, regeneration, and rehabilitation, including nursery management practices, fire science and management, and a full range of ecosystem services and products, including environmental quality.

2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses — such as timber harvesting and processing, regeneration and rehabilitation firms, working livestock ranches, as well as governmental and non-governmental enterprises and operating units.

3. Conduct research and do unbiased policy analyses to aid decision-makers' and citizens' understanding of natural resource and land use policy issues.

Performance Measures:
- Number of research project cases managed and/or services provided by each FUR program segment (**Table 2**);
- Number of new research projects each year that will lead to scholarship and creativity products (**Table 1**);
- Number of research studies completed per year (**Table 1**); and
- Number of publications each year (**Table 1**); including research reports, refereed journal articles, and other publications, as well as licensed and/or patented products given credibility by external review processes.

Benchmark:
Number of ongoing and new research projects either averaged over a selected period of time or established as FUR program segment operational targets, with an ongoing objective for benchmarks to stay the same or increase based on investment levels in different FUR program segments.

Goal 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR program segments and deliver products and services.

Strategies:

1. Enhance the capacity of the College of Natural Resources to engage with communities by involving faculty and students in programs relevant to local and regional issues associated with forest and rangeland management and the maintenance of environmental quality.

2. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations.

3. Foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests and rangelands while enhancing air and water quality.

Performance Measures:
- Number of service project cases managed and/or key services provided to communities in the state and region, government agencies, non-governmental organizations, private businesses and landowners (**Table 2**).
- Number of workshops and other outreach and engagement activities conducted (**Table 1**).

Benchmark:
Number of outreach and engagement activities with audiences identified above either averaged over a selected period of time or established as FUR program segment operational targets.

Goal 3: Teaching and Learning

Engage students in a transformational experience of discovery, understanding, and global citizenship.

Objective A: Develop effective integrative learning activities to engage and expand student minds.

Strategies:

1. Provide undergraduate and graduate students, as well as professionals, with education and research opportunities in nursery management, wood utilization technologies including bioenergy and bioproducts, forest and rangeland regeneration and restoration, fire science and management, and other ecosystem services and products.

2. Integrate educational experiences into ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus.

3. Engage alumni and stakeholders as partners in research, learning, and outreach.

Performance Measure:
- Number of teaching projects, courses, and other teaching activities which use FUR funded projects, facilities, or equipment for educational purposes, including, as appropriate, professionals as well as undergraduate and graduate students (**Table 2**).

Benchmark:
Number of teaching and learning activities conducted over a selected period of time or established as FUR program segment operational targets.

KEY EXTERNAL FACTORS

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; (4) uncertainty associated with the State of Idaho's commitment to retaining high quality programs associated with the mission of the nation's land grant universities; and (5) changing demand for the state and region's ecosystem services and products.

Table 1. Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Bench-mark	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Leverage ratio of non-FUR funds to FUR appropriated funds Goal 1, Objective A, Strategy 1, 2	(a)	(a)	(a)	(a)	3:1	3:1	3:1	3:1	3:1	3:1
Number of New Research Projects Per Year:										
Experimental Forest	5	5	10	11	4	5	5	5	5	5
Forest Operations	(b)	(b)	(b)	(b)	2	2	2	2	2	2
Policy Analysis Group	2	1	2	4	2	2	2	2	2	2
Pitkin Forest Nursery	5	8	5	5	5	5	5	6	6	6
Rangeland Center	(c)	2	3	3	2	10	12	14	14	14
Goal 1, Objective A, Strategy 1, 2, 3 Goal 3, Objective A, Strategy 1, 2, 3										
Number of Research Studies Completed/Published Per Year:										
Experimental Forest	2	3	3	4	4	4	5	5	5	5
Forest Operations	(b)	(b)	(b)	(b)	2	2	2	2	2	2
Policy Analysis Group	2	1	3	2	2	2	2	2	2	2
Pitkin Forest Nursery	8	8	5	5	5	5	5	5	6	6
Rangeland Center	(c)	0	1	2	2	8	10	12	14	14
Goal 1, Objective B, Strategy 1, 2, 3										
Number of Publications:										
Experimental Forest	2	3	3	4	3	7	7	9	10	12
Forest Operations	(b)	(b)	(b)	(b)	3	3	3	5	5	5
Policy Analysis Group	14	14	15	16	10	12	12	12	12	12
Pitkin Forest Nursery	7	10	12	12	10	10	10	11	11	11
Rangeland Center	(c)	2	8	5	8	16	18	20	20	20
Goal 1, Objective B, Strategy 1, 2, 3										
Number of Workshops Conducted:										
Experimental Forest	4	9	6	10	12	12	12	14	14	14
Forest Operations	(b)	(b)	(b)	(b)	4	4	6	6	8	8
Policy Analysis Group	26	20	24	8	12	12	12	12	12	12
Pitkin Forest Nursery	20	20	20	22	20	20	22	22	22	22
Rangeland Center	(c)	2	2	5	2	10	12	14	14	14
Goal 2, Objective A, Strategy 1, 2, 3										

(a) Although this measure was identified in previous Strategic Plans, it had not been reported until now.

(b) Prior to FY 2014 the Forest Operations segment of FUR programs did not receive any FUR funds.

(c) Prior to FY 2011 the Rangeland Center segment of FUR programs did not exist.

Table 2. Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	Historic (actual)				Future (estimate)				
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Number of Private Landowners Assisted: Pitkin Forest Nursery	1300	1300	1400	1400	1450	1450	1500	1500	1500
Number of Seedling Industry Research Projects: Pitkin Forest Nursery	2	3	3	2	2	2	2	2	2
Number of:									
• Research Projects:									
Experimental Forest	8	7	13	11	12	12	14	14	16
Forest Operations	(a)	(a)	(a)	(a)	2	4	6	8	10
Policy Analysis Group	6	6	8	7	7	7	7	7	7
Pitkin Forest Nursery	10	12	10	10	10	11	11	12	12
Rangeland Center	(b)	2	4	10	10	10	10	10	10
• Teaching Projects:									
Experimental Forest	30	21	24	24	23	23	23	23	23
Forest Operations	(a)	(a)	(a)	(a)	2	4	6	6	8
Policy Analysis Group	26	20	24	8	17	17	17	17	17
Pitkin Forest Nursery	5	5	5	8	5	5	5	5	5
Rangeland Center	(b)	2	9	9	11	11	12	12	13
• Service Projects:									
Experimental Forest	2	5	9	9	8	8	8	8	8
Forest Operations	(a)	(a)	(a)	(a)	4	6	8	10	10
Policy Analysis Group	14	14	15	16	15	15	15	15	15
Pitkin Forest Nursery	15	15	12	15	12	12	12	12	12
Rangeland Center	(b)	2	4	11	12	13	13	14	14

(a) Prior to FY 2014 the Forest Operations segment of FUR programs did not receive any FUR funds.

(b) Prior to FY 2011 the Rangeland Center segment of FUR programs did not exist.

University of Idaho–Forest Utilization Research	Performance Measurement Report

Part I – Agency Profile

Agency Overview

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

Core Functions/Idaho Code

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code §§ 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

Revenue and Expenditures:

Revenue		FY 2010	FY 2011	FY 2012	FY 2013
General Fund		$517,500	$511,400	$490,000	$504,100
	Total	**$517,500**	**$511,400**	**$490,000**	**$504,100**
Expenditure		**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
Personnel Costs		$437,700	$465,244	$442,430	$454,800
Operating Expenditures		79,800	48,156	47,570	48,750
Capital Outlay		0	0	0	550
Trustee/Benefit Payments		0	0	0	0
	Total	**$517,500**	**$511,400**	**$490,000**	**$504,100**

University of Idaho–Forest Utilization Research	Performance Measurement Report

Profile of Cases Managed and/or Key Services Provided:

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY2012	FY 2013
Number of Private Landowners Assisted: Pitkin Forest Nursery	1300	1300	1400	1400
Number of Seedling Industry Research Projects: Pitkin Forest Nursery	2	3	3	2
Number of:				
• Research Projects:				
Experimental Forest	8	7	13	11
Policy Analysis Group	6	6	8	7
Pitkin Forest Nursery	10	12	10	10
Rangeland Center	*	2	4	10
• Teaching Projects:				
Experimental Forest	30	21	24	24
Policy Analysis Group	26	20	24	8
Pitkin Forest Nursery	5	5	5	8
Rangeland Center	*	2	9	9
• Service Projects:				
Experimental Forest	2	5	9	9
Policy Analysis Group	14	14	15	16
Pitkin Forest Nursery	15	15	12	15
Rangeland Center	*	2	4	11

* The Rangeland Center was created in FY2011 and authorized in Idaho Code § 38-715 during FY2012.

Performance Highlights:

Experimental Forest:
Highlights:

> *Research* – 11 research projects were established, including a pre-commercial thinning study in collaboration with Potlatch Corp., a statewide weight-scaling study in collaboration with Idaho Dept. of Lands, and a cable logging safety study.

> *Education* – Classroom involvement included 9 faculty, 12 different class courses, 24 field trips, 20 follow up lab sessions, involving more than 300 students with hands-on experience.

> *Internships* – 9 student interns gained hands-on field experience in timber management, including developing critical thinking and problem-solving skills in the field. Student interns are exposed to a wide array of land management experiences involving multiple resources and the challenge of addressing regulatory policies with scientific information.

> *Outreach* – 9 outreach and engagement activities include school teachers, loggers, professional foresters, non-industrial private forest land owners, and interested Idaho citizens. Hosted activities on a pair of active and completed harvest sites, where multiple objectives are achieved via management activities.

The centerpiece of the University of Idaho Experimental Forest (UIEF) is the 8,247 acres of forest land on Moscow Mountain that are adjacent to both industrial and non-industrial private forest lands surrounded by dry land farming in Latah County. Most of these lands were a gift from Potlatch Corp. in the 1930s. Today all but 450 acres are managed as working forests, balancing education, research, and demonstration with production of timber, clean water, fire hazard mitigation, smoke particulate management, and wildlife and fisheries habitat. The UIEF also manages 398 acres on two parcels in Kootenai County, and has a life estate of 1,649 acres in Valley County that eventually will come under

University of Idaho–Forest Utilization Research   Performance Measurement Report

UIEF management. As noted in the highlights above and details below, these lands provide many research, education and outreach opportunities.

Research conducted on the UIEF in FY2013 included studies by College of Natural Resources faculty, collaborators in the College of Agriculture and Life Sciences, and the USDA Forest Service Rocky Mountain Research Station. During the year Dr. Robert Keefe was hired as Assistant Professor of Forest Operations, and as part of his duties supervises research and management activities on the UIEF, under the direction of the Dean. In FY2013, an existing UIEF outlying building in Princeton, ID was repurposed to create a new laboratory for the study of Forest Operations systems and equipment, focused specifically on forest utilization, harvesting productivity, efficiency, and cost analysis. Two new research projects were undertaken with partners. First, in collaboration with Potlatch Corp., a long-term thinning and overstory removal study evaluating biomass utilization impacts on productivity was established. Second, a statewide study to develop new methods for scaling logs by truck weight was established with the Idaho Dept. of Lands Forest Management Bureau.

Education involving hands-on experience to supplement classroom and laboratory exercises is a significant and valuable supplement to a college education in forest utilization. In FY2013 nine faculty members – College of Natural Resources (7), College of Agriculture and Life Sciences (1), and Washington State University (1) – used the UIEF for at least one field trip session during twelve different courses, ranging from an introductory freshman orientation to senior and graduate level courses demonstrating current research knowledge, land management practices, and using forest operations equipment. In total more than 300 university students visited the UIEF on 24 field trips, with an additional 20 follow-up laboratory sessions in which data collected during field trips were analyzed.

Internship opportunities for students have been offered by the UIEF since 1972. In FY2013 the UIEF employed 13 students and successfully completed the 40th consecutive year of the Student Logging Crew Program without a single injury to report. Staff provide hands-on education as the students help accomplish the management objectives in the UIEF Forest Management Plan, helping the College fulfill the duties of the Experiment Station as described in Idaho Code § 38-703 *et seq.* Student employee interns are required to think critically and solve problems on a daily basis, thus are acquiring job skills beyond just accomplishing the work-at-hand. These work assignments include technology transfer as students learn to employ state-of-the-art equipment and techniques, as well as incorporating their interdisciplinary academic learning in an operational and research forest setting. Upon graduation these student employee interns generally have little trouble finding employment.

The outreach and engagement highlight for FY2013 was the Washington Idaho Forest Owner's Field Day, hosted by the Experimental Forest. This event involved collaboration with WSU Extension, UI Extension, Idaho Dept. of Lands, the Idaho Forest Owners Association, had over 24 forestry and timber harvesting workshops, a Research Tour of current projects on the UIEF, and 150 participants from throughout Idaho. In addition to the Field Day, the UIEF hosted stops and lunch as part of the Idaho Dept. of Lands Stewardship Field Tour, a tour for visiting scientists from the U.S. Dept. of Energy's Idaho National Laboratory, and hosted multiple UI Extension Forestry workshops (Thinning and Pruning, Insects and Disease, and others), as well as one Inland Empire Tree Improvement Cooperative (IETIC) field tour.

Policy Analysis Group:
Highlights:
> *Economic Contributions* – 4 publications featured the role of the forest products manufacturing industry in the Idaho economy, including a fact sheet with replies to questions from the Idaho Legislature's Economic Outlook and Revenue Assessment Committee. The waning economic contribution of federal lands in the State of Idaho and throughout the West was a topic of considerable interest to national policymakers during the year, and based on our previous work posted on the Internet we were invited to testify in March before a U.S. Senate Committee on Energy and Natural Resources oversight hearing on "Keeping the Commitment to Rural Communities."

University of Idaho–Forest Utilization Research	Performance Measurement Report

Director Involvement – 8 invited presentations, including oral and written testimony at a U.S. Senate oversight hearing, as described in the previous paragraph. Other presentations at national meetings during the year included the Society of American Foresters convention and the International Biomass Conference and Exposition. Continued to represent Idaho on the Western Governors' Forest Health Advisory Committee. Continued as chair of the Idaho Strategic Energy Alliance's Forestry/Biomass Task Force and served on its Carbon Issues Task Force. Was appointed to the Society of American Foresters' Biogenic Carbon Response Team. Presented results of analysis at two continuing education events conducted by the Idaho Forest Products Commission, and in February served as master of ceremonies for the luncheon information session during Forestry Day at the Legislature.

Publications – 16 publications, including four mentioned above with estimates of the economic contribution of the state's natural resource-based industries. Other publications during FY 2013 focused on a variety of natural resource policy issues, including wildland fire management, sage-grouse conservation, wood bioenergy economics and policy, regulation of greenhouse gas emissions from wood bioenergy, oil and gas exploration and development policy in Idaho, and regulation of forest roads under the federal Clean Water Act.

The Policy Analysis Group continues to meet its legislative mandate to provide objective data and analysis on natural resource and land-use issues of concern to Idaho Citizens. These issues are suggested and prioritized by an Advisory Committee comprised of natural resource leaders in the state, as per our enabling legislation. As analyses of current issues are completed they are replaced by others suggested by the Advisory Committee. Our website was redesigned this year to improve access to publications and to provide easy access to presentation materials (www.uidaho.edu/cnr/pag). In addition to research and outreach duties described in our enabling legislation, the director advised eight Master of Natural Resources students (four completed during the year and were replaced by four others), served on three graduate student committees, and chaired the search committee for the Head of the Forest, Rangeland and Fire Sciences Department.

Pitkin Forest Nursery:
Highlights:

Research – Improve the quality of plant material available for reforestation and restoration throughout Idaho. Working with forest industry and private landowners, studies are designed and maintained with the objectives of improving tree seedling cost effectiveness throughout the establishment period. Developing and refining plant propagation protocols for use in Idaho's nursery industry, including difficult-to-grow species such as whitebark pine and big leaf maple.

Education – Supported 6 graduate and undergraduate students through research at the Pitkin Forest Nursery on a variety of issues including stocktype selection problems to help balance forest productivity with reforestation costs, broadening our understanding of sagebrush establishment in a restoration context, and the effects of animal browse on regenerating forests. These projects build on Idaho's reputation as a leader in reforestation practices and help improve our restoration of degraded forests and rangelands.

Outreach – Conducted several workshops and training sessions aimed at improving forest management practices in Idaho, including the Inland Empire Reforestation Council and the Intermountain Container Seedling Growers Association. Activities for children, land management professionals and laypersons provide further instruction and education opportunities.

Teaching – Provided research and teaching facility for several UI courses which require hands-on nursery experience. This provides experience which is sought by forest tree seedling nurseries throughout the United States.

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Programmatic Growth – In FY 2013, we received a $3.3 million dollar gift to support activities in teaching, research, and outreach relevant to nursery production. In addition this will include infrastructure upgrades at the Pitkin Forest Nursery.

The Pitkin Forest Nursery continues to actively engage with Idaho landowners, natural resource industries, and citizens. An ever-popular seedling growing program in partnership with the Idaho Forest Products Commission was documented in a web-clip for promoting the University of Idaho and Idaho's Forest Industry. Ongoing research into improved forest management practices included studying the effects of stocktype (the method of production of nursery stock for reforestation and restoration) selection on seedling development. This research topic will provide information and decision support across the state that is anticipated to streamline nursery production practices with the site-specific reforestation needs; a second layer of complexity (managing competing vegetation in the field) will further develop the utility of this information for Idaho. Similar research with rangeland species is also underway. An additional study on seed germination will allow for field foresters to better understand the opportunities for natural regeneration of stands following timber harvesting. In FY2013, six graduate and undergraduate students were working towards degrees through research conducted at the nursery, and many other students are using the facilities at the Pitkin Forest Nursery as a component of their graduate research on forest nutrition and soil management, fire modeling, and post-fire regeneration. Private donors, working with the University of Idaho and Idaho's forest industry, have partnered to construct a new, state of the art classroom featuring Idaho forest products. This will serve as the epicenter for teaching students and community members about reforestation, nurseries, and natural resources in general.

Through actively seeking to be a recognized leader in seedling research and technology transfer, we partnered extensively to have our facility serve as the base of training for American and International Students. Activities for children, land management professionals, and laypersons have helped increase understanding of the importance of forestry and natural resource management in Idaho. For example, in March our organization again planned the Inland Empire Reforestation Council (~200 attendees, Coeur d'Alene). In February, we co-organized an international workshop on managing the genetic base of future forests (Portland, OR). On the teaching side, several University of Idaho courses used the nursery facilities for hands-on education, where students are exposed to the intricacies associated with seed germination, fertilizing, and irrigation. Forest tree seedling nurseries throughout the United States are seeking graduates with experience such as that gained at the Pitkin Forest Nursery, with a high demand expected to continue as we are best suited to replace a retiring workforce.

Rangeland Center:
Highlights:

Research – 10 research projects can be specifically tied to the collaborative efforts of the Rangeland Center. Researchers in the Rangeland Center were also involved in about 75 related research projects that contribute to our understanding of rangelands and the communities that rely on them.

Teaching – 9 university courses taught by 7 faculty members are directly related to rangeland ecology and management research projects of the Rangeland Center.

Service – 11 service and outreach projects were conducted by the Rangeland Center in FY2013. Two projects provided service to conduct rangeland monitoring by student teams for ranchers and land management agencies. In addition, 9 workshops, symposia, or field tours were conducted by Rangeland Center members to provide educational opportunities for teachers, ranchers, and rangeland professionals.

Rangelands are vast natural landscapes that cover nearly half of Idaho. Rangelands account for over 26 million acres in Idaho (48%). Our ability to serve current and future generations of Idaho citizens will be influenced by our understanding of rangelands because these lands are vital to the ecological and economic health of Idaho. The innovative design of the Rangeland Center promotes active partnerships

University of Idaho–Forest Utilization Research   Performance Measurement Report

with individuals, organizations and communities who work and live on the vast landscapes known as rangelands. The Rangeland Center is a group of 24 researchers and outreach specialists in the College of Natural Resources and the College of Agriculture and Life Sciences. Our expertise covers several disciplines that affect rangeland management and conservation including grazing, rangeland ecology, entomology, soil science, economics, rural sociology, fish and wildlife resources, invasive plants, forage production, animal science, wildland fire, restoration, and the use of spatial technologies to understand rangelands. Our research and outreach efforts are aimed at creating science and improving rangeland problems.

During FY 2013, the Rangeland Center initiated a long-term research project in collaboration with the Idaho Dept. of Fish and Game, the Bureau of Land Management (BLM), and others to examine the effects of spring grazing on sage-grouse habitat and nesting success. Several research and outreach projects focused on the effects of grazing on wildland fuels and sagebrush community characteristics. We continue collaborative efforts to assess the effects of livestock impacts on slickspot peppergrass (an endangered plant) and the relationship between livestock grazing and the abundance and diversity of insects that provide food for sage-grouse chicks. Four field teams of students worked on a monitoring project for ranchers on BLM allotments and a state-wide project to assess rangelands as part of the National Resource Inventory program directed by the U.S. Dept. of Agriculture's Natural Resources Conservation Service. The Rangeland Center also worked collaboratively with the Owyhee Initiative Science Center and the University of Idaho Library to create a new on-line open-access journal (The Journal of Rangeland Applications) that will provide scientific synthesis articles aimed at supporting well-informed land management decisions.

Several members of the Rangeland Center are involved in teaching university courses that focus on rangeland ecology and management. Five of 9 rangeland courses include extensive field trips where students engage in rangeland examinations and interact with land managers. Four rangeland courses are offered in an on-line format and are accessible to students and professionals who are unable to attend courses delivered only on campus. The Rangeland Principles course (REM 151) was also offered in cooperation with 6 Idaho high school teachers as a dual credit course in which high school student simultaneously gain high school and college credit. Rangeland Center members also created and participated in continuing education venues including the Intermountain Range Livestock Symposium and local workshops and field tours.

Service and outreach projects in the Rangeland Center this year include development of the Range Science Information System (www.rangescience.info) which provides ready access to scientific research papers for ranchers and land managers. We also worked with high school Future Farmers of America (FFA) programs to conduct the Idaho FFA Rangeland Assessment Career Development Event for high school students in Idaho and the Western National Rangeland Assessment event for high school students in Idaho, Nevada, and Utah. A summer workshop was also conducted for land owners and managers focused on plant identification and monitoring.

University of Idaho–Forest Utilization Research   Performance Measurement Report

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY2012	FY2013	Bench-mark
Number of New Research Projects Per Year:					
Experimental Forest	5	5	10	11	4
Policy Analysis Group	2	1	2	4	2
Pitkin Forest Nursery	5	8	5	5	5
Rangeland Center	*	2	3	3	2
Goal 2, Objective A, Strategy 1, 2, 3					
Goal 3, Objective A, Strategy 2					
Number of Research Studies Completed/Published Per Year:					
Experimental Forest	2	3	3	4	4
Policy Analysis Group	2	1	3	2	2
Pitkin Forest Nursery	8	8	5	5	5
Rangeland Center	*	0	1	2	2
Goal 3, Objective A, Strategy 1					
Number of Publications:					
Experimental Forest	2	3	3	4	3
Policy Analysis Group	14	14	15	16	10
Pitkin Forest Nursery	7	10	12	12	10
Rangeland Center	*	2	8	5	8
Goal 1, Objective B, Strategy 1					
Number of Workshops Conducted:					
Experimental Forest	4	9	6	10†	12
Goal 3, Objective A, Strategy 1					
Policy Analysis Group	26	20	24	8	12
Goal 1, Objective B, Strategy 2					
Pitkin Forest Nursery	20	20	20	22	20
Goal 1, Objective A, Strategy 2					
Goal 3, Objective A, Strategy 2	*	2	2	5	2
Rangeland Center					
Goal 1, Objective A, Strategy 2					

* The Rangeland Center was initiated in FY2011; its benchmarks were established during FY2012.

† Includes Forest Owner's Field Day, counted as a single workshop, with 23 presenters doing independent, hands-on workshops on horse logging, portable sawmilling, log scaling, and many others.

Idaho Geological Survey (IGS)

STRATEGIC PLAN

FY 2015 - FY 2019

IDAHO GEOLOGICAL SURVEY

VISION

The Idaho Geological Survey's vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through *service and outreach, research, and education* activities.

MISSION

The Idaho Geological Survey is designated the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

Idaho Geological Survey staff acquires geologic information through field and laboratory investigations and through grants and cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. These products constitute the current knowledge of Idaho geology and are critical to all geoscience applications and related issues. Other main Idaho Geological Survey programs include geologic hazards, hydrology, energy resources, mining, mine safety training, abandoned and inactive mines inventory, and earth science education outreach. As Idaho grows and new technology develops, demand is increasing for new geologic knowledge information related to resource management, energy- mineral- and water-resource development, landslides and earthquake hazards.

