

1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

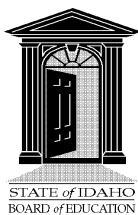
**BOARD ACTION**

**I move to approve the minutes from the October 15-16, 2014 regular Board Meeting and the November 13, 2014, November 24, 2014, December 18, 2014, and January 22, 2015 Special Board meetings as submitted.**

3. Rolling Calendar

**BOARD ACTION**

**I move to set December 9-10, 2015 as the date and the College of Southern Idaho as the location for the December 2015 regularly scheduled Board meeting to set February 17-18, 2016 as the date and Boise State University as the location for the regularly February 2016 regularly scheduled Board meeting and to amend the location for the June 2015 regularly scheduled Board meeting to North Idaho College.**



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

**DRAFT MINUTES  
 STATE BOARD OF EDUCATION  
 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**

and the October 3, 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 BAHHR committees. Mr. Soltman suggested asking institutions who belong to the Educational Advisory Board for their input. Ms. Atchley directed the IRSA and BAHHR 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 90<sup>th</sup> 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 2<sup>nd</sup> 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 4<sup>th</sup> 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 14<sup>th</sup>, 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 3<sup>rd</sup> grade; 24% by the 10<sup>th</sup> grade. Twenty-seven percent of American Indian students are not meeting proficiency status in Math by the 3<sup>rd</sup> grade; 45% by the 10<sup>th</sup> 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 compare 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 BAHR. 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 BAHR.

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 Ketchie 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.

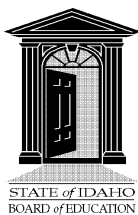
Ms. Critchfield introduced the item and indicated Board staff have discussed the policy requirements for memorializing a building and have found the university's request to be in compliance with Board policy.

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 42<sup>nd</sup> 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.



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

**DRAFT MINUTES  
 STATE BOARD OF EDUCATION  
 November 13, 2014  
 Special Board Meeting  
 Boise, ID**

A special meeting of the State Board of Education was held November 13, 2014. It originated from the Capital Building, meeting room WW17, in Boise Idaho. Board President Emma Atchley presided and called the meeting to order at 4:30 p.m. MST. A roll call of members was taken.

**Present:**

Emma Atchley, President  
 Rod Lewis, Vice President  
 Don Soltman, Secretary  
 David Hill

Richard Westerberg  
 Debbie Critchfield  
 Tom Luna  
 Bill Goesling

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)**

1. Pending Rule Docket 08-0202-1401 – Rules Governing Uniformity – Certification

**M/S (Westerberg/Critchfield): To approve the Pending Rule Docket 08-0202-1401 in substantial conformance to the form submitted in attachment 1.** A roll call vote was taken and the motion passed unanimously 8-0.

Mr. Westerberg, chair of the Planning, Policy and Governmental Affairs committee, indicated this special meeting is to consider a pending rule on teacher certification. He clarified that in August, the Board passed the proposed rule on tiered licensure as presented by the Governor's Task Force. After an open comment period, the proposed rule was modified to reflect concerns and suggestions and is now being presented for approval.

Mr. Lewis, Co-chair of the Tiered Licensure Committee, lead the Board through a review of the changes between the proposed rule and what is being considered today. Mr. Lewis summarized some of the concerns communicated during the public meetings. One of the primary concerns expressed (most frequently) was concern about accountability measures in aspects of licensure. Other concerns included the feeling that the statewide assessments are not valid growth indicators and should not be required; that administrators in small districts may not have access to train observers; that no credit was being given in the proposal for additional education and thus no incentive for teachers to earn advanced degrees. Other concerns included the feeling that there was too much responsibility at the local level to determine certification and compensation, and certification should be made at the state level; and

comments that administrator evaluation should not be a determinant of teachers receiving substantial increases in pay; additionally that the proposal would pose a reporting burden on schools and districts. One final comment was that the Danielson model is designed to support teacher growth and not certification or compensation.

Mr. Lewis summarized the proposal before the Board includes proposed changes in response to the comments received. The biggest change is the reduction in the proposal to only two tiers; a residency tier and a professional tier. With respect to the professional tier, the proposed changes would remove all accountability from the professional certificate and move it all to career ladder. Secondly, with respect to the professional tier, it would continue as it currently exists; only credit requirements would be required for renewal. With respect to the residency tier, statewide assessments (SmarterBalanced and IRI) would be listed as options but not required. Local districts, in collaboration with teachers, will have the ability to choose growth measures they feel appropriate from the list provided. Also in the residency tier, the option is provided for districts to extend the residency period from three years to four years at their discretion. Also related to the residency tier, there is a deletion of references to the domains and requirements relating to the final year. It is also proposed that teachers would be allowed to submit additional artifacts evidencing proficiency and effective teaching in their application for a professional certificate. The requirement for two separate observers was removed; two observers would be used only at the request of the teacher or administrator.

Mr. Lewis also added that they anticipate changing the career ladder for increased compensation for additional or advanced degrees.

Mr. Luna asked for more detail about the Danielson domains and what expectation there is for an evaluation in residency or professional license, and in moving from one to the other. Mr. Lewis responded that as described previously, the professional certificate would continue as it is today and be renewable every five years. Mr. Luna asked for clarification on how the 22 components of the Danielson framework are measured and what impact that has on moving from residency to professional licensure. Mr. Lewis responded that as to the residency, the resident would receive a three year non-renewable certificate. As to the teacher's evaluation, they must successfully complete those evaluations two out of three years. As to the evaluation, part of the application would include evidence that the teacher has achieved proficiency on 16 of the 22 components referred to as the Danielson framework, regardless of the number of basics in any one of the four domains.

Dr. Hill asked about any changes for teachers coming from outside of the state. Mr. Lewis responded there is no change being recommended in that regard from what was proposed by the committee; the committee proposal is being used in regards to out of state teachers. Dr. Goesling asked about out of state teachers with four or more years of experience. Mr. Lewis responded the proposed rule included provisions for out of state teachers. The committee urged that teachers coming in from out of state receive equal treatment to those who are in the state. Out of state teachers with fewer than three years of experience would be required to meet the requirements of a resident teacher. Teachers with more than three years would be required to show evidence of proficiency and growth and have at least one year proficiency in student growth in the state of Idaho before they receive their professional certificate.

Mr. Critchfield asked what provisions are available to mentor and help a teacher coming to Idaho from out of state. Mr. Lewis responded that mentoring and collaboration are major recommendations from the committee. The committee recommended mentoring for at least the first three years. The intent of the proposal is that they receive the same level of mentoring as



in-state teachers. If the teacher does not show evidence of proficiency or student growth, they would be allowed to go back and receive additional education as to the areas of deficiency, and reapply for a residency certificate.

