



**STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION**

**APPROVED MINUTES
STATE BOARD OF EDUCATION
October 15-16, 2014
Lewis-Clark State College
Williams Conference Center
Lewiston, Idaho**

A regularly scheduled meeting of the State Board of Education was held October 15-16, 2014 at Lewis-Clark State College in Lewiston, Idaho.

Present:

| | |
|--|--------------------|
| Emma Atchley, President | Bill Goesling |
| Rod Lewis, Vice President | Debbie Critchfield |
| Don Soltman, Secretary | Dave Hill |
| Richard Westerberg | |
| Tom Luna, State Superintendent (arrived at 2:20) | |

Absent:

Wednesday, October 15, 2014

The Board met in the Williams Conference Center at Lewis-Clark State College in Lewiston, Idaho. Board President Emma Atchley welcomed everyone and called the meeting to order at 1:00 pm. Ms. Atchley took a moment to appreciate the good work of the LCSC students for the posters displayed in the lobby, thanking them for their time and effort.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Lewis/Soltman): By consent to approve the agenda as submitted. The motion carried unanimously 7-0. Mr. Luna was absent from voting.

Mr. Westerberg requested unanimous consent for Board staff to review options for not traveling to Coeur d' Alene for the December Board meetings, and presenting those

recommendations to the Board. He clarified by saying he would like to see other options for the Board meeting schedule rotation that would reduce travel during the winter. There were no objections to the request. Ms. Atchley also asked for unanimous consent to direct the Board staff to arrange for teleconference capability for the December meeting. There were no objections to the request.

2. Minutes Review / Approval

BOARD ACTION

M/S (Lewis/Soltman): To approve the minutes from the August 13-14, 2014 regular Board meeting, the October 3, 2014 special Board meeting and the October 10, 2014 special Board meeting as submitted. The motion carried unanimously 7-0. Mr. Luna was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Lewis/Goesling): To set October 21-22, 2015 as the date and Lewis-Clark State College as the location for the October 2015 regularly scheduled Board meeting and to amend the date for the August 2015 regularly scheduled Board meeting to August 12-13, 2015. The motion carried unanimously 7-0. Mr. Luna was absent from voting.

WORKSESSION – Planning, Policy & Governmental Affairs (PPGA)

A. Department of Labor – Workforce Projections

Mr. Ken Edmunds, Director of the Idaho Department of Labor (Labor) and former State Board of Education member, presented to the Board a review of current workforce projections of Idaho jobs by industry and occupation. He indicated they are looking at how Idaho is managing its educational processes and educational direction with workforce development.

Craig Shaul, Senior Research Analyst from the Department of Labor, accompanied Mr. Edmunds for the presentation and presented results of the study. Mr. Shaul provided some background on the biennial study that attempts to project future workforce needs. This study has evolved into an advanced regression analysis to provide an answer to the question of what will the labor force look like a decade from now should the economy be running at full capacity. He clarified that they count jobs (and not people), looking at the perspectives of industry and occupations. They provide projections for 667 occupations in Idaho and analysis for educational attainment for those jobs. Mr. Shaul reported that the aggregate of their projections shows by the year 2022 Idaho should realize a 16% increase in jobs. Some of the largest areas of growth include

construction, healthcare, leisure/hospitality and retail trades. From the occupations perspective, construction, healthcare/technical, healthcare support, and foodservice prep show the largest areas of growth. Both trends appear to be very similar to national trends. Mr. Shaul pointed out many of the STEM occupations are growing at a much smaller rate. Projected annual job openings by occupation due to replacement show the most growth in the areas of office and administrative support, sales, foodservice, and management. The top ten “hot jobs” include pharmacists, RN’s, physical therapists, software developers, physician assistants, industrial machinery mechanics, electricians, dental hygienists, market research analysts and market specialists, and nurse practitioners. He showed a chart showing the median wage of these positions that ranged from \$21-\$53 per hour.

Moving on to discuss educational attainment, Mr. Shaul reported that by 2022, projections show 59% of Idaho workers 25 and older will have higher than a high school education, 36% are projected to have a bachelor’s degree or higher, and 41% are projected to have a high school diploma or less. Nationwide those same projections are 61%, 38%, and 39% respectively. Related to the share of projected openings by education level, 27% will require a bachelor’s degree, 32% will require greater than high school up to an associate’s, and 41% will require high school or less. Nationally, those same numbers indicate 30%, 32%, and 38% respectively.

Mr. Edmunds confirmed that from their studies the Board’s 60% goal is still accurate. He urged the Board to link where job projections are and how we are educating our people. He summarized that Idaho industry projections show growth based on economic needs of 109,000 jobs over the next ten years. He reported that the problem is the workforce supply doesn’t support the demand. Mr. Edmunds pointed out the baby boomer issue and also how technology is drastically changing the workforce. He pointed out Idaho has plenty of people to fill minimum wage jobs, but we need to focus on occupations and industries that promote higher wage jobs. Mr. Edmunds expressed the desire of the Department of Labor for industry to work with education to understand where the needs are and to determine how educational requirements and industry needs can both be met.

Ms. Critchfield remarked that her observations and those from others in her geographic area indicate disconnect appears to be in programs that are not as useful or needed anymore are still being offered. She remarked on the lack of communication between industry and what the schools are providing, and in some cases the education setting is not attractive enough for industry instructors and professionals to come to the technical schools to teach. She also felt the climate is good for those non-university bound students to try something different, perhaps technical.

Ms. Critchfield asked what things have been identified that would be useful to move forward. Mr. Edmunds felt the stigma that presently exists is due to old information and stereotypes such as an all-or-nothing approach to a four year degree. He also pointed out career counseling is an area of great need, along with opportunities for internships, apprenticeships, etc. Ms. Critchfield felt the largest advocates for change are the

students themselves. Mr. Luna remarked on the kind of changes that need to be made needs to be made by adults. Dr. Goesling asked where to start when there is not enough resources to fund even proper equipment or buildings for training. Mr. Edmunds responded he didn't wish to make this conversation a funding issue, and pointed out employers are a likely source for equipment and training. He called out the argument should not be about bricks and mortar, but how to do it; how to create the knowledge base that employers need.

Mr. Lewis asked what Labor wants from the Board of Education. Mr. Edmunds responded they want a reconciliation of process that allows the Department of Labor to take needed occupation numbers and match it up to how we are educating Idaho people. He wants to know if the educational process is preparing the people for the workforce Idaho needs. Mr. Lewis asked what kind of interaction he is looking for from the Board in order to do that. Mr. Edmunds responded by asking the Board to acknowledge that the Department of Labor is a resource to use for reconciling workforce demands and educational outputs. He felt it would also assist the institutions in their program prioritization process. Ms. Atchley remarked that Idaho needs to make itself more attractive perhaps in the form of an adjustment to tuition, performance measures, industry partnerships, etc. She applauded the effort of Mr. Edmunds and the Department of Labor to work together with education leaders on this issue.

B. Performance Measure Reports

Mr. Westerberg introduced the next item which is a report on institution performance measures and whether those measures need to be adjusted. He stated the measures are intended to guide both the institution and Board's strategic plans going forward.

Mr. Carson Howell, Director of Research, and Ms. Cathleen McHugh, Senior Data Analyst reported to the Board. Mr. Howell showed an illustration of the overall education pipeline showing who is coming in, where are students being lost, how well are they moving through the pipeline, and if they making it to the end. Focusing on high school measures, dual-credit headcount and credit hours have increased since 2008 to 12,442 and 68,994 respectively. Mr. Howell pointed out though, that dual credits per student actually decreased since 2008. While more students are taking dual credit courses, the actual number of credits has decreased. Related to the SAT percentages of students meeting the benchmark, the trend shows a decrease since 2010. This trend has also been seen by other states that have gone to universal testing. Average SAT scores across the Board for regions doing 100% testing shows Idaho has a good rating. The ACT scores are trending as anticipated and the benchmarks are going up. For Idaho, Math and reading scores showed a slight decline, while critical writing was above the national benchmark. National Student Clearinghouse data show a peak in twelve month go-on rates for 2012 and a slight decline in 2013. Mr. Howell reported that there was a change in age of Mormon missionaries that may have affected this number; however if the trend continues to decline next year, we will know it is not the case. He indicated he has been in contact with the mission department of the LDS Church to find out the true impact of the change.