AUTHORITY AND SCOPE

Idaho Code provides for the creation, purpose, duties, reporting, offices, and advisory board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations and establish cooperative projects and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

GOAL 1: OUTREACH AND ENGAGEMENT (SERVICE)

Context: *Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and financial sectors, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-house collections and customer inquiries. Emphasize Web site delivery of digital products and compliance with state documents requirements (Idaho Code 33-*

205). Maintain concentrated effort to collect and preserve Idaho's valuable geologic data at risk.

Objective A: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements

Performance Measure:
- Number of published reports on geology/hydrology/geologic hazards/mineral and energy resources.
  Benchmark: The number of IGS published reports TBD based on preceding years and staffing.

Objective B: Build and deliver Web site products and develop user apps and search engines

Performance Measure:
- Number of IGS web site viewers and products used/downloads.
  Benchmark: The number of website products TBD based on preceding years and staffing.

Objective C: Maintain compliance of Idaho State Library Documents Depository Program and Georef Catalog (International)

Performance Measure:
- Percentage of total survey documents available
  Benchmark: 100%

GOAL 2: SCHOLARLY AND CREATIVE ACTIVITY (RESEARCH)

Context: *Advance the knowledge and practical application of geology and earth science in Idaho. Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping techniques in compliance with required state and federal GIS standards. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, regional coalitions, and state and federal resource management agencies. Pursue opportunities for public and private research partnerships.*

Objective A: Sustain and enhance geological mapping and related studies

Performance Measure:
- Increase the area of modern digital geologic map coverage for Idaho by mapping in priority areas designated by the Idaho Geological Mapping Advisory Committee (IGMAC).
  Benchmark: A sustained increase in cumulative percent of Idaho's area covered by modern geologic mapping.

Objective B: **Sustain and build research funding**

Performance Measure:
- Externally funded grant and contract dollars
  Benchmark: The number of externally funded grants and amount of contract dollars compared to a five year average.

GOAL 3: TEACHING AND LEARNING (EDUCATION)

Context*: Educate clients and stakeholders in the use of earth science information for society benefit. Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.*

Objective A: **Develop and deliver earth science education programs and public presentations**

Performance Measure:
- Educational programs for public audiences

  Benchmark: The number of educational reports and presentations TBD based on previous years and staffing.

GOAL 4: COMMUNITY AND CULTURE (SERVICE)

Context*: We are committed to a culture of service to Idaho. We value the diversity of Idaho's geologic resources and diversity of community uses. We strive to partner with communities and stakeholders to increase the intellectual capacity to resolve resource challenges facing Idaho and consumers of our state resources.*

Objective A: **Develop and deliver products serving all sectors of users.**

Performance Measure and Benchmark: (included in deliverables listed in Goal 1)

KEY EXTERNAL FACTORS:

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding and staffing levels. External research support is largely subject to federal program funding and increasing state competition for federal programs. Partnerships

with state agencies and private sector sponsors are expanding. Many external programs require a state match and are dependent on state funding level.

Demand for services and products:

Changes in demand for geologic information due to energy and minerals economics play an important role in achievement of strategic goals and objectives. State population growth and requirements for geologic information by public decision makers and land managers are also key external factors.

University of Idaho–Idaho Geological Survey   Performance Measurement Report

Part 1 – Agency Profile

Agency Overview

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is staffed by about nine state-funded FTEs and 20-25 externally funded temporary and part-time employees.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. Other main Idaho Geological Survey programs include geologic hazards, hydrology, mining, mine safety training, abandoned and inactive mines inventory, and earth science education outreach. As Idaho grows, demand is increasing for geologic information related to population growth, mineral-, energy-, and water-resources, landslides and earthquakes.

Core Functions/Idaho Code

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions and duty of the Idaho Geological Survey. The section contents:

- **Section 47-201**: Creates the Idaho Geological Survey to be administered as special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation and dissemination of geologic and mineral information. Establishes a survey advisory board and designates advisory board members and terms.

- **Section 47-202**: Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the Idaho Geological Survey report to the President of the University through the Vice President for Research. Specifies for the appointment of a state geologist.

- **Section 47-203**: Defines the duty of the Idaho Geological Survey to conduct statewide studies in the field and in the laboratory, and to prepare and publish reports on the geology, hydrology, geologic hazards and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from, and to cooperate with, other agencies. Allows satellite offices at Boise State University and Idaho State University.

- **Section 47-204**: Specifies the preparation, contents, and delivery of a Survey Annual Report.

University of Idaho

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program/ Caine Veterinary Teaching Center

STRATEGIC PLAN
2015 - 2019

Idaho-WIMU Vet Med Program/Caine Veterinary Teaching Center Strategic Plan   1   April 8, 2014

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program/ Caine Veterinary Teaching Center

STRATEGIC PLAN 2015-2019

VISION STATEMENT:

Improved health and productivity of Idaho's food-producing livestock

MISSION STATEMENT:

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

Authority and Scope:

The original Tri-State Veterinary Education Program (WOI Regional Program – Washington State University, Oregon State University, and University of Idaho) was authorized in 1973 by the Idaho Legislature (SJM 127). The Program in Idaho is administered by the State Board of Education and The Board of Regents of the University of Idaho. The first Idaho-resident students were enrolled in the program in 1974. In September 1977, the Caine Veterinary Teaching Center (CVTC) at Caldwell, an off-campus unit of the University of Idaho's then Veterinary Science Department, was opened as a part of Idaho's contribution to the WOI Regional Program in Veterinary Medicine. Oregon withdrew from the cooperative program in 2005. In 2012, Washington State University and Utah State University (USU) announced a new educational partnership (W-I-U). In 2013, Montana State University (MSU) became a fourth partner in what is now known as the Washington-Idaho-Montana-Utah (WIMU) Regional Program in Veterinary Medicine. The first DVM class to include MSU students will be admitted in Fall 2014.

The CVTC serves as a food animal referral hospital/teaching center located in Caldwell where senior veterinary students from Washington State University/College of Veterinary Medicine (WSU/CVM) participate in elective rotations that focus on food animal production medicine. The CVTC program is administered through the Department of Animal and Veterinary Science (AVS), in UI's College of Agricultural and Life Sciences (CALS).

The Program allows Idaho resident students access to a veterinary medical education through a cooperative agreement with WSU, whereby students are excused from paying out-of-state tuition. The program currently provides access for 11 Idaho-resident students per year (funding for 44 students annually).

The American Veterinary Medical Association (AVMA) accredits the WIMU Program. Faculty members are specialized in virology, bacteriology, pharmacology, epidemiology, medicine, and surgery, and hold joint appointments between the UI College of Agricultural and Life Sciences in the AVS Department (scholarly activities/research/service) and the WIMU Regional Program in Veterinary Medicine (education/service/outreach/engagement).

The service and diagnostic components of the CVTC are integral to the food animal production medicine teaching program, offering clinical and laboratory diagnostic assistance for individual animal care or disease outbreak investigation for veterinarians and livestock producers in Idaho and surrounding states. Live animals referred by practicing veterinarians are utilized as hospital teaching cases for students when on rotation at that time. Students have access to select, in-house laboratories to process samples they collect and analyze the results. Practicing veterinarians throughout the state who need diagnostic help with disease problems also send samples directly to the laboratories at the CVTC for analyses. Diagnostic services and assistance are also provided to Idaho State Department of Agriculture and to the Idaho Department of Fish and Game. When additional services are required or requested by practitioners, personnel at CVTC receive, process, and ship samples to other diagnostic laboratories.

The establishment of the original "WOI Program" motivated the development of a cooperative graduate program with WSU, allowing cross-listing of the WSU Veterinary Science graduate courses. Thus, UI students are able to enroll for graduate coursework, through the University of Idaho, leading to the Master's degree from the UI and/or to the PhD degree from WSU. The cooperative graduate program has enhanced research cooperation between WSU and UI faculty members.

Supervision and leadership for programs, operations, the faculty and staff at the CVTC are the responsibility the Director, Dr. Gordon W. Brumbaugh; and, administrative responsibility is with the Head of the AVS Department, Dr. Mark McGuire, and Dean of CALS, Dr. John Foltz.

Education:

Faculty members who are teaching-oriented and have clinical problem-solving skills provide 1- to 4-week blocks of time designed to prepare veterinary students for entry-level positions when they graduate. Opportunities target general food animal medicine, dairy production medicine, cow/calf management, feedlot medicine, sheep/lambing management, and small ruminant clinical medicine.

Activities are selected that allow the student to develop and gain confidence in technical skills as well as professional critical thinking and management of information. Disease agents, fluid therapy, appropriate drug use, nutrition, diagnostic sampling, and necropsy are examples of skills emphasized during individual animal medicine instruction at the CVTC. Production animal medicine stresses development of confidence with professional/technical skills, disease prevention strategies, investigational skills, animal well-being, recordkeeping and interpretation, and reduction of stress for beef or dairy cattle, and for small ruminants (primarily sheep and goats).

Five faculty positions are budgeted in the Idaho Program. In 2013, one faculty member that was stationed at the Moscow campus resigned and has not yet been replaced. Three faculty members are stationed at the CVTC, Caldwell, ID, and one vacancy exists. Also in 2013, the Dawn and Wes Downs Pre-Veterinary Intern Endowed Scholarship was initiated and provides experiential opportunities at the CVTC specifically for a student in the AVS Department undergraduate pre-veterinary program. The Northwest-Bovine Veterinary Experience Program (NW-BVEP) –started in 2007 for a limited number of first- and second-year WSU/CVM veterinary students– is a 6-week summer dairy/beef veterinary experiential learning program funded primarily by grants and gifts. Broadening recognition of the program, successful career development provided, and the growing support (tangible and intangible) are all indicators that the NW-BVEP should be continued.

The CVTC and AVS faculty are involved in state-wide producer educational programs using the CVTC facilities, when appropriate, to offer continuing education programs for veterinarians and livestock producers.

Scholarly Activities/Research/Service:

Nationally- and internationally- acclaimed research has been conducted at the CVTC and includes subjects of cryptosporidiosis, anaplasmosis, neonatal calf diseases, fluid therapy, reproductive diseases of cattle and sheep, genetic control of ovine foot rot, EID (electronic identification) of beef cattle, Johne's disease in cattle, sheep, and goats, and scrapie in sheep. Collaboration with the Idaho Department of Fish & Game regarding wildlife/domestic livestock disease interaction has resulted in elucidation of respiratory organisms causing death in bighorn sheep. Research in many of those areas developed out of past experiences involving teaching/clinical or diagnostic services/outreach. Those activities serve as a source for continuing investigational activities. Funding to conduct research is derived from a variety of sources and results have been published in numerous scientific papers. The research is dedicated primarily to that relevant to regional disease problems.

Service/Outreach/Engagement/Extension:

Faculty members of the CVTC have responsibility for outreach activities, although none of them have official Extension appointments. Their routine activities such as daily/regular interaction and consultation with livestock producers, commodity groups,

veterinarians, UI Extension specialists, and others regarding a variety of topics including: production medicine; disease diagnostics, control, or prevention; and, reproductive problems are all service-oriented. Those activities are major contributors to "hours of operation" of the CVTC and can include receiving, processing, and/or shipping of samples for diagnostic services requested by practicing veterinarians. Several faculty members contribute material on a regular basis to lay publications and industry newsletters, and many are active in state and national professional associations. Faculty and staff members organize on-site tours for individual students, groups, or organizations as well as area residents who are interested in our activities, give presentations at county and state fairs, and participate in "Career Day" or "Job Fair" events at area high schools.

Selective diagnostic services, disease investigations, and clinical studies have significantly benefited many producers through the control of a number of economically devastating diseases. That form of assistance is provided on a fee-for-service basis and in conjunction with the veterinary teaching program. The veterinary pathology discipline was significantly diminished in 2005 when the second of two board-certified veterinary pathologists at the CVTC retired and was not replaced.

Goal 1. Education

Objective A: Continue to provide and improve the highly-rated and effective experiential veterinary clinical teaching program.

Action Items:

- Ensure offerings of elective rotations for experiential learning opportunities that meet contractual requirements (65 rotations offered)

Performance Measures:

- Percentage of elective offerings (blocks) filled

Benchmark:

- Student participation in at least 90% of elective rotations offered

Objective B: Pre-clinical veterinary educational opportunities

Action items:

- Administer experiential summer learning opportunities for first- and second-year students in veterinary education program (Northwest Bovine Veterinary Experience Program – NW-BVEP)

- Administer experiential learning opportunities for endowed pre-veterinary summer internship and scholarship

Performance Measures:

- Annual recurring placement of students

Benchmark:

- Total of 12 first- and second-year veterinary students in the NW-BVEP annually

- One student annually selected to receive the internship/scholarship

Goal 2. Scholarly and Creative Activity

Objective: To provide the atmosphere, environment, encouragement, and time for faculty members to cultivate and nurture their scholarly and creative abilities.

Action Items:

- Encourage faculty to remain influential in their professional/educational disciplines appropriate to the educational mission of the CVTC

- Contribute to the AVS Department area of excellence and the CALS Livestock Program of Distinction by the Idaho Veterinary Medical Education Program

Performance Measures:

- Number of fellows in disciplinary associations

- Personnel elected to leadership role in professional organizations

- Personnel invited to participate as presenters/speakers/advisors for professional organizations, private businesses, or public agencies/institutions

Benchmark:

- Participation in at least one departmental area of excellence and in the CALS Livestock POD

- At least one invited presentation by each faculty member to local, state, regional, national, or international meeting.

Goal 3. Outreach and Engagement

Objective A: Provide diagnostic laboratory, referral professional services, consultation, and field services for the veterinarians and livestock producers in Idaho and the region.

Action Items:

- Update clinical and laboratory instrumentation as budgets allow; thereby, maintaining or enhancing diagnostic laboratory testing procedures and services for veterinarians and livestock producers in the region.

- Encourage continuing education (personal and professional development) by laboratory or clinical support personnel in their given specialty.

Performance Measures:

- Number of field investigations; number of animals/herds served

- Number of laboratory diagnostic and live animal case accessions

Benchmarks:

- At least 250 live-animal clinical accessions per year

- At least 10,000 laboratory accessions per year

- At least 150 field investigations per year

- At least 75 necropsies per year

Objective B: Endeavor to recruit potential students in Idaho and the region who are interested in careers in agriculture and/or veterinary medicine.

Action Items:

- Encourage the participation of faculty and staff in Extension activities, community activities such as "job fairs", 4-H/FFA activities, and county fairs, etc., in order to elevate the visibility of the CVTC, AVS, CALS, and UI; and, to discuss future needs and careers in agriculture or veterinary medicine.

Performance Measures:

- Number of job fairs, career day or fair activities, or Extension-sponsored meetings in which faculty and staff participated

Benchmarks:

- Participation in at least 10 community activities as described above

External Factors:

1)   Caseload. Numbers vary for live animal and diagnostic accessions subject to need and economic demand. Ideally, those should be sufficient for instructional goals and objectives as well as to support in-house laboratories. Employment of two faculty members to fill the current vacancies would allow growth in this area to meet requests from practitioners and promote capabilities/technologies currently being developed.

2)   Loss of essential personnel. Many factors have contributed to suboptimal numbers of personnel currently at the CVTC. In 2013 the number of faculty was decreased to 3 due to resignations and positions left unfilled. It is difficult to hire and retain sufficient numbers of qualified individuals to meet current demands of the program. Positions have been restructured and funding sources modified to the extent possible. There is also very limited means to recognize, reward, and retain individuals with outstanding performance. Growth can only occur after a stable base of resources is in place.

3)   Diagnostic Veterinary Pathology. This position has been vacant since the retirement of the second of our two veterinary pathologists in 2005. The Pathology specialty is in high demand in veterinary medicine and by clientele of the CVTC. We are outsourcing some diagnostic services, but are unable to incorporate this extremely important specialty in the veterinary teaching program at this time. Diagnostic Veterinary Pathology has been a core service for the producers and veterinarians of Idaho and the surrounding region. The study of disease (pathology) will always be an indispensable discipline for livestock production, veterinary medicine, homeland bio-security, international marketing, and regulatory activities. The importance was reinforced by wording in the 2014 Farm Bill (ex. National Animal Health Laboratory Network (NAHLN), Animal Health and Disease Research/1433 Formula Funds, and Agriculture and Food Research Initiative (AFRI). The pathology discipline must be re-established at the CVTC.

4)   Agriculture beyond animal health. Agriculture is the most important contributor to the economy of Idaho. Dairy Production and Beef Production are the two major (respectively) commodities. Other agricultural products and by-products (ex. alfalfa, cereal grains, beet pulp, and potato by-products) serve as cash crops for some producers; or, are utilized in Dairy and/or Beef Production. Idaho is strategically positioned for considerable influence on human and animal food production. That influence is local, regional, national, and international. Respective influences in those markets require that the CALS, AVS, and the CVTC become and remain astute to changes in those markets; and, to strategically prepare to help producers and veterinarians of the future. That requires trained personnel, foresight, resources, and opportunities.

Performance measures and notes listed below have been extracted from the FY13 WI Veterinary Medicine Performance Measurement Report. Refer to the Report in its entirety for more detail.

Performance Measures and Benchmarks:

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
1. Senior Veterinary Students Selecting Elective Rotations at the Caine Center.	80	54	71	67	40
2. Number/Percentage of Idaho Resident New Graduates Licensed to Practice Veterinary Medicine in Idaho.	7 Students (64%)	7 Students (64%)	6 Students (56%)	9 Students (82%)	7 students (65%)
3. Number of Disease Investigations Conducted by WI Faculty Members.	228	279	210	122	150
4. Number/Dollar Amount of Grants/Contracts by WI Faculty Members.	10 / $303,350	9 / $358,651	8 / $242,476	8 / $326,332	7 / $300,000

Performance Measure Notes:

Rotations offered as electives at the Caine Veterinary Teaching Center continue to be very popular with senior veterinary students and receive consistently high student evaluations. Diagnostic services and field service activities also remain strong.

Of the five faculty positions assigned to the W-I Program, four positions have been vacated during the period since July 2010 – one due to retirement (July 2010) and three due to resignation (September 2011, December 2012, and July 2013). The remaining faculty and one temporary hire have been handling a much heavier teaching and service/outreach load to try and maintain our teaching resources during that time. One position was filled (January 2013); Program Director and Veterinary Scientist, Dr. Gordon Brumbaugh, was hired and now provides leadership for the Caine Center and administrative structure for the W-I Veterinary Medicine Program. A Clinical Assistant Professor position has just been approved and a search will be conducted this fall. The two remaining vacancies each carry a portion of funding from Agricultural Research and Extension, and are under consideration by department and college administration.

Washington State University College of Veterinary Medicine (WSU CVM) has long been partners with the state of Idaho and the Western Interstate Commission of Higher Education (WICHE) program. WSU has announced a new educational partnership program with Utah State University (USU) at Logan. With this new partnership, the W-I Program is now known as the Washington-Idaho-Utah (WIU) Regional Program in Veterinary Medicine.

Designed as a "2+2 program", the Utah students will spend their first two years in Logan, and the final two years at WSU in Pullman where, as seniors, they will have the opportunity to elect to participate in rotations at the Caine Center. Students accepted to this program earn a DVM degree from WSU College of Veterinary Medicine conferred by the Regents of Washington State University, with joint recognition of Utah State University. The first class of 20 Utah students entered the program at Logan in fall of 2012.

University of Idaho–WI Veterinary Medicine Performance Measurement Report

Part I – Agency Profile

Agency Overview
The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University. The Doctor of Veterinary Medicine (DVM) degree is awarded to Idaho students by Washington State University College of Veterinary Medicine. Idaho provides the cooperative program with the majority of veterinary students who have an expressed interest in production agriculture animals.

Core Functions/Idaho Code
The University of Idaho provides educational opportunities for any senior student in the Washington State University College of Veterinary Medicine by providing the equivalent of 65, one-month teaching rotations in food animal production and clinical medicine at the Caine Veterinary Teaching Center (CVTC) in Caldwell. Faculty members at the Caine Center interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical evaluation of disease situations.

1. Provide access to veterinary medical education at WSU for Idaho residents – the current W-I contract reserves 11 seats per year for Idaho veterinary medicine students. A total of 44 Idaho students are enrolled in this program each year.

2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State. On average, 65-75% of new Idaho resident graduates of the W-I Program are licensed to practice veterinary medicine in Idaho annually.

3. Provide hands-on instruction opportunities for senior veterinary students – teaching rotations in food animal production medicine and clinical experience are offered year-round at the Caine Center in Caldwell.

4. Provide access to referrals from Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases – a) accept 400 to 500 hospital clinical referrals annually as student teaching cases; b) provide disease diagnostic testing on approximately 15,000 assays annually, and; c) conduct on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

Washington-Idaho Veterinary Medicine Program

Revenue and Expenditures:

Revenue		FY 2010	FY 2011	FY 2012	FY 2013
General Fund		$1,828,900	$1,822,500	$1,811,300	$1,882,300
	Total	$1,828,900	$1,822,500	$1,811,300	$1,882,300
Expenditure		**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
Personnel Costs		$528,000	$519,100	$500,000	$517,100
Operating Expenditures		1,200,900	1,203,400	1,211,300	1,244,300
Capital Outlay		0	0	0	20,900
Trustee/Benefit Payments		100,000	100,000	100,000	100,000
	Total	$1,828,900	$1,822,500	$1,811,300	$1,882,300

University of Idaho–WI Veterinary Medicine Performance Measurement Report

Profile of Cases Managed and/or Key Services Provided:

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY 2013
Number of Idaho Resident Students Enrolled Each Year	44	44	44	44
Number of One-Month Student Rotations (or equivalent) offered at the Caine Center Per Year	65	65	65	65
Number of Accepted Clinical Hospital Referral Cases	398	418	179	264
Number of Accepted Veterinary Diagnostic Samples	22,093	18,341	15,245	9,842

Performance Highlights:

1) **Teaching and learning at the Caine Center includes a variety of clinical experiences.**
   A. **Professional Students.** Faculty instructs 4th-year veterinary students in hands-on production medicine and individual food animal medicine and surgery. Learning occurs in a variety of settings including hospital in/out-patient clinical care, field call services, disease investigations as well as formal presentations by faculty and guest lecturers. Several general and specialty blocks are offered, including:
   - **General Food Animal Production Medicine and Surgery –** Twelve 2-week rotations in which students participate in hands-on clinical food animal medicine and surgery from the in-house referral clinic, farm visits including dairy, beef, and small ruminant, live animal surgery labs, and small group lectures.
   - **Small Ruminant Production Medicine –** Two 2-week rotation in which students participate in all aspects of sheep, goat, and now including camelid production medicine. This block includes in-house referrals, breeding soundness exams, ultrasound pregnancy exams, treatment of urolithiasis, foot trimming, vaccination and parasite programs, and dystocia management.
   - **Cow/Calf Production Medicine –** Two 2-week rotations in which students participate in all aspects of cow/calf production medicine. Students participate in cattle processing activities at the Nancy M. Cummings Research, Extension and Education Center (NMCREEC) near Salmon, ID as well as field beef work in the Treasure Valley and on the Palouse.
   - **Reproductive Biotechnology –** Two 2-week rotations in which students are provided the opportunity to learn and practice techniques such as artificial insemination, ultrasonography of the reproductive tract of females, early pregnancy diagnosis, fetal sexing, and embryo transfer.
   - **Feedlot Production Medicine–** Two 2-week rotation in which students learn about feedlot layout(s) and management, feeding operation(s), hospital and processing, and bio-security programs. Students conduct a nutritional evaluation of the feedlot with a local feedlot nutritionist and prepare a comprehensive report and critique to be presented both in written and verbal format at the conclusion of the rotation.
   - **Lambing Management –** Two 2-week rotation in which students work alongside the crew of a large range-flock producer during the lambing period. Students participate in management of normal and abnormal pre-parturient, peri-parturient, and post-parturient ewes, neonatal diseases, and other routine veterinary procedures that arise during the lambing season.
   - **Beef Calving –** One 2-week rotation which gives students on-ranch experience in beef calving. Students are assigned to selected cow-calf operations. At their assigned location, students will be involved in intensive heifer calving, mature cow calving, and calving calls with local veterinarians. The students evaluate their assigned operation and prepare a written report at the conclusion of the rotation.