Dr. Hill applauded the principle of fairness. He asked if the Board has considered creating a reciprocal agreement from state to state. Mr. Luna interjected that the Department of Education currently has language that creates a reciprocal relationship with other states from around the country. He indicated that the language can be found in either Idaho Code or Administrative Rule, and that staff could provide that information to the Board. Mr. Westerberg commented that the residency mechanism in tiered licensure is to assure there is a quality product and a quality teacher, and that there is provision to require the same from out of state teachers.

Dr. Goesling requested that paragraph two on the second page of the agenda regarding the comments received be read aloud (PPGA Tab 1, page 2). Mr. Westerberg obliged and read aloud that section as requested.

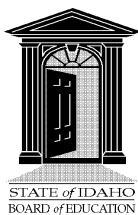
Mr. Lewis publicly thanked the Tiered Licensure Committee and the Task Force for their work on the process leading to this rule. He expressed his appreciation for how open, inclusive, and collaborative the process was. He also recognized from the audience Dr. Linda Clark as co-chair of the committee and publically thanked her for her work.

Ms. Atchley also extended the Board's appreciation for the amount of work put forth by the Task Force and Tiered Licensure Committee on this rule. She expressed that they feel they have come up with a rule that will work, and reminded the audience that there is flexibility in the process and that rules can change. Ms. Atchley pointed out that she has agreed to establish an Implementation Committee which will oversee and analyze the process of the implementation of these rules as they go forward. She asked for people to please recognize that all of the Board members are parents, grandparents, and have been involved in education for a long time, and are doing what the Board feels is good work for the state of Idaho. She concluded by saying that we are taking an important step forward today.

#### **OTHER BUSINESS**

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

**M/S (Westerberg/Critchfield): To adjourn the meeting at 5:04 p.m.** The motion carried unanimously 8-0.



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

**DRAFT MINUTES  
 STATE BOARD OF EDUCATION  
 November 24, 2014  
 Special Board Meeting  
 Boise, ID**

A special meeting of the State Board of Education was held November 24, 2014. It originated at the State Board of Education's main office, large conference room, in Boise Idaho. Board President Emma Atchley presided and called the meeting to order at 2:00 p.m. MST. A roll call of members was taken.

**Present:**

Emma Atchley, President	Richard Westerberg
Rod Lewis, Vice President	Debbie Critchfield
Don Soltman, Secretary	Tom Luna
Bill Goesling	Rod Lewis (Joined at 2:07)

**Absent:**

David Hill

**BUSINESS AFFAIRS & HUMAN RESOURCES**

1. Boise State University – Litigation Request

**BOARD ACTION**

**M/S (Soltman/Goesling): To approve the request by Boise State University to initiate litigation pursuant to State Board Policy, Section V.W.2.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Freeman indicating that this is a request by Boise State University for approval for the authority to initiate litigation.

2. Boise State University – Research Foundation

**BOARD ACTION**

**M/S (Lewis/Critchfield): To approve the request by Boise State University to establish the Boise State University Research Foundation, to obtain a variance as outlined herein pursuant to Board policy V.E.6, to enter into the proposed Operating Agreement, Loaned**

**Employee Agreement and Administrative Support Services Agreement in substantial conformance with the documents attached hereto, and to approve an initial line of credit to the Research Foundation not to exceed \$75,000 consistent with the terms herein.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Freeman introduced the item indicating it is a request from Boise State University (BSU) for approval to establish the Boise State University Research Foundation. Mr. Lewis asked for a review of the governance principles BSU is implementing and what position they believe it puts them in regarding liability and from an ability to own equity standpoint. Dr. Rudin, Vice President for Research and Economic Development from BSU, made a few comments about the research foundation derived from discussions at the Institutional Research and Student Affairs (IRSA) Committee. He indicated the overall purpose of establishing the Research Foundation will serve to support the university's work in the area of research and service, and specifically to help them facilitate the transfer of intellectual property (IP) to the private sector and to the option to own equity in the sector. He pointed out establishment of the Research Foundation would also help facilitate interaction with industry through sponsored programs, as well as facilitate being able to receive sponsored projects on behalf of the university. He felt it would also help add and expand ad hoc programs to community based programs.

Mr. Satterlee indicated that the university is setting up the Research Foundation as a separate nonprofit corporation (501(c)(3)) that will have a tax exempt status under IRS Code 509(a)(3). He pointed out that status allows the government to set up a public charity as a support foundation and allows them to have a different board of directors. Its board of seven, will be controlled by BSU and BSU's Vice President of Research will chair the Foundation; BSU's Vice President of Finance will serve as an *ex officio* member; and the president of BSU will appoint the two faculty or staff members who are not key administrators. Then, there will be three community members selected by those four BSU employees. Then, ongoing, the board will continue to appoint the three new members by majority vote. Mr. Satterlee added the University believes it is prudent to retain control over any organization that may ultimately hold its intellectual property. In addition, the Research Foundation will operate consistent with the role and mission of the University. Mr. Satterlee commented that with respect to the equity ownership, they believe this allows the separate corporation that is formed to be able to own an equity interest, and they believe what they have set up is sufficient and is the right format for BSU at this point in time.

Mr. Soltman asked if there any conflict of interest issues with the Research Foundation's board. Mr. Satterlee responded they do not feel there is any conflict of interest. He added there will be a conflict of interest policy and a code of ethics in place. Dr. Goesling asked about the university's loaned employee concept. Mr. Satterlee responded the intent is the same as the loaned employees with other foundations pursuant to Board policy.

Mr. Lewis commented that this type of foundation is created for purposes of dissemination and handling of IP of the university, and is an entity where the university will have the ability to control its IP. He felt it important to not confuse this Research Foundation with the goals and purposes of financial oriented foundations, and was supporting of the Research Foundation.

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)**

2. Pending Rule Docket 08-0111-1401 – Proprietary Postsecondary Institution Registration

**BOARD ACTION**

**M/S (Westerberg/Critchfield): To approve the Pending Rule Docket 08.-0111-1401 as submitted.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Westerberg indicated this rule has been before the Board previously, and has received no comments during the public comment period. No changes are being made between the proposed and pending states of the rule.

