

**WORK SESSION
JUNE 13, 2024**

| TAB | DESCRIPTION | ACTION |
|------------|---|------------------|
| A | IRSA – STRATEGIC DISCUSSION OF BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES | Information Item |

WORK SESSION
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SUBJECT

Strategic Discussion of Board Policy III.Z., Planning and Delivery of Postsecondary Programs and Courses

REFERENCE

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| Jun/Aug 2003 | The Board approved first and second readings of a new Board policy, III.Z. Delivery of Postsecondary Education, to guide planning and delivery of academic programs at the public postsecondary institutions. |
| Apr/Jun 2011 | The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding statewide program responsibilities and service region designations for the universities and Lewis-Clark State College. |
| Aug/Dec 2013 | The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide responsibilities. |
| Oct/Dec 2016 | The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide program responsibilities. |
| Dec 2017/Feb 2018 | The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years. |
| Jun/Aug 2018 | The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region. |
| Jun/Aug 2020 | The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho. |
| Feb/Apr 2021 | The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding new definitions for high-demand and joint programs, as well as significant revisions to collaboration requirements. |
| Oct/Dec 2022 | The Board approved first and second readings of proposed amendments to Board Policy III.Z., describing a set of minimum criteria by which the Board will evaluate proposals by the universities to offer new associate degrees and proposals by the community colleges to offer applied baccalaureate degrees. |
| Aug/Oct 2023 | The Board approved first and second readings of Board Policy III.Z., exempting prison education from the policy. |

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| Feb 2024 | The Board discussed findings and recommendations from the Policy III.Z. Working Group. |
| April 2024 | The Board received an update on progress toward the charge given at the previous Board meeting and continued discussion about potential revisions to Policy III.Z. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. and Section III.G.
Idaho Code §§ 33-113, 33-123, 33-2101

BACKGROUND/DISCUSSION

Board Policy III.Z Planning and Delivery of Postsecondary Programs and Courses was originally adopted by the Board in August 2003, to “ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment, collaboration and coordination of programs.” The policy aimed to “optimize the delivery of academic programs while allowing the institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources.” The policy provided a critical framework to support the Board in meeting its constitutional and statutory oversight responsibilities by requiring appropriate levels of planning and accountability of postsecondary educational programming.

In Fall 2023, the Board President established a Working Group comprised of four Board members to closely examine Board Policy III.Z. and determine if further amendments should be made to the policy, particularly related to Designated Service Regions and Statewide Program Responsibilities.

Based on feedback from the institutions and input from Board staff, the Working Group brought a set of recommendations related to Board Policy III.Z. to the full Board for a Work Session discussion at the February 2024 Board meeting. At the conclusion of this Work Session, the Board directed staff to work with the eight institutions to revise Policy III.Z. to meet several objectives.

On April 10, the members of the Council on Academic Affairs and Programs met face-to-face in Boise for a day-long discussion about Policy III.Z, the Working Group recommendations, and the charge from the February Work Session. At the April regular Board meeting, the Board discussed the outcomes from these conversations and directed staff to develop more specific options for revising the policy and return to discuss these options at the next Board meeting.

IMPACT

The Work Session will allow for Board members to consider specific options for revising Board Policy III.Z. to better meet statewide and regional programmatic needs.

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ATTACHMENTS

- Attachment 1 – Options for Revising Policy III.Z.
- Attachment 2 – Local Operation Committee History and Background
- Attachment 3 – Institutional Responses to Proposed Options

STAFF COMMENTS AND RECOMMENDATIONS

Staff will present specific options for revising Policy III.Z. to the Board and facilitate a discussion. The options were considered by the Council on Academic Affairs and Programs and input was received from Council members. The options were also shared with members of the Instruction, Research, and Student Affairs Committee of the Board.

BOARD ACTION

This item is for informational purposes only.

Policy III.Z. Proposed Revisions

Option A

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.
2. Maintain the Designated Service Regions as currently defined in the policy, but establish a "right-of-first-refusal" process:
 - a. If a non-designated institution identifies a need to offer a program outside its designated service region, it shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.
 - b. The Board office shall transmit the Letter of Interest to the designated institution(s) in the service region(s) where the non-designated institution desires to offer the program.
 - c. The designated institution(s) may respond in one of three ways:
 - i. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
 - ii. Determine to offer the proposed program, and submit to the Board Office a Letter of Intent within 6 months AND a program proposal within 12 months of receiving the Letter of Interest.
 - iii. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.
 - d. The non-designated institution may submit a proposal to offer the program if the designated institution(s) take(s) no action or do(es) not meet the deadlines for the actions specified above.
3. Designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
 - a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board.
 - b. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
 - c. Generally restrict non-designated institutions from establishing a program on a designated institution's statewide program responsibility list.
 - d. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the non-designated institution shall notify the Board Office via a Letter of Interest.

The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.

- i. The Board office shall transmit the Letter of Interest to the designated institution.
 1. The designated institution shall respond in one of three ways:
 - a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
 - b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within 6 months AND a Letter of Notification of expansion within 18 months of receiving the Letter of Interest.
 - c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.
 - ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.
- e. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.
4. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
 - a. High Demand Programs
 - b. Memoranda of Understanding
 - c. Facilities
 - d. Discontinuance of Programs
 - e. Existing Programs
 - f. Oversight and Advisory Councils
5. Maintain but potentially modify the following sections:
 - a. Duplication of Courses
 - b. Resolutions
 - c. Exceptions

Option B

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.