University of Idaho–WI Veterinary Medicine Performance Measurement Report

- **Dairy Production Medicine –** Three 2-week rotations in which students are exposed to all aspects of dairy production medicine. Students spend time with local dairy practitioners, U of I Extension dairy specialists, and a dairy nutritionist. They also are exposed to the products side of the dairy industry with tours of processing plants.

B. **Pre-veterinary Students.** A gift of $5,000 was given by the J.A. Wedum Foundation to support a pre-veterinary summer intern. The applicants for this internship are U of I pre-vet students who excel in academics and are interested in gaining some experience with production animal medicine before applying to veterinary school.

C. **Veterinary Technician Students.** We now offer a veterinary technician internship for College of Southern Idaho (CSI) students, in which the student works directly with our certified veterinary technician for a defined period of time to gain experience with production animals. We also provide cattle handling laboratories for veterinary technician students at two private institutions in the area.

2) **Outreach is a major component of the CVTC program and the faculty and staff of the Caine Center.** Activities consist of providing veterinary medical information and consultation to local and regional veterinarians, producers, small-herd or individual-animal owners; and, CVTC faculty regularly present continuing education programs for veterinarians at local, state, regional and national meetings. Faculty and staff present veterinary medical information to producers and animal owners both through oral presentations and in written format through Cooperative Extension Service publications and in lay magazines and journals. During the reporting period, CVTC faculty presented at the American Dairy Goat Association, Payette River Cattlemen's Association annual meetings, at The Jackson Hole Veterinary Rendezvous and the American Association of Small Ruminant Practitioners annual conference. The CVTC faculty contributed to *The Cattle Producers Library* produced by the Western Beef Resource Committee. Presentations were made to local Extension Service programs across the state. The CVTC faculty contributed to the *Owyhee County Cattleman's Corner* and to Idaho Cattle Association's *Line Rider.* Tours of the CVTC and presentations at "career day" activities of local schools are also an outreach to the Idaho community. Members of the Caine Center faculty assist local and regional fairs with animal health and bio-security by performing health check of exhibited animals. Services were provided to the Payette, Owyhee, Twin Falls, Ada and Gem/Boise County Fairs.

3) **FY2013 Grants and Contracts include $73,300 in funding for the Northwest Bovine Veterinary Experience Program (NW-BVEP).** Now in its sixth year, the primary objective of this program is to use an aggressive mentoring program to increase the number of food animal veterinarians graduating from veterinary school and practicing in Idaho. Grant funding for this activity increased over $15,000 from FY2012, and supported stipends for 21 students participating in the 2013 summer program.

4) **FY2013 Grants and Contracts also include $100,000 for a cooperative project with the Idaho Department of Fish and Game in the area of wildlife/domestic disease interaction, now in its 20th year.** Topics of investigation under this project umbrella include Pasteurella, Mannheimia, Bibersteinia and Mycoplasma species (PI: GC Weiser et al). Summary of recent research:

A. Developed analyses of shedding of microbial pathogens by domestic sheep. This is a continuation of the cooperative UI/Caine Center and Idaho Fish & Game-USDA/ARS project to ascertain the flora and shedding patterns of domestic sheep, which could affect bighorn sheep health and management.

B. Defined mycoplasma from domestic and bighorn sheep, and identified virulence factors for further analysis.

C. Characterized a portion of the Pasteurellaceae collection and domestic sheep isolates by gcp PCR and 16S rRNA sequencing. This has been a major thrust and will be finished soon. These data will help elucidate the identities of pathogens carried by bighorn and domestic sheep and their relationships.

D. Publications: Three refereed publications came into print during the last year. Another has been accepted and one more is in review.

University of Idaho–WI Veterinary Medicine Performance Measurement Report

5) **A project initiated four years ago utilizing UI and USDA-ARS funding,** followed the bacterial shedding characteristics of 125 sheep at the U. S. Sheep Experiment Station (USSES) at Dubois, ID over a two-year period. Analysis indicated that individual sheep do indeed shed Pasteurellaceae potential pathogens at different rates. The results of that project stimulated research collaboration between USDA-ARS and the University of Idaho for a five-year, $150,000 project to study the genetics of the sheep with regard to shedding of pathogens which cause respiratory disease (PI: GC Weiser, D Knowles et al).

6) **Teaching and learning have also been an integral part of the wildlife/domestic disease research conducted at the Caine Center.** This year we mentored a local student (Wilder High School) in a dual-enrollment honors program.

7) **During FY 2013, the Faculty at the Caine Center continued efforts in applied research, often in conjunction with veterinary teaching and outreach activities:**
   - A vaccine project is being conducted at the Nancy M. Cummings REEC (NMCREEC) near Salmon, ID to evaluate the potential of a vaccine for control of scours. This is a 3- to 5-year study funded by Zoetis (formerly Pfizer) Animal Health (PI: J England).
   - A flock of scrapie-positive sheep is still being maintained at the Caine Center. Tissues from these animals are utilized in ongoing research. We have on average 50 sheep available to TSE researchers, plus a very large bank of frozen tissues with known disease history and genotype. We also have a collection of scrapie brain homogenates, one of which has been described in the literature. One research paper is in the review process in collaboration with researchers in New Zealand, and a research abstract was presented at the International Sheep Conference in Rotorua, NZ, Feb. 2013 (PI: R. Kittelberger, SJ Sorensen et al).
   - Research continued this past year in the management of Johne's disease in sheep and goats, also allowing for student interaction with several cooperative flocks and herds. Activities included: ultrasound pregnancy examination of yearling goats, collection of samples, and on-farm assistance with goat kidding (PI: N Dalton, MW Ayers, B Mamer).
   - The laboratory services program at the Caine Center includes a new contract with a private cancer research company which produces Immunohistochemistry (IHC) Assay Kits to identify prions in animal tissue. The Caine Center's experience and volume of scrapie tissue are utilized in quality assurance testing.

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY 2013	Benchmark
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University of Idaho–WI Veterinary Medicine Performance Measurement Report

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For More Information Contact
Gordon W. Brumbaugh, DVM, PhD
Associate Professor and Director
Health Programs, W-I Veterinary Medicine
Caine Veterinary Teaching Center
1020 E. Homedale Road
Caldwell, ID 83607
Phone: (208) 454-8657
E-mail: gordonb@uidaho.edu
Web: www.cainecenter.uidaho.edu

WWAMI

2015-2019 Strategic Plan

WWAMI is Idaho's regional medical education program, under the leadership and institutional mission of the **University of Idaho**, in partnership with the **University of Washington School of Medicine** (UWSOM). Idaho medical students spend the first year of their medical education on the campus of the **University of Idaho** in Moscow, study medicine on the campus of UWSOM in Seattle during their second year, and complete their third and fourth year clinical training at **regional medical sites in Boise, across Idaho,** or throughout the **WWAMI** (Washington, Wyoming, Alaska, Montana, Idaho) region.

As the **medical education contract program for the State of Idaho** with the University of Washington, the **UI-WWAMI Medical Program** supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation

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to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

UWSOM and its partner WWAMI Medical Program in Idaho are dedicated to improving the general health and wellbeing of the public. In pursuit of our goals, we are committed to **excellence in biomedical education, research, and health care**. The UWSOM and WWAMI are also dedicated to ethical conduct in all of our activities. As the **pre-eminent academic medical center in our region** and as a national leader in biomedical research, UWSOM places special emphasis on educating and training physicians, scientists, and allied health professionals **dedicated to two distinct missions:**

- **Meeting the health care and workforce needs of our region**, especially by recognizing the importance of **primary care** and providing service to **underserved populations;**
- **Advancing knowledge** and assuming leadership in the **biomedical sciences and in academic medicine.**

We acknowledge a **special responsibility to the people** in the states of Washington, Wyoming, Alaska, Montana, and **Idaho,** who have joined in a unique regional partnership. UWSOM and WWAMI are **committed to building and sustaining a diverse academic community** of faculty, staff, fellows, residents, and students and **to assuring that access to education and training** is open to learners from all segments of society, acknowledging a **particular responsibility to the diverse populations within our region**.

Vision for Medical Student Education

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

UWSOM – Idaho WWAMI Medical Student Education Mission Statement

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Our mission is to improve the health and wellbeing of people and communities throughout the WWAMI region, the nation, and the world through educating, training, and mentoring our students to be excellent physicians.

Goals for Medical Student Education

In support of our mission to educate physicians, our goals for medical student training are to:

1. Challenge students and faculty to achieve excellence;

2. Maintain a learner-centered curriculum that focuses on patient-centered care and that is innovative and responsive to changes in medical practice and healthcare needs;

3. Provide students with a strong foundation in science and medicine that prepares them for diverse roles and careers;

4. Advance patient care and improve health through discovery and application of new knowledge;

5. Teach, model, and promote:

   a. the highest standards of professionalism, honor, and integrity, treating others with empathy, compassion, and respect;

   b. a team approach to the practice of medicine, including individual responsibility and accountability, with respect for the contributions of all health professions and medical specialties;

   c. the skills necessary to provide quality care in a culturally sensitive and linguistically appropriate manner;

6. Encourage students to maintain and model a balanced and healthy lifestyle;

7. Foster dedication to service, including caring for the underserved;

8. Engage students in healthcare delivery, public health, and research to strengthen their understanding of healthcare disparities and regional and global health issues; and

9. Provide leadership in medical education, research, and health policy for the benefit of those we serve regionally, nationally, and globally.

Alignment with the Idaho State Board of Education's Strategic Plan
2015-2019

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

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Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

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

- *Benchmark*: National ratio of state applicants to medical school per state-supported seats.

Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

- *Performance measure*: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

- *Benchmark*: target rate – national average or better.

GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.

Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

- *Performance Measure*: WWAMI faculty funding from competitive federally funded grants.

- *Benchmark*: $3M annually, through FY14.

Objective B: Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

- *Performance Measures*: Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health)

- *Benchmark*: 100%

Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

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- *Performance measure*: pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken medical training.

- *Benchmark*: U.S. medical student pass rates, Steps 1 & 2.

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- *Performance measure*: the number of WWAMI rural summer training placements in Idaho each year.

- *Benchmark*: 20 rural training placements following first year of medical education.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- *Performance measure*: the number of WWAMI medical students completing clerkships in Idaho each year.

- *Benchmark*: 20 clerkship students each year.

Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

- *Performance measure*: Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.

- *Benchmark*: 50% of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year.

Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

- *Performance measure*: Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.

- *Benchmark*: target ratio – 60%

Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

- *Performance measure*: Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.

- *Benchmark*: 50%

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Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the needs for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

Planned Changes to Medical Curriculum in 2015: the University of Washington School of Medicine is currently engaged in a major review and revision of the medical school curriculum which will impact delivery of education and training in the WWAMI programs in Idaho. It is not know, yet, what impact these proposed changes will have.

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Supplement: Performance Measures

Goal 1 / Objective A. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats. The ratio of applicants in Idaho to the number of available seats was 8.6:1; the national ratio of in-state applicants to available seats is 2.2:1.

Goal 1 / Objective B. The benchmark is 41%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51% (271/533).

Goal 2 / Objective A. The benchmark for this objective is $3M annually, through 2014. In FY13, UI WWAMI faculty earned $4.4M in new funding from federal grants.

Goal 2 / Objective B. The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity.

Goal 2 / Objective C. The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

Goal 3 / Objective A. The benchmark is 20 rural training placements following the first year of medical education. During the past summer, twenty-one students completed a R/UOP experience in Idaho.

Goal 3 / Objective B. The benchmark is 20 clerkships per year in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete five of six required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. Thirteen third-year students and fourteen fourth-year students participated in the Idaho Track during the 2012-2013 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho.

Goal 3 / Objective C. The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in the state (primary care, psychiatry, general surgery, and OB/GYN specialties). The specialties of the 2013 graduating class are as follows:
    Anesthesiology (1)
    Dermatology (1)
    Emergency medicine (1)
    Internal medicine (2)

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Obstetrics – Gynecology (1)
Ophthalmology (3)
Orthopedic surgery (1)
Pediatrics (2)
Psychiatry (1)
Radiation – Diagnostic (4)
Radiation – Oncology (2)
Thoracic surgery (1)

Goal 3 / Objective D. The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 60%. The current ROI is 73%.

Goal 3 / Objective E. The benchmark for this objective is 50%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. In FY13, 60% of the State appropriations were spent in Idaho.

University of Idaho – WWAMI Medical Education Performance Measurement Report 2013

Part 1 – Agency Profile

Agency Overview

The **Idaho WWAMI Medical Education Program** provides Idaho medical students with the opportunity to complete three of four years of medical school in Idaho, thereby developing their familiarity with the healthcare needs of the State and region, and increasing the likelihood that they will remain in Idaho communities to practice medicine. Twenty Idaho students complete their first year of medical school through the University of Washington School of Medicine's (UWSOM) regional program at the University of Idaho's (UI) Moscow campus, sharing resources and faculty with the joint program at Washington State University in Pullman, Washington. After completing their second year of training in Seattle, students have the opportunity to complete their 3rd and 4th year clinical training requirements in Idaho. These clinical rotations are coordinated through the Idaho WWAMI Medical Education Program office in Boise.

The first year WWAMI Program at UI is directed by Andrew Turner, PhD, who reports to the Provost at UI, and also functions as an Assistant Dean of the UWSOM. The WWAMI Medical Education Program office in Boise is directed by Mary Barinaga, MD, who reports to the Vice Dean for Regional Affairs at UWSOM, and also serves as an Assistant Dean in Idaho. The WWAMI Program at UI employs twelve part-time faculty (shared with other academic programs) and three administrative staff. Idaho students admitted to the WWAMI Medical Program are interviewed and selected by the Idaho Admissions Committee, a group of four Idaho physicians appointed by the Idaho State Board of Education, who work in cooperation with the University of Washington School of Medicine Admissions Committee.

The Idaho WWAMI Medical Education Program is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. There is also a strong commitment to the partnership between excellence in research and teaching in medical education. On average, WWAMI faculty in Idaho brings in $5 Million each year in biomedical research awards. Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, WWAMI program goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

Core Functions/Idaho Code
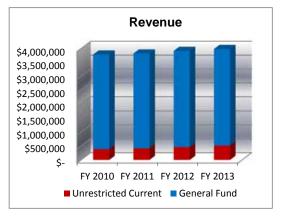
The core function of the Idaho WWAMI Medical Education Program at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).
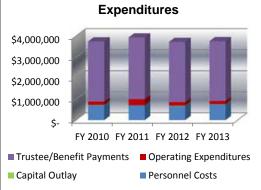
University of Idaho – WWAMI Medical Education Performance Measurement Report 2013

WWAMI

Revenue and Expenditures:

Beginning Fund Balance	FY 2010	FY 2011	FY 2012	FY 2013
	$ 305,684	$ 344,314	$ 230,973	$ 425,119
Revenue	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
General Fund	$ 3,395,500	$ 3,402,400	$ 3,451,600	$ 3,465,200
Unrestricted Current	388,874	418,449	463,763	$ 518,164
Total	$ 3,784,374	$ 3,820,849	$ 3,915,363	$ 3,983,364
Expenditure	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
Personnel Costs	$ 711,639	$ 706,452	$ 667,856	$ 752,266
Operating Expenditures	157,319	287,996	168,612	$ 149,805
Capital Outlay	12,626	0.00	18,150	$ 8,270
Trustee/Benefit Payments	2,864,160	2,939,741	2,866,599	$ 2,845,515
Total	$ 3,745,744	$ 3,934,190	$ 3,721,218	$ 3,755,856
Ending Fund Balance	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
	$ 344,314	$ 230,973	$ 425,119	$ 652,626

Revenue

Expenditures

Cases Managed and/or Key Services Provided	FY 2010	FY 2011	FY 2012	FY2013
Number of Idaho Students Applying to UW Medical School (WWAMI)	114	129	149	158
- Average GPA ID WWAMI	3.8	3.8	3.7	3.7
- Average MCAT Score ID WWAMI	9.9	9.5	10.2	10.2
Number of Idaho Students Admitted to UW Medical School	20	20	20	20
Number/Percentage of Graduates Practicing in Idaho (cumulative)	242/49%	248/50%	254/49%	263/50%

University of Idaho – WWAMI Medical Education Performance Measurement Report   2013

Performance Highlights:

1. In 2012-2013, 20 UWSOM students from Idaho completed their first year of medical school in Idaho. In addition, thirteen third-year and fourteen fourth-year UWSOM students (from Idaho and other WWAMI states) completed the majority of their third and fourth year clinical rotations within Idaho on the "Idaho Track". Overall, a total of 110 different UWSOM third and fourth year medical students completed one or more clinical rotations in Idaho during this academic year. Those 110 medical students took a total of 241 individual clinical rotations in Idaho (176 required courses and 65 elective courses.

2. In February of 2013, the Idaho State Legislature appropriated funding to support five new first-year medical seats in the Idaho WWAMI Targeted Rural and Underserved Track program (TRUST). This expands Idaho class size to 25 medical students starting in fall 2013. The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM's network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions.

3. Idaho WWAMI continues to nurture student interest in rural and underserved medicine through offering rural training experiences like the "Rural Underserved Opportunities Program" (R/UOP) during the summer between their first and second years of medical school. During summer 2013, we placed 21 first-year medical students in this one-month rural primary care training experience throughout Idaho. In addition, the Idaho WWAMI R/UOP program received the 2012 Outstanding Program Award from the American Academy of Family Physicians, and was honored at their AAFP Foundation awards banquet in Philadelphia, PA.

4. This year, five Idaho medical students were elected as members of the UWSOM chapter of Alpha Omega Alpha, the national honor society for medicine. By national guidelines, these students must be in the top twenty-five percent of the class to be eligible for election, and must show evidence of personal and professional development as a physician-in-training, integrity, compassion, fairness in dealing with one's colleagues, and capacity for leadership. Our Idaho honorees were Camille Asher (Boise), Hillary Chisholm-Stiefel (Coeur d'Alene), Derek Hill (Idaho Falls), Brooke Jardine (Twin Falls), and Lucas Marchand (Pocatello).

5. Admission interviews for Idaho applicants took place in Boise January 7-11, 2013 and in Seattle March 4-8, 2013. Applicants choose their interview site; all interviews were done by Idaho physicians who make up the Idaho Admissions Committee during both weeks. For the entering class of 2013, Idaho received 158 total applications. Of these applicants, a total of 72 were interviewed, 44 in Boise and 32 in Seattle. Idaho WWAMI admission interviews in Boise are a permanent part of the WWAMI admission process for Idaho students.

6. WWAMI-affiliated faculty at the UI continues to be highly successful in bringing National Institute of Health biomedical research funding into Idaho. The Idaho INBRE Program, now in its fifth year of a five year, $16.6 Million NIH award to build Idaho's biomedical research infrastructure, continues to expand research capacity at all nine of Idaho's universities and colleges and the Boise VA, through shared faculty funding and student research training support. In addition, WWAMI faculty earned $4 million in new funding from NIH, to advance biomedical research in infectious and genetic diseases.

University of Idaho – WWAMI Medical Education Performance Measurement Report 2013

Part II – Performance Measures

Performance Measure	FY 2010	FY 2011	FY 2012	FY2013	Benchmark
Number of Idaho Applicants Per Year; Ratio of State Applicants Per Seat	114 5.7 : 1	129 6.5 : 1	149 7.5 : 1	158 8.6 : 1	2.2 : 1[1]
Idaho WWAMI Pass Rate on the U.S. Medical Licensing Examination	100%	100%	100%	100%	91% [2]
Number of Idaho Rural Summer Medical Student Placements Per Year	20	18	20	21	10 [3]
Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho (Idaho WWAMI graduates practicing in state/number of Idaho WWAMI graduates)	49%	50%	49%	50%	39% [4]
Overall Idaho return on investment (ROI) for WWAMI graduates (five states) who practice medicine in Idaho (all WWAMI graduates practicing in Idaho/number of Idaho WWAMI graduates)	72%	73%	72%	73%	>60%
Percentage of Idaho WWAMI graduates choosing primary care specialties for residency training	35%	39%	53%	51%	50%[5]

For More Information Contact

Joe Cloud, Ph.D.
WWAMI Medical Education Program
University of Idaho
875 Perimeter Drive, MS 4207
Moscow, ID 83844-4207
Phone: 208-885-6696
E-mail: **jcloud@uidaho.edu**

Mary Barinaga, M.D.
WWAMI Medical Education Program
University of Idaho - Boise
332 E. Front Street
Boise, ID 83702
Phone: 208-364-4544
E-mail: **barinm@uw.edu**

1. This is the national ratio of in-state applicants per admitted students (2010)

2. U.S. Pass Rate

3. The target is 50% interest in rural training experiences

4. This is the national return rate for all medical schools in the U.S.

5. This target rate is per WWAMI mission

ISU Department of Family Medicine
Strategic Plan
2015-2019

Vision:
The Idaho State University Family Medicine Residency (ISU FMR) envisions a clinically rich residency program; graduating courteous, competent, rural physicians.

Mission:
ISU FMR is committed to interdisciplinary, evidence-based care and service to our patients and community; university-based education of residents and students; and recruitment of physicians for the State of Idaho.

Values:

PROFESSIONALISM – We adhere to the highest level of professionalism in our relationships with our patients, staff and colleagues

COMMUNICATION – We aspire to clear, open communications with each other and our patients; and to precise, well-formatted presentation of medical information to other physicians

QUALITY – We continually seek ways to analyze and improve the quality of care provided to our patients, and to fulfill the published criteria of excellence in residency education.

COLLEGIALITY – As medical educators and learners we coordinate education and care with colleagues from a wide range specialties and health professions.

INNOVATION – We espouse current innovations in primary health care including electronic record keeping and communication, and the Patient Centered Medical Home Model.

ACCOUNTABILITY – We are accountable to ourselves and to our sponsors for the financial viability of the residency and the efficiency of the department.

RESPONSIBILITY – We take responsibility for our actions and work to improve patient care through excellence in medical education.

RESPECT – We demonstrate respect for each other and those with whom we interact. We remain courteous in our interactions and in respecting diversity.   Even if we disagree, we do so with both civility and a desire to reach mutually beneficial solutions.

JUSTICE – We believe all patients have a fundamental right of access to appropriate health care. We advocate for our patients and assist them in navigating through the health care system.

BENEFICENCE – Primum non nocere. Patients will not be harmed by our care. Resident education will not be abusive or excessive in work hours or disrespectful of personal needs.

AUTONOMY – We respect a patient's right to decide their health care, and to information to assist in the decision making process.

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access:
  a. Work with Portneuf Medical Center to establish collaborative hospitalist program
      o *Performance measure:*
          ▪ *Integration of hospitalist and residency services*
      o *Benchmark:*
          ▪ Complete shared attending supervision: 24 weeks / 28 weeks. Uniform standards of care including core measures.

  b. Start the new rural training track (RTT) in Rexburg
      o *Performance measure:*
          ▪ Interview and enter match for the RTT
      o *Benchmark:*
          ▪ Match RRT residents

  c. Expand first-year class to 7 residents and total residency size to 21 to fill Rural Training Track
      o *Performance measure:*
          ▪ Number of residents
      o *Benchmark:*
          ▪ Overall number of residents will increase

  d. Structure the program so that 50% of graduates open their practices in Idaho
      o *Performance Measure*
          ▪ Number of graduates practicing in Idaho
      o *Benchmark:*
          ▪ 50% of graduates practicing in Idaho

GOAL 2: Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research
Objectives for quality:
  a. Develop additional pediatric training opportunities with FMRI in Boise at St. Lukes.
      o *Performance measure:*
          ▪ Number of pediatric rotations

- o *Benchmark:*
  - Number of pediatric rotations in Boise in third residency year will increase

b. Improve Quality of Care criteria of a Patient Centered Medical Home
- o *Performance measure:*
  - Meet the national criteria of PCMH
- o *Benchmark:*
  - 2013: 75% of criteria met.   2014: 90% of criteria met.

c. Maintain and expand clinical research program by identifying new project opportunities
- o *Performance measure:*
  - Number of new clinical research projects
- o *Benchmark:*
  - Number of new research projects will increase

GOAL 3: Efficiency – improve long-term financial viability of the department/residency program
Objectives for efficiency:
a. Identify the best operational and financial structure to maximize funding streams and clinical revenues
- o *Performance measure:*
  - Identify residency structural change for the clinic to become a New Access Point for Health West.
- o *Benchmark:*
  - Integration of Health West and Pocatello Family Medicine

b. Transition residency program through change in ownership and administration of Portneuf Medical Center (PMC)
- o *Performance measure:*
  - Level of support from PMC for ISU Family Medicine
- o *Benchmark:*
  - No reduction in financial and programmatic support

c. Increase GME reimbursement
- o *Performance measure:*
  - GME dollars reimbursed through cost report
- o *Benchmark:*
  - Number of resident FTEs reimbursed

External Factors (beyond control of the ISU Department of Family Medicine)

1. **Access – Recruitment of physicians for Idaho.**

a. Hospitalist program is dependent on financial support from PMC. The integration of the hospitalists and residency services is dependent on PMC/ISU affiliation.
b. For the rural training track RTT to move forward, Madison Memorial Hospital must have adequate financial resources. As of January 2010, Madison has postponed its financial commitment to the RTT. As of March 2013, Madison Memorial has a new CEO and is able to contemplate the local financial support. A new site director is being appointed and maintenance of accreditation being pursued to allow late implementation.
c. Applicant interest in the ISU FMR Rural Training Track.