Mr. Howell discussed go-on rates indicating in 2013 they were 51% which was a slight decline from 2012 of 53.7%. He reviewed 16 month, 12 month, and fall-immediate data and reported longer a student takes a break between high school and college, the less likely they are to return. Mr. Howell recommended looking at a longer window of time to provide a more thorough picture of the go-on rates, adding that if you look at a 24 month period for instance, it would show various types of other activities like military service and peace corps, etc.

Ms. McHugh went on to report on enrollment, remediation, and retention measures. Related to enrollment measures, they counted head count and full time equivalent (FTE) by institution. Head count includes both full time and part time students. Ms. McHugh reported on enrollments at all of Idaho's eight public institutions. Boise State University (BSU) shows an increase in enrollments over a four year period of 7%. However, their FTE shows a flatter line suggesting their growth in enrollments is by part time students. She pointed out that BSU is an anomaly because it is the only institution that has seen growth between 2010 and 2014. Enrollments at Idaho State University (ISU) have decreased since 2010 by about 15%. Lewis-Clark State College's (LCSC) enrollments have declined by 18% over the past four years. This suggests the drop in headcount is more concentrated among part time students. The University of Idaho (UI) saw a nearly 17% decrease in headcount since 2010. Ms. McHugh pointed out that these large percentage drops were greatest during 2010 and 2011 likely as a result of the recession, and from 2010 to 2014 from students changing from full time to part time status. For the College of Southern Idaho (CSI), their headcount has decreased roughly 14% since 2011. The College of Western Idaho (CWI) enrollment continues to grow at a rapid pace and grew 8% from 2013-2014, however it is slowing down. North Idaho College's (NIC) headcount has dropped by 6.7% over the past year. It peaked in 2012 and since then has fallen 13.5%. FTE has dropped roughly 14.5% since 2012 suggesting part time headcount is declining. Eastern Idaho Technical College (EITC) saw a reduction in head count since 2010 of 35%. Headcount is decreasing faster than FTE suggesting a greater decline in part time students than full time students.

Ms. McHugh reported that over the past year (2013-2014), system wide head count has decreased 2.5% and FTE has decreased 2.9%. Over the past four years, head count has increased 1% and FTE has increased 2.9%.

Moving on to remediation, Ms. McHugh reported that system wide the numbers are slightly up this year at 41% of high school graduates enrolling in a public postsecondary institution needed either math or English remediation. For the 4-year institutions the rates have remained fairly flat, increasing by 8% over the past year. For the 2-year institutions, the remediation rate increased by 14% over the past year, but it is 7% lower than where it was in 2011; that data excluded EITC. Remediation at EITC dropped by 38% this past year and is the lowest rate seen in four years. Ms. McHugh pointed out that the EITC has a small number of Idaho freshmen and this decrease was based on five students.

Reporting on retention measures, system wide retention rates increased by 4%. The 4-year institutions increased 4.8% over the past year. BSU, ISU, and LCSC, have seen an increase in retention rates. The UI has decreased since 2011 but is still the institution with the highest retention rate for 4-year institutions. Two-year institution retention rates have seen a 2.2% increase in retention from 2013-2014, however rates have declined since 2011. Ms. McHugh reported CSI and EITC retention rates have decreased over the past year. CWI rates are up by 1.5% from last year, but down 7% since 2011. Retention at NIC is up 7% from last year and about 7% since 2011.

Dr. Goesling suggested looking at why students are failing to remain and questioned if institutions had information collected from exit interviews. Mr. Luna suggested looking at if there is a correlation between remediation rates and institution retention rates.

Moving on, Mr. Howell reported on efficiency measures, particularly cost per credit and the degrees/awards per \$100K. He clarified that the costs per credit are institution costs to deliver each credit of educational instruction and not costs to the student. Mr. Howell pointed out that of the graphs being presented, the institution specific graphs are taken from an Idaho specific report looking just at undergraduate costs and also excludes certain costs such as research, public service, scholarships, etc. A second institution graph uses Integrated Postsecondary Education Data System (IPEDS) data and provides a comparison with peer institutions.

Starting with the 4-year institutions, BSU cost per credit has increased during 2010-2013 by about 15.9%; their costs per credit are \$380. Relative to their peers, BSU has the lowest cost per credit. ISU shows an increase in cost per credit over the last four years of about 8.1%; with their costs per credit of approximately \$530. Relative to their peers, ISU is in the upper half and above the cost of their three aspirational peers. LCSC shows an increase in cost per credit hour of 4.7% since 2010, and compared to their peers they are in the top half. Their costs per credit are approximately \$382. UI had the lowest cost per credit growth of all of the 4-year institutions of 4.6% over the last four years, and are in the top third of their peers at \$612 per credit.

Mr. Howell reported in looking at the two year institutions they used IPEDs financials and the EWA report, and they do not have peer comparisons. He clarified that CSI shows a steep decline from 2012-2013 which was due to how the financial data was being reported to IPEDs; at that time federal financial aid was included in the data. Since 2013, CSI is now being reported consistently in comparison with the other institutions. CWI shows an increase in costs over the last year, but have decreased 16.9% over 2010-2013. NIC costs have risen consistently over the past four years and have increased 16.7% from 2010-2013. EITC shows an increase in cost per credit, also pointing out the PTE classes cost more to teach. Their costs per credit have grown 21.5% from 2010-2013, and credits have decreased 18.4%. As those credits decrease, the costs will increase. Ms. Critchfield asked what percentage of the credit goes to salary. Responses from each of the institutions were between 70% and 80%.

Mr. Howell went on to discuss awards per \$100K based on the *Cost of College* report for undergraduates. For BSU, their awards have increased 23.2%. Compared to their peers, BSU had the lowest cost per credit and are in the top half of their peers for degrees awarded. ISU's awards have increased 8.8% over the four years reported. Compared to their peers, they are in the bottom half of their peers. LCSC dropped in awards from last year due to a combination of increased expenses and awards declining which resulted in an overall decrease of 7.2%. Overall over the past four years the awards have increased 17.1%. In comparison with their peers, LCSC is right near the middle. UI's awards per \$100K have grown 19.1%, and compared to their peers they are in the top half. While their expenses are higher, they are graduating more students. In looking at the two year institutions, CSI showed an increase since 2012. CWI has seen growth over the past four years and are starting to level out. NIC showed growth in awards over the past four years of 46%. EITC has seen a decline mainly due to a decrease of 12.5% over the past three years in the number of awards being earned.

Mr. Howell reported on graduation measures of total degrees and certificates awarded system wide. Over the past four years the amount of degrees and certificated awarded has increased by 29.6%; over the past three years, completions have increased 16.3%. Completion growth has outpaced enrollment growth over the past three years, indicating the institutions are doing a pretty good job of moving the students through the pipeline to completion. Awards by level show an increase in all degree levels since 2010. Certificates have increased by 43.7%, associate's degrees by 50.8%, bachelor's degrees by 21.2, and graduate degrees by 22.1%.

In overall growth by institution over the past four years, BSU showed 24%, ISU 10%, LCSC 17%, and UI 21%. In looking at the two year institutions over the past four years, CSI showed 55%, CWI 287%, NIC 68%, and EITC 15%. Mr. Howell discussed each of the award levels per institution in his report.