2. Revise and move the “Oversight and Advisory Councils” section to the beginning of the policy to clearly define the role of the Local Operations Committees (LOCs)¹.
3. Establish four service regions that align with the already established LOCs:
 - a. North (comprised of current Regions 1 and 2)
 - b. Southwest (comprised of current Region 3)
 - c. Southcentral (comprised of current Region 4)
 - d. East (comprised of current Regions 5 and 6)
4. Remove regional restrictions from the institutions in terms of programs that can be proposed, but require collaborative planning and implementation through the Local Operations Committees. LOCs should primarily serve to identify programmatic needs for the region and potential areas of collaboration.
 - a. Designate institutions within each of the four regions and place no policy restrictions (beyond the Statewide Program Responsibilities requirements) on programming for institutions inside their own designated regions.
 - b. Require institutions to participate in the LOC within its own designated region, but allow all institutions to participate in all other LOCs as each institution desires.
 - c. Any program an institution desires to propose that will operate physically outside its designated region shall be discussed first at the LOC level, typically through the three-year planning process. The purpose of this discussion shall be to identify areas of potential collaboration among the institutions and to maximize service to the region’s unique needs.
 - d. LOCs can identify conflicts and concerns early in the planning process, which can then be brought to CAAP, IRSA, and the Board for escalating levels of dispute resolution if such concerns cannot be resolved at the LOC level. No institution shall have formal or informal veto power over any program proposal as institutions may escalate programs to the Board through CAAP and IRSA at any time. Establish a requirement that any proposal that is disputed by another institution shall be brought to the Board for full consideration and approval/disapproval.
 - e. Maintain the CTE service regions as currently defined in policy.
5. Designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
 - a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board.
 - b. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
 - c. Generally restrict non-designated institutions from establishing a program on a designated institution’s statewide program responsibility list.

¹ In 1998, the Board created Local Operations Committees, and in 2002, the Legislature provided a \$1M ongoing allocation (\$250K for each LOC) to coordinate academic programming and operations at the regional level. The attached document contains additional information about the history and function of the LOCS.

- d. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the non-designated institution shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.
 - i. The Board office shall transmit the Letter of Interest to the designated institution.
 1. The designated institution shall respond in one of three ways:
 - a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
 - b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within 6 months AND a Letter of Notification of expansion within 18 months of receiving the Letter of Interest.
 - c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.
 - ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.
 - e. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.
6. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
 - a. High Demand Programs
 - b. Memoranda of Understanding
 - c. Facilities
 - d. Duplication of Courses
 - e. Discontinuance of Programs
 - f. Existing Programs
7. Maintain but potentially modify the following sections:
 - a. Resolutions
 - b. Exceptions
8. To be successful, it is recommended that OSBE hire at least one additional staff member to facilitate and coordinate the work of the LOCs and lead the regional strategies.

Option C

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.
2. Eliminate the Designated Service Regions as currently defined in the policy for four-year institutions, but establish a process to evaluate demand for a proposed program and if current programs already meet that need.
 - a. Any four-year institution can propose a class or program not covered by statewide responsibility designation in any part of the state
 - b. The program must provide a different focus from what is currently offered and meet excess demand. For instance, cyber security is a high-demand offering, that has a number of different focuses (monitoring, active cyber defense, protective hardware and software design and coding, etc.). Each four-year institution could have a different focus and meet the high demand in the state.
 - c. Four-year institutions may offer general education classes to support their statewide programs, where those statewide programs are offered.
 - d. Programs that are under an MOU, 2+2 programs with two-year institutions, and similar collaborations will be actively encouraged, but not required.
 - e. The SBOE staff will determine if a proposed program meets the above criteria and efficiently furthers the educational needs of the state. If the staff do not approve a proposed program, the institution may appeal to the full board if they believe the approval criteria have been misapplied.
3. Maintain and designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
 - a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
 - b. Generally restrict non-designated institutions from establishing a program on a designated institution's statewide program responsibility list. The area of statewide responsibility should be broadly defined. For instance, Agriculture will include all programs generally offered by a College of Agriculture, Health Care will normally include all programs covered by a College of Human Health, etc. SBOE staff can evaluate whether a program falls within the defined statewide responsibility (for instance, does food processing fall with-in Agriculture). Exceptions will be made for the establishment of new schools and colleges in areas of high demand programs as defined by an evaluation standard. SBOE staff will review school or college proposals from four-year institutions to determine if the new proposed unit meets the threshold of need for the state. If

the proposal is denied, appeals can be made to the full board if the institution believes the evaluation criteria have been misapplied.