2. **Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.**
   a. Availability of pediatric training in Boise
   b. National criteria of a Patient Centered Medical Home.
   c. External research funding opportunities.

3. **Efficiency- Improve the Long-term financial viability of the department/residency program.**
   a. New Access Point funding
   b. Medicaid interim rate
   c. The policies of Legacy are critical to the long term viability of the residency programs that are housed in PMC.

Strategic Planning – Mid-term (3-5 years)
The ISU Department of Family Medicine has defined mid-term (3-5 years) and long-term (6-10 years) strategic planning components some of which are outlined below.

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access
1. Expand core residency program to 8-7-7 with two residents in RTT
   o *Performance measure:*
     ▪ Number of residents
   o *Benchmark:*
     ▪ Increased number of residents

2. Start a rural & international academic fellowship program
   o *Performance measure:*
     ▪ Number of fellows
   o *Benchmark:*
     ▪ Increased fellows

GOAL 2: Efficiency – Improve long-term financial viability of the department/residency program
Objectives for access

1. Develop collaborative and supportive affiliation with Health West.
   - *Performance measure:*
     - Completion of joint budgeting process
   - *Benchmark:*
     - Meeting joint budgetary goal
2. Develop collaborative and supportive affiliation with PMC.
   - *Performance measure:*
     - Completion of affiliation agreement with agreed ongoing support.
   - *Benchmark:*
     - Dollar amount of financial support

Strategic Plan
2014-2018

Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve for the success of small businesses. The U. S. Small Business Administration, the State of Idaho, the hosting institutes of higher education, and private donations fund the organization.

The Idaho SBDC network includes business consultants, trainers, support staff and volunteers that operate from the state's colleges and universities. Boise State University's College of Business and Economics serves as the host with administrative responsibility for directing the type and quality of services across the state. Six Regional offices are funded under sub-contracts with their host institutions. The locations result in 90% of Idaho's businesses being within a 1 hour drive:

❶ North Idaho College - Coeur d'Alene
❷ Lewis-Clark State College - Lewiston
❷ Boise State University – Boise and Nampa
❹ College of Southern Idaho - Twin Falls
❺ Idaho State University - Pocatello
❻ Idaho State University - Idaho Falls

Services include confidential one-on-one consulting and focused training. Staff members are very involved in the business and economic development efforts in their areas and; therefore, are positioned to respond rapidly to the changing business environment.

Mission:

To enhance the success of small businesses in Idaho by providing high-quality consulting and training.

Vision:

Idaho SBDC clients are recognized as consistently outperforming their peers.

Tag Line:

Directions, Solutions, Impact

Operating Principles:

Service is the primary product of the Idaho SBDC. Creating and maintaining a high standard of service requires a commitment to four principles:

1. Focus on the Client: The very future of the Idaho SBDC program depends on creating satisfied clients. To this end, each client contact must be considered an opportunity to focus on client needs and desires. Responding quickly with individual attention to specific and carefully identified client needs, then seeking critical evaluation of performance are standard processes followed with each client and training attendee.

2. Devotion to Quality: Providing consulting and training through a quality process and constantly seeking ways to improve that process are necessary to providing exceptional service. Fostering teamwork, eliminating physical and organizational barriers that separate

people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate devotion to quality.

3. Concentration on Innovation: To innovate is to improve through change. Staff members constantly seek ways to improve methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in related organizations, and attending professional development workshops are some of the ways that innovation is supported.

4. Commitment to Integrity: The Center values integrity and will conduct all of our services in an ethical and consistent manner. We will do our best to provide honest advice to our clients with our primary motivation to be the success of the business. In return, we also expect our clients to be straight forward and share all information necessary to assist them in their business.

Priorities:
The Idaho SBDC will focus on the following priorities:

1. Maximum client impact – While the SBDC provides services to all for-profit small businesses, it is clear that a small percentage of businesses will contribute the majority of the impact. Improving the ability to identify impact clients, develop services to assist them, and create long-term connections will increase the effectiveness of the Idaho SBDC.

2. Strong brand recognition – The Idaho SBDC remains unknown to a large number of businesses and entrepreneurs, as well as stakeholders. A consistent message and image to convey the SBDC value in conjunction with systematic marketing are necessary to raise the awareness of the SBDC value to both potential clients and stakeholders.

3. Increased resources – Federal funding remained level from 1998 until 2007 resulting in a very lean operating budget and loss of several positions. A slight increase was received for 2008 however; additional resources – both cash and in-kind – are necessary to have an impact on a greater portion of small businesses and entrepreneurs.

4. Organizational excellence – The Idaho SBDC is in the top 10% of SBDCs on all impact measures, is consistently one of the top 5 states on the Chrisman impact survey, and received accreditation in 2009 with no conditions. The organization must continually improve to maintain this excellence.

Market Segments:
The small business market served by the Idaho SBDC can be divided into three segments. With limited resources and the knowledge that in-depth, on-going consulting gives greater returns, the focus is on Segment 3 – high impact clients. The Idaho SBDC Marketing Plan contains additional information on state demographics and how these segments fit into the overall plan.

Segment 1:
Pre-venture – These potential clients are not yet in business. They will be assessed for the level of effort already put into the venture. Entrepreneurs who have not moved beyond the idea stage will be directed to a variety of resources to help them evaluate the feasibility of their idea. They will need to take further steps before scheduling an appointment with a consultant. These pre-venture clients will be less than 40% of the total clients and will receive 25% or less of consulting services. A small segment of these clients will be designated as high impact potential clients (Segment 3).

Segment 2:
Established businesses – This segment has already established a business. A consultant will meet with them to evaluate their needs and formulate a plan to work together. The majority of businesses in this category will have 20 employees or less. Over 60% of Idaho SBDC clients and over 75% of consulting time will be spend on clients in this category. This segment will also contain some businesses that will be designated as high impact potential (segment 3).

Segment 3:
Impact clients – This segment is composed of businesses with the potential to grow sales and jobs. It is further divided into those with expected short-term impact and those that are considered long-term growth clients. These businesses will receive focused long-term services and coaching and be tracked separately in the MIS system with a goal of spending at least 40% of time on these clients.

Segment 4:
Export and Technology clients – Focus is on these segments because exporting brings wealth into the state and technology companies tend to create higher paying jobs. Cross network teams have been created to assist these clients. Export companies are typically existing businesses while tech companies can occur in either pre-venture or existing business segments.

Success:

Success is defined as a client achieving the best possible outcome given their abilities and resources. Success does not necessarily mean that the business will start or that there will be increases in capital, sales, and jobs. For some clients, the best possible outcome is to decide not to open a business which has a high likelihood of failure. Preserving capital can be success in some situations. There may also be circumstances that cause a client to choose to limit the growth of their business.   It is important to recognize the clients' goals, help them understand their potential, and then jointly identify success.

Allocation of Resources:

The Idaho SBDC shifts resources as appropriate to achieve the goals of the Strategic Plan. Lean budgets have prompted shifting financial resources from operating to personnel to assure that Idaho small businesses receive the same level of service.   Currently, the operating budget for the Idaho SBDC is at what is considered a floor for supporting existing personnel and offices.   The annual budget for the Idaho SBDC is distributed as follows:

- Personnel = 71% of total budget, 90% excluding indirect costs
- Operating (travel, consultants, supplies, etc.) = 8% of total budget and 10% excluding indirect costs
- Indirect costs = 21%

Increases in funding will be directed toward client assistance. Reduction in funding will favor minor reductions in employee hours versus eliminating positions.

In addition to financial constraints, the Operations Manual sets a policy for allocation of time as 60% consulting, 20% training, and 20% administrative. Milestones for each center and minimum hours for consultants and regional directors are based on the time allocation. To maintain service at the existing level, operate within the financial constraints, and meet the time allocation policy, the Idaho SBDC focuses on shifting personnel resources to achieve strategic plan goals.   For example, to shift the focus to high impact clients, requests for assistance from pre-venture businesses are shifted to training and web resources to free up consulting time. The SBDC will continue to use this model for distribution of resources to achieve the strategic plan goals as long as a constraint remains on operating resources.

Needs:

In the statewide survey – three areas were identified as top client needs Idaho SBDC:
- Access to capital
- Marketing
- Health care insurance
- Business model
- Mobile apps and tools

These topics will be the incorporated into training courses and professional development for consultants.

SWOT

INTERNAL	EXTERNAL
Strengths	Opportunities
• No-cost • People – expertise, passion, and professional development system • Public and private partnerships and networks • Systems for high performance • Leadership at all levels	• Changes in the economy • Strategic partners – leveraging resources • Entrepreneurial culture • Increase in angel investors • New business trends – green, etc. • Baby boomers
Weaknesses	Threats
• Market position – penetration of established small business market, brand, awareness beyond startup assistance (attraction of high growth companies) • Sharing tools and resources at state and national levels • Large geographical area to cover • Implementation – disciplined follow-up	• Economy – especially in rural areas, hard for businesses to succeed and hard for businesses in all area to find funding • Past funding reductions at state and federal level • Competitors

Goals and Objectives:

Maximum Client Impact

Goal 1: Maintain Idaho SBDC client sales and employment growth at 8 times the growth of the average Idaho small business.

> **Objective 1.1:** Proactively manage impact clients.
>
> > **Performance Measure:** Hours devoted to impact clients
> > **Benchmark:** 40% by December 2014.
>
> **Objective 1.2**: Create and implement a systematic process for collecting and verifying impact.
>
> > **Performance Measure:** Percent of impact verified
> > **Benchmark:** 100% of impact verified by 2014.
>
> **Objective 1.3:** Expand and integrate export assistance into the network.
>
> > **Performance Measure:** Collaborate with the International Business program to develop student projects for clients.
> > **Benchmark:** 5 student projects per year.
>
> **Objective 1.4:** Create a systematic process for assisting technology-based clients.
>
> > **Performance Measure:** Obtain technology accreditation by July 2015.
> > **Benchmark:** Decision
>
> > **Performance Measure:** Use statewide Tech Team to assist technology companies.
> > **Benchmark:** 100 companies

Goal 2: Increase brand awareness with stakeholders and the target market.

    Objective 2.1: Develop and implement a process for systematically communicating our impact and our success with stakeholders.
        Performance Measure: Distribute success stories
        Benchmark: Quarterly

        Performance Measure: Develop and send an electronic newsletter to stakeholders.
        Benchmark: Quarterly

    Objective 2.2: Increase articles, posts, etc. in the media
        Performance Measure: Increase media impressions
        Benchmark: 20% increase in media impressions for 3 years

    Objective 2.3: Increase website usage by 20% by 2014.
        Performance Measure: Update website
        Benchmark: Increase website usage by 20% by December 2014.

Goal 3: Increase funding to the Idaho SBDC by $300,000 and student/volunteer resources to 6,000 hours.

    Objective 3.1: Seek additional state funding increase for FY16.
        Performance Measure: Line item request
        Benchmark: $300,000 funding for 100 jobs, $2,000,000 in client capital

    Objective 3.2: Use students, faculty, volunteers and other experts to supplement SBDC consulting and provide additional resources for clients.
        Performance Measure: # students projects, # volunteer hours
        Benchmark: Minimum of 10 student projects or 500 volunteer hours per year per office.

Goal 4:   The percentage of Idaho SBDC clients' impact to the total national impact is greater than Idaho's percentage of SBA funding.

    Objective 4.1: Integrate the highest standards and systems into day-to-day operating practices to achieve excellence on all reviews and meet goals.

        Performance Measure: Achieve highest rating and/or meet goals for SBA exam, program reviews, Accreditation, SBA goals, etc.
        Benchmark: Highest rating

    Objective 4.3: Achieve 90% participation of the Advisory Board members in scheduled meetings.
        Performance Measure: Communicate regularly with Advisory Board by sending monthly critical measures, success stories and updates on significant events.
        Benchmark: 90**%** participation

External Factors

The items below are external factors that significantly impact the Idaho SBDCs ability to provide our services and are outside of our control.

1. **Economy**. The general state of the economy in Idaho and across the nation has a huge impact on the Idaho SBDC's ability to create impact through our assistance to entrepreneurs. The Idaho SBDC has observed that businesses that use our services do much better in poor economic times than does the average business in Idaho. The recent economic downturn has highlighted how challenging it is to grow sales, increase jobs, raise capital, and start a new business.

2. **Funding.** Funding for Federal, University and State sources directly impact the resources available to the Idaho SBDC. Without the financial resources available to hire and retain the right people and provide them with resources (phone, computers, etc), it will be challenging to serve Idaho's entrepreneurs effectively.

Idaho Small Business Development Center
Program Performance Measures/Benchmarks

Supplemental to Strategic Plan 2014

Performance Measure	Description/Benchmark*	CY2013
Consulting Hours	The total number of hours of consulting and preparation time; Goal is 16,000	16,351
Average Hours Per Client	Goal is 8.5	14
% hours for Impact Clients	Goal is 40%	30%
# of tech companies	Goal is 100	85
Student/volunteer hours	Goal is 6,000	5,121
Number of Client with 5 hours or more of contact and preparation time	Goal is 550	520
Business Starts	Goal is 72	70
Jobs Created	Goal is 500	438
Sales Growth	Growth in sales year to year. Goal is $25,000,000	$33,744,289
Capital Raised	Capital raised in the current year. Goal is $25,000,000	$24,404,640
ROI (Return on Investment)	The cost of the Idaho SBDC versus the increase in taxes collected due to business growth by SBDC clients. Goal is 3.0	4:1
Customer Satisfaction	Percentage of above average and excellent rating, Goal is 90%	98%

*The benchmarks (goals) are developed with data from other SBDCs, the SBA, and from our accrediting organization.

Idaho Dental Education Program

S T R A T E G I C   P L A N

2015-2019

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry.

The Idaho Dental Education Program is designed to provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

The Idaho Dental Education Program is managed so that it fulfills its mission and vision in the most effective and efficient manner possible. This management style compliments the design of the program and provides the best value for the citizens of Idaho who fund the program.

GOALS OF THE IDAHO DENTAL EDUCATION PROGRAM

The Idaho Dental Education Program (IDEP) serves as the sole route of state supported dental education for residents of Idaho. The IDEP program has been consistent in adhering to the mission statement by fulfilling the following goals:

Goal 1: Provide access to a quality dental education for qualified Idaho residents.

Objective:
Provide dental education opportunities for Idaho residents comparable to residents of other states.
- *Performance Measure:*
  - Contract for 4-year dental education for at least 8 Idaho residents.
- *Benchmark:*
  - Current contract in place with Creighton University School of Dentistry or another accredited dental school.

- *Performance Measure:*
  - Board examination scores on both Parts I and II of the Dental National Boards.
- *Benchmark:*
  - Pass rate will meet or exceed 90%.

- *Performance Measure:*
  - Percentage of first time pass rate on the Western Regional Board Examination or Central Regional Dental Testing Service.
- *Benchmark:*
  - Pass rate will meet or exceed 90%.
Objective:

Provide additional opportunities for Idaho residents to obtain a quality dental education.
- ◦ *Performance Measure:*
    - ▪ Number of students in the program.
- ◦ *Benchmark:*
    - ▪ Increase the number of students in the program from 8 to 10.

Goal 2: Maintain some control over the rising costs of dental education.

Objective:
Provide the State of Idaho with a competitive value in educating Idaho dentists.
- ◦ *Performance Measure:*
    - ▪ State cost per student.
- ◦ *Benchmark:*
    - ▪ Cost per student will be less than 50% of the national average state cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective:
Help meet the needs for dentists in all geographic regions of the state.
- ◦ *Performance Measure:*
    - ▪ Geographical acceptance of students into the IDEP program.
- ◦ *Benchmark:*
    - ▪ Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

- ◦ *Performance Measure:*
    - ▪ Return rates**.**
- ◦ *Benchmark:*
    - ▪ Maintain return rates of program graduates in private practice which average greater than 50%.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective:
Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.
- ◦ *Performance Measure:*

- ▪ Continuing Dental Education (CDE).
  - ◦ *Benchmark:*
    - ▪ Provide continuing dental education opportunities for regional dental professionals when the need arises.

  - ◦ *Performance Measure:*
    - ▪ Remediation of Idaho dentists (if/when necessary).
  - ◦ *Benchmark:*
    - ▪ Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

KEY EXTERNAL FACTORS:

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget reductions that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 is not feasible, but this will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio

The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates

The average educational debt of IDEP graduates continues to increase each year (for 2012 it was $186,385). This amount of debt may limit graduates to more urban areas of practice initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Idaho Museum of Natural History
Strategic Plan Revision
2014-2019

Herbert Maschner, Director
Idaho Museum of Natural History
Stop 8096
Idaho State University
Pocatello, ID 83209
Phone: 208-282-5417
E-mail: maschner@isu.edu

Dear Fellow Idahoan:

I present to you a five-year vision — a strategic plan — for the Idaho Museum of Natural History (IMNH). The plan outlines how we will build on the museum's accomplishments in researching, preserving and sharing the story of Idaho's natural and cultural history. It also takes us toward a new frontier: development of a "virtual" museum that uses the Internet to mitigate the challenges of Idaho's geography and extend the benefits of the museum to all.

The plan puts substantial focus on important issues that impede our ability to fulfill the museum's legislated mandate. Among those issues are funding, and the inadequacy of our current building. The overriding goal for the next five years, however, is increasing access to the research and educational benefits we offer not only to the people of Idaho, but to people around the world.

Various Internet-driven technologies make it possible now to deliver IMNH research and educational programs to students, educators, families, scientists and others wherever they live, learn and work. A "virtual visit" is no substitute for a personal visit to our exhibitions and collections. Yet we are acutely aware that personal visits to our facilities in Pocatello aren't possible for many of the people we are obligated to serve. The Internet empowers us to bring the museum to them.

This is an ambitious plan, and the challenges we face in achieving its goals are formidable. Yet we are inspired by the determination of a few professors and community leaders to establish this museum during the depths of the Great Depression. They looked beyond the difficulties of their time, and saw what a museum could do for the generations to come. They saw opportunities when it was reasonable to see only obstacles. We are committed to doing no less.

The Idaho Museum of Natural History has been at the forefront of science education in Idaho for more than 75 years. This strategic plan reflects opportunities to build on that legacy. It is a pathway with obstacles to overcome, but the destination is worthy. Please join me on the journey ahead.

Sincerely,

Herbert Maschner, Ph.D.
Director, Idaho Museum of Natural History

Idaho Museum of Natural History
Draft Strategic Plan Revision
2014-2019

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Idaho Museum of Natural History

Introduction

The Idaho Museum of Natural History (IMNH) is the state's premier institution of its kind for discovering, interpreting, preserving and disseminating knowledge is the core disciplines of Natural History. These include:

Earth Sciences and Ancient Environments
    paleontology
    rocks and minerals
    earth history
Life Sciences and Ecosystems
    botany
    mammals, birds, fish and reptiles
    ecosystems and adaptations
Peoples, Cultures, and Ancient Lifeways
    anthropology
    archaeology
    human ecology

Accredited by the American Association of Museums, IMNH operates under the auspices of the State Board of Education from the campus of Idaho State University, a doctoral-level and Carnegie-designated "research high" university in Pocatello. The university provides substantial support, advocacy and supervision. This is a mutually beneficial and supportive relationship that facilitates museum engagement with students, faculty, K-12 educators and other important constituents locally, statewide and around the world.

Our four divisions -- anthropology, earth sciences, life sciences and education -- operate in facilities that include classrooms, research laboratories, artifact and fossil preparation laboratories, storage for permanent collections, and an exhibition fabrication shop. The museum houses an exhibition gallery, the Idaho Virtualization Laboratory, curator offices, and research areas for students and visiting scientists. There also are administrative offices, the Education Resource Center, Children's Discovery Room and the Museum Store.

Through a range of opportunities for learning and enrichment, we reach out continually to diverse constituencies, from K-12 and graduate students to higher-education faculties and field researchers.

Our roots

The museum is rooted in Idaho's higher-education system. A group of forward-looking professors and community leaders founded it in 1934 as the Historical Museum at the Southern Branch of the University of Idaho — today's Idaho State University. In 1977, Gov. John Evans signed a proclamation designating IMNH as Idaho's museum of natural history; in 1986 the Legislature made the proclamation law.

Our mission

We are caretakers of Idaho's natural and cultural history. Our legislative mandate is the collection, interpretation and exhibition of artifacts, fossils, plants and animals in educational ways. Our goal each day is to enrich the lives of the people of Idaho through understanding of our natural heritage.

We use science to tell the story of Idaho. Through scholarship, stewardship and outreach, we add new knowledge to past discoveries and make what we learn accessible to all for benefits we may not foresee. We answer questions about our world and raise new ones, always nurturing humankind's yearning to know more.

Our vision

The Idaho Museum of Natural History strives to make science and cultural history accessible, relevant and meaningful. We aspire to democratize science, that is, to make our research and knowledge portfolios more broadly accessible through measures that will mitigate the limitations of brick-and-mortar facilities.

We see existing and emerging information technologies as tools that will enable us to overcome logistical, geographic and financial barriers to learning. There is no substitute for a leisurely afternoon spent among our exhibits, which the public can visit free of charge. Yet there is a new frontier: bringing Idaho's museum to the people wherever they live, work and learn.

In this spirit, our staff is eager to augment our physical facilities in Pocatello with Internet-driven tools that will help us deliver the scientific, educational, cultural and economic benefits of this institution to its stakeholders wherever they are.

We work each day at IMNH to expand our contribution to Idaho as a productive research and education resource for the State and region. We are committed to being efficient and innovative in work that fulfills our mandate. So over the next five years IMNH will focus on making the benefits of our work known and available to all.

We will accomplish this through the following means:

- scholarship, exhibitions and educational programs
- partnerships and fundraising
- outreach, lectures and symposiums
- information technologies

IMNH today

The Idaho Museum of Natural History has never been just a storehouse of artifacts and exhibits. While it is indeed a steward of important artifact collections, it also is a research and education institution.

IMNH Director Herbert Maschner, Ph.D., successfully negotiated an affiliation with the Smithsonian. He negotiated MOUs with the National Park Service and the Smithsonian. He received over $2.1 million in grants and donations. He was inducted as a Fellow of the American Association for the Advancement of Science in 2013.

Curator Rick Williams, Ph.D., is one of the leaders in the development of The Consortium of Intermountain Region Herbaria (CIRH), which is seeking to "virtualize" herberia of the Intermountain West by putting 3 million plant specimens online. That will provide access to researchers globally.

Curator Leif Tapanila, Ph.D., recently received more than $200,000 from the National Science Foundation for the Alamo Impact Project, a study of a Devonian Period meteor impact event in southern Nevada. This project will study the effects of that event on geology and on invertebrate life. The IMNH will work on developing and designing the website for the project, and will do public outreach through teacher workshops and other activities.

The following are further examples of research projects in which IMNH is involved:

- New discoveries of ice-age fossil tracks and trackways at American Falls Reservoir will provide critical details about life on the Snake River Plain more than 35,000 years ago.

- A study of stable isotopes of small mammals as indicators of climate change on the Snake River Plain is using new technologies to analyze bones from archaeological sites as a measure of environmental changes so that we might better understand the global changes occurring today.

- Ecological and genetic studies of Rocky Mountain plant reproduction and ongoing additions of plant specimens from throughout the Rocky Mountain West to track plant biodiversity in the region.

- We are using archaeometric techniques to identify the sources of obsidian artifacts from southeastern Idaho's Wasden Site, and other sites across the region. Elemental

composition of obsidian artifacts and the source flows from where the raw obsidian was collected, are helping us learn about Native American trade, migration and land use.

- Further investigation of Helicoprion sharks, found in the fossil beds of the modern mines in southern Idaho, is transforming understanding of the evolution of sharks. This rare species of shark is completely unknown in the modern oceans and is critical to our understanding of life in the Permian Period.