3. Pending Rule – Docket No. 08-0201-1401 – Qualified Trainer Criteria

**BOARD ACTION**

**M/S (Westerberg/Goesling): To approve Pending Rule Docket 08-0201-1401 as submitted.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Westerberg indicated this rule has been before the Board previously, and has received no comments during the public comment period. No changes are being made between the proposed and pending states of the rule.

4. Pending Rule – Docket No. 08-0501-1401 – Seed Certification

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the Temporary and Pending Rule Docket 08-0501-1401 as presented in Attachment 1.** A roll call vote was taken and the motion carried 6-0. Ms. Atchley abstained from voting.

Mr. Westerberg indicated this rule has been before the Board previously, and has received no comments during the public comment period. No changes are being made between the proposed and pending states of the rule.

5. Pending Rule – Docket No. 55-0104-1404 – Quality Agriculture Program Grants

**BOARD ACTION**

**M/S (Westerberg/Goesling): To approve the Pending Rule Docket 55-0104-1401, Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants as submitted in Attachment 1.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Westerberg indicated this rule has been before the Board previously, and has received no comments during the public comment period. No changes are being made between the proposed and pending states of the rule.

**DEPARTMENT OF EDUCATION**

1. Pending Rule - Docket No. 08-0201-1402 - Special Education Funding

**BOARD ACTION**

**M/S (Luna/Critchfield): To approve the Pending Rule, Docket No. 08-0201-1402, as submitted.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna pointed out this a pending rule that outlines the formula for reimbursement of school districts for Exceptional Child Support Units. There was one comment received and no changes are being made between the proposed and pending states of the rule.

2. Pending Rule - Docket No. 08-0202-1402 – Documents Incorporated by Reference – Idaho Standards for Initial Certification/Idaho Standards for Operating Driver Education Programs

#### **BOARD ACTION**

**M/S (Luna/Soltman): To approve the Pending Rule - Docket No. 08-0202-1402, as submitted.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna pointed out this a pending rule that deals with the Professional Standards Commission of annually who annually reviews 20% of the Idaho Standards for Initial Certification of Professional School Personnel. There were three comments received and no changes are being made between the proposed and pending states of the rule.

3. Pending Rule – Docket No. 08-0202-1403 – Endorsements

#### **BOARD ACTION**

**M/S (Luna/Goesling): To approve the Pending Rule - Docket No. 08-0202-1403, as submitted.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna indicated this is a pending rule which focuses on the endorsements that have been reviewed by committees of content experts, specifically School Counselor, Special Education Blind & Visually Impaired, and Special Education Hearing Impaired. The revised standards were approved by the Board at the August 2014 Board meeting. The Professional Standards Commission recommended approval of all the committee's proposed endorsement revisions. Five comments were received during the comment period. No changes were made to the rule between the proposed and pending rule stages.

Ms. Willits pointed out to the Board members that the standards were approved and what the Board is approving today is the associated endorsements.

Mr. Lewis asked about the deletion of the supervisor for special education endorsement. Ms. Willits responded it was deleted because it is not offered by any higher education institution in Idaho. Ms. Atchley asked what if they come from out of state with that degree. Ms. Willits responded they would not be able to obtain that endorsement in the state of Idaho because it doesn't exist in the state of Idaho, and they would not be able to get it renewed in Idaho.

4. Pending Rule – Docket No. 08-0202-1404 - Educator Evaluations

#### **BOARD ACTION**

**M/S (Luna/Goesling): To approve Pending Rule - Docket No. 08-0202-1404, with the following amendments: to change the word "include" to the word "are" and in sections**

**02 and 04.d., remove “situations such as” and the word “etc.”** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna indicated this pending rule did receive some comments that initiated a change between the proposed and pending rule stage. He clarified the only change from the proposed to the pending rule is the word “contracted” is being removed from the rule.

Ms. Atchley asked if this rule conforms to the rule adopted in the Tiered Licensure arena. Mr. Luna responded this brings this rule into conformity with the others.

Mr. Lewis felt it was unclear on who can make the evaluation and asked if anyone can make the evaluation under this rule. Mr. Luna responded the intent is district leadership. Mr. Luna suggested replacing the word “include” with the word “are”, to read *those responsible for measuring “are” district leadership such as . . .*. Mr. Lewis agreed with that recommendation.

Mr. Lewis also asked about Tab 4, page 5, Section 05.d. *Sources of Data*, indicating the change is not clear as to what the exception is under this rule. Mr. Lewis suggested insertion of additional guiding words. Ms. Willits recommended rewording the section with *“in situations where certificated personnel are unavailable for two (2) documented classroom observations due to long term illness or late year hire”* and remove the word “etc.” because of its vagueness. That edit was agreeable to Mr. Lewis. Ms. Willits pointed out there are two sections where there are identical words where the change needs to be incorporated, sections 02 and 04.b.

5. Pending Rule – Docket No. 08-0203-1401 - Graduation Requirement

## BOARD ACTION

**M/S (Luna/Westerberg): To approve the amended Pending Rule - Docket No. 08-0203-1401, striking the words “after usage” in subsection 06.f.; inserting the language in subsections g. with “students who graduate in 2019 are required to pass the ISAT in grade eleven in mathematics and English language usage at a proficiency level set by the State Board of Education”; striking subsection i and inserting “students who graduate in 2019 will be required to pass an end of course assessment in science at a proficiency level set by the State Board of Education”.** A roll call vote was taken and the motion carried unanimously 7-0.

**M/S (Soltman/Critchfield): To postpone SDE item number 5 until after the other items on the agenda are considered.** The motion carried unanimously 7-0.

Ms. Willits reminded the Board that this section of rule is dynamic and changes to it are not uncommon. She reviewed the changes to the three major sections of the rule that were made between the proposed and pending stages of the rule. The first change was a requirement in proficiency where at the request of the Legislature, the substitution clause for one credit of physical education for graduation is clarified. More specifically, students must show mastery of the content standards for physical education in a format provided by the school district. Ms. Willits provided an example for illustrative purposes.

Ms. Willits indicated two other changes deal with assessments where the class of 2017 and 2018 are required to complete the Idaho Standards Achievement Test (ISAT). As Idaho continues to transition to higher standards, its graduation requirement must be retooled and phased in over time.

Ms. Willits reported that presently, Federal law requires the ISAT in science to be taken in grades 5, 7, and 10. The state Department of Education (Department) decided that Idaho would have end of course assessments in biology and chemistry for the graduation requirement instead of 10<sup>th</sup> grade science, so the student could take the assessment at any time upon completion of biology or chemistry whether it be in the 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> grade. She did point out this is in alignment with standards.