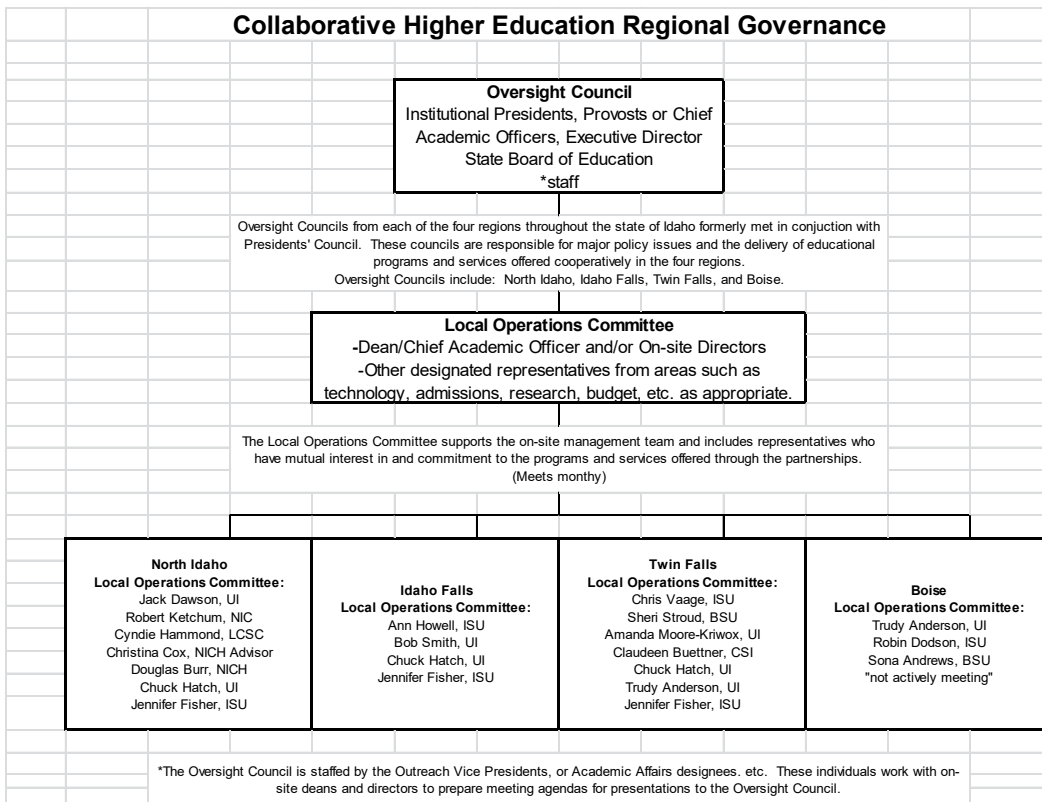
- c. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the non-designated institution shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.
 - i. The Board office shall transmit the Letter of Interest to the designated institution.
 1. The designated institution shall respond in one of three ways:
 - a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within three months of receiving the Letter of Interest.
 - b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within three months AND a Letter of Notification of expansion within 12 months of receiving the Letter of Interest.
 - c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within three months of receiving the Letter of Interest.
 - ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.
 - d. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.
 - e. All current programs offered by non-designated institutions that do not comply with the liberal determination of what programs are included in statewide program responsibilities are grandfathered.
4. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
 - a. High-demand Programs
 - b. Memoranda of Understanding
 - c. Facilities
 - d. Duplication of Courses
 - e. Discontinuance of Programs
 - f. Existing Programs
5. Maintain but potentially modify the following sections:
 - a. Resolutions
 - b. Exceptions

Idaho Regional Oversight Councils and Local Operations Committees

BACKGROUND

In 1998, the Idaho State Board of Education directed institutions to address a series of academic partnerships with sister institutions to meet the educational needs of the State. As collaborative centers were established in various regions, regional Oversight Councils and Local Operations Committees (LOC) were created.

The Higher Education Oversight Council consisted of the President, Provost, Academic Officer from each institution and the Executive Director of the State Board of Education. Each council met monthly with discussions focused on one particular area within that region each time. The regional local operation committees (LOC) served as a workgroup for the Higher Education Oversight Council and were established to support the onsite directors of the institutions with day-to-day coordination of programs and research opportunities, shared student services, articulation issues, collaboration and resources sharing among and between institutions. One of the most important functions of these committees was to discuss matters of mutual interest and concerns with the educational needs of a particular region to provide recommendations to the Higher Education Oversight Council. The following represents the structure of the council and LOCs. A copy of this chart was provided to the Provosts at their July 2006 meeting.



FUNDING

In FY 2002, the Idaho Legislature appropriated \$1 million for distribution to collaborative centers. As provided in the 2001 Idaho Legislative Fiscal Report, "The fifth enhancement provided \$1 million to be divided equally among the four regional collaborative centers of higher education to ensure accessible, quality programs. The four collaborative centers are located in Coeur d'Alene, the Treasure Valley, Twin Falls, and Idaho Falls."

Funding recommendations for the \$1 million were provided by the Provosts in May 2001, which the Board approved in June 2001. A copy of the document below was shared with Provosts in July 2006.

Exhibit 10

Recommendations on "Collaborative Centers"

Background:

At its April Board meeting, the Board requested that the Chief Academic Officers of the public four-year institutions and the Board's Chief Academic Officer work in concert to develop a definition of what constitutes a "collaborative center." The Board is to use that definition for the distribution of the \$1.0 million FY02 Appropriations for such "centers."

The Chief Academic Officers of the seven institutions held a conference call on May 24, 2001. It was determined that there is not a lot of flexibility with the definition given on Collaborative Centers as stated on the FY2002 JFAC Action Program Proof. Therefore, the Chief Academic Officers recommend that the definition given on the appropriation bill be presented to the Board at its June meeting.

Recommendations for Distribution:

1. Recommend: to formalize the *Magic Valley* Oversight Council as well as an Advisory Committee--UI, BSU, ISU, CSI. Fund as follows:

For \$250K--Provided that the four-year institutions free up physical space instructional area.