- Digitization of the Life Sciences Project, which is creating a new database structure; development of a digital-image library; and development of online visual keys to plants of the region. This will include online specimen records and images with capabilities to map distributions, produce dynamic species lists, and multi-entry keys to plants of the Intermountain West -- critical to all studies of landscape change and the effects of both people and climate on ecosystems.

- Equine Navicular Syndrome, an incurable lameness in modern horses traditionally thought to be caused by humans, has now been found ago in the fossil horses of Idaho dating to over 3.5 million years ago. This discovery is changing our views of this pathology in modern horses.

- Studies of the ancient invertebrates of Grand Staircase-Escalante National Monument are leading to new interpretations of environmental changes through comparisons between ancient ecosystems and the modern world.

IMNH-related research and education projects are being conducted by educators and scientists from around the world. These projects range from the Idaho Master Naturalist Program and studies of ice-age mammals of North America, to research on the global extinction of dinosaurs.

This caliber of scientific work by IMNH scientists, and the professional credentials of IMNH staff, attract and nurture professional networks and knowledge. This helps open doors, raise funding and enhance the stature of Idaho State University and the museum. We are currently enhancing the museum's professional and scientific stature by expanding the museum's collections and research activity in three key areas:

The **John A. White Paleontological Repository** houses the largest paleontological collections in Idaho. We are expanding these collections through extensive field research, and using these collections to assist the State of Idaho in meeting new US Government regulations concerning the discovery of paleontological resources on State and Federal lands.

The **Swanson Archaeological Repository** at the IMNH currently houses and preserves archaeological collections from southern and eastern Idaho that belong to state and federal agencies. This includes hundreds of boxes containing over 300,000 archaeological specimens. These collections are growing through active field research and contractual arrangement with a number of agencies. We are further expanding the existing Swanson Archaeological Repository to store collections for federal and state agencies outside of Idaho as well.

The **Ray J. Davis Herbarium**, with a collection of nearly 80,000 plants, is expanding through a consortium of regional herbaria through grants and cooperative agreements. Students and staff are actively collecting and processing plant specimens expanding our holdings, and making possible new studies of biodiversity and range management.

Collection efforts are substantial in all other areas of the museum as well. Active expansion in ethnography, mammalogy, herpetology, and geology are making the museum a stronger research and education institution, and enhancing our National and International reputation.

Guiding IMNH's future

Stakeholder groups will be central to our success over the next five years. The new **Executive Committee**, comprised of IMNH curators, is tasked with long-range planning, seeking consensus in key areas of management, and building a team approach to solving important management priorities, including budgets. **Friends of the Museum** is a community auxiliary to the museum with broad subscription membership from southern Idaho. The Friends will provide an organizing network, sponsor lectures, field trips and community events. The 16-member **Museum Advisory Committee** includes state legislators, bankers, philanthropists, mayors, and business and community leaders; it is our organizational and advisory leadership unit, providing opportunities to reach out across Idaho and the Nation.

Goals and objectives
FY 2014 -- 2019

Goal 1

A "virtual" museum

In this era of "virtual" participation in so many aspects of life, visiting a museum to benefit from its collections, exhibits and research no longer has to mean traveling to a brick-and-

mortar facility many miles away. Today's Web-based multi-media communication channels — interactive websites, Web cams, blogs, HD video, YouTube, Facebook and such — make it possible to take classes or view exhibitions, collections and artifacts "virtually" from any Internet-connected device in the world. We intend to be part of this revolution by developing a "virtual museum."

Over the years, an amalgam of circumstances — museum closures due to renovations and remodeling, the challenge of preparing exhibitions that are relevant to K-12 curricula, strained school budgets, security concerns, testing mandated by federal "No Child Left Behind" legislation, the economy, rising fuel prices — has been chipping away at school districts' ability to accommodate student visits to the museum. In addition, high gasoline prices and Idaho's far-flung geography have impacted other IMNH constituents as well as students.

The virtual museum concept will help us mitigate these challenges. This strategy promises to make the benefits we offer more accessible than ever before.

A milestone in achieving this goal came in September 2010. The Idaho Museum of Natural History, Idaho State University Informatics Institute and the Canadian Museum of Civilization jointly received a $1 million grant from the National Science Foundation. This grant will bolster efforts to further develop an online, interactive "virtual museum" of northern animal bones. The title of the grant is "Virtual Zooarchaeology of the Arctic Project (VZAP): Phase II." Combined with an additional Technology Incentive Grant from the State Board of Education for $135,000, the NSF award enabled us to develop a virtual Idaho natural-history program — the foundation in developing a plan to provide online access to all of our collections for all of our audiences.

In 2012-2013, a $600,000 gift (5 year award) from the Hitz Foundation, followed by a $300,000 award from the National Science Foundation, continued this effort to create a virtual museum. In 2013, a $266,000 award from the Murdock Trust was awarded to improve the informatics reach of the museum and continue the virtual museum project.

Objective: Design, deploy and manage a "Virtual Museum"
We will accelerate development of a virtual museum that will use digital technology to make our collections, exhibitions and other resources available to learners, educators and researchers online and on demand.

Our virtual museum will be a key tool for overcoming the growing challenges involved in making physical visits to our gallery and activities. It will help spread awareness of and access to the benefits of our work, including research and educational programs.

We will strive to have the entire museum collection online and accessible from anywhere in the world, in the next five years. This will require considerable funding from outside resources. We will immediately begin writing grant proposals to U.S. government agencies and philanthropic foundations in order to begin implementation of the Virtual Museum.

Goal 2

Adequate staffing

The museum currently serves the entire State of Idaho — and to a degree the Intermountain West — with fewer than eight (8) full-time-equivalent (FTE) positions. We rely as well on five (5) part-time employees. In academic year 2013-2014, we had 26 student employees.

Until academic year 2008-2009, IMNH's functions and outreach were limited by inadequate staffing across divisions and in central administration. Efficient reorganization has provided positions necessary for expanded research and collections oversight.

Additional staff is required, however, because the needs and expectations of our expanding constituent base are evolving and expanding just as state funding is declining.

Objective: Additional museum professionals
To perform our expanding professional functions effectively, we will seek funding for additional staff according to the following priorities: Position Number 2 below was funded by the ISU administration on a short-term basis. We have made no progress in the other critical positions.

1. **Development officer** to help secure major financial gifts. This is the key missing link in the advancement of the IMNH.

2. An **information-technology specialist** to manage and maintain a database for the virtual museum; and to establish and maintain an interactive, multimedia IMNH Web presence. Currently funded by Idaho State University

3. An **exhibit design technician and gallery manager** to support our public-outreach mission and assist in delivering high-quality educational programs and exhibitions that reflect current best practices.

4. A **professional conservator** to ensure adequate care of collections.

5. **Professors** to work as curators and division leaders in each of the four IMNH divisions. Especially a Curator of Anthropology.

To achieve our immediate goals, we will propose to the State of Idaho an IMNH funding increase to hire a development officer. But we also fully recognize that we cannot "hire" our way to fulfillment of the museum's complete mission. So we will rely to a significant degree on an energized museum membership drive to gain access to essential human and financial resources. We also recognize that managing volunteer staff will require time and energy from full-time staff.

Goal 3

Upgrade collections functions

IMNH houses more than 500,000 natural and cultural objects. These irreplaceable items are central to our research, exhibitions and educational work. They must be properly prepared, inventoried, preserved and stored following current best practices.
As we become increasingly active in research, educational programs and exhibitions at locations beyond the museum building, we must deploy a secure internal system to track and manage our collections.

Objectives:
- We will purchase and deploy new storage systems that will help us make more efficient use of collections storage space. We will seek capital improvement funds to meet our storage and curation needs by implementing a $500,000 campaign for storage systems. We have applied for grants in 2013 to meet this need.

- The museum will update collection-management policies and procedure manuals. To do so, we have begun the process of hiring a new museum Registrar, who will be an experienced leader in museum regulations and best practices.

- We will complete development of a digital collections database for each division. To accomplish this, collections managers have begun training initiatives, and have been creating new database systems to enhance management of their collections. Implementation is in collaboration with the Informatics Research Institute at Idaho State University.

- We shall begin writing proposals to complete a conservation assessment of the museum, which will be done be a team of experts from other institutions. This will specifically define the conservation needs of our collections and make it possible to secure further grants to match those needs. Based on this assessment, we will create a conservation plan for each division.

Goal 4

Increase funding

Working through our regional Museum Advisory Committee, Friends of the Museum and other partners, we will be even more proactive in developing research grants, philanthropic and membership-based funding streams independent of State appropriations.

Objective: An endowment

Key to fulfilling and sustaining the museum's mission for the long term will be establishment of an endowment founded on one or more major philanthropic gifts. To accomplish this goal in an era of declining public funding for higher education will require the continuing services of a professional development officer.

We will employ a number of tactics: events, outreach, marketing and communication initiatives, and opportunities to name facilities after philanthropists who support our mission with major gifts.

Objective: Research and stewardship grants

Competitive research grants from entities such as the National Science Foundation are a major source of funding for every higher-education institution. Such funding helps fund not only scholarship, research and stewardship of collections, but it also helps fund staff positions, faculty, even equipment and operating costs. The Idaho Museum of Natural History must be competitive, energetic and entrepreneurial in identifying and pursuing appropriate opportunities. And we shall be.

In 2012-2014, the IMNH secured nearly $300,000 in donations for remodeling and for exhibits.

Objective: A gift-funded travel and research fund

We will seek philanthropic support to establish and sustain a fund to support approved research projects that advance the museum's core functions.

In 2014, the IMNH received some funds for travel form the Hitz Foundation.

Goal 5

Develop and support programs for
K-12, higher-education and the general public

IMNH collections have been used for paleontological research leading to master's and doctoral degrees, and in scholarly research related to Doctor of Arts degrees.

Much of what we do, however, is for the benefit of K-12 education. Since 1990, more than 36,150 K-12 students have come through our doors. We also have long provided a number of popular, informal science-education programs that enrich learners of all ages and backgrounds — school and community groups, individuals and families alike — through direct experience with science.

Among these programs are:

> **Pint-Sized Science Academy**, an early childhood science-learning opportunity

> **Science Trek**, an overnight adventure at the museum for children in the third through fifth grades

> **Forays into the Field**, a unique week-long science experience for young women in junior and senior high school; and

> **Science Saturdays**, a special series of hands-on classes for elementary-age students.

We offer tools to educators through the Education Resources Center. We've also received significant extramural funding for innovative projects designed to get science resources to K-12 and university educators. Among these are online educational resources such as: "Digital Atlas," "Idaho Virtualization Lab," "Fossil Plot" and "Bridging the Natural Gap." The museum's local partnerships, as well as its associations with Idaho State University faculty and students, enable each group to be mutually supportive.

To sustain and build on these successes in a cost-effective manner, the museum must build infrastructure that enables planning for efficient and effective expansion of educational programs.

We hope that by more effectively aligning our exhibits and educational programs with Idaho's K-12 curriculum, we will improve the relevance of our work to the K-12 system. We see our "virtual museum" initiative doing a great deal to mitigate the access issues schools face today as well.

Personal visits will remain a cornerstone of the IMNH experience, so we are developing a long-term exhibit plan to ensure thematic continuity and regular rotations. An exhibition gallery that emphasizes research and education is a critical museum centerpiece.

Efforts are underway to bring parents and other adults back to the museum experience. An important obstacle to filling classes for adults is communicating the availability of adult classes for the public. Overcoming this will require a strong communications person and communications plan, based on efficient contemporary tactics and tools, to "get the word out." Through granting and fund-raising we will work towards the following objectives.

Objectives:

- Maintain on-site visitation by students at an average of 8,000 per year by including exhibits that are relevant to K-12 curricula; providing appropriate outdoor accommodations for classes and families; making classrooms more accessible to adult learners; equipping classrooms with computers, Smartboards, digital projectors, DVD players, conferencing capabilities and other learning tools.

- Establish a Career Path Internship Program for 10 students each summer

- Create graduate-student assistantships to aid in program development and delivery.

- Build an interactive, multimedia website to connect self-learners with a rich array of science-education resources and experiences.

- Develop a Museum Store business plan to ensure success of store activities, including coordination of educational programming, a successful museum E-Store, and effective sales of IMNH and other relevant publications.

Goal 6

Improve communications and marketing

The Idaho Museum of Natural History is mandated to serve all of Idaho, yet for a variety of reasons it can seem most closely associated with only one of Idaho's four-year higher education institutions — Idaho State University — and only one geographic region, southeastern Idaho. Geography explains much of that. Employing contemporary marketing and communications tools and tactics will help us strengthen our image and role as a statewide resource.

To raise the stature of our staff, our work and Idaho's museum — which will strengthen our case for research funding and philanthropic support — we will tell our story more

effectively. That will require staff skilled in crafting and projecting communications that alert, inform and persuade targeted audiences. Key to meeting these objectives is the hiring of a development specialist; but in the meantime, we will begin many of these activities using a dedicated part-time staff of student employees.

Objectives:

- We will develop a media-relations strategy to generate positive publicity.

- The museum will improve two-way communications with K-12 educators to increase their awareness of the opportunities we offer, and our awareness of ways to make exhibitions and programs relevant to their needs.

- Implementation of a communications plan will be undertaken to raise general-public awareness of museum educational programs, leading to increased enrollment.

- We will offer online virtual tours of the museum and its exhibitions. Digital video technologies will be use to deliver lectures and workshops online.

- Partnerships will help us develop an interactive site where students can ask questions and receive authoritative answers.

- We will place IMNH news and feature stories on the IMNH website, in *ISU Magazine* and other channels, and we will publish a "viewbook" (print and digital) illustrating IMNH's work.

- A redesign of the IMNH website will include interactive and multimedia communication tools.

- An active social-media presence will be established to engage targeted audiences. Included will be YouTube videos featuring IMNH subject-matter experts and exhibits.

- IMNH staff will place exhibits at University Place in Idaho Falls, the Capitol building in Boise and other high-profile venues to raise awareness of and interest in the museum.

- We will evaluate resuming the IMNH publication series (Tebiwa, Miscellaneous and Occasional Papers) in peer-reviewed online formats.

- Our outreach will spotlight IMNH research news using internal and external multimedia channels.

- We will strive to raise the public profile of our staff by encouraging them to serve as conference presenters, guest speakers and lecturers, editors of publications, and officers of relevant associations.

Goal 7

A new museum building

In December 2010, we proudly reopened our renovated and revitalized exhibit area. It features a more welcoming and comfortable foyer, new and familiar displays, easier-to-read interpretive panels, improved lighting and a more open look and feel. . We debuted many exhibits, including ice-age animal mounts and an exhibit on how climate change on the Snake River Plain has affected its plant and animal life. The event attracted 500 visitors; since then the museum has received thousands of visits from K-12 students and the public.

We have maximized what can be done with the former library building we occupy on the Idaho State University campus. We cannot grow and expand our services to Idaho for the long term and remain in our current building.

Our operations are confined to 35,786 square feet as follows:

Basement: 15,337 sq. ft.
Main floor: 15,693 sq. ft.
Warehouse: 3,606 sq. ft.
Garden: 1,150 sq. ft.

Participation in one of our most popular and effective programs for children, the Science Trek sleepover program, provides an example of the impact our building is having on service to our constituents. Necessary remodeling has imposed space limitations that, in turn, hold participation to 120 children. Science Trek previously accommodated up to 150 children.

Meeting spaces also have been reduced so that classroom and auditorium capacity no longer permits comfortable seating for lectures and programs with more than approximately 25 people.

We have been resourceful and adaptable in making the best of our building, yet it has never been adequate for the work of a research- and exhibit-oriented public museum that must meet the expectations of constituents and stakeholders in the 21st century.

Obstacles the current building presents include the following:

- little or no room for expansion
- overcrowded collections areas
- security, environmental, pest-management and parking issues posed by sharing facilities with other campus operations
- lack of adequate storage for exhibits and educational materials

If the museum is to maximize its benefits to Idaho and focus increasingly on well-funded research, education and public engagement, a new building — constructed specifically for museum uses — is a necessary investment.

Objective: Plan a capital campaign for a new building

In partnership with our advisory and stakeholder groups, we will plan the launch of a multi-year capital campaign. The campaign would raise major financial gifts for construction, maintenance and operation of a museum-centered U.S. Green Building Council LEED-certified building to be located on the ISU campus.

Benchmarks and Performance Measures

In the following areas of museum operations, we shall target 10 percent increases per year in each year of this plan:

- philanthropic financial gifts
- research grants and other grants
- scientific publication
- public visitation
- enrollment in public programs

Performance Measures and Benchmarks FY 2011-2014

Performance Measure	FY 2011	FY 2012	FY 2013 Performance	FY 2014 Benchmarks	FY 2014 Performance
Number of People Served by the General Public Museum Programs	13,543	12,252	12,980	Increase 5%	8750 so far
Grant/Contract Revenue Received	$505,000	$650,000	$1,600,000	Increase 5%	$300,000 So far
Number of Exhibitions Developed	25	Completed 2 large exhibits	In progress	2 large exhibits	Completed largest exhibits in IMNH history
Number of Educational Programs	70	72	65	Maintain programs	Unknown. Education officer was on medical leave for 9 months

Performance Measures FY 2014-2019 Based on New Goals

Performance Measure	FY 2014-2019 Benchmarks	FY 2014-2019 Performance	FY 2014-2019 Outcomes
Goal 1 A "virtual" museum	Active Solicitation of grants, foundation awards, and donations to create the Virtual Museum – approximately $250,000 per year.	Success in the active solicitation of the funds and the implementation of the Virtual Museum concept. 2012: write proposals 2013: database construction 2014: beta implementation	$600,000 donation continuing $266,000 awarded from Murdock Trust
Goal 2 Adequate staffing	Propose to State of Idaho the funding and creation of an Information Technology Specialist	Active discussion towards the resolution of all staffing needs in Goal 2.	Not Met: Continuing discussion with ISU and the Idaho Legislature
Goal 3 Upgrade collections functions	Seek Capital investment in adequate curation facilities, and in the storage of collections. State of Idaho, grants, foundations.	2012: Write 3 grants. Identify 10 potential donors. 2013: Review success of grants and write additional proposals. Move to ask stage with donors.	Not Met: Acquisitions of grants and donations were not successful. New grants proposals submitted.
Goal 4 Increase funding	Increasing Development activities in grants and donations.	At 10% per year.	Met
Goal 5 Develop and support programs for K-12, higher-education and the general public	Increase outreach and increase educational opportunities through new and exciting programs	At 10% per year.	Not Met: Education coordinator was on medical leave for 9 months.
Goal 6 Improve communications and marketing	Create new exhibits in other areas of the State. Create newsletters and other public information.	Create exhibits in Idaho Falls and Boise. Increase public participation and visitation by 10% per year.	Met: working on traveling exhibits. Billboards, radio, and print advertising
Goal 7 A new museum building	Form Capital committee for fund raising.	Create Capital Committee	Not Met. Planned for 2014.

External Factors

All external factors are based in the success or failure of finding initiatives.

Moving forward

New leadership. New tools. A new vision of how we can give the people of Idaho an even greater return on their investment in science (STEM) education. These are stepping stones in our pathway through the final quarter of the museum's first century. The professors and community leaders who joined together during the Great Depression to establish this museum looked beyond the challenges of their day to the promise of tomorrow. Today, we commit to doing the same.

TechHelp Strategic Plan
2015 – 2019

TechHelp Business Definition

TechHelp is Idaho's MEP center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.
"Our identity is shaped by our results."

TechHelp Strategic Mission Statement

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following annual results by 2018:

- 80 manufacturers reporting $100,000,000 economic impact
- 170 jobs created
- > $20,000 and < $50,000 Net Income

TechHelp Core Strategy

TechHelp will use a team-based network of experienced staff and proven partners from private industry, Idaho's Universities and the National MEP network to develop trusted and lasting relationships with Idaho companies and communities. TechHelp will have a reputation for developing, teaching and delivering innovative processes and services that enable Idaho's medium, small and rural companies to drive profitable growth through self-sustaining business practices.

Goal I: Impact on Manufacturing – Deliver a positive return on both private business investments and public investments in TechHelp by adding value to the customer and the community.

Objectives for Impact:

1. Offer products and workshops that meet Idaho manufacturers' product and process innovation needs.

   a. *Performance Measure:*
      i. Client economic impacts resulting from projects

   b. *Benchmark:*
      i. Reported cumulative impacts for sales, savings, investments and jobs each improve by five percent over the prior year

2. Exceed federal system goals for impacted Clients served per $Million Federal.

   a. *Performance Measure:*

   i.   Score on federal sCOREcard

  b. Benchmark:
   i.   Number of clients served exceeds federal minimum with a goal of 80 clients reporting impact by 2017

Goal II: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems and Advisory Board members.

 Objectives for Efficiency:

1.   Improve efficiency of client projects.

  a. Performance Measure:
   i.   State dollars expended per project/event

  b. Benchmark:
   i.   Dollars expended is less than prior year's total

2.   Improve effectiveness of client projects.

  a. Performance Measure:
   i.   Total economic impact reported by TechHelp clients

  b. Benchmark:
   i.   Reported total impacts increase by 5% each year with the goal of $100,000,000 in impacts by 2017.

Goal III: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

 Objectives for Financial Health:

1.   Increase total client fees received for services.

  a. Performance Measure:
   i.   Net revenue from client projects

  b. Benchmark:
   i.   Annual net revenue exceeds the prior year by five percent

2.   Increase external funding to support operations and client services.

  a. Performance Measure:
   i.   Total dollars of non-client funding (e.g. grants) for operations and client services

  b. Benchmark:

2

PPGA   **TAB 6 Page 249**

i. Total dollars of non-client funding for operations and client services exceed the prior year's total

Key External Factors

State Funding:

Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

Federal Funding:

The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. A continued downturn in the economy could affect the ability of Idaho manufacturers to contract TechHelp's services.

SUBJECT
> Board Bylaws – first reading

REFERENCE
> February 2014   The Board considered, but did not approve amendments to the Board Bylaws.

APPLICABLE STATUTE, RULE, OR POLICY
> Board Bylaws, Section H. Committees of the Board Audit Committee Charter

BACKGROUND/DISCUSSION
> At the February Board meeting staff presented proposed amendments to the Board's Bylaws that would address how to handle Board actions at meetings that were not in existing Board policy as well as amendments forwarded by the Audit Committee regarding the Audit Committee section of the Bylaws. Based on the discussion with the Board at this time, staff have done a thorough review of the entire bylaws. The proposed amendments at this time take into consideration the comments from the Board during the February Board meeting, the amendments proposed by the Audit Committee, and additional amendments that clean up existing language in the bylaws and remove sections that are already specified in Idaho code.
>
> Board Bylaws, section H. Committees of the Board and the Audit Committee Charter both stipulate Committee members shall be appointed by the Board and shall consist of six or more members. Three members of the Committee shall be current Board members and three members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. In practice, the Committee has consisted of not more than two independent non-Board members, and staff has encountered difficulty in recruiting individuals to serve on the Committee. Proposed amendments to the Board Bylaws would reduce the number of independent non-Board members from three to two. The Bylaws and Charter also require that terms will be staggered such that two members exit and two members are added each year.
>
> From time to time the board takes action that is intended to be on-going but is not specified in existing Board policy. Proposed amendments to the Board's Bylaws specify that Board action shall be effective for the length of time specified in the motion or expire after one year. Reporting requirement and committees, intended to last over a year, will be incorporated into Board policy.

IMPACT
> Currently, there is only one independent non-Board member on the Audit Committee, which is counter to Board Bylaws and the Committee Charter. Due to the small number on the Committee, staggering the terms of the Committee members has also not been followed. Additional amendments would put into

policy the current practice of incorporating on-going requirements from the Board into Board policy. This will allow for greater long-term continuity in the process.

ATTACHMENTS
 Attachment 1 – Bylaws – First Reading   Page 3
 Attachment 2 – Audit Committee Charter   Page 14

STAFF COMMENTS AND RECOMMENDATIONS
 Amendments to Board Bylaws subsection H.4.c.1) and the Audit Committee Charter as submitted will reduce the required number of independent non-Board members from three to two. Staff will continue to make a concerted effort to find a second non-Board member. These revisions will also remove the requirement to stagger the terms of Committee members in order to allow more flexibility.

 Staff recommends approval.

BOARD ACTION
 I move to approve the first reading to Board Bylaw and the Audit Committee Charter, as presented in Attachment 1 and Attachment 2, respectively.

 Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I.   BYLAWS (Operational Procedures)   ~~December 2009~~August 2014

A. Membership

~~The membership of the State Board of Education and Board of Regents of the University of Idaho is determined in accordance with the Constitution of the State of Idaho and by legislative enactment.~~

~~B~~A.   Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is under the direction of an executive director responsible directly to the Board.

C. Powers and Duties

~~The State Board of Education and Board of Regents of the University of Idaho have all the powers and duties specified in the Constitution of the State of Idaho and the Idaho Code.~~

~~D~~B.   Meetings

1.   ~~The Board holds at least four (4) regular meetings annually. A quorum of the Board consists of a simple majority of the total membership of the Board. A quorum of the Board must be present for the Board to conduct any business.~~

2~~1~~. The Board will maintain a 12-month ~~running~~ rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month ~~running~~ rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

3~~2~~. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

4~~3~~. All meetings of the Board are held at such place or places as may be determined by the Board and/or Executive Director.

4.   ~~Decisions made during meetings that impact ongoing future behavior shall be incorporated into Board policy.~~ Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy.

5. ~~All meetings of the Board are conducted and notice thereof provided in accordance with the Idaho "Open Meeting Law." An executive session (a closed meeting) of the Board may be held upon a two thirds vote of a quorum of the Board for the purpose of considering (a) appointment of an employee or agent, (b) employee evaluation or termination or hearing of complaints and disciplinary action, (c) labor negotiations or acquisition of private real property, (d) records that are exempt from public inspection, (e) preliminary negotiations on matters of trade or commerce, or (f) matters of pending or probable litigation as advised by its legal representatives.~~

~~E~~C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order Newly Revised* ~~except that a Board action that conflicts with a previous action takes precedence.~~

2. A quorum of the Board consists of five (5) Board members.

~~2~~3. With the exception of ~~usual, short, parliamentary~~ procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

~~3~~4. A ~~record~~ roll-call vote of the Board is taken ~~in rotational order~~ on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

~~F~~D. Officers and Representatives

1. The officers of the Board include:
   a. A president, a vice president, and a secretary, who are members of the Board.
   b. An executive secretary, who is the state superintendent of public instruction.

2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

GE. **Duties of Board Officers**

1. Board President
   a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
   c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
   d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, agency and institution heads, and the executive director.
   e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
   f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
   g. Establishes screening and selection committees for all appointments of agency and institutional heads.
   h. Appoints Board members to all standing and interim committees of the Board.
   i. Establishes the Board agenda in consultation with the executive director.
   j. Serves as chief spokesperson for the Board and, with the executive director, carries out its policies between meetings.

2. Vice President
   a. Presides at meetings in the event of absence of the Board president.
   b. Performs the Board president's duties in the event of the Board president's inability to do so.
   c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary
   a. Presides at meetings in the event of absence of the Board president and vice president.
   b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and the *Idaho Code* or established by the Board for all elementary and secondary school matters.

b. Presenting to the Board recommendations concerning elementary and secondary school matters and the matters of the State Department of Education.

5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of ~~the statutory~~ Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

~~H~~F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho the College of Western Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, and the State Department of Education, are included in references to the "agencies."∗ An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

    a. Purpose

    The Planning, Policy and Governmental Affairs Committee is a standing

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∗ Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form a working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

    i.   long range planning and coordination;
    ii.   initial discussions and direction on strategic policy initiatives and goals;
    iii.   legislative proposals and administrative rules for Board agencies and institutions;
    iv.   coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
    v.   review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
    vi.   reports and recommendations from the Presidents' Council and the Agency Heads' Council;
    vii.   other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Policy and Government Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

   a. Purpose

   The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

   b. Composition

   The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

   c. Responsibilities and Procedures

   The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

   i. agency and institutional instruction, research and student affairs agenda items;
   ii. instruction, academic or professional-technical program approval;
   iii. instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
   iv. outreach, technology and distant learning impacting programs and their delivery;
   v. long-range instruction, academic and professional-technical planning;
   vi. registration of out-of-state institutions offering programs or courses in Idaho;
   vii. continuing education, professional development, workforce training,

programs for at-risk populations, career guidance;

viii. student organizations' activities and issues; and

ix. other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

i. agency and institutional financial agenda items;
ii. coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
iii. long-range fiscal planning;
iv. fiscal analysis of the following:

1) new and expanded financial programs;

2)   establishment, discontinuance or change in designation of administrative units;

3)   consolidation, relocation, or discontinuance of programs;

4)   new facilities and any major modifications to facilities which would result in changes in programs or program capacity;

4)5) Student fees and tuition; and

5)6) other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

a. Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of six five or more members. Three members of the Committee shall be current Board members and three at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of

the Committee shall have current accounting or related financial management expertise in the following areas:

i. an understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
ii. the ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
iii. experience in preparing or auditing financial statements and;
iv. an understanding of internal controls.

Appointments shall be for a three-year term. Terms will be staggered such that two members exit and two new members are added each year. Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institution's and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

i. Approve the appointment, establish the compensationRecommend the appointment and compensation to the Board, and evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint

mechanisms.

vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;

vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;

viii. Provide general guidance for developing risk assessment models for all institutions.

ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.

x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office when it is impracticable for the full Board to meet and act, to consider matters concerning the Board that may arise from time to time, and to provide appropriate direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board President, Vice President, and Secretary, and the immediate past Board President. The Board's Executive Director also shall serve on the Executive Committee. The current Board President serves as chairperson of the committee. In the event the past Board President is unable to serve on the Executive Committee, then the Board President may appoint another member of the Board to serve in the place of such former officer.

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing

the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board President, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

I**G**. **Committee Presentations**

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit Committee.

2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall lead and facilitate discussion and presentations with regardpresent the to agenda items in the area of the committee's responsibility. This presentation may included calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to lead and facilitate discussions and presentations in a particular area.present the agenda items.

J**H**. **Presidents' Council**

1. Purpose

   The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

   The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College, the College of Western Idaho and the College of Southern Idaho, each of whom has one (1)

vote. One (1) of the voting members shall serve as chair of the Council, with a new chair selected each academic year such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years. The administrator of the Division of Professional-Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

    The chair:

    a. presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
    b. establishes the Presidents' Council agenda in consultation with the Executive Director; and
    c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

4. The Executive Director will communicate openly and in a timely manner with the Presidents' Council.

K̶I. Agency Heads' Council

1. Purpose

    The Agency Heads' Council convenes ~~prior to each Board meeting~~as necessary to discuss and make recommendations~~, as necessary,~~ on agenda items scheduled for Board consideration as well as other issues pertinent to the agencies. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

    The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Professional-Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.

3. Duties of the Chair
    a. presides at all Agency Heads' Council meetings
    b. establishes the Council's agenda in consultation with the Council's members; and
    c. maintains open communications with the Board on agenda matters through the

Planning, Policy and Governmental Affairs Committee.

~~L.~~ ~~Adoption, Amendment, and Repeal of Bylaws~~

~~Bylaws may be adopted, amended, or repealed at any regular or special meeting of the Board by a majority vote of the Board, provided notice has been presented at the preceding meeting of the Board.~~

Idaho State Board of Education   **Attachment 2**

Audit Committee Charter

Purpose, Responsibility and Authority of Audit Committee

The Audit Committee ("Committee") shall assist the State Board of Education ("Board") in its financial oversight responsibilities over the institutions under the Board's governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) ("Institutions"). The Committee is a permanent standing advisory committee of the Board. The Committee will advise and assist the Board and other standing committees on matters relating to financial reporting and financial controls and procedures.   The Committee shall be responsible for communication with and among the independent external auditing firm ("auditing firm"), Institution management, the internal audit staff and the Board. The Committee will not assist in the preparation of or assess the institutions' budgets or perform other management functions. The Committee shall make policy recommendations to the Board to improve financial oversight.   Approval of adoption or changes to policies are exclusively under the responsibility of the Board.

(See Appendix A.)

Composition of the Committee

The Committee members shall be appointed by the Board and shall consist of ~~six~~ five or more members. Three members of the Committee shall be current Board members and ~~three~~ at least two members shall be non-Board members who are permanent residents of the state of Idaho. All members shall have voting rights. No employee of an institution under the governance of the Board shall serve on the Committee.

The Committee chairperson shall be appointed by the Board President. ~~Appointments shall be for a three-year term. Terms will be staggered such that the term of two members end and two members are appointed each year.~~

Committee members may be reappointed. ~~Committee members may be appointed for up to two additional terms.~~

Each Committee member shall be independent and have no conflicts of interest. Committee members who are not Board members shall not be compensated for their service except for reimbursable out-of-pocket expenses. All Committee members shall have an understanding of the Committee Charter and the institutions' financial affairs. At least one member of the Committee shall have current accounting or related financial management expertise.

SUBJECT
Amendment to Board Policy I.R. Campus Security

APPLICABLE STATUTE, RULE, OR POLICY
Governing Policies and Procedures Section V.R. Campus Security
Section 18-3309(2), Idaho Code

REFERENCE

August 2009	Board approved the removal of references to the Idaho School for the Deaf and Blind, the Idaho Historical Society and the Idaho Commission for Libraries from the all of the Boards Governing Policies and Procedures.
April 2014	Board approved the 1st reading of proposed amendments to Board Policy V.L., including the renaming of the policy to Section I.R. Campus Security.

BACKGROUND/DISCUSSION
During the 2014 legislative session Senate Bill 1254 passed allowing for the concealed carry of firearms on public college and university grounds for certain licensed persons. The institutions under the direct governance of the Board have asked that the Board look at implementing a Board policy that would provide additional guidance on the implementation of changes in response to the Bill.

Current Board Policy Section V.R. outlines the requirements for each institution to develop a campus security plan. The legal counsel from each of the four (4) year institutions have worked closely with the Board's legal counsel over the past several weeks and are proposing the language outlined in Attachment 1 prohibiting the carrying of firearms, including open carry, on campus, except under specific circumstances and as allowed in Section 18-3309(2), Idaho Code. Additionally after review of the existing policy staff has determined the policy would be better placed if it were to be moved from Board Policy Section V. Financial Affairs to Board Policy Section I. General Governing Policies and Procedures. While there is a financial impact to the implementation of campus security plans, Section I, contains the other provisions in Board policy relevant to facilities, planning, and reporting.

IMPACT
Proposed changes would make it clear to the institutions that firearms are only allowed on campus as described in section 18-3309(2), Idaho Code or allowed by the institution as part of a campus security plan, or as part of an event or program approved by the chief executive officer of the institution.

ATTACHMENTS
Attachment 1 – Board Policy I.R. Campus Security – Second Reading   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The institutions are currently working on developing or updating their Campus Security Plans, those plans, once completed will be presented to the Presidents' Council. The Presidents' Council will submit the plans to the Board as part of their update during the August 2014 Board meeting.

Staff received no comments regarding the proposed amendments to the Board policy. There have been no changes made between first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy I.R. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: ~~V~~I. FINANCIAL AFFAIRS
Subsection: ~~L~~R. Campus Security   ~~August 2009~~ June 2014

1. An environment of safety and security is critical for institutions to cultivate a climate conducive to knowledge and learning. The Board recognizes a need for the consistency among the institutions in regard to firearms. All institutions shall allow concealed carry of firearms and ammunition by holders of licenses described in section 18-3309(2), Idaho Code under the conditions and limitations set out in that section.   Any other possession of firearms on institution property is prohibited, unless allowed by the institution as part of a campus security plan, or as part of event or program, which has been approved by the chief executive office for the institution.

~~1~~2. Each institution must develop a campus security plan to maintain the physical security of persons and property on the campus and in full cooperation with state and local law enforcement agencies.

~~2~~3. Overall responsibility for campus security rests with the chief executive officer of the institution. Each chief executive officer must designate a senior administrative officer and an alternate to serve as liaison between the institution and state and local law enforcement agencies.

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SUBJECT
Model School District Student Data Privacy and Security Policy

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-133, Idaho Code

BACKGROUND/DISCUSSION
Senate Bill 1372 was passed during the 2014 Legislative Session. This bill created Section 33-133, Idaho Code. Pursuant to Idaho Code, the State Board of Education is required to develop a model policy for school districts and public charter schools that will govern data collection, access, security, and use of such data. All public charter schools and school districts must adopt and implement the model policy and post the policy on the district or charter school website. If a district or public charter school fails to adopt, implement, and post the policy where any inappropriate release of data occurs, the district or public charter school shall be liable for a civil penalty not to exceed $50,000 that shall be paid into the State's General Fund.

This model policy has been drafted by the Data Management Council. Additional comments from school districts, public charter schools, and interested parties are being collected and will be reviewed by the Data Management Council for consideration for inclusion. A final draft of the policy will be presented at the August meeting for Board action.

IMPACT
Passage of this item in August will bring the State Board into compliance with state law and provide school districts and public charter schools with the required policy to be in compliance with state law.

ATTACHMENTS
Attachment 1 – Proposed Model Policy   Page 3

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

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MODEL SCHOOL DISTRICT STUDENT DATA PRIVACY AND SECURITY POLICY

Drafted by the Data Management Council and adopted by the Idaho State Board of Education

Effective _____

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and state laws, including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Data Accountability Act).

Student information is compiled and used to evaluate and improve Idaho's educational system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions and the Department of Labor.[1]

This model policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, each school district and public charter school shall adopt, implement and electronically post this policy. It is intended to provide guidance regarding the collection, access, security and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security and use of data maintained within the SLDS.[2]

Defined Terms
Aggregate Data is collected or reported at a group, cohort or institutional level and does not contain PII.

Data Breach is the unauthorized acquisition of PII.

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

Personally Identifiable Information (PII) includes: a student's name; the name of a student's family; the student's address; the students' social security number; a student

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[1] http://www.boardofed.idaho.gov/research_stats/Data%20Management%20Council_Members%20%282%29.pdf

[2] Insert link to DMC policies which have been approved by Board and posted.

education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

Physical Security describes security measures that are designed to deny unauthorized access to facilities or equipment.

Student Data means data collected at the student' level and included in a student's educational records.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Collection
- School districts and public charter schools shall follow applicable state and federal laws related to student privacy in the collection of student data.

Access
- Unless prohibited by law or court order, school districts and public charter schools shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.
- The Superintendent, administrator, or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.
- Access to student data maintained by the school district or public charter school shall be restricted to: (1) the authorized staff of the school district or public charter school who require access to perform their assigned duties; and (2) authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties; and (3) vendors who require access to perform their assigned duties.

Security
- School districts and public charter schools shall have in place Physical Security and Logical Security to protect from a Data Breach or Unauthorized Data Disclosure.
- School districts and public charter schools shall notify the Idaho State Board of Education and the Idaho State Department of Education in the case of a Data Breach or Unauthorized Data Disclosure.
- School districts and public charter schools shall notify in a timely manner affected individuals, students, and families if there is a Data Breach or Unauthorized Data Disclosure.

Use

- Publicly released reports shall not include PII and shall use summarized student data in such a manner that re-identification of individual students is not possible.
- School district or public charter school contracts with outside vendors involving student data, including those which govern databases, online services, assessments, special education or instructional supports, shall include the following provisions to safeguard student privacy:
  - Private vendors shall be permitted to use aggregate student data only, unless the vendor has received written permission from the parent, legal guardian, or eligible student, as applicable, to use PII, or the use is within one of the exceptions set forth in FERPA.
  - If one of the exceptions set forth under FERPA is applicable, the school district shall enter an agreement which complies with FERPA and the Idaho Data Accountability Act and requires the outside party to:
    - safeguard privacy and security of the data
    - restrict access to the data
    - prohibit the secondary use of data including sales, marketing or advertising
    - provide for data destruction and an associated timeframe and
    - include penalties for non-compliance.
- If a school district or public charter school chooses to define and publish directory information which includes PII, parents must be notified annually in writing and given an opportunity to opt out of the directory.

Resources

- FERPA: http://www.gpo.gov/fdsys/pkg/USCODE-2011-title20/pdf/USCODE-2011-title20-chap31-subchapIII-part4-sec1232g.pdf
- Electronic Code of Federal Regulations pertaining to FERPA: 34 CFR Part 99 http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=11975031b82001bed902b3e73f33e604&rgn=div5&view=text&node=34:1.1.1.1.33&idno=34
- U.S. Department of Education, Family Policy Compliance Office http://www2.ed.gov/policy/gen/guid/fpco/index.html
- Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133 http://legislature.idaho.gov/legislation/2014/S1372E1.pdf

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UNIVERSITY OF IDAHO

SUBJECT

Changes in Policies for Initial Appointment to Faculty Rank and for Promotion in Rank – Instructors & Sr. Instructors.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.d.

BACKGROUND/DISCUSSION

Under Board/Regents policy II.B.3.d the SBOE/Regents reserve the authority to approve changes in institution policies that establish criteria for initial appointment to faculty rank and for promotion in rank.

The university faculty proposes to change policies in Faculty Staff Handbook (FSH) sections 1565 and 3560 addressing in part initial appointment and promotion for Instructors and Senior Instructors at the University of Idaho.

The proposed changes in FSH 1565:

1. Address "up or out" situation for instructors who must be promoted to Senior Instructor after three years, created from current language in 1565 D-1 b (last sentence limited instructors to 15%) and FSH 3560 – D-1 which states an instructor "must" go up for promotion.
2. Adjust the 15% "cap" up to 25%, or lower if unit by-laws permit. Applies to instructors, senior instructors and lecturers (who qualify for voting privileges).
3. Move promotion/review language D-1 & D-9 to Promotion policy FSH 3560.
4. Address the misconception that anyone with instructor in their title qualifies under FSH 1520 II Section 1 – having faculty vote. The title of Instructor should only be used for those ranks described in FSH 1565 D-1.

The proposed changes in FSH 3560:

1. Address "up or out" situation for instructors who must go up for promotion to Senior Instructor after three years. This created a problem because of language in 1565 D-1 b (last sentence limits instructors in department to 15%) and FSH 3560 – D-1 wherein an instructor must go up for promotion.
2. Moved promotion/review language from 1565 Ranks & Responsibilities to 3560 Promotion.
3. 3. Address the need for a periodic review by tenure-track faculty of instructors, senior instructors, clinical faculty, and lecturers (who qualify for voting privileges).
4. If instructor or clinical choose not to go up for promotion at the end of their third year, a review by tenure-track faculty in unit is required.
5. Moved requirement for External Peer Reviews from E-2 b to new section E-3.

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

IMPACT

The university anticipates no specific fiscal impact from the changes in FSH 1565 and FSH 3560.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Board policy II.B.3.d. specifies that the criteria established by the institutions for initial appointment to faculty rank and for promotion in rank must be approved by the Board. The University of Idaho forwards these to the Board in the form of amendments to their Faculty Staff Handbook. The proposed amendments are in alignment with Board policy. Staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

University of Idaho
POLICY COVER SHEET
(See *Faculty Staff Handbook* 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency   *Minor Amendment* ☑   **Chapter & Title:** **FSH 1565 – Instructor/Senior Instructor**   All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.   *Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s):   __Faculty Senate, 2012-13, April 23, 2013_____
(Please see FSH 1460 C)   Name   Date
Policy Sponsor: (If different than originator.)   **Paul McDaniel Faculty Affairs Chair 3/11/14**_____
                                     Name   Date
         Telephone & Email: __paulm@uidaho.edu_____

Reviewed by General Counsel   __X_Yes ____No   Name & Date: _Debra Ellers 3/21/14_

I.   **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
1. Address "up or out" situation for instructors who must be promoted to Senior Instructor after three years, created from current language in 1565 D-1 b (last sentence limited instructors to 15%) and FSH 3560 – D-1 which states an instructor "must" go up for promotion.
2. Adjust the 15% "cap" up to 25%, or lower if unit by-laws permit. Applies to instructors, senior instructors and lecturers (who qualify for voting privileges), and thereby removes policy language currently being violated.
3. Move promotion/review language D-1 & D-9 to Promotion policy FSH 3560.
4. Address the misconception that anyone with instructor in their title qualifies under FSH 1520 II Section 1 – having faculty vote. The title of Instructor should only be used for those ranks described in FSH 1565 D-1.

II.   **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?   None

III.   **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
         This change also affects 3560 D-1

IV.   **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: _____

| Policy Coordinator
 Appr. & Date:
 _____
 [Office Use Only] | *FSH*
 Appr. _____
 FC   _FS-14-036_
 GFM _____
 Pres./Prov. _____
 [Office Use Only] | Track # ___UP-14-039 __
 Date Rec.: _3/10/14____
 Posted: t-sheet _____-____
         h/c _____
         web_____
 Register: _____
 (Office Use Only) |
| *APM*
 F&A Appr.: _____
 [Office Use Only] | | |

FACULTY-STAFF HANDBOOK
CHAPTER ONE:
HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE   ~~July 2012~~February 2014

_____

1565
ACADEMIC RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. *The material in section I was added July, 1987. The definitions of 'postdoctoral fellow' (J-5), 'graduate assistant' (K-3) and 'research fellow' (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called "Voxman Amendment" (the addition of 'in the classroom and laboratory' to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under "G. Temporary Faculty" moved to "D. University Faculty" as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. Further information may be obtained from the Provost's Office (208-885-6448).* [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12]

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A.   **Introduction**
B.   **Definitions**
C.   **Responsibility Areas**
D.   **University Faculty**
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G.   **Temporary Faculty**
H.   **Non-Faculty**
I.   **Qualification of Non-faculty Members for Teaching UI Courses**

A. INTRODUCTION. *[rev. 7-98]*

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an

optimal use of the university's faculty talents and resources. *[rev. 7-06]*

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than ~~15~~ 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1.~~; however, each such unit may appoint one person to this rank without regard to this limitation~~ While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH 3840]. *[ed. 1-10]*

> **Commented [a1]:** This sentence on the "cap" was moved from D-1 b below to ensure that this language applied to instructor, senior instructor and lecturer ranks (voting rights as faculty).

As indicated in Sections 3320-A-1-~~d~~, 3520-G-3, 3560-B, faculty performance evaluations that are used for yearly, third year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop criteria in its by-laws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit by-laws and shall include tenure track faculty (see FSH 3560 E-2 c). *[ed. 1-08, 7-10]*

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). *[add. 1-10]*

B. DEFINITIONS: *[add. 1-10]*

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpoffice.aspx).

B-2. Cooperative education: a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

B-3. Distance education: the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

B-4. Extension Service: Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people's lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

B-5. Extramural Professional Service: refers to activities that extend service beyond

the university and can include elements of service, outreach, scholarship, and/or teaching.

B-6. Interdisciplinary: "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."[1]

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

B-8. Service learning: an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI's volunteer/civic engagement programs).

B-9. Technology transfer: a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

B-10. Unit Administration: includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. *[add. 1-10]*

C-1. TEACHING AND ADVISING: The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. *[add. 1-10]*

a. Instruction: Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty

[1] National Academy of Science

position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. *[rev. 7-06, ed. 1-10]*

The validation of instruction may include Student Evaluations of Teaching (SETs), peer evaluations, self assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. *[add. 1-10]*

b. Advising and/or Mentoring Students: Advising students is also an important faculty responsibility and a key function of academic citizenship. Student advising may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise. *[add. 7-06, rev. 1-08, ed. 1-10]*

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation. *[add. 7-06, ed. 1-10]*

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities. *[rev. 1-10]*

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. *[rev. 7-06, 1-10]*

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. *[rev. 7-06, 1-10]*

a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of text books, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. *[ed. 7-00, rev. 7-06]*

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning. *[rev. 7-06]*

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. *[rev. 7-06, 1-10]*

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. *[rev. 7-06]*

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. *[rev. 7-06]*

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. *[rev. 7-06]*

d. Scholarship of Integration: often interdisciplinary and at the borders of

converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. *[add. 7-06]*

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work. *[add. 7-06, rev. 1-10]*

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state. *[add. 1-10]*

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her outreach activities will be counted. *[rev. 1-10]*

Evidence of effective outreach activities may include, but are not limited to, (1)documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs. *[rev. 1-10]*

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect. *[add. 1-10]*

   a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. *[add. 7-06, rev. 1-08, ed. 1-10]*

   Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. *[rev. 1-10]*

   Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. *[rev. 1-10]*

   b. Administration:

   (1) Unit Administration (see FSH 1565 B)**:** FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. *[add. 7-06, rev. 1-10]*

   (2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. *[add. 7-06, rev. 1-10]*

Demonstration of effective administration, may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership. *[add. 7-06, rev. 1-10]*

D. UNIVERSITY FACULTY (FSH 1520 Article II):

D-1. INSTRUCTOR: Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

> **Commented [TA(2)]:** This paragraph was added to address a widespread misunderstanding of what instructors are considered faculty under FSH 1520 Article II Section 1, thus have faculty vote. A question posed to the Faculty Secretary frequently: Does an individual who has instructor in their title have faculty vote?

a. Instructor. Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

b. Senior Instructor. Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor [see FSH 3560]. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature. No more than 15 percent of the positions in any department or similar unit may be held by senior instructors; however, each such unit may appoint one person to this rank without regard to this limitation.