Mr. Howell went on to review average credits to completion starting with bachelor's degrees which has remained fairly constant at 145 credits. The non-STEM to STEM ratio increased slightly to a 4.17:1 ratio. In looking at graduation ratios BSU, ISU and UI show an increase. LCSC showed a dip, but those numbers are back up. In looking at the two year institutions, CSI, CWI, EITC showed an increase. NIC showed a slight decline, but has returned to near peak levels.

Mr. Howell presented data on Idaho specific annual wages and employment for all awards. The graph he presented showed earnings five years after graduation based on degree level. The graph summarized that as education levels increase, wages also increase. Five years after graduation we see approximately 50% still in the state and earning wages. Related to bachelor's degrees, Mr. Howell shared data on the particular degree areas and their average wages. In 2005 the US average was 38.1% of 25-34 year olds having an associated degree or higher. Idaho has shown growth toward that goal. Related to current to goal comparison, the biggest gap is the need for associates and bachelor's degrees. He reported we are seeing significant growth and we are

seeing progress in these areas. Mr. Howell shared data on state research expenditures budgeted. Competitive grant expenditures shows we are receiving more money from federally funded grants.

In looking at this information related to the 60% goal, in 2005 the US average of 25-34 year-olds with an associate's degree or higher was 38.1% and Idaho's was 30.0%. In 2012, the US average of 25-34 year-olds with an associate's degree or higher was 41.1%; Idaho's percentage is at 36.1%. This shows that in that span of time, the US average has increased about 3%, while Idaho's average has increased by 6.1%. Mr. Howell concluded his report by saying that although we are not at our goal or at the national average, Idaho has shown good progress and continues to make progress toward the goal. Mr. Howell reported that the largest need for us to reach the 60% goal by 2020 is in associate's (20,000) and bachelor's (16,300) degrees.

Dr. Goesling asked what the institutions are doing related to remediation and working with high school students. Mr. Luna interjected that the colleges and universities are working with K-12 and progress is being made since the adoption of higher core standards. Dr. Rush reiterated that the institutions have been making a significant effort in working with students who need remediation. There was additional discussion on remediation. Mr. Luna again pointed out and praised the cooperation between higher education and K-12, and remarked that it is working. Dr. Woodworth-Ney added that they have seen significant success with their remediation courses. Mr. Lewis praised the institutions for their efforts, but expressed continued concern about enrollments. He suggested comparing enrollments versus population.

C. STEM Strategic Plan

M/S (Westerberg/Goesling): To approve the 2014-2018 P-20 STEM Education Strategic Plan as submitted. The motion carried unanimously 8-0.

Mr. Westerberg introduced the item and encouraged Board input. He remarked that the PPGA Committee put in significant work and thoughtful consideration on the STEM Education Strategic Plan and performance measures, and the question to the Board is if they are satisfied with those measures; if something else should be measured; should it be measured in a different way, etc.

Ms. Atchley remarked about a graduation ratio and that there is not a clear picture on institution cohorts such as athletes, minorities, low income, etc., and encouraged the institutions to develop this type of data. Mr. Westerberg indicated PPGA would discuss the item to understand and develop what goes into the graduation ratio. Dr. Goesling also requested student debt be one of the ratios looked at. Mr. Howell described what is being collected in the Statewide Longitudinal Data System (SLDS) which includes demographic data, remediation data, students transitioning from high school to college, etc. There was additional discussion about the data collected and Mr. Howell added that the SLDS will grow to be very useful because it will be able to capture individual student data such as if a student transfers from one institution to another.

Mr. Lewis reminded the institutions about increasing their measurements of excellence and quality. He also expressed concern about efficiency and increasing cost per credit and costs to students. He questioned if there are other measures that should be looked at for the purpose of understanding whether institutions are running efficiently, and questioned whether cost per credit is the ultimate measure of efficiency. He recommended the institutions bring forward their ideas on increasing efficiency. Mr. Westerberg asked the provosts and Council for Academic Affairs Programs (CAAP) Committee for recommendations for quality and efficiency measures that could be sent through the IRSA Committee, and back through the PPGA and BAHR committees. Mr. Soltman suggested asking institutions who belong to the Educational Advisory Board for their input. Ms. Atchley directed the IRSA and BAHR committees to work through the PPGA Committee to make recommendations for measuring efficiency and quality. Dr. Rush also pointed out that the presidents intend to have representatives from some of the institutions look at the Board's strategic plan and provide comment which would include looking at measures and outcomes. Mr. Westerberg requested Board members who have suggestions on what to measure provide that information to Board staff. Ms. Atchley felt the measure for efficiency of the number of credits earned for a degree was inefficient and requested that measure be looked at closely.

At this time Ms. Atchley asked for unanimous consent to recess the meeting until Thursday morning at 8:00 a.m. There were no objections to the request.

Thursday October 16, 2014, 8:00 a.m., Lewis-Clark State College, Williams Conference Center, Lewiston, Idaho.

The Board convened at Lewis-Clark State College in the Williams Conference Center for regular business. Board President Emma Atchley called the meeting to order at 8:00 a.m. and thanked LCSC for their hospitality. Ms. Atchley acknowledged the 24 years of service of Leo Herman from ISU who is retiring this year.

OPEN FORUM

There were two individuals who requested to speak during open forum.

Marvin Dugger, Lewiston citizen, spoke to the importance of professional technical training. Mr. Dugger worked for Potlatch Corporation for 40 years. He shared his personal experience of working in this industry where he was able to earn a good living with good benefits, and a good retirement. He also pointed out there are many college graduates working in technical trades such as at the wood mill who are earning a better living than they could with their degree. Mr. Dugger emphasized the need for more people with mechanical and professional-technical skills. He expressed real concern on saddling students with massive amounts of debt for a college degree that may not take them anywhere. He urged the Board to look at a more realistic approach to education by developing stronger professional-technical skills for students along with academia.

Mr. Dugger concluded his comments by saying a highly trained and skilled workforce attracts industry to our state, and that kind of shift in thinking would be good for our economy and the future of our country. He also recommended looking at the Clearwater Economic Development Association who has developed a program to bring educators and business together.

Christine Frei, Executive Director of Clearwater Economic Development Association (CEDA), addressed the Board on the importance of professional technical education. She summarized that CEDA provides regional leadership on planning and implementation of economic development activities for the counties of Latah, Lewis, Nez Perce, Clearwater, and Idaho. Members are included from the counties, 24 communities, the University of Idaho, Lewis-Clark State College, Port of Lewiston, and businesses and economic development partners of the Clearwater Economic Development District. Ms. Frei reported they have recently completed a review of their economic condition and the development of a new five year regional strategy. This strategy was developed by input from 55 people representing a regional cross section. Ms. Frei reported workforce development and education are at the forefront of their strategy. CEDA plans to implement a strategy to advance technical education delivery systems to meet industry and workforce needs. She reported that their strategies align with the Board's goal to increase educational access for individuals, along with the Division of Professional-Technical Education's (PTE) goal to provide an efficient and effective delivery system resulting in a highly skilled workforce. She asked for the Board to help CEDA with the work ahead that is primary to the Board's goals and their own, related to the development of professional-technical skills for students and future workforce development.

CONSENT AGENDA

M/S (Lewis/Soltman): To approve the consent agenda as presented. The motion carried unanimously 8-0.

Business Affairs & Human Resources – Section II (BAHR)

1. University of Idaho – Verizon License Agreement – Theophilus Tower

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho for authority to grant a five year license to Verizon Wireless in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Vice President for Finance and Administration to execute the license and any related documents.

Instruction, Research & Student Affairs (IRSA)

2. Idaho EPSCoR Committee Appointment

BOARD ACTION

By unanimous consent to appoint Todd Allen to the Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Idaho Committee as a representative of the Idaho National Laboratory, effective immediately.