Mr. Lewis asked about the overall intent of the rule, particularly the section on proficiency. Mr. Luna responded it is a transition to higher standards and assessment that takes at least two iterations to measure and assess growth. He clarified once the data is in hand, the graduation requirements will be set by the state Board. Mr. Lewis wondered about an alternative graduation plan as designed by the district where the Board would set the proficiency levels by a certain time. Mr. Luna responded he is not opposed to that suggestion. Mr. Lewis felt the Board was being asked to endorse no proficiency requirements. Mr. Luna responded by suggesting to add some words to the language making it more specific. Ms. Willits interjected some suggestions regarding students who graduate in 2019 that will help with clarification going forward regardless of who is on the Board and who the state Superintendent.

Ms. Critchfield asked about the initial ISAT implementation. Ms. Willits responded that with the previous testing there was at least two years of data available. Ms. Willits indicated going forward there will be time to see the growth pattern in the data with the class of 2019. There was additional discussion related to graduation requirements. Mr. Luna questioned whether the Board would like to do the same thing with end of course (EOC) assessments for the class of 2019 where the students would be required to take them and pass them at a level set by the state Board after test data is available. There was additional discussion about the science requirements. Ms. Willits pointed out there is no graduation requirement tied to science presently. She indicated they would like to tie a requirement to standards specific in either biology or chemistry. Ms. Bent reported on the credit requirements for science.

Mr. Luna remarked that based on the discussion, the motion should be amended with changes that specifically say that students of the class of 2019 are required to pass the ISAT in grade 11 in mathematics and English language usage at a level set by the state Board; and to strike some language in "f" and "l" under *Proficiency*; and add language to say that students who graduate in the class of 2019 are required to pass an EOC assessment in either biology or chemistry at a level set by the state Board.

There was considerable discussion regarding science requirements. Mr. Lewis was troubled by students needing to meet science requirements through only biology or chemistry, and asked if the Department is working on other areas of assessment. Ms. Willits responded on what the standards are, which included earth science, physical science, biology and chemistry, and indicated next year they will revise the standards again. Ms. Atchley was concerned about the gap in the science assessments between now and when they are revised and questioned how to address it. Ms. Willits pointed out there is a progression to the assessments and there is time to develop the EOCs.

At this time during the meeting, a motion to postpone this item until after the remainder of the agenda items are considered carried unanimously.

When the agenda returned to this item, there was additional discussion about the science requirements, and the subsection numbering of the revisions in the rule. Mr. Luna

recommended the following language for subsection I, “The State Department of Education shall develop end of course assessments for earth science and physical science tied to the state content standards by the Fall of 2018.” Ms. Bent pointed out the standards are located in a different section of rule and emphasized the difficulty of adding to the graduation requirements; that it confuses the rule. Additionally, that it is a substantive change that has not gone to public comment. After discussion, the group concluded that there was not a need for end of course assessments for earth science and physical science, and agreed to strike through and eliminate subsection I. They felt they could address the issue when the end of course assessments are developed and reviewed at a later date. Dr. Rush recommended the Department create end of course assessments in “advanced sciences” to encompass the science area. The Board members agreed with that suggestion.

After further discussion, Ms. Willits pointed out that the science standards will be reviewed in the next year; and the decision to leave the language regarding biology and chemistry as stated was agreed upon. As a point of clarification Dr. Rush reminded the Board that the standards in science are on schedule to be reviewed and the new strategy for teaching science is not “*biology, chemistry, physics*”; it is an integrated science based on competencies and outcomes. He pointed out that after the standards review, we may be looking at a different environment in terms of how science is being taught and offered.

Mr. Luna recommended revisions to subsection “k” to state “Students who graduate in 2019 will be required to pass an end of course assessment in biology or chemistry at a proficiency level set by the Board of Education”. The Board members agreed on that change. Additionally, Mr. Luna recommended changing subsection “g” to state “Students who graduate in 2019 are required to pass the ISAT in grade eleven in mathematics and English language usage at a proficiency level set by the State Board of Education.” The Board members agreed on that change as well.

Mr. Lewis asked if other changes included taking the graduation requirements to the Algebra II level. Ms. Willits responded that the Common Core Standards for grade 11 are Algebra II which is what’s determined to be college and career ready. Mr. Lewis recommended adopting Algebra II as a minimum graduation requirement in Math and expressed great concern about Idaho’s graduation requirements for math, expressing that Idaho is behind the times right now.

After the re-reading of the amended rule, Mr. Westerberg expressed that he was satisfied with the changes that were made to the pending rule, but not comfortable with the process used to get there. He expressed that this level of change should have been provided in the proposed rule.

6. Pending Rule – Docket No. 08-0203-1402 – Accountability

## BOARD ACTION

**M/S (Luna/Soltman): To approve the Pending Rule – Docket No. 08-0203-1402, as submitted.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna indicated this item deals with Limited English Proficiency (LEP) allowing districts to have a uniform definition of LEP students. There were no changes between the proposed and pending rule stages.

7. Pending Rule – Docket No. 08-0203-1403 – Assessment



**BOARD ACTION**

**M/S (Luna/Goesling): To approve the Pending Rule - Docket No. 08-0203-1403 - Assessment, as submitted.** A roll call vote was taken and the motion passed unanimously 7-0.

**M/S (Luna/Soltman): To amend the motion to include changing the wording in Section 06.n. to remove the words “who complete biology or chemistry as required to take” and add the words “in science”.** A roll call vote was taken and the motion passed unanimously 7-0.

Mr. Luna indicated this item also deals with accommodations/adaptations for LEP students to reflect the designated supports and accommodations as referenced in the Smarter Balanced Assessment Consortium (SBAC) guidelines. If approved, districts will have a uniform definition for LEP students. He pointed out that following the public comment period, there were minor changes made to the rule.

Mr. Soltman asked about the end of course assessment for biology and chemistry and wanted to make sure it conforms to the changes in SDE agenda item 5. Mr. Luna acknowledged and Ms. Willits recommended editing Section 06.n. to say students are required to take an end of course assessment in science provided by the state and administered by the district.

8. Pending Rule – Docket No. 08-0203-1404 - Physical Education and Professional-Technical Education

**BOARD ACTION**

**M/S (Luna/Soltman): To approve the Pending Rule - Docket No. 08-0203-1404 – Other Required Instruction, as submitted.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna pointed out this pending rule is specific to physical education and professional-technical education and approval will reinstate the requirement that high schools offer physical education and professional-technical education and clarify that the learning plans created in middle school and junior high must be reviewed annually throughout the students' high school experience. There four comments received and no changes have been made between the proposed and pending rule stages.