- 25% BSU
- 25% UI
- 50% ISU \$125K

2. Recommend: in the *Treasure Valley* area create an Oversight Council as well as an Advisory Committee structure--UI, BSU, ISU, CSI. Fund as follows:

Recommend *Treasure Valley*-Boise

- 1/3 each to BSU, ISU, and UI

3. Recommend: fund *North Idaho* and *South Eastern Idaho* "centers" \$250k beginning July 2001 as follows:

South Eastern Idaho

- 2+2 programs (EITC partnership) ranging between \$25 to \$50k, balance to UI/ISU equally
- Programs (Distance Learning-Community Based)
- Security issues \$40k
- New Programs (Community Based)

North Idaho

- \$75,000 each to UI and LCSC; \$50k to NIC and ISU
- \$50k to NIC will replace UI and LCSC library charges

4. Recommend: the current Oversight Council (comprised of President, Provost, and OSBE Staff) review the existing organizational structure for all regional collaborative programs.

OVERSIGHT TRANSITION TO PROVOSTS

In 2006, Presidents delegated the role of oversight council to their respective Provost. At the April 2006 CAAP meeting, Provosts discussed whether these were needed given the Board's implementation of Board Policy III.Z and the Eight-Year Plan. While others met on a regular basis, it was noted that the Treasure Valley Oversight Council and LOC had not met for a year and that there didn't appear to be a need to meet. Provosts were asked to provide a recommendation to the President's Council regarding purpose and function of oversight council and why they are needed.

At the July 2006 CAAP meeting, Jennifer Fisher at ISU who attended all of the Council meetings provided the Provosts with an overview of the Oversight Councils and LOCs. The organizational chart on page 1 was distributed along with a sample membership list and meeting schedule. See below.

Sample

Idaho Falls Oversight Council

Council Members

Dr. Richard Bowen, Eastern Idaho Chair
President
Idaho State University
bowerich@isu.edu

Dr. Jonathan Lawson
Vice President Academic Affairs
Idaho State University
lawsjona@isu.edu

Dr. Timothy White
President
University of Idaho
timwhite@uidaho.edu

Dr. Brian Pitcher
Provost, Academic Affairs
University of Idaho
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Dr. Bill Robertson
Interim President
Eastern Idaho Technical College
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Mr. Gary Stivers
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Dr. Marilyn Davis
Chief Academic Officer
Office of the State Board of Education

Council Staff Members

Ms. Jennifer Fisher
Assistant Vice Pres. for Academic Affairs
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Ms. Ann Howell
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Dr. Chuck Hatch
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Bob Stiger
Dean, Idaho Falls Center for Higher Ed.
University of Idaho, Idaho Falls
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Corrected Draft

Proposed Oversight Council Meeting Schedule 2005 -2006

(Meetings held in conjunction with President's Council meetings on the first Tuesday of each month)

| | |
|-------------------|--|
| September 6, 2005 | Oversight Council Meeting Agenda: Northern Idaho Participants: ISU, UI, NIC, LCSC |
| October 4, 2005 | Oversight Council Meeting Agenda: Idaho Falls Participants: ISU, UI, EITC, BSU |
| November 1, 2005 | Oversight Council Meeting Agenda: Treasure Valley Participants: ISU, UI, BSU, CSI |
| December 6, 2005 | Oversight Council Meeting Agenda: Twin Falls Participants: ISU, UI, CSI, BSU |
| February 7, 2006 | Oversight Council Meeting Agenda: Northern Idaho Participants: ISU, UI, NIC, LCSC |
| March 7, 2006 | Oversight Council Meeting Agenda: Idaho Falls Participants: ISU, UI, EITC, BSU |
| April 4, 2006 | Oversight Council Meeting Agenda: Treasure Valley Participants: ISU, UI, BSU, CSI |
| May 2, 2006 | Oversight Council Meeting Agenda: Twin Falls Participants: ISU, UI, CSI, BSU |

Jennifer Fisher recommended that the Local Operations Committees remain active and that CAAP resume the role of Oversight for one year to determine if it should be handled differently. Jennifer was to develop a meeting schedule for how often Provosts should meet regarding these council/partnerships and at the end of the year report to the President's Council on those partnerships. Provosts agreed to resume this role for one year and then reevaluate. ***Note:** No schedule was provided at that time due, in part, to transition of new Chief Academic Officer at OSBE.

At the March 2007 CAAP meeting, Provosts discussed this again and agreed to have presentations for each of the LOCs on a quarterly basis as they did at Presidents' Council. A membership list and charge of those committees was to be provided and a schedule was created. The Provosts have been receiving updates and reports from LOCs since 2008.

The following represents some background information for each Local Operations Committee:

IDAHO FALLS LOCAL OPERATIONS COMMITTEE

In 1998 Idaho State University and University of Idaho entered into an agreement to work together for the delivery of educational services in Idaho Falls. In 2002 the *Addendum to the Agreement between Idaho State University and the University of Idaho for Delivery of Educational Services in Idaho Falls to Include Programs and Services Provided by Eastern Idaho Technical College* was signed. A majority of the items addressed by the LOC deal with the day-to-day operations of University Place. Currently there is no specific budget tied to the operations of this committee. ISU and UI share a campus and have issues that aren't experienced or understood by our main campuses. Without the LOC, a lot of confusion would occur that is alleviated simply by sharing information through the LOC.