3. Higher Educational Research Council (HERC) Appointment

BOARD ACTION

By unanimous consent to appoint Dr. Haven Baker and Ms. Robin Woods to the Higher Education Research Council for three (3) year terms effective immediately and expiring June 30, 2017.

Planning, Policy & Governmental Affairs (PPGA)

4. Indian Education Committee Appointment

BOARD ACTION

By unanimous consent to appoint Ms. Mitzi Sabori, representing the Shoshone-Bannock Tribe to the Idaho Indian Education Committee, effective immediately.

5. President Approved Alcohol Permits

A list of approved permits by institution was provided for informational purposes in the agenda materials to the Board.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. 2015 Board Legislation

BOARD ACTION

M/S (Westerberg/Soltman): To approve the proposed legislation in substantial conformance to the form submitted as attachments 1-9 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the Governor's legislative process. The motion carried unanimously 8-0.

Mr. Westerberg introduced the item indicating that it includes nine items that have been before the Board previously. Dr. Goesling inquired about item number four, *risk management opt-out*, and asked about the cost to the institutions if they opt out. Ms. Tracie Bent from the Board office responded that an increase in staff is not anticipated

at the institutions. Based on the analysis done last year, the institutions in some part felt there may be some savings by going with this option. For the institutions who do opt out, they will need to bring a proposal to the Board that includes more firm figures.

Mr. Westerberg reminded the Board that there is flexibility to modify proposed legislation as the process moves forward.

2. Lewis-Clark State College (LCSC) – Annual Progress Report

LCSC President Dr. Tony Fernandez welcomed the Board to Lewiston. He introduced Alex Deseridez, Faculty Senate Chair, and Megan Ware, President of the Associated Students of LCSC. Dr. Fernandez provided a progress report to the Board on the college's strategic plan.

Dr. Fernandez reviewed their mission statement and four goals of their five year strategic plan. He reported related to sustaining and enhancing excellence in teaching and learning, that the Northwest Commission of Colleges and Universities (NWCCU) accreditation process is in full form, and they will have their mid cycle accreditation visit in two weeks. They are working through their program prioritization process, their general education assessment process, and technology-based course delivery. Dr. Fernandez also remarked that they are still below the average of their peers in faculty and staff salaries and are working to increase them at LCSC.

Dr. Fernandez reported LCSC has expanded centralized advising to contribute to student success. They have increased student internship and volunteer opportunities, and are creating opportunities for community leaders to participate in college activities. Dr. Fernandez reported they are leveraging resources to maximize institutional strength and efficiency, and are working to support priorities and programs central to the LCSC mission.

Dr. Fernandez summarized a number of things LCSC is working on related to performance measures, including the intent to exceed national averages for all professional exams. They want to increase the efficiency of student course selection and intend for their students to place in the 90th percentile of the ETS critical thinking construct. They hope to increase participation in advanced placement and reduce the cost per credit hour.

Dr. Fernandez reported their annual enrollment has stayed fairly constant since 2010. Pre-college head count shows an increase in both dual credit and tech prep courses. Student credit hours have also remained fairly constant, however academic credit hours have shown a decrease likely due to part time students. Retention rates have gradually been increasing since the dip in 2013. He pointed out federal student financial aid requirements changed in 2013, which corresponds directly to the dip that year. Graduation rates show a decrease in 2014, but that is likely attributed to a change between full time to part time students. LCSC trends in degrees and certificates show a 3% in growth and look to be on track with predictions.

Dr. Fernandez reported on instructional programs at LCSC and of the programs he reported on, they all showed a high pass rate. Community outreach programs provide credit and non-credit courses to thousands of citizens. Legislative requests for 2016 include faculty and staff salaries as a major priority, along with deferred maintenance. Line item requests support Complete College Idaho, salary competitiveness, and deferred maintenance. Dr. Fernandez recapped the LCSC FY16 Permanent Building Fund (PBF) requests which included capital requests and building maintenance. He reported that research grants and contracts provide support for access, student success, and career readiness. He pointed out college advancement is small but increasing; it is at a little over \$8 million presently.

3. President's Council Report

NIC President Joe Dunlap, current chair of the Presidents' Council, provided a report on the recent Council meetings. The Council last met on October 14, 2014 for their annual retreat. At their September 2nd meeting, Dr. Kustra brought in representatives from an organization called Strive for College. Strive for College sets up student organizations and recruits undergraduate mentors to work with underserved juniors and seniors on college application, financial aid, health care, scholarships, and other processes. The Albertson's Foundation invited the organization to Idaho and funded the implementation of their virtual mentoring program. BSU started the first chapter through their honors college to work with students in rural areas. In two semesters the program has garnered 80 volunteer mentors and has served over 100 students; the goal is to serve over 500 students. Dr. Kustra encouraged other institutions to look at the organization and consider adopting it as a way to help students.

Dr. Dunlap reported a question from one of the meetings was whether there is a need for policy that relates to sexual violence, assault, and Title IX initiatives. The IRSA Committee has asked the institutions to review their policies and compare them to the AG guidelines. It was determined that the student affairs officers would work through the CAAP Committee and respond to the IRSA Committee. Campus leaders will continue to review their own policies and focus on prevention.

Dr. Dunlap remarked on Board's meetings with legislators and legislative contacts, stating there is a need to improve the public relations stance on common core. Other topics discussed with legislators included funding of secondary task force recommendations, funding for higher education budgets, and focus on the Board's 60% goal. There was a brief discussion related to program prioritization. Related to budgeting priorities and supplemental requests, the Division of Financial Management (DFM) has asked the institutions to prioritize supplemental requests. Institutions have pushed back on that and feel that supplemental requests should not be prioritized because they are not line items and not all institutions are making the supplemental request. In preparing for JFAC presentations, JFAC has indicated they would like more data focused on outcomes and performance. JFAC wants institutions to specifically state what they will do with the funds they receive. He reported there is a meeting set

for November 4th for the President's Council and Governmental Affairs Directors to discuss legislative strategies for the forthcoming legislative session.

Dr. Dunlap reported that on Tuesday, October 14th, the presidents had their annual President's Retreat's; the focus was varied. They discussed the Northwest Accreditation's new fee structure that has been imposed, and its unintended consequences to institutions. They talked about creating a strategic plan for the Board and reviewing the Board's existing strategic plan. The process will be for each institution to provide an individual to assist with recommendations to the plan. They hope to have the plan complete by November and approved at the December Board meeting. The presidents discussed the 60% goal and different strategies to support it. One strategy focuses on how to reintegrate adults into the system; another strategy may be credit for prior learning. They discussed faculty retention and the changing nature of tenure. They discussed requirements to teach dual credit in high schools and how the interpretation differs between institutions; state board staff will develop a matrix on what the requirements are and how they should be interpreted.

The community colleges met with the state Association of Counties regarding the \$500 per student for out of district funding that comes from liquor distribution. The first issue related to it is that the \$500 per student was established in 1986 and is no longer adequate. The Association of Counties and community colleges are looking to propose legislation to remedy that. Related to that topic is a recent bill that provides \$200 in funding for high school juniors and \$400 to high school seniors towards dual credit enrollment. There is obvious confusion with the counties as to what that money was intended for; counties assumed one position and community colleges assumed another. There was a teleconference with Senators Thayne and Mortimer to clarify the intent of the legislation and Senator Thayne's intent was to offset the counties, and Senator Mortimer's intent was to encourage the go-on rate within the state. With there still being confusion on the issue, the suggestion by the senators was that they would fund both the counties and the colleges, holding the students harmless, and that the funding would come from the Public Education Stabilization Fund. Dr. Dunlap clarified that this is a one-time solution for this year and that the senators would bring forward emergency legislation that would correct the language to make the intent clear with how it is funded in the future. There was additional discussion about the issue and that the Board would pay special attention to it. Board President Atchley requested the BAHF Committee to take a closer look at the \$500 issue and bring information or a recommendation back to the Board.