9. Pending Rule and Amendment of Temporary Rule Docket No. 08-0203-1406-Student Data System

**BOARD ACTION**

**M/S (Luna/Critchfield): To approve the amendment to the Temporary Rule and Pending Rule - Docket No. 08-0203-1406, as submitted.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna pointed out that this rule deals with student data. In August, the Board approved incorporating additional data elements into the Statewide Longitudinal Data System (SLDS). The new data elements will provide the information necessary to accurately identify students,

staff and educational institutions participating in various programs offered by the Idaho State Department of Education. Two comments were received and the only change to the rule between proposed and pending status is to the list of data elements to include elements that were not approved in August. Dr. Rush pointed out there is a Data Management Council that is actively involved in monitoring data issues.

10. Appointment of 30 Members to the Bias and Sensitivity Committee

#### **BOARD ACTION**

**M/S (Luna/Goesling): To appoint the thirty (30) committee members listed on Attachment 1, to the Bias and Sensitivity Committee representing Regions 1 – 6 for a two (2) or four (4) year term as specified in Attachment 1.** A roll call vote was taken and the motion carried unanimously 7-0.

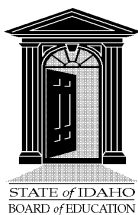
**M/S (Luna/Soltman): To appoint the list of ninety (90) individuals listed in Attachment 2 and the thirty (30) individuals listed on the Alternate List provided in Attachment 3, as supplemental members of the Bias and Sensitivity Committee for one time only to do the initial review, representing Region 1 – 6, effective immediately and ending December 31, 2014.** A roll call vote was taken and the motion carried unanimously 7-0.

Mr. Luna indicated this item deals with the Bias and Sensitivity Committee and last year the passed a law requiring that a 30 member review committee consisting of parents, teachers, and administrators representing public and charter schools in all six (6) education regions of the state be formed to review items on the new ISAT assessment which may reach 40,000 items. In order to comply with the law, the committee has been expanded to 120 members with a number of alternates identified. The additional 90 members will serve on a temporary basis for the initial assessment items review and will not participate beyond the initial item review. The Department of Education will bring the members to Boise from December 15-18, 2014 to complete the review of test items.

#### **OTHER BUSINESS**

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

**M/S (Westerberg/Goesling): To adjourn the meeting at 4:47p.m.** The motion carried unanimously 7-0.



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

**DRAFT MINUTES  
 STATE BOARD OF EDUCATION  
 December 18, 2014  
 Office of the State Board of Education  
 Len B. Jordan Building, 3<sup>rd</sup> Floor  
 Boise, Idaho**

A regularly scheduled meeting of the State Board of Education was held December 18, 2014 at the Office of the State Board of Education in Boise, Idaho. Board President Emma Atchley presided, called the meeting to order at 9:00 am Mountain Time, and requested a roll call of members. Ms. Atchley recognized that this was Superintendent Tom Luna's last official Board meeting. She invited him to the February Board meeting for a more proper farewell and recognition of his years of service as Superintendent of Public Instruction and to the Board.

**Present:**

Emma Atchley, President  
 Rod Lewis, Vice President  
 Don Soltman, Secretary  
 Richard Westerberg joined at 9:08 am  
 Tom Luna, State Superintendent

Bill Goesling joined at 9:05 am  
 Debbie Critchfield  
 Dave Hill

At this time Ms. Atchley requested the Board go directly to the Audit section of the agenda for a report by Moss Adams.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**

1. Career Ladder Legislation

**BOARD ACTION**

**M/S (Westerberg/Lewis): To approve the proposed legislation in substantial conformance to the form submitted as attachment 1 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the Governor's legislative process.** A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Westerberg introduced the item indicating it is proposed legislation on the career ladder which is consistent with the Governor's Task Force recommendations. He explained the career ladder and tiered licensure were designed by the Governor's Task Force to be mutually dependent, and the proposed changes to the legislation will separate the career ladder from the teacher certification in that the performance and measurable student achievement criteria will be used for movement on the career ladder, but will not impact renewal of a professional teaching certificate. Mr. Westerberg pointed out this legislation is a product of nearly two years of work by a group of education stakeholders and that the process used to build the proposal was open and transparent.

Dr. Goesling expressed concern from superintendents in Region II who felt underexposed to the details

and discussion on the career ladder. He felt the public meetings covered more information about tiered licensure and not enough about the career ladder.

Mr. Westerberg responded that there were different processes used to communicate the proposed legislation. The tiered licensure proposal went through the rule process which comes through the Board and requires public hearings. Instead of doing only one public hearing as required, they held three. He explained further that for this proposed legislation on the career ladder, it is a recommendation from the committee through the Board to the Governor, then to the legislators, at which time the public comment and testimony will take place. Simply put, the public hearings haven't happened yet because this proposed legislation isn't to that step in the process.

Mr. Lewis added that the principles outlined in the career ladder are ones that were commented on, and contains no new principles that haven't been discussed. They have made adjustments based on those comments.

Dr. Goesling continued to express concern that the superintendents from his region feel comments haven't been thoroughly vetted. Mr. Lewis responded that this information has been vetted through multiple committees and has been supported. Mr. Westerberg reminded the Board members of the process the career ladder went through which was agreed on to move it forward, pointing out but that it would require additional work to prepare it for legislation. Career Ladder and Tiered Licensure committees met and the materials have been through three extensive public meetings. He also remarked that the representation on the committees was wide and varied and included many superintendents and teachers. He expressed that this was an exceptional effort. Ms. Bent indicated changes would take effect during the implementation years.

Ms. Critchfield commented that her experience with superintendents from in Region IV was similar to Dr. Goesling's where some of the feedback was that career ladder details weren't overly clear and somewhat complicated, so she understood his concern. She also added that the *classified employees* group that are part of the education team as a whole (i.e., office staff, administrators) are undercompensated and wasn't sure how to improve that. She encouraged the Board to try to address that issue somewhere in its work. She expressed concern that increases at many districts were based on the state schedule, and questioned how many districts fund above the state level. There was additional discussion about the item and the process it will take. Mr. Westerberg pointed out this is an appropriation and how districts pay is their call. Mr. Lewis pointed out for Ms. Critchfield's benefit that the provision in the law is amended such that the minimum salary will be moved up by a meaningful amount.

Mr. Hill asked regarding the education factor who determines relevancy. Ms. Bent responded it falls to the certification staff from the Department of Education who would be reviewing the transcripts. If necessary, it would go to the Professional Standards Commission (PFC) if there was a discrepancy in agreement.