> **Commented [a3]:** Moved to introduction A above.

c. Promotion and Review. Each unit will develop criteria for promotion and review of its instructors. The promotion process will be consistent with that followed by the unit, college and university for tenure-track faculty (see FSH 3560). Instructors will be reviewed at a minimum of every 5 years, or earlierthereafter, as determined by the unit's by-laws. The committee for third-year review, periodic review and promotion and review, as defined by the unit's bylaws, shall include tenure-track faculty within the unit.

> **Commented [at4]:** Moved to Promotion Policy 3560 D-1.

D-2. FACULTY:

a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C] *[rev. 7-98, 7-00, 1-10, ed. 7-12]*

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. *[ed. 7-12]*

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the

development of harmonious relations with others. *[rev. 7-98]*

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. *[rev. 7-98]*

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

D-5. LIBRARIAN:

a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

b. Librarian with Rank of Assistant Professor. Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[ed. 1-10]*

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

a. Psychologist with Rank of Instructor. Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

b. Psychologist or Licensed Psychologist with Rank of Assistant Professor. Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations,

service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. *[ed. 1-10]*

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: *[ed. 1-10]*

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. *[ed. 1-10]*

b. Specialized Preparation. The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

c. Military Background and Preparation. A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is expected to

have attended a junior or senior military college and to have made a distinguished record there.

d. Teaching. It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. *[rev. 1-10]*

f. Appointment:

1. The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of

outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor[2] is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship[3], outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least $5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). *[add. 7-10, rev. 7-12]*

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. *[ed. 7-12]*

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. *[rev. 7-12]*

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor. *[rev. 7-12]*

b. Selection Process: University Distinguished Professorships will be awarded by the President upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. *[rev. 7-12]*

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. *[rev. 7-12]*
2. Written nominations will be submitted to the Provost and must include: *[ed. 7-12]*
   a. A nominating letter with a brief summary of the candidate's achievements; *[rev. 7-12]*
   b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
   c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from

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[2] As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title.*[ed. 7-12]*
[3] Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

students, colleagues at the University of Idaho, and/or other institutions.
Letters should describe the impact of the nominee on her/his field,
evidence of external recognition, and the context of her/his work over
the course of her/his employment. *[rev. 7-12]*

3. The University Distinguished Professorship Advisory Committee reviews
   the nominations and makes recommendations to the Provost for transmittal
   to the President. *[rev. 7-12]*

4. Because the rank of University Distinguished Professorship is intended to
   be highly honorific, it is possible that in a given year no candidates will be
   selected. *[ed. 7-12]*

5. The applications of nominees who are not selected in the first year of
   nomination will remain active for a total of three years. Nominators will
   have the opportunity to update their nomination during subsequent years in
   which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of
performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure
track position. Clinical faculty positions are appropriate for professional disciplines
having strong applied and/or clinical elements or those serving university units or
academic departments in a supporting capacity. Appointment to clinical-faculty status
constitutes a recognition of the appointee's scholarly contributions and professional
accomplishments, and confers responsibilities and privileges as stated in a below.
Clinical faculty members may be appointed and/or promoted (FSH 3560 D-2) to the
ranks of clinical assistant professor, clinical associate professor or clinical full professor.
[rev. 7-11]

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

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

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

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

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

c. Promotion and Review. Clinical faculty members are eligible for promotion
after completion of time in rank comparable to that for tenure-track faculty, and upon
evaluation by departmental, college and university promotion committees. Clinical
faculty shall be reviewed during their third year (see FSH 3570). Each unit will

> **Commented [TA(5):** This policy is on ranks and responsibilities,
> moved to 3560 Promotion - D-2

~~develop criteria for promotion and review of its clinical faculty. The promotion process will be consistent with that followed by the unit, college and university for tenure-track faculty (see FSH 3560). Clinical faculty will be reviewed at a minimum of every 5 years, or thereafter, as determined by the unit's by-laws. The committee for third-year review, period review and promotion, as defined by the unit's bylaws, shall include tenure-track faculty from the unit. [See FSH 3560]~~ *[add. 7-11]*

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

E. EMERITI. (FSH 1520 II-2)

E-1. ELIGIBILITY. A board appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65), is designated as "professor emeritus/emerita," "research professor emeritus/emerita," or "extension professor emeritus/emerita," as applicable. A faculty member without such rank has the designation "emeritus" or "emerita," as applicable, added to the administrative or service title held at the time of retirement. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14]*

In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member. *[add. 1-12]*

E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES. Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

E-3. EMPLOYMENT OPPORTUNITIES. *[add. 1-12]*

a. Emeritus faculty may hold a part-time position after retirement, but not a full-time one. When it is in the university's interest, exceptions may be made and the full-time employment limitation may be waived by the president.
b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.
c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

E-4. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION. *[ren. 7-12]*

a. Departmental mail boxes continue to be available to emeriti who reside locally.

b. A list of emeriti and their mailing addresses is maintained at each level--department, college, and university (Human Resources). *[ed. 7-06, 1-08]*

c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.

d. Emeriti who have campus mail boxes receive University of Idaho publications by campus mail or upon request by email.*[ed. 7-12]*

e. Emeriti who have departmental mail boxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.

f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.

g. Departmental postage may be used for professional mail.

h. Offices for emeriti are provided on a space-available basis.

i. One, free non-transferable gold parking permit each year. *[rev. 1-08]*

j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.

k. Emeriti are included in appropriate university, college, and departmental faculty-staff functions.

l. In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.

m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.

n. E-mail accounts are available to emeriti without charge. *[add. 7-99, ren.1-08, ed. 7-12]*

E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM. Names of faculty members who retire after meeting the eligibility requirements stated in E-1 are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement. *[ed. 1-10, ren. 7-12]*

E-6. MAINTENANCE OF TIES WITH EMERITI. The Faculty Senate has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section--particularly b and c, above--are being carried out; moreover,

the senate has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. *[ed. 1-08, 7-09, ren. 7-12]*

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[ed. 1-10]*

F-1. AFFILIATE FACULTY: *[ren. 7-98, 1-08, rev. 7-10]*

a. General. The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection e below, and authorizes assignment of service functions as described in subsection e-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. *[ed. 7-00, 1-10, rev. 7-10]*

b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university. *[rev. 7-10]*

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. *[ed. 7-00, 1-08, 1-10, rev. 7-10]*

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) *[ren. 1-10,, rev. 7-10, ed. 7-11]*

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service. *[rev. 7-10]*

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the vice president for research and graduate studies), or act as expert advisers to faculty members or groups. *[rev. 7-10]*

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. *[rev. 7-10]*

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] *[ed. 1-10, rev. 7-10]*

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. *[ed. 7-00, rev. 1-10, 7-10]*

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. *[rev. 7-10]*

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. *[rev. 7-10]*

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form. *[rev. 7-10]*

F-2. ADJUNCT FACULTY: *[rev. 7-10]*

a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] *[ed. 7-00, 1-08, rev. 7-10]*

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees,

including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. *[rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]*

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility. *[ren. 1-10, rev. 7-10]*

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) *[add. 1-10, rev. 7-10]*

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. b. Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. *[rev. 7-10]*

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. *[rev. 7-10]*

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded. *[rev. 7-10]*

4. Appointment information is recorded on the regular "Personnel Action" form.

5. The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. *[rev. 7-10]*

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[add. 1-10]*

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's by-laws. The review committee defined by the unit's by-laws shall include tenure-track faculty within the unit. *[rev. 7-01]*

G-2. VISITING FACULTY. A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

G-3. ACTING. Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. *[ed. 1-10]*

H. NON-FACULTY: Those within this category are not members of the faculty. *[ed. 1-10]*

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of "temporary or special" (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] *[ed. 1-10]*

H-2. GRADUATE STUDENT APPOINTEES: [See also 3080 D-2-a.]

a. Teaching Assistant. Teaching assistants conduct classroom or laboratory instruction under the supervision of a full-time member of the faculty. *[ed. 1-10]*

b. Research Assistant. Research assistants provide research service, grade papers, and perform other nonteaching duties. *[ed. 1-10]*

c. Graduate Assistant. Graduate assistants perform paper-grading and other nonteaching duties. *[ed. 1-10]*

d. Research Fellow. This title is appropriate for registered graduate students engaged in research or scholarly activities sponsored by funds designated for fellowships. *[ed. 1-10]*

I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES. Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)

[3/09]

Faculty/Staff Handbook [FSH] □ Addition □ Revision* □ Deletion* □
Emergency *Minor Amendment* ☑
      Chapter & Title: **FSH 3560 – Instructor/Senior Instructor –**

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s):   **Faculty Senate, 2012-13, April 23, 2013**
 (Please see FSH 1460 C)   Name   Date
      Telephone & Email:
Policy Sponsor: (If different than originator.) **Paul McDaniel Faculty Affairs Chair 3/11/14**
                                Name   Date
      Telephone & Email: **paulm@uidaho.edu**

Reviewed by General Counsel   X   No   Name & Date: _Debra Ellers 3/21/14_

I.   **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

1. Address "up or out" situation for instructors who must go up for promotion to Senior Instructor after three years. This created a problem because of language in 1565 D-1 b (last sentence limits instructors in department to 15%) and FSH 3560 – D-1 wherein an instructor must go up for promotion.
2. Moved promotion/review language from 1565 Ranks & Responsibilities to 3560 Promotion.
3. Address the need for a periodic review by tenure-track faculty of instructors, senior instructors, clinical faculty, and lecturers (who qualify for voting privileges).
4. If instructor or clinical choose not to go up for promotion at the end of their third year, a review by tenure-track faculty in unit is required.
5. Moved requirement for External Peer Reviews from E-2 b to new section E-3. If this paragraph remained in E-2, it would require external reviews for all instructors/clinical. This would be onerous for all units to comply with; if a unit desires external reviews of their clinical faculty, they may address in their unit by-laws.

II.   **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?   None
III.   **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.   1565, 1590, 3320, 3560, 3570
IV.   **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
If not a minor amendment forward to: ____FAC approved 3/10/14_____

| Policy Coordinator
Appr. & Date:

_____
[Office Use Only] | *FSH*
Appr. _____
FC _FS-14-039____
GFM _____
Pres./Prov. _____

[Office Use Only] | Track # ___UP-14-042 __
Date Rec.: ___3/10/14___
Posted: t-sheet _____ ____
        h/c _____
       web_____
Register: _____
(Office Use Only) |
| *APM*
F&A Appr.: _____
[Office Use Only] | | |

UI FACULTY-STAFF HANDBOOK
CHAPTER THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
July ~~2012~~2014

_____
3560
FACULTY PROMOTIONS

PREAMBLE: This section discusses promotion in rank and the procedures by which a faculty member is evaluated, at the department, college, and university level, for a possible promotion. In particular the charge of the University Level Promotions Committee is given (subsection G). This section was an original part of the 1979 Handbook *and has been revised in very minor ways several times since. In July 1994 it was more substantively revised: subsections A and B were largely rewritten to emphasize the faculty's responsibility for promotion, G-2 (add a "presumption in favor" of the candidate under certain conditions at the university level) and the last sentence of H (providing feedback to the candidate) added. Again in July 1998 there were substantial revisions to E-2 (making formal the requirement and procedures for an external review), and E-5 and F-5 (providing a feedback loop between candidate and subsequent evaluators). In July 2000 section B was revised to make clear that eligibility for promotion in rank necessitated a history of position descriptions that required activities consistent with the criteria for that rank. In July 2002 section D was edited to clarify promotion schedules at each rank. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In January 2008 the section underwent some minor editing and revising to bring it into greater conformity with other sections of the* Handbook. *In January 2010 this section was again revised to reflect changes in the faculty position description and evaluation forms intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. In July 2012 the university promotions committee makeup was revised to reflect current practice and align membership to college reorganizations. Except where otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost's Office (208-885-6448).*
[rev. 7-00, 7-02, 7-07, 1-08, 1-10, 7-12]

CONTENTS:
A. General
B. Bases of Evaluation
C. Responsibility
D. Schedule
E. Evaluation and Recommendation at the Unit Level
F. Review of Recommendations at the College Level
G. Review of Recommendations at the University Level
H. Report of Recommendations Forwarded
I. Appeal
J. Annual Timetable for Promotion Consideration

A. GENERAL. Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member's performance in relation to the expectations as listed in his/her position description. ~~[FSH 1565 C]~~ Performance of university administrative duties as a unit administrator is not a consideration in promotion. *[ed. 1-08, rev. 1-10]*

> **Commented [at1]:** FSH 1565 C – Ranks & responsibilities, reference does not make sense, delete.

B. BASES OF EVALUATION. Promotion in rank is granted only when there is reasonable assurance, based on performance, that the faculty member will continue to meet the standards for promotion. The faculty member's position description [see FSH 3050], covering the period since appointment to his or her

current rank, provides a frame of reference for the unit expectations for satisfactory performance. When the appointment occurs after January 1, the following fiscal year is the first year of the promotion consideration period. In order to form a basis for promotion in rank, the position descriptions must require activity consistent with the criteria for that rank as stated in FSH 1565. The faculty member's professional portfolio (FSH 3570) and other documents are judged in the context of unit and college by-laws as well as the documents listed in E-2 a and b E-3 below [see FSH 1565 C]. *[rev. 7-00, 1-10, ed. 1-08]*

> **Commented [at2]:** Again this reference does not fit

C. RESPONSIBILITY. The responsibility for submitting recommendations in accordance with the prescribed schedule [see D] falls on the unit administrator or on the dean of the college if the college is not departmentalized. Small units may be joined with others for this purpose. The intent is to secure an adequate body of recommendations from those concerned and qualified to participate in the evaluation. The procedure involves successive considerations of the candidate, beginning with the faculty member's colleagues at the unit level, and proceeding through the college level to the university level. Interdisciplinary and center administrators are to be included as appropriate. *[rev. 1-08, ed. 1-10]*

D. SCHEDULE. Consideration of each faculty member for promotion is required according to the following schedule:

D-1. Instructors. Each unit will develop criteria for promotion and review of its instructors. Instructors are may be considered for promotion to senior instructor before the end of the third (in exceptional cases, the fourth) year of full-time service in this rank.- Instructors who do not seek promotion shall be reviewed at the end of their third year (FSH 3570) and at a minimum of every five years thereafter as determined by the unit's by-laws. The committee for third-year review, periodic review and promotion, defined by the unit's bylaws, shall include tenure-track faculty within the unit.

> **Commented [TA(3)]:** Moved from 1565 D-1 c

Part-time service is not considered in determining the time for mandatory consideration for promotion. Periods of full-time service need not be consecutive; however, if there is an interruption of more than three years' duration in an instructor's full-time service, the instructor and the unit administrator may agree on an adjustment in the amount of full-time service that must be completed before consideration must be given to the instructor's promotion, such adjustment being subject to approval by the provost. If an instructor who is serving full-time with primary responsibilities in teaching is not promoted by the end of the year in which consideration for promotion is mandatory, the following year will be his or her terminal year.

Note: The rank of senior instructor, provisions of this paragraph do not apply to the rank of senior instructor, which is, except in very rare instances, is a terminal rank that does not lead to promotion to the professorial ranks. [See 1565 D-1 b]. *[ed. 7-00, 7-04, 1-10]*

D-24. **Clinical Faculty.** Clinical faculty members are eligible for promotion after completion of time in rank comparable to that for tenure-track faculty, and upon evaluation by departmental, college and university promotion committees. Clinical faculty shall be reviewed during their third year (see FSH 3570). Each unit will develop criteria for promotion and review of its clinical faculty. The promotion process will be consistent with that followed by the unit, college and university for tenure-track faculty (see FSH 3560).

> **Commented [TA(4)]:** Moved from 1565 D-9 c.

Clinical faculty will be reviewed at least once~~a minimum of~~ every five years thereafter as determined by the unit's by-laws. The committee for third-year review, period~~ic~~ review and promotion, as defined by the unit's bylaws, shall include tenure-track faculty from the unit.

D-~~2~~3. Assistant Professors. Assistant professors are considered for promotion before the end of their sixth year in that rank. When an assistant professor has been considered for promotion and not promoted, he or she will be considered again no less frequently than at five-year intervals. The review may be delayed upon the request of the assistant professor and the concurrence of the unit administrator and the dean. Assistant professors who have served eight years in that rank shall be considered for promotion following the process established in this policy. *[ed. 7-97, 7-02, 1-10]*

D-~~3~~4. Associate Professors. Associate professors are considered for promotion before the end of their seventh year in that rank. If review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review required by the board of regents. (RGP IIG 6g) When an associate professor has been considered for promotion and not promoted, he or she should be considered again within five years. The review may be delayed upon the request of the associate professor and the concurrence of the unit administrator and the dean. *[ed. 7-02, 1-10]*

D-5.~~D-4~~. Early Consideration for Promotion. In addition to those whose consideration is mandated by this schedule, a faculty member may be considered for promotion at an earlier time if nominated for consideration by a faculty member of the recommending unit whose rank is higher than that of the nominee. It is suggested that the faculty member proposing to make the nomination confer with the administrator concerned on the merits of giving early consideration to the nominee. If it is determined that the nomination is to be made, the evaluation process is initiated by the recommending faculty member using a copy of the form that appears at the end of this section. The remainder of the evaluation process is the same for these additional candidates as it is for those regularly scheduled for consideration. A faculty member may request consideration of himself or herself for promotion but such a request does not require that the evaluation and recommendation process be carried out. *[ed. 7-97, 1-10, rev. 1-08]*

~~D-5~~D-6. Credit for Prior Experience. In cases involving prior equivalent experience, promotion may be considered following less than the usual period of service. In particular, a new faculty member with comparable experience (see FSH 3050 B) from other institutions in relation to the expectations set forth in his/her position description may be granted credit by the provost for such experience up to a maximum of four years. *[rev. 1-10]*

E. EVALUATION AND RECOMMENDATION AT THE UNIT LEVEL.
[ed. 7-97, 1-10]

E-1. Unit Criteria. The faculty of each ~~unit~~ department or equivalent unit establishes, as appropriate for the unit, specific criteria that are consistent with criteria in FSH 1565 C for promotion in rank. The criteria shall include a statement regarding the role of interdisciplinary activity. Unit criteria are subject to review by the college standing committee on tenure and promotion

for consistency with the college criteria. Such criteria may be revised at any time by a majority vote of the unit faculty, but they must be reviewed for possible changes at intervals not to exceed five years (see FSH 1590). Revisions may not be retroactive but, for promotion evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force. *[rev. 1-08, 1-10]*

E-2. Formal Promotion Review.

a. The formal evaluation for promotion requires assessing the faculty member's performance in meeting the criteria for promotion. To initiate the formal promotion evaluation, the unit administrator (or college dean if the unit administrator is under consideration for promotion) obtains the position descriptions for the relevant period (maintained in the unit office), annual performance evaluations, and the third year review (FSH 3520 G-4) if conducted while in the current rank, including all narratives, the professional portfolio (from the faculty member)(see FSH 3570), summary scores of the student evaluations of all classes taught (from Institutional Research and Assessment), and the curriculum vitae, and reviews the latter for completeness and accuracy with the faculty member. *[ren. & rev. 1-08, rev. 1-10]*

b. eb. Copies of documents referred to in E-2 a., and copies of the unit, college, and university criteria for promotion are made available to each person participating in the review at the unit and higher levels. Supplementary material, if any, shall be available for review in the unit office. [See FSH 3380 D.] The results of the student evaluations of teaching must be carefully weighed and used as a factor in assessing the teaching component in promotion decisions. *[rev. 7-98, 1-10, 7-10, ren. 1-08]*

> **Commented [TA(5):** Moved to E-3 below.

d.c. All review A promotion committees shall be formed consistent with unit by-laws and must include tenure-track faculty. If the unit's by-laws do not address review committee makeup, one is not specified, the structure of the tenure committee as described in FSH 3520 G-5 d. shall be used. *[add. 1-10]*

ed. Members of the faculty of the candidate's unit (or group of small units joined together for this purpose) whose ranks are higher than that of the candidate are afforded an opportunity to submit their opinions and recommendations on the candidate's promotion on the lower portion of the front page of the prescribed form. The unit administrator making the recommendation will solicit, and address in his/her summary, the evaluative comments regarding the candidate from all faculty members (within the candidate's unit) of a higher rank than the candidate, from interdisciplinary program directors and/or center administrators (if applicable). Any person having a familial or other similar significant relationship with the candidate is not permitted to serve in any capacity in the review process. Each unit is responsible for developing procedures in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). A copy of the form to be used in transmitting the recommendations made at each stage of evaluation for promotion appears as the last two pages of this section. [See FSH 3380 D.] *[rev. & ren. 1-08, 1-10]*

f.e The unit administrator completes the first section on the back of the recommendation form. In arriving at a conclusion, the administrator carefully considers the following (particularly as they relate to the factors listed in B): the information obtained from the curriculum vitae,

the position descriptions (including all narratives), the conference with the candidate, the recommendations solicited from the candidate's colleagues, the external reviewers, interdisciplinary administrators and/or center administrators (if applicable) and the results of annual student evaluations of teaching (in the cases of teaching members of the faculty). *[ren. 1-08, rev. & ren. 1-10]*

E-3. External Review: In addition to E-2 above, tenure track faculty will require an external review. The unit administrator will request an evaluation of the candidate's performance from three to five appropriate external reviewers, who should include faculty at peer institutions. Persons asked to write peer reviews should be at, or above, the rank the candidate is seeking. The names of at least two of these reviewers will be selected from a list suggested by the candidate. (Also see External Peer Review Guidelines on the Provost website at http://www.uidaho.edu/provost/policyguidelines/tenure.) Final selection of external reviewers should take place at the unit level, in accordance with college policy. The letter of request will include the candidate's curriculum vitae, position descriptions for the relevant period (including all narratives), the professional portfolio, and up to four examples of the candidate's scholarly and creative work. In addition, the letter of request shall include instructions that the candidate be evaluated in relation to the candidate's personal context statement and unit and college criteria. When all deliberations within the university are completed, the external reviewers' evaluations will be shown to the faculty member after every effort has been made to ensure the reviewers' anonymity. *[ren. 1-08, rev. 1-10]*

> **Commented [TA6]:** This was "b" in E-2 above, logistics to require this of all clinical/instructors is difficult, at best if not impossible for some. If a unit wishes their clinical/instructors to have an outside reviewer(s) they can include in their by-laws. Would be difficult for all units with clinical/instructors to find reviewers at or above the rank the candidate is seeking promotion.

E-34. Forwarding Materials.
    a. Before forwarding the materials to the college, the unit administrator shall forward the following to the candidate:
- written findings of the unit and/or committee's recommendation and vote*[rev. 7-10]*
- his or her written recommendation which shall include strengths as well as weaknesses as perceived at the unit level. *[rev. 7-10]*

The candidate has one week from receipt of the above to provide written clarification if he or she believes his or her record or the unit criteria for promotion have been misinterpreted. Any such clarification is forwarded with the rest of the candidate's materials to the college.
    b. The unit administrator then forwards the following items to the dean:
- his or her completed copy of the recommendation form for each person considered
- the forms submitted by individual faculty members, including responses from external reviewers, interdisciplinary administrators and/or center administrators (if applicable)
- a summary of votes and any comments
- Any clarification received from the candidate as noted in "a" above. *[rev. 7-98, 1-10, ren. 1-08]*

E-45. The names of the members of the unit committee are made public after the committee's recommendations have been forwarded.

E-56. Unit Administrator Under Review for Promotion. If a unit administrator is under consideration for promotion, the forms completed by the faculty members concerned, are forwarded directly to the dean and the dean is responsible for making the summary.(See FSH 3320 C-2)*[ren. 1-08]*

F. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

F-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve for terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. *[rev. 1-08]*

F-2. College Criteria. Each college shall have bylaws, adopted by the college faculty, specifying criteria consistent with FSH 1565 C for granting promotion to specific ranks in that college. The criteria shall include a statement regarding the role ascribed to interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in FSH 1565 and section A above and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. *[rev. 1-08, 1-10]*

F-3. College Standing Committee Recommendations. The college standing committee makes recommendations to the dean and provost on promotion of individual faculty members.