Current Committee Members:

- Lyle W. Castle, ISU
- Amy Anderson, ISU
- Ray Hart, ISU
- Carolin Glendenning-Bowman, ISU
- Ann Howell, ISU/UI
- Lee Ostrom, UI
- Carol Baldwin, UI/ISU
- Lori Barber, CEI
- Clint Reading, CEI

Geographic Coverage Area:

The Idaho Falls Local Operations Committee provides service to the Upper Snake River Valley.

List of Current Collaborative Projects/Activities:

- Joint operation of University Place Campus (ISU, UI)
- Educational contract with Idaho National Laboratory (ISU, INL, UI)
- Education agreement with CH2M-WG Idaho (CWI, UI)
- Center for Advanced Energy Studies (BSU, INL, ISU, UI, U Wyoming))
- Collaborative agreements – Eastern Idaho Technical College (EITC), Brigham Young University-Idaho (BYU-I), College of Southern Idaho (CSI)
- Institute of Nuclear Science and Engineering (BSU, ISU, UI)
- Idaho Universities Consortium (BSU, ISU, UI)

- Memorandum of Understanding with District 6 superintendents for delivery of concurrent enrollment courses
- Health Sciences Building on the EITC campus is shared space between ISU and EITC designed to offer programming for the Health Professions
- Grow Idaho Falls

NORTHERN LOCAL OPERATION COMMITTEE

In 1999, North Idaho College, Lewis-Clark State College, University of Idaho, Idaho State University entered into a partnership to serve baccalaureate to post-graduate needs in North Idaho creating the North Idaho Center Higher Education (NICHE). In 2008, Boise State University joined the partnership agreement and the North Idaho Center for Higher Education became the North Idaho Consortium for Higher Education.

In 2002 the Idaho State Legislature appropriated \$1 million for the purpose of establishing collaborative centers. Funding for the North Idaho collaboration began July 1, 2000 at \$200,000. Subject to state legislation, allocated funds for projects and initiatives have supported the goals and objectives of the North Idaho Consortium of Higher Education. North Idaho College serves as the fiscal agent and funds are managed and allocated jointly via the LOC.

Current Committee Members:

- Lita Burns, NIC - current Chair
- Charles Buck, UI
- Pete Risse, BSU
- Ali Crane, ISU
- Rocky Owens, LCSC
- DeAnn Johnson, NIC
- Becky Byers, UI
- Lyle Castle, ISU

Geographic Coverage Area:

The Northern Local Operations Committee serves Region 1, which includes the five northern counties of the Panhandle.

List of Current Collaborative Projects/Activities:

In 2014, institutions in the consortium finalized a Memorandum of Agreement that sets out the requirements and establishes an operation manual approach for NICHE LOC operations.

- MOU – Disability Support Services
- MOU – Testing Center
- MOU – Advising Services
- MOU - Recruiting Task Force
- MOU – Student Services Task Force
 - Career Services
 - Student Health Services
 - Writing Center
 - Veteran Student Services
 - American Indian/International Student Services

SOUTHWEST COLLABORATING GROUP (Treasure Valley LOC)

The Treasure Valley Oversight Council was established in 2002 and met periodically based on a schedule consistent with the Presidents' Council. This Council did not meet regularly after approximately 2004. One of the last meetings of this council was October 7, 2003 where items such as the following were discussed: ISU Health Sciences building (shared facility with BSU), the UI Water Center, Eight-Year Planning for the Treasure Valley, and role of the Treasure Valley Oversight Council-LOC.

The Treasure Valley group (now known as the Southwest Idaho Collaborating Group) re-emerged in fall 2010 after being dormant for a number of years with the emergence of CWI. They held their first meeting in January 2010. The emphasis of this group is not in common operations with the southwest part of the state but rather a partnership in working together in areas of common interest.

The Southwest Group established a mission in 2011 "to promote collaboration among public institutions of higher education to advance educational opportunity for students in southwest Idaho. This group meets on a quarterly basis and currently does not have a specific budget tied to the operations of the group.

Current Committee Members:

- Danielle Horras, UI – current Chair
- Mark Wheeler, BSU
- Cathleen Currie, CWI
- Patricia Marincic, ISU
- Ali Crane, ISU
- Michael Satz, UI
- Lyle Castle, ISU

Geographic Coverage Area:

Southwest Idaho

List of Current Collaborative Discussions:

- CWI 2+2 programs
- Examining the "swirl" of students among Treasure Valley institutions
- Collaborative programming, seamless transfer, reducing administrative barriers.

SOUTH CENTRAL LOCAL OPERATIONS COMMITTEE

The South Central LOC, which includes representatives from College of Southern Idaho, Boise State University, Idaho State University, and the University of Idaho was formed in 2004. In January 2007, an agreement was established between these institutions for the delivery of educational services in South Central Idaho. As of 2009, CSI in collaboration with their partner institutions were in the process of constructing a Southern Idaho Higher Education Center to provide educational, social and cultural opportunities to the diverse population of South Central Idaho. Currently there is no specific budget tied to the operations of this committee.

The South Central Idaho Local Operation Committee meets monthly on the first Wednesday of each month, addressing topics such as academic programs and research opportunities, space needs, shared student services, articulation issues, opportunities for collaboration and resource sharing among/between institutions, technology needs, maintenance costs, shared staff, joint

appointed faculty, and scholarships. This LOC has established operational procedures and guidelines (i.e., voting procedures and chairmanship) and honors each institution's designated mission – including historical precedence.