Mr. Luna asked about when performance measures have an impact to movement on the career ladder. Ms. Bent responded that the recommendation for full implementation for the performance criteria is that they would be met in three out of five years and explained the process. She added that the changes allow for a five year rolling calendar. Mr. Luna shared an additional concern of teachers getting a few years into it and then getting push back on the measures.

Dr. Goesling asked what can be done to better inform superintendents. Mr. Westerberg reminded the group that an implementation committee would be put in place. Ms. Atchley also reminded the group again that this is proposed legislation and that the Governor and legislators would be taking up the details of the proposal. Ms. Atchley complemented the Board members and others for their major work on this item. Mr. Luna reminded the Board that at the October meeting he reviewed the history going back almost 12 years related to improving teacher pay, and he hoped that this would continue its momentum in that direction. He was very supportive of Idaho spending its time improving the tiered licensure and career ladder plans going forward and getting away from the pay grids that have been in place for so long.

**AUDIT**

1. Presentation of Audit Findings by the Board's External Auditor

**BOARD ACTION**

**M/S (Soltman/Goesling): To accept from the Audit Committee the Fiscal Year 2014 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as presented by Moss Adams LLP.** A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Scott Simpson, audit partner and one of the lead institution auditors with Moss Adams, provided a brief presentation of audit results for the Board. He indicated they completed all of their audits for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College at the end of September and audit reports were issued. They met the deadlines set by the State Controller's Office, and the audit results for each institution were positive. He explained that "positive" means they issued unmodified audit reports for financial statements as well as for the compliance for each institution. This also means that they had clean, unmodified opinions for each institution. Mr. Simpson reported the institutions had no material weaknesses or significant deficiencies in internal controls. They found all institutions were prepared for the audits and responded timely for any information requests or inquiries. He remarked favorably on the coordination with management at each of the institutions and reported no disagreements. Mr. Simpson felt it was a very successful audit season, and commented on the complexity and amount of work required in the audit process. Mr. Simpson was ready to answer any questions from the Board.

Mr. Lewis commented on the positive remarks from the auditors and praised the coordination of the institutions in this process. Mr. Freeman remarked that a much more thorough and in depth report was provided to the Audit Committee, and he complemented the high level due diligence by the institutions and Moss Adams during this process.

**BUSINESS AFFAIRS AND HUMAN RESOURCES****Section I – Human Resources**

1. Boise State University – Multi-Year Employment Agreement – Women's Volleyball Head Coach

**BOARD ACTION**

**M/S (Goesling/Hill): To approve the request by Boise State University to enter into a two year employment agreement with Shawn Garus, Head Women's Volleyball Coach, commencing on February 1, 2015 and terminating on January 31, 2017, at a base salary of \$87,610 and supplemental compensation provisions, as submitted.** A roll call vote was taken and the motion carried unanimously 8-0.

Dr. Goesling indicated this is a request by Boise State University (BSU) for a multi-year employment agreement with the Women's Volleyball Head Coach. He added the Athletics Committee feels the academic incentives are adequate.

2. Boise State University – Multi-Year Employment Agreement – Women's Basketball Head Coach

**BOARD ACTION**

**M/S (Goesling/Hill): To approve the request by Boise State University to enter into a two year, three month employment agreement with Gordon Presnell, Head Women's Basketball Coach, commencing on December 19, 2014 and terminating on March 31, 2017, at a base salary of \$189,132 and supplemental compensation provisions, as submitted, with one amendment converting the APR percentiles to raw scores for purposes of the academic achievement incentive**

**pay.** A roll call vote was taken and the motion carried unanimously 8-0.

Dr. Goesling indicated this is a request by Boise State University for a multi-year contract with Gordon Presnell, Head Women's Basketball Coach. He pointed out an amendment which converted the APR percentages to raw scores for the purposes of the academic achievement incentive.

Mr. Westerberg remarked that with regard to all the coaches' contracts, the liquidated damages seem to be low and requested the Athletics Committee review what is being done nationally with liquidated damages going forward.

### 3. Idaho State University – Multi-Year Employment Agreement – Men's Football Head Coach

#### **BOARD ACTION**

**M/S (Goesling/Hill): To waive Board Policy II.H.3 only with respect to the requirement that a coach contract include supplemental compensation incentive based upon academic performance, and only for purposes of the contract submitted as Attachment 1 as modified.** A roll call vote was taken and the motion carried unanimously 8-0.

**M/S (Goesling/Hill): To approve the request by Idaho State University to enter into a three year, one month employment agreement with Michael D. Kramer, Head Football Coach, commencing on December 19, 2014 and terminating on January 21, 2018, at a base salary of \$164,523.20 and supplemental compensation provisions as submitted, with one amendment to delete section 3.2.8.** A roll call vote was taken and the motion carried unanimously 8-0.

Dr. Goesling indicated this is a request from Idaho State University (ISU) for a multi-year agreement with their Head Football Coach, Michael Kramer. He pointed out this request deviates from the model contract in that it will be paid by state funds.

Mr. Freeman highlighted the differences between this contract and the model contract. He pointed out that Board policy requires contracts for head coaches or athletic directors include incentives in the form of supplemental compensation based on academic achievement. For this proposed contract, the coach asked that any academic incentive pay that is earned be paid out to the assistant coaches instead of the head coach. To do so requires a waiver of Board policy.

Mr. Soltman asked if the Athletics Committee feels this is a better way to incentivize academic achievement. Dr. Goesling responded that the committee is comfortable with it. He said other athletic directors were asked their opinion and there were no objections or negative comments toward it. Mr. Freeman added that this is not intended to set a precedent and that they are not seeking to change Board policy to accommodate this in the future. Mr. Lewis also added they do not want to see the APR incentives transferred to assistant coaches on a regular basis.

Mr. Lewis expressed concern about provisions for money games in coaches' contracts in general. Mr. Hill expressed the same concern. He questioned whether or not the Board would want to support provisions for money games where there is a percentage bonus awarded for "money games". He expressed concern about providing incentives in the coaches contracts allowing for a percentage of the take on money games and felt it was not a good way to incentivize. He explained that often these money games are very challenging and stressful for the coaches, the teams, and also represents a high chance of having an additional loss on a record, not to mention the increase in physical roughness of the environment. He felt there are other ways to compensate a coach rather than receiving a bonus for these kinds of games.

Mr. Westerberg remarked in agreement with the comments of Mr. Lewis and would be in support of increasing the base salary for coaches instead.