F-4. Dean's Recommendations. The dean considers the recommendations made by the college's committee on promotion and makes a written recommendation. It is advisable that the dean confer collectively with the unit administrators about the merits of the faculty members whom they are recommending for promotion. Before forwarding the materials to the provost, the findings of the college committee(s) and the dean are relayed in writing to the candidate indicating strengths as well as weaknesses as perceived at the college level. The candidate has one week from receipt of the findings to provide written clarification if he or she believes his or her record or the college criteria for promotion have been misinterpreted. Any such clarification is forwarded with the candidate's materials to the provost. *[rev. 7-98, 1-08, 7-10, ren. & rev. 1-10]*

F-5. The names of the members of the college committee are made public after the committee's recommendations have been forwarded. *[ren. 1-10]*

G. REPORT OF RECOMMENDATIONS FORWARDED. When an administrator forwards a recommendation to the next higher level, he or she simultaneously reports, in writing, the recommendation to the candidate concerned and to those who have submitted recommendations on that candidate. If the recommendation is negative, then reasons for the negative recommendation are transmitted in writing to the candidate. *[ed. 7-97, ren. 1-08, rev. 1-10]*

H. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL BY THE PROMOTIONS REVIEW COMMITTEE. *[ren. 1-08]*

H-1. All individual recommendations, together with the summary recommendations of the unit administrator, the recommendations of the college committee and those of the dean, including all narratives, are forwarded for review by the provost. Any individually signed recommendations are placed in the faculty member's personnel file. *[rev. 1-08, 1-10]*

H-2. A University Promotions Committee of faculty members, chaired by the provost, is named each year. The committee reviews each promotion recommendation with specific reference to university guidelines and to the criteria established by the unit and college of the faculty member concerned

and reflected in the faculty member's position descriptions for the relevant period. This review involves full consideration of the material that was used in making the recommendations at the unit and college levels. *[ed. 7-10]*

    a. One-third of the committee's membership is randomly selected by the provost from the previous year's committee; the remaining members are selected by the provost and the chair and vice chair of the Faculty Senate from nominations submitted by the senate. The random selection of carryover members is done one week before the senate makes its nominations. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates six faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college--two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The delegations from each of the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies.

    b. Membership of the committee, including carryover members, consists of the provost (chair), three representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, one representative from each of the other colleges, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs. The provost, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs shall be *ex-officio* members without vote. Applications of faculty members being considered for promotion from the University Library, Law Library, Counseling and Testing Center, and the University of Idaho Extension will be represented by the University Promotions Committee's representative whose own position most closely matches that of the applicant. The names of the members of the University Promotions Committee will be made public as soon as the committee's recommendations have been forwarded. The chair will conduct voting on candidates by closed ballots. *[rev. 7-97,1-10, ed. and ren. 1-08, ed. 7-09]*

H-3. A presumption in favor of promotion shall exist for each candidate who comes to the University Promotions Committee with a favorable recommendation from all of the committees that have considered the matter at the unit and college level, from the unit chair and dean directly involved, and from a majority of the faculty members who submitted a recommendation pursuant to section E-2.d. above. Upon showing that the lower level recommendations were made without due regard for the university criteria for the rank sought pursuant to section 1565, Faculty Ranks and Responsibilities, the presumption shall be overcome, and in such case the University Promotions Committee shall state in writing the reasons for the decision. *[ed. 7-98, ren. 1-08, rev. 1-10]*

I. APPEAL. If the President's decision is against promotion, the faculty member has the right of appeal. [See 3840.]

J. ANNUAL TIMETABLE FOR PROMOTION CONSIDERATIONS. The process of promotion considerations is carried out annually. The unit level evaluation for promotion begins summer/early fall and shall follow the timetable provided by the provost and published on the provost's website. *[ed. 7-99, rev. 1-10]*

UNIVERSITY OF IDAHO

SUBJECT
Changes in Constitution of the University Faculty.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section II.B.2
Delegation of Authority
Idaho State Board of Education Governing Policies & Procedures, Section III.B.
Academic Freedom
Idaho State Board of Education Governing Policies & Procedures, Section III.C.
Institutional Governance

BACKGROUND/DISCUSSION
Board/Regents policy III.C.2 states that "[t]he faculty of each institution will establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board, for making recommendations to the Chief Executive Officer as a part of the decision-making process of the institution."

The Constitution of the University Faculty is set out in Faculty Staff Handbook (FSH) Section 1520. The university faculty proposes to change FSH 1520 Article IV – RESPONSIBILITIES OF THE UNIVERSITY FACULTY to affirm academic freedom in the pretext to faculty responsibilities listed in the Constitution of the University Faculty. As revised the pretext reads: The proposed new language reads "

> **ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY.** Faculty are entitled to speak or write freely without institutional discipline or restraint on matters pertaining to faculty governance and university programs and policies. Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

Attachment 1 sets out a copy of the faculty senate materials for the proposed change. In accordance with University of Idaho policies, the constitution change proposals first went to the Faculty Senate for review and approval and then were presented to the full faculty. Approval of the full faculty occurred in conjunction with the April 29, 2014, General Faculty Meeting. These policy changes were then presented to the president of the university who has until June 27, 2014 to indicate approval in writing or the proposed change will be deemed disapproved. If approved the changes must then be submitted for approval by the Board.

In a companion action the faculty also adopted revisions to university policy in FSH 3160 - ACADEMIC FREEDOM, RIGHTS AND RESPONSIBILITY, adding a reference to faculty governance and inserting nearly identical language into this section; revised to read as follows:

A. POLICY. The Board of Regents has affirmed its beliefs that academic freedom is essential for the protection of the rights of faculty members in teaching and of students in learning; that freedom in research, and teaching, and faculty governance is fundamental to the advancement of truth; that, therefore, academic freedom should not be abridged or abused; and that academic freedom carries with it responsibilities correlative with rights. (State Board of Education, Governing Policies and Procedures, IIIB.)

B. ~~RESEARCH AND TEACHING~~ RIGHTS AND RESPONSIBILITIES.

B-1. Research. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other duties, but research and consulting (see FSH 3260) for pecuniary return should be based on and consistent with the established written policies of the institution.

B-2. Teaching. Teachers are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matter that is unrelated to their subjects. *[ed. 7-97]*

B-3. Faculty Governance. Teachers are entitled to speak or write freely without institutional discipline or restraint on matters pertaining to faculty governance and university programs and policies (see FSH 1520 Article IV, Section 8).

Attachment 2 sets out a copy of the faculty senate materials for this proposed change. In accordance with University of Idaho policies, this policy change proposal first went to the Faculty Senate for review and approval and then was presented to the full faculty. Approval of the full faculty occurred in conjunction with the April 29, 2014, General Faculty Meeting. this policy change was then presented to the president of the university who has until June 27, 2014 to indicate approval in writing or the proposed change will be deemed disapproved. This policy change does not require approval by the Board.

IMPACT

The proposed changes have been reviewed by University counsel who has expressed the following concerns:

1. The proposed changes removes any conduct in the nature of speech or writing regarding faculty governance, university programs and policies from any university discipline.
2. The changes remove the ability for the university to discipline for speech that slanders or defames or that is otherwise wrongful and which could subject the University and the Board to potential civil liability.

3. The changes remove the ability for the university to discipline for speech that is disruptive or insubordinate.
4. Board Policy II.B.2 delegates "all authority for personnel management not specifically retained… to the chief executive officers consistent with the personnel policies and procedures adopted by the Board." Thus the proposed language limiting the university president's ability to discipline faculty in inconsistent with the plenary grant of authority found in Board Policy II.B.2.
5. Board Policy III.B (Academic Freedom and Responsibility) sets out the Boards policy statement on academic freedom and responsibility. This policy is consistent with the Statement on Academic Freedom (19401) of the American Association of University Professors (AAUP). Neither the Board policy nor the AAU statement address faculty governance as an element of academic freedom. The proposed revised FSH 3160 specifically references Board Policy III.B incorrectly implying that the Board policy recognizes faculty governance as an element of academic freedom, when such is not the case.

University administration offered compromise language to recognize the importance of faculty governance and the need for faculty to feel free to communicate openly on matters related to faculty governance. This language would change the faculty constitution FSH 1520 Article IV to read:

> FSH 1520 A**RTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY.** Subject to the authority of the president and the general supervision and ultimate authority of the regents, <u>faculty are entitled to speak or write freely on matters pertaining to faculty governance and development of educational programs and policies. t</u>~~T~~he university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

This proposal was rejected in committee and not presented to the faculty senate or the general faculty.

ATTACHMENTS

BOARD ACTION

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

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)

[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐
Emergency *Minor Amendment* ☐

Chapter & Title: FSH 1520 – University Constitution

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s):   **Faculty Affairs, Paul McDaniel March 10, 2014**
(Please see FSH 1460 C)   Name   Date
    Telephone & Email:

Policy Sponsor: (If different than originator.)   __Faculty Senate_____
        Name   Date
    Telephone & Email: \

Reviewed by General Counsel _X__Yes ___No Name & Date: _Nelson 4/15/14____

   I.   **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

      Proposed language affirms academic freedom in the pretext to faculty responsibilities listed in the University Constitution.

   II.   **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? None.

   III.   **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

   IV.   **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ *[Office Use Only]*	*FSH* Appr. _____ FC _____ GFM _____ Pres./Prov. _____ *[Office Use Only]*	Track # _____ Date Rec.: _____ Posted: t-sheet _____ ____ h/c _____ web_____ Register: _____ *(Office Use Only)*
APM F&A Appr.: _____ *[Office Use Only]*		

FSH 1520

ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY. Faculty are entitled to speak or write freely without institutional discipline or restraint on matters pertaining to faculty governance and university programs and policies. Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

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

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

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

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

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

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

Section 7. Selection of Officers. The university faculty assists the regents in

the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

Section 8. Governance of Colleges and Subdivisions. The university faculty promulgates general standards to guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.] *[ed. 7-06, 7-09]*

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

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

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

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

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

University of Idaho

POLICY COVER SHEET
(See *Faculty Staff Handbook* 1460 for instructions at UI policy website:
www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐
Emergency
Minor Amendment ☐ **Chapter & Title: Academic Freedom, Rights &**
Responsibility – FSH 3160

Originator(s): **Faculty Affairs, Paul McDaniel March 10, 2014**
(Please see FSH 1460 C) Name Date
Telephone & Email:

Policy Sponsor: (If different than originator.) Faculty Senate
 Name Date
Telephone & Email:

Reviewed by General Counsel **X** Yes __No Name & Date: Kent Nelson 4/15/14_

   I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed
      addition, revision, and/or deletion to the Faculty/Staff Handbook or the
      Administrative Procedures Manual.

      Proposed language explicitly includes faculty governance under academic
      freedom.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion
have? None.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are
      related or similar to this proposed change.

IV. **Effective Date:** This policy shall be effective on July 1, or January 1,
      whichever arrives first after final approval (see FSH 1460 D) unless otherwise
      specified in the policy.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ *[Office Use Only]*	*FSH* Appr. _____ FC _____ GFM _____ Pres./Prov. _____ *[Office Use Only]*	Track # _____ Date Rec.: _____ Posted: t-sheet _____ ____ h/c _____ web_____ Register: _____ *(Office Use Only)*
APM F&A Appr.: _____ *[Office Use Only]*		

UI FACULTY-STAFF HANDBOOK
CHAPTER THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF 2006
(editorial)July 2014

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3160
ACADEMIC FREEDOM, RIGHTS AND RESPONSIBILITY

PREAMBLE: This section serves as an introduction to the rights and responsibilities of both faculty and staff employees. The following declarations embody the essential elements of both the Board of Regents' policy regarding rights and responsibilities and the 1940 statement of the American Association of University Professors. (As used in this section "teacher" is understood to include all UI professional employees who are engaged in teaching, research, or service activities.) [NOTE: See 4700 C for proscribed subjects of instruction. For additional statements pertaining to the responsibilities of faculty members, see 3120 B, 3240, 3260, 4310, 4700, 5100, 5200, 5300, 5400.] This section appeared in the 1979 Handbook. *Section B-3a/b was added in June 1989 and B-3-c in July 1996 (reflecting the Board of Education's* Policies and Procedures III-B-3*). For further information, contact the Office of the Faculty Secretary (208-885-6151).* [ed. 7-97, 7-00]

A. POLICY. The Board of Regents has affirmed its beliefs that academic freedom is essential for the protection of the rights of faculty members in teaching and of students in learning; that freedom in research, and teaching, and faculty governance is fundamental to the advancement of truth; that, therefore, academic freedom should not be abridged or abused; and that academic freedom carries with it responsibilities correlative with rights. (State Board of Education, Governing Policies and Procedures, IIIB.)

B. RESEARCH AND TEACHING RIGHTS AND RESPONSIBILITIES.

B-1. Research. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other duties, but research and consulting (see FSH 3260) for pecuniary return should be based on and consistent with the established written policies of the institution.

B-2. Teaching. Teachers are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matter that is unrelated to their subjects. *[ed. 7-97]*

B-3. Faculty Governance. Teachers are entitled to speak or write freely without institutional discipline or restraint on matters pertaining to faculty governance and university programs and policies (see FSH 1520 Article IV, Section 8).

B-34. Responsibilities.

a. Membership in the academic community imposes on teachers, administrators, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and freedom of expression on and off campus of the institution.
b. Teachers are citizens, members of learned professions, and representatives of their institutions. When they speak or write as citizens, they should be free from institutional censorship or discipline. However, as members of the academic community and as representatives of their institutions, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they do not officially speak for the institution.
c. Faculty members must refrain from using institutional resources for the furtherance of their interests or activities which are not a part of their assigned responsibilities to the institution.

1940 Statement of Principles on Academic Freedom and Tenure
with 1970 Interpretive Comments

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a restatement of principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure. *This restatement is known to the profession as the 1940* Statement of Principles on Academic Freedom and Tenure.

The 1940 Statement *is printed below, followed by Interpretive Comments as developed by representatives of the American Association of University Professors and the Association of American Colleges in 1969. The governing bodies of the two associations, meeting respectively in November 1989 and January 1990, adopted several changes in language in order to remove gender-specific references from the original text.*

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.[1] The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.[1][2]

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.[2] Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.[3]

3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they

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1. The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

2. Boldface numbers in brackets refer to Interpretive Comments that follow.

should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[**4**]

Academic Tenure

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

2. Beginning with appointment to the rank of full-time instructor or a higher rank,[**5**] the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.[**6**] Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.[**7**]

3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.[**8**]

4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.[**9**]

5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

1940 Interpretations

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7–8, 1940, the following interpretations of the 1940 *Statement of Principles on Academic Freedom and Tenure* were agreed upon:

1. That its operation should not be retroactive.

2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 *Conference Statement on Academic Freedom and Tenure*.

3. If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that

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teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

1970 Interpretive Comments

Following extensive discussions on the 1940 Statement *of Principles on Academic Freedom and Tenure with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the* Statement *in terms of the experience gained in implementing and applying the* Statement *for over thirty years and of adapting it to current needs.*

The committee submitted to the two associations for their consideration the following "Interpretive Comments." These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-sixth Annual Meeting as Association policy.

In the thirty years since their promulgation, the principles of the 1940 *Statement of Principles on Academic Freedom and Tenure* have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 *Statement,* to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 *Statement* is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 *Statement;* particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents,* 385 U.S. 589 (1967), "Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

The numbers refer to the designated portion of the 1940 *Statement* on which interpretive comment is made.

1. The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the *Statement on Professional Ethics,* adopted in 1966 as Association policy. (A revision, adopted in 1987, may be found in AAUP, *Policy Documents and Reports,* 10th ed. [Washington, D.C., 2006], 171–72.)

2. The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.

3. Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 *Statement,* and we do not now endorse such a departure.

TAB 11 Page 12

4. This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 *Statement* immediately following its endorsement which reads as follows:

> If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph 3 of the section on Academic Freedom in the 1940 *Statement* should also be interpreted in keeping with the 1964 *Committee A Statement on Extramural Utterances*, which states inter alia: "The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar."

Paragraph 5 of the *Statement on Professional Ethics* also deals with the nature of the "special obligations" of the teacher. The paragraph reads as follows:

> As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

5. The concept of "rank of full-time instructor or a higher rank" is intended to include any person who teaches a full-time load regardless of the teacher's specific title.[3]

6. In calling for an agreement "in writing" on the amount of credit given for a faculty member's prior service at other institutions, the *Statement* furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor's tenure rights have been violated because of the absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution.[4]

7. The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the 1940 *Statement* with respect to the termination of service of teachers or investigators after the expiration of a probationary period should apply from the date when the favorable decision is made.

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3. For a discussion of this question, see the "Report of the Special Committee on Academic Personnel Ineligible for Tenure," *Policy Documents and Reports,* 9th ed. (Washington, D.C., 2001), 88–91.

4. For a more detailed statement on this question, see "On Crediting Prior Service Elsewhere as Part of the Probationary Period," *Policy Documents and Reports,* 10th ed. (Washington, D.C., 2006), 55–56.

TAB 11 Page 13

The general principle of notice contained in this paragraph is developed with greater specificity in the *Standards for Notice of Nonreappointment,* endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964). These standards are:

Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

1. *Not later than March 1 of the first academic year of service,* if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
2. *Not later than December 15 of the second academic year of service,* if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
3. At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the *Statement on Recruitment and Resignation of Faculty Members,* as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

8. The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher's academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the *Recommended Institutional Regulations on Academic Freedom and Tenure,* prepared by the American Association of University Professors.

9. A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the *Statement on Procedural Standards in Faculty Dismissal Proceedings,* jointly approved by the American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 *Statement* is silent.

The 1958 *Statement* provides: "Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member's continuance. Unless legal considerations forbid, any such suspension should be with pay." A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of "moral turpitude" identifies the exceptional case in which the professor may be denied a year's teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year's teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

Endorsers

American Speech-Language-Hearing Association 1968
Association of Social and Behavioral Scientists 1968
College English Association 1968
National College Physical Education Association for Men 1969
American Real Estate and Urban Economics Association 1969
History of Education Society 1969
Council for Philosophical Studies 1969
American Musicological Society 1969
American Association of Teachers of Spanish and Portuguese 1969
Texas Community College Teachers Association 1970
College Art Association of America 1970
Society of Professors of Education 1970
American Anthropological Association 1970
Association of Theological Schools 1970
Association of Schools of Journalism and Mass Communication 1971
American Business Law Association 1971
American Council for the Arts 1972
New York State Mathematics Association of Two-Year Colleges 1972
College Language Association 1973
Pennsylvania Historical Association 1973
Massachusetts Regional Community College Faculty Association 1973
American Philosophical Association[5] 1974
American Classical League 1974
American Comparative Literature Association 1974
Rocky Mountain Modern Language Association 1974
Society of Architectural Historians 1975
American Statistical Association 1975
American Folklore Society 1975
Association for Asian Studies 1975
Linguistic Society of America 1975
African Studies Association 1975
American Institute of Biological Sciences 1975
North American Conference on British Studies 1975
Sixteenth-Century Studies Conference 1975
Texas Association of College Teachers 1976
Society for Spanish and Portuguese Historical Studies 1976
Association for Jewish Studies 1976
Western Speech Communication Association 1976
Texas Association of Colleges for Teacher Education 1977
Metaphysical Society of America 1977
American Chemical Society 1977
Texas Library Association 1977
American Society for Legal History 1977
Iowa Higher Education Association 1977
American Physical Therapy Association 1979
North Central Sociological Association 1980
Dante Society of America 1980
National Communication Association 1981
American Association of Physics Teachers 1982
Middle East Studies Association 1982

5. Endorsed by the association's Western Division in 1952, Eastern Division in 1953, and Pacific Division in 1962.

SUBJECT
Temporary Proposed Rule IDAPA 08.02.01, Rules Governing Administration – Strategic Planning

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-5201 to 5216, Idaho Code

BACKGROUND/DISCUSSION
During the 2014 legislative session, HB521 passed, creating section 33-320, Idaho code, directing each school district and public charter school to develop a strategic plan that focused on improving student performance. The bill additionally directs professional development funding to districts for training on strategic planning, governance, finance, ethics and administrator evaluations. The funds are distributed to the districts and charter schools on a reimbursement basis after completion of the training. For the 2014-2015 school year, strategic plans are required to be adopted by September 1.

Section 33-320, Idaho code also directs the Board to promulgate administrative rules establishing procedures, and qualifications and guidelines for training providers. The proposed rule sets out the qualification requirements for trainers and the procedures for school districts and charter schools to request reimbursement for qualified training.

IMPACT
Approval of the temporary/proposed rule will provide school districts and charter schools with the information they need to hire eligible trainers to conduct their professional development and develop their strategic plans in an attempt to meet the September deadline.

ATTACHMENTS
Attachment 1 – Temporary Proposed Rule IDAPA 08.02.01   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the Governor must find the rule meets one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit.

These rules qualify as temporary rules as they will bring rules into compliance with amendments to governing law.

Staff recommends approval.

BOARD ACTION

I move to approve the Temporary Proposed Rule IDAPA 08.02.01.801 as submitted effective July 1, 2014.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 01
CHAPTER 09

08.02.01 - RULES GOVERNING ADMINISTRATION

801.   STRATEGIC PLANNING AND TRAINING.
In accordance with Section 33-320, Idaho Code, every local education agency (LEA) shall develop and maintain a strategic plan that focusses on improving the student performance of the LEA.   T(7-1-14)

01   DEFINITIONS
a.   Administrator. As used in this section administrator mean the superintendent of the school district or administrator of a charter school.   T(7-1-14)
b.   Board. Board shall mean the Idaho State Board of Education.   T(7-1-14)
c.   Executive Director. Executive Director shall mean the Executive Director of the Idaho State Board of Education.   T(7-1-14)
d.   Local Education Agency Board. As used in this section local education agency or LEA Board means the board of trustees of a school district or board of directors of a charter school.   T(7-1-14)
e.   Local Education Agency. As used in this section local education agency (LEA) means public school district or charter school.   T(7-1-14)
f.   Strategic Plan. As used in this section, a strategic plan is one that focuses on continuous process improvement and the analysis of data to assess and prioritize needs and measure outcomes.

02.   REIMBURSEMENT ELIGIBILITY.   LEA's may request reimbursement for training conducted pursuant to section 33-320, Idaho code. To be eligible for reimbursement the training and trainer must meet the following criteria: T(7-1-14)
a.   Training. The training must cover one or more the follow subjects: T(7-1-14)
i.   Strategic planning, strategic planning training shall include, but is not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes.   T(7-1-14)
ii.   School finance   T(7-1-14)
iii.   Administrator evaluations, including but not limited to specifics on the Idaho state evaluation requirements and framework.   T(7-1-14)
iv.   Ethics   T(7-1-14)
v.   Governance   T(7-1-14)
b.   Documentation of Training. Training records shall be kept by the LEA showing: T(7-1-14)
i.   the length of the training in hours,   T(7-1-14)
ii.   the subject(s) covered by the training,   T(7-1-14)
iii.   the participants included in the training,   T(7-1-14)
iv.   the curriculum, agenda, or other documentation detailing the content of the training   T(7-1-14)
c.   Format.   Training sessions must include a majority of the LEA board and administrator at a minimum and include students, parents, educators and the community as appropriate. The training facilitator must be physically present or have the ability to interact directly with all training participants. Time must be included that gives the participants the opportunity to discuss issues specific to the LEA.   T(7-1-14)
d.   Trainer Qualifications.   T(7-1-14)
i.   May not be a current employee of the LEA   T(7-1-14)
ii.   Shall have three (3) years of documented experience providing training in the area of training they are conducting for the LEA   T(7-1-14)
iii.   Provide at least three (3) recommendations from participants of past training conducted. Recommendations must be included with the application for determining qualifications.   T(7-1-14)
e.   Qualified Trainers. Qualifications of all trainers must be determined prior to the submittal by the LEA for the reimbursement of costs. Qualifications will be determined by the Office of the State Board of Education. The State Board of Education will maintain a list of qualified trainers and the subject areas in which they are qualified. Individuals or companies may submit an application for consideration to be placed on the list of

qualified trainers or LEA's may submit the application on behalf of the individual or company. Applications must be submitted to and in a format established by the Executive Director.   T(7-1-14)

03.   **REIMBURSEMENT.** Reimbursement to the LEA shall be based on actual expenditures related to the training delivered up to $2,000 per state fiscal year.   T(7-1-14)

04.   **AUDIT.** If requested LEA's shall provide training documentation or other information to verify eligibility prior to reimbursement.   T(7-1-14)

80~~1~~2. -- 999.   **(Reserved)**   T(7-1-14)