Dr. Dunlap concluded with remarks about an article from the American Association of State Colleges and Universities, about providing a new compact between states and public higher education that provides some strategies and alignment suggestions that are worth taking a look at.

4. Idaho Division of Vocational Rehabilitation – Annual Report

Ms. Jane Donnellan, Interim Administrator of the Idaho Division of Vocational Rehabilitation (IDVR), provided a report to the Board on the progress of the agency's strategic plan. Ms. Donnellan reviewed IDVR's program structure which includes three distinct programs which include the vocational rehabilitation (VR) program, the extended employment services program, and the Council for the Deaf and Hard of Hearing. She indicated for the purpose of this report, she would be focusing on the VR program. The VR program assists individuals with an array of disabilities to prepare for, obtain, and maintain employment. Ms. Donnellan highlighted a number of regional VR success stories throughout her report. She clarified that the report data presented was based on a federal fiscal year (FFY) and is preliminary in nature as the final data is not available at this time. Ms. Donnellan reviewed the accomplishments of VR which included a 90% increase in 2014 in customer wages after receiving IDVR services. Additionally, they met or exceeded all primary federal performance measures, and continue collaboration with UI in their leadership in counseling program to advance the profession of vocational rehabilitation counselors.

Ms. Donnellan reported in their FFY 2013, postsecondary funds were the second highest VR expenditures. In FFY 2014 they supported approximately 762 individuals with tuition assistance to higher education institutions in Idaho. Ms. Donnellan reported that in 2014 VR successfully assisted 1,980 individuals in returning to work, and that there has been a steady increase in the VR customer average hourly wage to \$11.16/hr for FFY 2014. She pointed out the fact that increased personal income results in a decrease on public assistance. Ms. Donnellan reviewed the successful youth employment outcomes which show a decrease in the past five fiscal years likely due in part to the recession. She pointed out VR has had a greater emphasis on postsecondary services as well as training, resulting in cases being open for longer periods of time and ideally leading to an increase in quality outcomes.

Ms. Donnellan reviewed their FY16 budget requests which include additional spending authority for the purpose of increasing counselor wages, spending authority for federal funds, and a request in general funds for the purpose of supporting one additional full-time employee for the Council for the Deaf and Hard of Hearing.

Ms. Donnellan reported on IDVR's partnerships which include school districts, the State Department of Education, the Department of Corrections, the Department of Juvenile Corrections, and the Department of Health and Welfare. Each \$1 in partnerships generates \$3.69 in federal funds.

At this time Ms. Donnellan shared her own personal story as an attestation of the power of vocational rehabilitation. Ms. Donnellan, at the age of 22, was injured in an automobile accident resulting in paraplegia. In part, through the support of VR, she obtained her master's degree in rehabilitation counseling. She has worked for the Idaho Division of Vocational Rehabilitation for 20 years, starting as a counselor, regional manager, planning an evaluation manager, and presently the Interim Administrator.

Mr. Luna thanked Ms. Donnellan for the good work they do with the School for the Deaf and Blind in Gooding, ID, and encouraged Board members to visit that school.

5. Idaho Division of Vocational Rehabilitation – Administrator Appointment

BOARD ACTION

M/S (Westerberg/Soltman): To appoint Jane Donnellan as the Administrator for the Division of Vocational Rehabilitation and to set her salary at \$47.29/hour (\$98,363 annually), effective immediately. The motion carried unanimously 8-0.

Dr. Mike Rush from the Board of Education indicated that Ms. Donnellan has been nominated to fill the Administrator position with the Division of Vocational Rehabilitation. Dr. Rush called out that he received extremely positive feedback regarding her nomination, and he expressed real appreciation for her leadership and the significant progress she has made while in the interim position.

Ms. Donnellan indicated one of her goals is to create a more stable work environment for the VR staff and focus on the mission of VR. Board President Atchley congratulated Ms. Donnellan and expressed appreciation for the work she has done during her interim position, and encouraged her to share her own personal success story.

6. Indian Education Committee Presentation

Dr. Goesling introduced Bob Sabota, Chair of the Indian Education Committee, Johanna Jones from the State Department of Education (SDE), and Patty Sanchez from the Board office.

Mr. Sabota provided an update from the Committee since their last report in February. He reviewed the mission of the Idaho Indian Education Committee, and indicated its members include about 20 representatives from throughout the state and different tribal areas (there are five tribes within the state of Idaho).

Mr. Sabota shared some troubling statistics on ISAT Reading and Math Scores for American Indian students. Twenty-six percent of American Indian students are not meeting proficiency status in reading by the 3rd grade; 24% by the 10th grade. Twenty-seven percent of American Indian students are not meeting proficiency status in Math by the 3rd grade; 45% by the 10th grade. Idaho Composite SAT college readiness scores show all students grades 10, 11, 12 had a composite score of 23.87, while American Indian students had a composite score of just 2.76%. He reported on Star ratings of public school located on or near Idaho Indian reservations where several of the schools are at a 1 or 2 rating. However, they do have some schools at higher 4 and 5 ratings, and should look to those schools for best practices. He reported that American Indian student go-on rates show a 47% rate for 2012-2013 which is a gradual increase since 2010-2011 of 31%.

Mr. Sabota indicated they wanted to focus on why there is such a disparity in the achievement gaps of American Indian students to compared to all students. He commented that there is a need for culturally responsive practices and pedagogies in Indian education, and that teachers need to understand and embed multiple perspectives within their teaching. Mr. Sabota commented on culturally responsive education and discussed some of its key areas. He remarked that cultural responsiveness requires the examination of relativity to culture and learning.

He reviewed next steps recommended by the committee which include introducing tribal student demographics and tribal initiatives to increase student success, addressing retention, recruitment, and graduation efforts at the postsecondary level. The committee intends to develop a strategic plan to address closing the achievement gap for American Indian students, and to develop recommends for Board consideration on cultural responsiveness and cultural pedagogy.

In closing, Mr. Sabota encouraged Board members to visit schools and tribal departments within their regions throughout Idaho. He extended an invitation to the next Indian Education Summit in June 10-11, 2015 in Boise.

Ms. Critchfield asked how teachers can be culturally responsive. Mr. Sabota reported on the State Tribal Educational Partnership (STEP) grant with the State Department of Education and indicated they are working with teachers to better engage students and integrate cultural elements into the lesson plans. They are also exploring other ways of teaching. Ms. Jones also indicated that they will be creating a handbook with the STEP project and pointed out they are taking Nez Perce cultural standards and implementing them with the common core standards presently.

Mr. Luna asked if they are looking at how one and two star schools can learn from the five star schools. Ms. Jones responded they are looking at the differences between the schools and hope to learn best practices to benefit those lower scoring schools.

7. Board Policy Bylaws – First Reading

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the first reading of Board policy – Bylaws, adding a new subsection codifying the Boards Athletic Committee as submitted. The motion carried 7-1. Dr. Goesling voted nay on the motion.

Mr. Westerberg indicated the proposed amendment to Board policy would codify the Athletics Committee as a standing subcommittee of BAHHR. Dr. Goesling urged the Board to make the Athletics Committee a standing full committee under the Board.

Mr. Lewis recommended consideration of athletic compliance and that it should be within the purview of the committee to have a review provided by compliance officers. He suggested considering what that role would be and to bring it forward for Board

review at another date. Mr. Westerberg recommended making those changes for the second reading of the policy. Dr. Goesling also recommended having a relationship with the Idaho Athletic Sports Association (IAA) related to concussions. Mr. Westerberg recommended suggested language be sent to staff to include in the second reading.