Dr. Goesling suggested tabling the item. Mr. Freeman pointed out that may be a problem because of the effective date of the contract which is tomorrow, and asked for institution input on the item. Mr. Fletcher

responded they feel it is important to take action on the contract now and are concerned about retention and reward for the coach. He added that this action with the coach's contract will bring him up just a few points from the bottom level of compensation of the Big Sky Conference.

Ms. Atchley asked if the 1% regarding money games could be omitted from the contract at this time, and then have the Athletics Committee make an amendment to the contract later on the money game provision. Legal counsel from ISU, David Alexander, responded they would be agreeable to that. He felt they could proceed with signing the contract with the coach with the understanding that the 1% money game provision has not been approved by the Board. Mr. Westerberg remarked that if they do away with the money game compensation, they need to figure out some way to address the negative impact to compensation and consider other provisions. Mr. Westerberg was in agreement of striking the money game clause from the contract. He commented that there is a 1% guarantee to just show up to the money game and recommended making an addition to the base salary of the 1%. Mr. Westerberg felt a \$10,000 increase in base salary should be added and the money game provision be eliminated. Mr. Fletcher commented in agreement with that recommendation.

#### 4. Idaho State University – Extension to Multi-Year Employment Agreement – Athletic Director

### BOARD ACTION

**M/S (Goesling/Hill): To approve the request by Idaho State University to extend a multi-year employment agreement with Jeffrey K. Tingey, Athletic Director, for a term commencing on December 19, 2014 and terminating on June 30, 2017, at a base salary of \$120,931.20 and supplemental compensation provisions, as submitted, with one amendment to increase academic achievement incentive pay to \$4,000, \$6,000, \$8,000 and \$10,000 based on Athletic Department average APR scores.** Mr. Freeman read the motion aloud as requested by Dr. Goesling who approved it as stated. A roll call vote was taken and the motion carried unanimously 8-0.

Dr. Goesling indicated that Idaho State University is requesting approval to extend the multi-year contract agreement for Jeffrey K. Tingey, Director of Athletics, pointing out the academic incentives have been increased. Dr. Goesling expressed major concern by the Athletics Committee that Mr. Tingey has been working without a contract since June 2014. He asked ISU for an explanation, and sought assurance for that not to happen again. Mr. Fletcher was unable to explain how it happened. Dr. Goesling asked for an explanation of how they would avoid a similar situation in the future. Mr. Fletcher responded they have the President's commitment coupled with a new system of managing contracts and it shouldn't happen again.

### BUSINESS AFFAIRS AND HUMAN RESOURCES

#### Section II – Finance

#### 1. Amendment to Board Policy Section V.R. – Establishment of Fees – Second Reading

### BOARD ACTION

**M/S (Lewis/Soltman): To approve the second reading of proposed amendments to Board policy Section V.R., Establishment of Fees, as presented.** A roll call vote was taken and the motion carried unanimously 8-0.

#### 2. Boise State University – License Agreement to Elsevier

### BOARD ACTION

**M/S (Lewis/Soltman): To authorize Boise State University to enter into a three year license agreement, with an optional one year renewal, for an amount not to exceed \$1.75 million, with Elsevier as outlined herein.** A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Lewis indicated this is a request from Boise State University to enter into a license agreement with Elsevier B.V. (Elsevier) and relates to publications being made available to the library. Mr. Freeman noted that under normal circumstances, this would be a Consent Agenda item. Mr. Westerberg asked why this was being done as a singular contract instead of system-wide contract that would include other institutions. Mr. Freeman responded this subscription service doesn't incent system-wide agreements.

### 3. University of Idaho – 2015 Bond Refunding

#### **BOARD ACTION**

**M/S (Lewis/Hill): To approve the request by the University of Idaho for a Supplemental Resolution for issuance of the Series 2015A bonds, the title of which is as follows:**

**A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho authorizing the issuance and sale of General Revenue Refunding Bonds, Series 2015A, in the principal amount of up to \$22,285,000 (the “Series 2015A Bonds”), authorizing the execution and delivery of a Bond Purchase Agreement, Escrow Agreement, Continuing Disclosure Agreement, Preliminary Official Statement, Final Official Statement and other documents, and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2015A Bonds.**

A roll call vote was taken and the motion carried unanimously 8-0.

University of Idaho's Financial Vice President Ron Smith summarized the item for the Board members indicating that the university requests to refinance bonds issued in 2005, not to exceed \$22,285,000. He indicated this refinance will result in present value savings of just over 9% or just over \$2 million. The refinancing will not extend the maturity date of original issuance and will result in \$1.9M in debt service avoidance. Mr. Smith pointed out they went through reaffirmation from the credit agencies and both ratings were the same as before with a stable outlook for the institution.

### 4. Opportunity Scholarship – Maximum Award Amount

#### **BOARD ACTION**

**M/S (Lewis/Soltman): To approve the maximum award amount of the Idaho Opportunity Scholarship, at \$3,750 per year for fiscal year 2015.** A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Lewis introduced the item that seeks approval for the 2015 Opportunity Scholarship maximum amount. Mr. Freeman summarized that the Board annually sets the maximum award amount for the Opportunity Scholarship which the Board did in December of 2013. They estimated, based on past experience, what the maximum award should be. Approximately 1,300 scholarships have been awarded and most recipients received \$3,000. However, there is still just under \$1 million that will revert back to the state if it is not spent on scholarships. This request is to increase the maximum amount to push that money out to students. The additional amount will hit during the Spring semester and will increase by \$750, serving 1,297 students. Mr. Freeman noted for the Board that there are ten times as many applicants this year as there were last year.

Ms. Critchfield asked if more awards were in order instead of increasing the dollar amount. Ms. Bent responded that based on the eligibility requirements in law, they funded everyone who was eligible.

#### **DEPARTMENT OF EDUCATION**

##### 1. Superintendent's Update

This item was not covered during the meeting.



2. ISAT Achievement Level Scores (Cut Scores)**BOARD ACTION**

**M/S (Luna/Critchfield): To approve the Idaho academic achievement standards, including the Proficiency line descriptors and ISAT achievement levels, at each performance level for each grade, as submitted in attachments 1, 2 and 3.** A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Luna introduced the item which concerns the Idaho Standard Achievement Test (ISAT) scores. He reported this is another step in the process of the implementation of the new ISAT. He added that legislation required the formation of a committee made up of stakeholders from across the state look at all items that will be part of the new ISAT for sensitivity and bias. There were 84 Idahoans that made up that committee and the work was completed this week. Reviewers looked at the items three times and if the item was flagged twice, it required additional review or elimination. Of the 33,400 items that were reviewed, only 91 of them were flagged for review. Mr. Luna expressed they felt it was an appropriate and valid assessment and it will provide teachers with more tools and parents with more information on the ISAT. Mr. Luna described the levels of achievement of the assessment.