Current Committee Members:

- Todd Schwarz, CSI
- Christy Bowman, BSU
- Sean Hunter, BSU
- Pete Risse, BSU
- Chris Vaage, ISU
- Amy Anderson, ISU
- Lyle Castle, ISU
- Michael Satz, UI Boise

Geographic Coverage Area:

The South Central Local Operations Committee's service area encompasses eight counties: Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls.

List of Current Collaborative Projects/Activities:

CSI and all three universities have been involved with the planning and coordinating of the proposed remodel of either the Aspen Building or the Evergreen Building at the College of Southern Idaho which will eventually become the Southern Idaho Higher Education Center.



Idaho State University

MEMORANDUM

TO: DR. TJ BLISS, CHIEF ACADEMIC OFFICE, OFFICE OF THE STATE BOARD OF EDUCATION
FROM: DR. ADAM BRADFORD, INTERIM PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS

RE: POLICY III.Z PROPOSED REVISIONS

Recently, the Office of the State Board of Education submitted for review two options (“Option A” and “Option B”) and solicited feedback from the institutions related to these. This memorandum constitutes Idaho State University’s official response as it relates to this matter.

OPTION A

Option A is ISU’s preferred option for revising Policy III.Z for the following reasons:, as we believe that between the options under consideration it best supports regional needs, encourages collaboration, ensures the wise stewardship of fiscal resources, and locates decision-making authority related to programming where it belongs when disputes arise (namely, with the Board). We offer the following feedback on the various sections of Option A for further consideration:

Section I.

This section calls for the Board to define and support principles of “collaboration and efficient use of facilities” – which speaks to the general spirit of what we believe this policy should seek to achieve. Namely, harnessing the collective strength of the disparate state-funded institutions to best support the educational needs and interests of the students of Idaho – trusting that in doing so, we will create the pipelines necessary to answer the social and workforce demands of the state in the coming years. Working collaboratively, we can accomplish much more than any of our institutions will be able to achieve otherwise. Such collaboration ensures wise fiscal stewardship of state resources, a substantial breadth of academic programming to benefit our students, and an ability to advance research and teaching effectiveness more effectively than if we were otherwise locked in a more competitive model.

Section II.

We fully support the concept of “first right of refusal” and are generally supportive of the mechanism as laid out in this section. **We would strongly suggest that the Board also identify: 1) a common data set for constructing a needs assessment (ex. Idaho DOL data), 2) expectations**



Idaho State University

related to data necessary to establish “student demand,” and 3) the criteria used to establish “institutional capacity.” Common data sets and specific expectations related to criteria will allow the Board to clearly define the metrics and priorities it wishes institutions to attend to as they consider their academic programming. It will also establish a common set of facts and criteria for inter-institutional dialogue, discouraging institutions from essentially “cherry picking” among a wide variety of data sources in an effort to advance their interests.

Section III.

We are highly supportive of the revisions outlined in this section. **We would encourage the Board to consider adding language indicating that it is their expectation that if the responding institution expresses interest in signing an MOU to collaborate with a proposing institution, that such collaborative engagement is the Board’s preferred resolution whenever possible. Moreover, if collaboration is desired but elements of the MOU cannot be agreed upon, the Board should consider instituting a “ruling” process by which it arbitrates the MOU.** This will encourage good faith collaboration among the parties, and will provide a mechanism for resolving disputes related to elements of an MOU where institutions cannot agree, even if they are otherwise inclined to collaborate.

Sections IV and V.

ISU is supportive of engaging in the revisions outlined in this section. We ask for the ability to actively provide feedback as this work progresses, as details related to these revisions are yet to be decided and could be impactful.

OPTION B

ISU is concerned that Option B creates an intermediary decision-making body that will ultimately have limited value to the Board, and may potentially delay programmatic creation – thus negatively impacting students and regions who may need such programming. This intermediary body, whose decisions are rightfully subject to Board oversight, creates an unnecessary bureaucratic layer that we believe is unlikely to substantially reduce the need for the Board to exercise its decision-making authority when institutions are unable to resolve concerns themselves.

Section I.

Please see our feedback related to Section I of Option A.



Idaho State University

Section II.

Additional clarification about the role and scope of LOC's and their relationship to Advisory Councils is welcome if the Board chooses Option B.

Section III.

ISU does not believe a change to even larger Designated Service Regions alone ensures access to educational opportunity or provides additional trained workers to meet regional workforce needs. These changes only hold value if Section IV of Option B is adopted.

Section IV.

As stated in our opening comments about this option, the establishment of the LOCs in this manner seems to create a potentially unnecessary and ineffective layer of bureaucracy. We believe it is unlikely that the LOC will be effective in resolving differences that the institutions alone are unable to, and therefore, it is likely that such impasses are still going to be brought before the full board – rendering the LOC somewhat superfluous.

If this option were to be adopted, ISU requests that it maintains its status as the designated institution serving the South Central and East regions. We support maintaining the CTE Service Regions as described in this section.