Mr. Westerberg and Mr. Lewis continued to express the Athletics Committee should remain a subcommittee of the Board and felt it appropriate as a subcommittee of BAHHR.

8. Board Policy IV.E. – Professional-Technical Education – Second Reading

BOARD ACTION

M/S (Westerberg/Hill): To approve the second reading of amendments to Board Policy IV.E. Division of Professional-Technical Education, incorporating the Idaho Agricultural Education Quality Program Standards approved, August 2014, by reference as submitted in Attachment 1. The motion carried unanimously 8-0.

Dr. Goesling asked if 4-H is involved in the process. Mr. Dwight Johnson from PTE responded that 4-H has been involved in the process. Dr. Goesling asked if mentoring for teachers and advancement opportunities for teachers exist. Mr. Johnson responded they are currently in discussions about guidelines, and recommendations are being developed presently.

9. IDAPA 08.0203.113 – Rewards - Waiver

BOARD ACTION

M/S (Westerberg/Critchfield): To waive IDAPA 08.02.03, subsection 113 Rewards for the current year. The motion carried unanimously 8-0.

Mr. Westerberg introduced the item pointing out that Distinguished School Awards are unable to be calculated based on the formula specified in administrative rule this year, therefore Board and Department staff will determine an appropriate measure and bring forward a list of Distinguished Schools for Board recognition at a later date.

At this time unanimous consent was requested to defer PPGA #10 - University of Idaho – Building Naming - to the end of the Board agenda. There were no objections.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

1. General Education Committee Nominations

BOARD ACTION

M/S (Soltman/Westerberg): To appoint the members of the General Education Committee as presented in Attachment 1. The motion carried unanimously 8-0.

Mr. Soltman introduced the item indicating the item is for nominations to the General Education Committee. He stated that in April 2014, the Board approved a new policy, III.N., which states that the Board will establish the State General Education Committee, that will be responsible for reviewing competencies and rubrics for institutionally-designated *general education* categories and to ensure transferability. The committee consists of a nominated representative from each of the eight public postsecondary institutions.

2. Waiver of Board Policy III.S.4.e. – Developmental and Remedial Courses

BOARD ACTION

M/S (Soltman/Hill): To waive Board Policy III.S.4.e as it applies to Advanced Technical Certificates and remedial courses for the 2014-2015 academic year. The motion carried unanimously 8-0.

Mr. Soltman indicated approval of the waiver will allow NIC to continue using lower level occupational specific courses – considered remedial courses at an Associate’s or higher degree level - for the awarding of technical certificates. Once Policy III.S is updated to incorporate proposed changes from CAAP, NIC will no longer need this waiver.

3. Board Policy III.Y. – Advanced Opportunities – First Reading

BOARD ACTION

M/S (Soltman/Goesling): To approve the first reading of proposed amendments to Board Policy III.Y. Advanced Opportunities as submitted in Attachment 1. The motion carried unanimously 8-0.

Mr. Soltman indicated this policy is returning again for a first reading since the Board didn’t approve the second reading of the previous version in June. Dr. Mathias explained that proposed amendments have been through the CAPP Committee twice and clarify how secondary students may earn postsecondary technical credits. He reported that after the June Board meeting the policy was revised to make it less complex and less confusing, and to reconsider the provisions that would have negative impacts on members of the military. The policy was revised to return to just one dual credit program as opposed to an academic and a technical dual credit program. The committee also reevaluated the proposed requirement that tech prep students be required to matriculate to postsecondary institutions in order for them to have their credits transcribe. The committee felt that may have negative impacts and decided that rather than requiring students who have earned tech prep credits to matriculate to a postsecondary institution, that they would need to abide to the transcribing institution’s

policy and time limits. Under no instance would a student be able to go more than two years without having those credits transcribe.

Dr. Goesling asked about a two year limit for credits as related to individuals who have been away on military or church service and return past the two year transcribing limit, and was concerned about cutting out those individuals. Dr. Mathias responded that students under those circumstances would be precluded from taking advantage of having those technical credit competencies transcribe, however, all of the institutions are working on upgrading their prior learning mechanisms enabling students to demonstrate competencies. Dr. Goesling requested changing the word “may” to “should” for the second reading. Mr. Soltman requested recommended changes be provided to staff prior to the second reading.

Mr. Lewis asked about the concerns expressed that lead to a new first reading and any unintended consequences to students. Ms. Bent provided some clarity that students can do technical or academic dual credit; that portion stays the same. The technical competency credit is for those schools who do not have a single course that qualifies for dual credit. She provided an example that a student could take two classes at the high school that together would meet the competency of a credit bearing class. It allows for, particularly in rural areas, students to combine classes to meet the same competencies. Mr. Luna added that there are multiple pathways of advanced opportunities for students and this is one. Dr. Rush commented that this policy change is intended to encourage enrollment.

4. Technology Transfer Feasibility Study

Mr. Soltman introduced the item stating that BSU, ISU, and UI were tasked with jointly conducting a feasibility study toward creating a centralized technology transfer organization. Dr. Mark Rudin, chair of the Higher Education Research Council (HERC) Committee, provided additional background on the item explaining they set out to explore the feasibility of centralizing tech transfer offices. The HERC Committee recommended using an independent party to conduct the study and Dr. William Tucker from the University of California was hired. Dr. Tucker completed the study and provided HERC with the final report in May 2014. The final conclusion of Dr. Tucker’s work is that given Idaho’s limited resources for research and technology transfer and unique geographical challenges, it would not be feasible for Idaho to move to a centralized technology transfer organization, and that there would be no real benefit.

Dr. Rudin reported that in addition to this finding, Dr. Tucker at the request of HERC looked for areas where there could be efficiencies and stronger collaborations formed between the institutions. HERC has reviewed the report and discussed recommendations and how they could be implemented. He pointed to a spreadsheet that HERC intends to use as a roadmap going forward in development of future action items. Dr. Rudin also reported on items they decided to take no action on, some of which are already taking place in various capacities. He indicated they have established a technology transfer consortium of tech transfer offices among the

institutions and will charge that group with the action item on standardization of license documents used with outside entities. Mr. Soltman recommended HERC develop timelines to correspond to the action items on the spreadsheet.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Luna reported on three items during his report in addition to the efforts being taken to improve teacher preparation programs. Mr. Luna reported on the Idaho Higher Education (IHE) Coalition and Network for Transforming Educator Preparation (NTEP). In 2013 Idaho secured NTEP grant funding through the Council for Chief State School Officers (CCSSO) that focused on the recommendations found in *"Our Responsibility, Our Promise"*, to reform the way teachers are prepared to ensure they are learner ready from day one. Mr. Luna indicated this work is consistent with the Board's objective of implementing the Governor's Task Force recommendations. He reported on raising the bar for the teacher preparation programs that included input versus outcomes being based on candidate performance, continuum of support that looks at what educator preparation programs are doing to support teachers after graduation, instructional shifts that look at what educator preparation programs are doing to address the changing landscape of K-12 education, and ongoing improvement process that looks at program approval based on programs demonstrating commitment to improvement.

Mr. Luna recapped what was done formerly and what is required today to get an institutional recommendation. Formerly requirements included just credit compilation and passing the Praxis II. Now, in addition, they must demonstrate competencies in core, foundational and enhancement standards, have a Danielson-based evaluation, develop a plan for continuing professional growth, and demonstrate abilities to effectively use data, integrate technology and teach to Idaho core standards, among other competencies. Mr. Luna indicated the Department has worked with the Colleges of Education to develop these standards.

There was additional discussion about institutional recommendations and Mr. Luna explained the recommendation process. They must have an institutional recommendation from an Idaho approved preparation program in order to receive initial licensure to teach in Idaho, along with other requirements.