3. IDAPA 08.02.03.111.06.j.0 Grade 9 Assessment - Waiver**BOARD ACTION**

**M/S (Luna/Soltman): To approve the Waiver of Requirement of Idaho Administrative Code, IDAPA 08.02.03.111.06(j), requiring grade nine (9) students take the Idaho Standards Achievement Test, Idaho ALT Assessment Test, and the Idaho English Language Assessment for the 2014-2015 school year, as submitted.** A roll call vote was taken and the motion carried 7-1. Mr. Lewis voted nay on the motion.

Mr. Luna introduced the next item which is a request by the Department to waive the requirement for the assessments required for grade nine students. The current Administrative Rule requires all students in Idaho public schools, grades K-12 to participate in the comprehensive assessment program. Mr. Luna described the assessment pattern going forward and the tests it consists of. During the 2012 and 2013 school years, the Smarter Balanced Assessment Consortium (SBAC) started to develop assessment items and performance tasks in English language arts/literacy and mathematics to be administered in grades three through eight and in high school.

Mr. Luna summarized that the Board approved a waiver to allow districts the option of not administering field test assessments in grades nine and ten. Districts were still required to have field test assessments in grade three through eight and in grade eleven to meet the federal testing requirement. Then in October 2014, a group of district superintendents and testing coordinators recommended that districts should be allowed to choose not to administer the Idaho Standard Achievement Tests (ISAT) and Idaho Alternate Assessment on grade nine students due to technical and logistical difficulties.

Mr. Soltman asked about the cost savings as referenced in the impact statement. Angela Hemingway from the Department responded that currently they pay per student for the assessments and the cost savings would be realized for each student who did not participate in the assessment. She clarified they would still have funds available if 100% of the students opted to take the assessment. There was additional discussion about the assessments. Mr. Luna pointed out that federal law does not require ninth grade assessments which is why they have made ninth grade optional. He pointed out that this is a one year waiver specific to 2014-15, but will be revisited again.

Mr. Lewis asked why it is important to test ninth graders in the first place. Mr. Luna responded it is to gather a continuum of where students are at academically. Ms. Hemmingway provided a summary of the scope of work developed by the SBAC and how they are working to get those items developed. She indicated the intent is to create assessments for grades three through eleven in both math and English.

Ms. Critchfield asked about districts opting out of the ninth grade testing if a parent still wanted the child to be tested. Ms. Hemingway responded that students would still be allowed to be tested and arrangements for testing would be made with the district.

At this time the meeting moved to item 5, *Special Education Manual*, on the Department's agenda.

#### 4. Reading Literacy Task Force Recommendations

Mr. Luna introduced the item which deals with the recommendations from the Idaho Reading Literacy Task Force. He pointed out that one of the recommendations focused on third grade literacy which is a critical part of a student's academic success. He read aloud some content from conclusion of the report. He indicated the task force was developed to form recommendations for students from the third grade on with a level of literacy that ensures they can read and comprehend. The taskforce met six times and was facilitated by Dr. Marybeth Flachbart, CEO of Neuhaus Education Center, and Education Northwest provided technical assistance. Twenty individuals from across Idaho served on the committee including Board member Critchfield. The final report focuses on four areas with specific recommendations in each area: assessment, curriculum and instruction, professional development for teachers and administrators, and policy, evaluation and funding.

Ms. Critchfield added that the meetings were very productive and that she is very supportive of the recommendations. The committee was very committed to support legislative efforts to increase funding for literacy and creating funding flexibility for literacy programs.

Mr. Luna commented on one of the recommendations which is to remove the requirement that the state should provide a minimum of 40 hours of intervention to any student receiving a score of one on the Idaho Reading Indicator (IRI). The state provides funding to districts for the number of students that are at a one (with three being the highest score equal to proficient). Mr. Luna clarified that there are other parameters on how those dollars can be used, so they aren't taking the intervention hours away, they are just removing the "minimum" requirement. Ms. Critchfield added that teachers are doing a more individualized plan with students and that often they spend well over 40 hours with the student.

Mr. Hill recommended under the *Curriculum and Instruction* section that the two bullet points be read together as one item. Board members agreed.

Mr. Luna indicated these four areas will be developed further and that there will be a level of accountability for literacy for every child. Mr. Westerberg requested unanimous consent that the Board accept the report and refer the matter to staff and the Instruction Research and Student Affairs (IRSA) Committee for further development and recommended action, or delegation of recommendations. There were no objections. Mr. Luna recommended that Board member Critchfield be an ad-hoc member to the IRSA Committee related to this item. Ms. Critchfield willingly agreed. Mr. Luna also pointed out there are items that should be moved forward for this coming legislative session. Ms. Bent responded the timing is such that legislation would not be able to be done through the normal process. She indicated legislation could be developed and they would need to work with legislative sponsors on it, as well as discussing it with the Governor's office. Ms. Critchfield recommended contacting Representative VanOrden. Ms. Bent went on to say that because of the timeline, temporary and proposed rules would need to be developed after the session.

Ms. Atchley summarized that the Board agreed unanimously to accept the Literacy Task Force Recommendations and develop legislation to further this work.

Mr. Lewis reminded to the Board members related to the Career Ladder legislation, to review the latest draft of the statutory language as there would likely be questions.

#### 5. Special Education Manual

### **BOARD ACTION**

**M/S (Luna/Critchfield): To approve the Revised Idaho Special Education Manual, 2015, as submitted in Attachment 1.** A roll call vote was taken and the motion carried unanimously 8-0.

Mr. Luna indicated this item is an update of the Idaho Special Education Manual. The manual is designed to help districts and schools understand the provisions of the Individuals with Disabilities Education Act (IDEA) and meet the guidelines contained in the law. Mr. Luna pointed out this manual has not been reviewed in its entirety since 2009, and has recently been updated as federal regulations have changed. A number of stakeholders have been included and consulted in updating the manual.

At this time, the meeting returned to item 4, *Reading Literacy Task Force Recommendations*, on the Department's agenda.

#### **OTHER BUSINESS**

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

**M/S (Critchfield/Hill): To adjourn the meeting at 11:43 a.m.** The motion carried unanimously.

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