Feedback from Boise State University on III.Z. Options - May 2024

Policy III.Z. Proposed Revisions

Option A

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.
2. Maintain the Designated Service Regions as currently defined in the policy, but establish a "right-of-first-refusal" process:
 - a. If a non-designated institution identifies a need to offer a program outside its designated service region, it shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.
 - b. The Board office shall transmit the Letter of Interest to the designated institution(s) in the service region(s) where the non-designated institution desires to offer the program.
 - c. The designated institution(s) may respond in one of three ways:
 - i. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
 - ii. Determine to offer the proposed program, and submit to the Board Office a Letter of Intent within 6 months AND a program proposal within 12 months of receiving the Letter of Interest.
 - iii. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.
 - d. The non-designated institution may submit a proposal to offer the program if the designated institution(s) take(s) no action or do(es) not meet the deadlines for the actions specified above.
3. Designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
 - a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board.
 - b. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
 - c. Generally restrict non-designated institutions from establishing a program on a designated institution's statewide program responsibility list except in the ways currently established in board policies and procedures.
 - d. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the non-designated institution shall notify the Board Office via a Letter of Interest.

Commented [MOU1]: Why not start with option A for a few years and see how that works? SBOE clearly reviewing and assessing state wide responsibilities has not been happening. Both plans call for this to start occurring. If this had been happening all along would we still be reexamining 3Z? Option B could happen if Option A does not solve the perceived problems once SBOE tries option A and is more vigilant in following its own processes. While you can expand from Option A, there is no going back from Option B. Any unintended consequence will be here to stay.

Commented [MOU2]: This should be 6 months also. In i. we have 6 months to reach an agreement but 3 months to refute the claim. What happens if we are negotiating in good faith and cannot come to an agreement in the first 3 months? The institution in the service region loses the right to refute the claim? After 3 months, the encroaching institution (for lack of a better term) has all the negotiating power because iii no longer applies? That seems wrong.

Commented [MOU3]: There seems to be a lack of recognition that currently nothing prevents an institution for offering a program in another institution's statewide responsibility. You just have to follow the procedures. That should not change.

The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.

- i. The Board office shall transmit the Letter of Interest to the designated institution.
 1. The designated institution shall respond in one of three ways:
 - a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
 - b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within 6 months AND a Letter of Notification of expansion within 18 months of receiving the Letter of Interest.
 - c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.
 - ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.
 - e. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.
4. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
- a. High Demand Programs
 - b. Memoranda of Understanding
 - c. Facilities
 - d. Discontinuance of Programs
 - e. Existing Programs
 - f. Oversight and Advisory Councils
5. Maintain but potentially modify the following sections:
- a. Duplication of Courses
 - b. Resolutions
 - c. Exceptions

Commented [MOU4]: Needs to be 6 months as described above

Commented [MOU5]: I am not sure what the intent of this is but, having everyone offer all general education courses (and other readily available courses at most institutions) everywhere face to face should not be the outcome.

Option B

1. Clearly and succinctly define the Board's preferred principles of collaboration and efficient use of facilities, but don't make such principles hard and fast policy requirements to allow for flexibility, innovation, and responsiveness by the institutions. Trust that economics and good stewardship of public funds will continue to be driving forces in institutional planning and program development.

Commented [MOU6]: Option B is highly problematic. No LOC are even functioning. In addition, this basically removes the regional designations while maintaining statewide responsibilities. That severely disadvantages Boise State - will have all 4-year institutions operating in the Treasure Valley with unfettered competition in the programs we all deliver but no ability for BSU to move into areas currently reserved for ISU and UI.

2. Revise and move the "Oversight and Advisory Councils" section to the beginning of the policy to clearly define the role of the Local Operations Committees (LOCs)¹.
3. Establish four service regions that align with the already established LOCs:
 - a. North (comprised of current Regions 1 and 2)
 - b. Southwest (comprised of current Region 3)
 - c. Southcentral (comprised of current Region 4)
 - d. East (comprised of current Regions 5 and 6)
4. Remove regional restrictions from the institutions in terms of programs that can be proposed, but require collaborative planning and implementation through the Local Operations Committees. LOCs should primarily serve to identify programmatic needs for the region and potential areas of collaboration.
 - a. Designate institutions within each of the four regions and place no policy restrictions (beyond the Statewide Program Responsibilities requirements) on programming for institutions inside their own designated regions.
 - b. Any program an institution desires to propose that will operate physically outside its designated region shall be discussed first at the LOC level, typically through the three-year planning process. The purpose of this discussion shall be to identify areas of potential collaboration among the institutions and to maximize service to the region's unique needs.
 - c. LOCs can identify conflicts and concerns early in the planning process, which can then be brought to CAAP, IRSA, and the Board for escalating levels of dispute resolution if such concerns cannot be resolved at the LOC level. No institution shall have formal or informal veto power over any program proposal as institutions may escalate programs to the Board through CAAP and IRSA at any time. Establish a requirement that any proposal that is disputed by another institution shall be brought to the Board for full consideration and approval/disapproval.
 - d. Maintain the CTE service regions as currently defined in policy.
5. Designate statewide responsibilities as expectations of the Board for the institutions, and require institutions to fulfill their responsibilities to fullest extent possible to serve Idahoans in all regions of the state:
 - a. Require institutions to evaluate their statewide program responsibilities regularly, establish parameters for these evaluations, and require reporting of these evaluations to the Board.
 - b. Establish a clear process for adding to or removing programs from the statewide responsibility lists.
 - c. Generally restrict non-designated institutions from establishing a program on a designated institution's statewide program responsibility list.
 - d. If a non-designated institution identifies a need for a statewide program in their service region that is not currently being met by the designated institution, the

Commented [MOU7]: More details are needed on what this means, what their responsibilities will be as well as decision making ability.

Commented [MOU8]: Adamantly opposed to this without also doing away with the statewide designations.