Mr. Luna introduced Alex Macdonald, Director of Instructional Technology, from the Department to report on one of the tools that is available to Idaho teachers for professional development. Mr. Macdonald directed the group's attention to the Educator Development Suite, which is a component of SchoolNet. This suite is able to conduct observations on data, and through that improve teacher effectiveness. Mr. Macdonald walked the Board through a visual guide of how the component looks and works, including its drill-down ability. One of the resources for professional

development contained in the platform is called Edivation (formerly known as PD 360). Edivation is an on-demand professional learning resource that creates a highly personalized learning experience for all educators, helping them improve their practice and, raise student achievement. The program allows teachers to see how they are doing overall, in alignment with the Danielson criteria, and linked to the Idaho Core. It also allows principals to see how teachers are doing, see their progress in professional development, and identify where they need improvement. There are currently over 300 schools using this resource.

Ms. Atchley asked if the technology available to schools can support this type of tool. Mr. Luna responded that the Idaho Education Network (IEN) provides broadband connectivity to all of our high schools and currently to all of our districts. Currently district have connected it to their middle schools and grade schools. The next phases of the IEN is to go to the middle schools and grade schools to make sure they all have broadband connectivity; they are making great strides in the connectivity issue.

Mr. Luna moved on to report on the efforts of improving teacher pay and provided a timeline of those efforts since 1998 through 2014. Mr. Luna indicated that if he had one wish it would be to transform teaching into a true profession and not a trade union-driven model.

2. Proposed Waiver of Requirement in IDAPA 08.02.02.120, .121 – Educator Evaluations for 2014-2015

BOARD ACTION

M/S (Luna/Critchfield): To waive the requirement that districts include growth in student achievement as measured by Idaho’s statewide assessment in educator’s evaluations as specified in IDAPA 08.02.02, Subsections 120.03 and 121.03 for the 2014-2015 school year. The motion carried unanimously 8-0.

Mr. Luna indicated waiving this requirement will allow districts to use the other district-determined measures of growth in student achievement as the student achievement portion for certificated instructional employee, principal, and superintendent evaluations for the 2014-2015 school-year.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Addendum to Multi-Year Employment agreement – Track and Cross Country Head Coach

BOARD ACTION

M/S (Lewis/Hill): To approve the request by Boise State University to enter into an Addendum No. 2 to the Employment Agreement for head Track and Cross Country Coach Corey Ihmels. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Ms. Atchley asked about APR scores. BSU legal counsel Kevin Satterlee responded that track and field is composed of six different sports, and that the scores are relatively high. He commented BSU feels they set very meaningful objectives. Dr. Goesling asked about the incentive for *All American*, and whether it was a single score or for each. Mr. Ketchie responded it is for each, and there have been two.

2. Boise State University – Amendment to Multi-Year Employment Agreement – Men’s Basketball Head Coach

M/S (Lewis/Goesling): To approve the request by Boise State University to enter into a first amendment to the 2014-2019 employment agreement with Coach Leon Rice as submitted. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Ketchie indicated that the Board approved Mr. Rice’s five-year contract in June and at that time directed BSU to increase the academic achievement incentives. This amendment is a result of those negotiations and the academic achievement incentives have been increased in this contract.

3. Idaho State University – Salary Increase – Women’s Softball Head Coach

BOARD ACTION

M/S (Lewis/Hill): To approve the request by Idaho State University to increase the base salary of Julie Wright, Head Women’s Softball Coach, to \$60,361.60, effective September 1, 2014. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

ISU’s Financial Vice President Jim Fletcher summarized the proposal, pointing out that Ms. Wright has won two Big Sky championships and is receiving competitive offers from other institutions.

Ms. Atchley asked about the academic incentive. Mr. Freeman indicated adjustment to base salary was the only area addressed with this change. He pointed out this item, subject to Board approval, is essentially a counter offer to combat a competitive offer.

4. University of Idaho – Extension to Multi-Year Employment Agreement – Women’s Basketball Head Coach

BOARD ACTION

M/S (Lewis/Goesling): To approve the University of Idaho’s multi-year employment contract for the Women’s Basketball Head Coach for a term extending through June 30, 2019, in substantial conformance to the form submitted to the Board in Attachment 2. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

University of Idaho’s Ron Smith indicated they are requesting to extend the contract for the women’s head basketball coach for an additional two years as a result of the coach’s success. Ms. Atchley asked about the academic incentive and commented it seems low. Athletic Director Rob Spear responded defending the academic incentives and also recommended the Board consider the University of Marilyn’s system which says the wins/performance bonuses are contingent upon achieving an academic incentive. Ms. Atchley recommended discussing that suggestion with the Athletic Committee.

5. University of Idaho – Extension to Multi-Year Employment Agreement – Men’s Basketball Head Coach

BOARD ACTION

M/S (Lewis/Goesling): To approve the University of Idaho’s request to extend the multi-year employment contract for the Men’s Basketball Team Head Coach, Don Verlin, for one additional year for a term extending through June 30, 2017 plus other adjustments to terms in substantial conformance to the form submitted to the Board in Attachment 2. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Smith indicated they are requesting to extend the contract for the men’s basketball head coach for an additional year as a result of an issue arising as a result of one of the teams they played not being classified by the NCAA as a Division One team; therefore the coach missed his number of wins by one game in his contract. The revisions to the contract extend it for one year and addresses the issue, along with including the Board policy for annual leave.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

1. FY 2014 Sources and Uses Funds

Mr. Freeman introduced the item indicating that it is a standard report for the Board’s October agenda and details were provided in the agenda materials. The report shows budgeted sources and uses of funds. Ms. Atchley recommended administrative costs be identified more clearly. Mr. Lewis pointed out that the institutions are still not at the level of funding they received seven years ago, and are still struggling with funding.

2. Amendment to Board Policy V.R. – Establishment of Fees – First Reading

BOARD ACTION

M/S (Lewis/Soltman): To approve the first reading of proposed amendments to Board policy Section V.R., Establishment of Fees, as presented. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Freeman spoke to the item commenting that the revisions define the scope and use of special course fees. In addition, the revisions help clarify that all fees charged by the institutions shall be approved by the Board except those expressly delegated to the institution including: 1) Continuing Education, 2) Course Overload Fee, 3) Special Course Fees, and 4) Processing Fees, Permits and Fines. Mr. Freeman remarked that an Audit Committee query dating back to 2012 was interested in looking at special course fees at the institutions. An audit was conducted and it was determined the policy was so broad there wasn't anything to audit against. After extensive work, policy language was created to provide guidance to institutions on special course fees.

Mr. Freeman pointed out that this policy also addresses the creation of a policy authorizing a new on-line program fee which is the fulfillment of a request by a former BAHHR Committee member and responds to increasing interest by the institutions to enter this environment.

Mr. Freeman also reported that ISU has requested a new Summer Bridge Program fee be added. They have piloted the program with demonstrative success; the intent of the program is to assist incoming at-risk students with knowledge and skills to be successful in college. Mr. Freeman concluded that additionally, there are a number of material changes since the first reading in June, so staff brings this back as a new first reading.

Dr. Goesling asked about the \$65 dual credit fee. Mr. Freeman pointed out that the Board already approved that \$65 fee at the April meeting, and that it will continue to be a Board approved fee. Dr. Goesling recommended readdressing it and asked about making a motion to reconsider the \$65 fee for dual credit. Mr. Luna also suggested the language say "up to \$65" and let the institutions charge less if they choose. Mr. Lewis reminded the Board they have been through the dual credit issue which is scheduled for discussion in April, and that the item on the floor is an entirely different topic which is at first reading.

3. Amendment to Board Policy – V.E. – Gifts & Affiliated Foundations – Second Reading

BOARD ACTION

M/S (Lewis/Soltman): To approve the second reading of proposed amendments to Board Policy V.E. Gifts & Affiliated Foundations, as presented in Attachment 1

with one amendment that the words “and technology” be added at the end of the second sentence of the third to last paragraph. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Lewis indicated this policy amendment will provide the Board with the appropriate level of oversight while providing the institutions flexibility to develop research or technology transfer foundations to meet their own unique needs and facilitate the transfer of university research to the marketplace. There were no changes between first and second reading. Mr. Lewis requested adding the words “and technology” to the policy (Tab 3, Page 7) in reference to intellectual property.

4. University of Idaho – Executive Residence Project – Budget and Construction Phase Authorization

BOARD ACTION

M/S (Lewis/Goesling): To approve the request by the University of Idaho to implement the construction phase for the replacement of the executive residence pursuant to the budget set forth in the materials submitted to the Board. Authorization includes the authority to execute all requisite consulting, design, and vendor contracts necessary to fully implement construction phase of the project. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Smith indicated UI is requesting authorization to implement the construction phase of the replacement of the existing executive residence located on the main campus.

At this time Mr. Freeman asked for a point of personal privilege to recognize Mr. Leo Herman, remarking on his contributions and what a pleasure it has been working with him.

LATE ITEMS

Instruction, Research & Student Affairs (IRSA)

1. Boise State University – College of Innovation & Design

BOARD ACTION

M/S (Soltman/Luna): To approve the request by Boise State University to create a new College of Innovation and Design as presented. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Mr. Soltman introduced the item indicating this is a request by BSU for approval to create a new College of Innovation and Design. He alerted Board members to some of the staff comments regarding the proposal. He reported that the IRSA Committee

reviewed the item at length and felt it should be something considered by the whole Board. The proposal was also reviewed by the CAAP Committee who had several discussions regarding the proposal. He noted this is also the first time in history that CAAP has forwarded a recommendation for an instructional unit that did not identify programs, which does represent a departure from past practice and may have possible implications.

Dr. Schimpf provided a presentation on the item indicating the proliferation of startup ventures at the university has created a need for increased flexibility in university programming. The university feels they need an incubator for program development, that there is a demand for trans-disciplinary programs, credentialing beyond majors and minors, that students need the university to acknowledge and validate their own self-motivated extracurricular activities that increase opportunities, and increased university structure.

Dr. Schimpf reported that in conclusion of their studies about this new College of Innovation and Design, they believe that faculty should be driving innovation and reported on some barriers to faculty innovation. He pointed out they are reorganizing their colleges as a part of program prioritization and are consolidating six colleges into five, but are not proposing a complete restructuring of the system. They are proposing to build back a sixth college around program innovation with a trans-disciplinary theme. He remarked that the College of Innovation and Design is intended to overcome the limitations of the traditional college structure, and to provide leadership and support to harness existing faculty efforts, in order to accelerate change. He also expressed that the university intends to collaborate with other institutions and community partners.

Dr. Schimpf said the college will harness the work of the most innovative faculty to drive change and develop new academic credentials that will attract students and result in employment of graduates. They feel the college will become a beacon for program innovation and become a hub for competency based learning that includes recognition for life experiences of non-traditional students and credentialing of co-curricular experiences.

Dr. Schimpf reported when they shared this new idea last spring, they asked faculty to send ideas and comments. They received a supportive response and 25 proposals in all. Their intention is to develop this college within BSU's mission and role as defined by the Board and outlined in their strategic plan and policy III.Z. Dr. Schimpf stated they anticipate the college will be in place by spring semester 2015.

Mr. Luna asked about a timeline for the college. Dr. Schimpf responded that through the spring they hope to bring more detail to the Board and by next fiscal year have a dean in place. Dr. Kustra described an example a possible degree that would come from the program. It is called *Games, Interactive, Mobile and Media* and is considered a broad interdisciplinary degree coming from five different departments and two colleges. They types of jobs that students in this major would seek are likely to be found at Yahoo, Google and other types of places specializing in technology

development. BSU feels this type of college will lend itself to creating in Boise the types of academic technology/education hubs that will feed both large and small technology companies.

Ms. Atchley asked what they envision in five years in the way of success. Dr. Schimpf responded the employers from the tech industry are requesting more flexibility in graduates, and the university believes Boise is a hub that will lead to more and better paying jobs in that arena. Dr. Kustra added that it is the start of students who are not siloed in one discipline. Mr. Lewis asked how the other BSU colleges feel about this proposal. Dr. Schimpf responded the response has been tremendously supportive.

Dr. Goesling asked where the resources will come from for the first several years. Dr. Kustra responded it will come from several areas and also will come as a direct result of program prioritization. He indicated he has been talking to the technology community and industry where they intend to raise external funds to support this effort. He reported they will not need a new location presently and will reallocate space for this new venture. Dr. Goesling asked about partnerships. Dr. Kustra responded they are more than willing to partner with other interested institutions.

Ms. Patty Sanchez, Academic Affairs Program Manager at the State Board of Education, clarified that the Board does approve both administrative and instructional units. She pointed out the Board's policy III.G. dealing with program approval was amended in April of 2013, because it was somewhat unclear. The amendment provided clarification that depending on the threshold of the request, it could go to the Board or to the Executive Director for approval, and that the definitions for an administrative unit and instructional unit are clarified in the Board's policy.

Ms. Critchfield, for clarification purposes, paraphrased that BSU is seeking approval for a new college that at this point has no degree or opportunity presently; and that BSU will work to develop programs in the new college which will come back before the Board for approval. Dr. Schimpf responded in the affirmative, and that they want to start with a structure and leadership structure that can work with the faculty to develop those programs. Ms. Critchfield asked if they anticipate how many programs the college will have. Dr. Schimpf responded they currently have four: a bachelors, a graduate, a research certificate, and a community engagement program.

Mr. Lewis remarked that the nature of BSU's proposal is very exciting but the openness of it creates some angst because where BSU is headed with it is unclear. He remarked on the need for focus and that the college can't be all things to all people. He recommended BSU bring forward their programs and plans well ahead of time and commented that if it is successful, then it may serve as a good model for all. Dr. Kustra remarked that BSU will give the Board regular updates in addition to the program approvals.

2. Boise State University – Restructure of Special Education & Early Childhood Studies

BOARD ACTION

M/S (Soltman/Critchfield): To approve the request by Boise State University to restructure their existing Special Education and Early Childhood Studies graduate programs and create a Master in Teaching in Special Education and a Master in Teaching in Early Childhood Intervention as submitted in Attachment 1. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Dr. Schimpf indicated BSU proposes a complete restructuring of their graduate programs in Special Education and Early Childhood Studies based on program prioritization. As part of that restructure, they propose the creation of two new graduate programs: a Master in Teaching (MIT) in Special Education and an MIT in Early Childhood Intervention. According to BSU, the proposed changes will result in greater productivity of the department and therefore more efficient resource utilization. BSU also indicates the proposed changes will result in programs that are more attuned to the needs of the educational community.

Planning, Policy & Governmental Affairs

10. University of Idaho – Building Naming

BOARD ACTION

M/S (Critchfield/Goesling): To approve the request by the University of Idaho to rename the Student Union Build, the Bruce M. Pittman Center. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Ms. Critchfield introduced the item and indicated Board staff have discussed the policy requirements for memorializing a building and have found the university's request to be in compliance with Board policy.

Dr. Staben provided a brief history of the building which was built as a student union building in 1936. He expressed that Bruce Pittman is in his 42nd year of service to the University of Idaho, and the university wishes to honor him as a revered student affairs leader by renaming the building in his name.

OTHER BUSINESS

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

M/S (Luna/Critchfield): To adjourn the meeting at 3:46 p.m. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.