Commented [MOU9]: This is interesting since the new Health programs proposed by UI were not on the 3-year plan. Section 4b needs clear definitions and expectations.

Commented [MOU10]: This would indicate the LOC have no real function if they are bringing stuff to CAAP and IRSA, why not just start with CAAP and not waste time with the LOC?

¹ In 1998, the Board created Local Operations Committees, and in 2002, the Legislature provided a \$1M ongoing allocation (\$250K for each LOC) to coordinate academic programming and operations at the regional level. The attached documents contain additional information about the history and function of the LOCs.

non-designated institution shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a program description, a needs assessment, a student demand assessment, and an institutional capacity assessment.

- i. The Board office shall transmit the Letter of Interest to the designated institution.
 1. The designated institution shall respond in one of three ways:
 - a. Agree to and sign an MOU with the non-designated institution to offer the program collaboratively, and submit a signed MOU to the Board Office within 6-months of receiving the Letter of Interest.
 - b. Determine to expand the statewide program into the region of interest, and submit to the Board Office a Letter of Intent within 6 months AND a Letter of Notification of expansion within 18 months of receiving the Letter of Interest.
 - c. Refute the claims in the Letter of Interest and request the Board to settle the dispute by submitting a Letter of Dispute to the Board Office within 3 months of receiving the Letter of Interest.
 - ii. The non-designated institution may submit a proposal to offer the program in its service region if the designated institution takes no action or does not meet the deadlines for the actions specified above.
 - e. Move specific criteria for evaluating baccalaureate degrees at the community colleges and associate degrees at the universities to policy III.G., if such criteria are still desired by the Board.
6. Consider removing the following sections of the policy, but use some of the language in these sections to describe the Board's preferred principles of collaboration and efficient use of resources in the opening section:
- a. High Demand Programs
 - b. Memoranda of Understanding
 - c. Facilities
 - d. Duplication of Courses
 - e. Discontinuance of Programs
 - f. Existing Programs
7. Maintain but potentially modify the following sections:
- a. Resolutions
 - b. Exceptions
8. To be successful, it is recommended that OSBE hire at least one additional staff member to facilitate and coordinate the work of the LOCs and lead the regional strategies.

Commented [MOU11]: Should be 6 months, as above.

Commented [MOU12]: Again, I am not sure what this means. How is it possible to have "principles of collaboration and efficient use of resources" and allow duplication of courses especially at the lower levels and in general education?



May 14, 2024

To: TJ Bliss, Chief Academic Officer
Idaho State Board of Education

Thank you for the opportunity to provide feedback on the Policy III.Z. After reviewing both options, LC State would prefer option A, but could live with option B **IF** LC State would be provided a seat on all regional LOC committees.

When reviewing the LOC committee structure, LC State would request having a permanent seat at each of regional committee groups. As you are aware, LC State has long standing articulation agreements with each of the community colleges throughout the state including numerous 2+2 programs, as well as co-admission/co-enrollment programs where students are enrolled in both institutions as the same time. These important partnerships provide critical access for students, thus creating a vital need for our institution to have a seat at the table.

Additionally, with the recent addition of unrestricted statewide prison education delivery, approved by the Idaho State Board of Education, the model creates another vital need for LC State to have representation on each of the LOC committees. This will ensure consistent programming and accountability at each of the statewide prison facilities located throughout the state of Idaho.

Again, thank you for allowing LC State to provide feedback on this important policy update.

Please let me know if you have any questions!

Respectfully,

A handwritten signature in blue ink, appearing to read "Fredrick M. Chilson".

Fredrick M. Chilson, Ph.D.
Provost/Vice President for Academic Affairs
Lewis-Clark State College
fmchilson@lcsc.edu
208-792-2213

Feedback from University of Idaho on III.Z. Options – May 2024

Option A

- We feel this is clearly the better of the two options presented.
- We believe 6 months is too long and suggest going from a 6/12 schedule to a 3/6 schedule. Six months is enough to get an MOU together or develop a counter proposal. We need to be more responsive to the needs of the state if higher education is to remain relevant and competitive with the institutions who are not restricted by III.Z.
- We support review of statewide responsibilities. Schools should be accountable for their responsibility areas as the policy currently states, but we need a clear process to do so.
- We need to redefine Regions 4 and 6 and allow all institutions who operate in those regions to operate freely. Based on recent comments from CSI and CEI, it seems their needs are not being met. It is a massive area for ISU to cover alone. UI is already active in those regions and would like the opportunity to expand. Proximity of the home campus should not be the deciding factor.
- We believe revision is needed to Duplication of Courses. For statewide responsibilities, the responsible institution should be able to offer supporting gen ed courses in person so that students don't need to navigate the challenges of multiple institutions, two locations, etc. Our current policy is not student centric.

Option B

- Leaning on the LOC structure is dangerous. Currently, none of them operate in the same way and it appears that none, except maybe the North, are extremely functional and productive. Program planning is a critical function for our future – why would we hand this off to an uncoordinated structure? We don't even know where their previous funding went!
- LOC personnel – Are these the appropriate people to make decisions about academic programming in the state's higher education system? We do not believe this is the appropriate group. The Board needs to lead this “managed competition” and be the decider. Asking the LOCs to decide would be a bit like asking CAAP to decide. It's not feasible because the institutions will almost inevitably differ deeply on appropriate steps, due to the fact that our interests differ. The Board needs to provide this direction and oversight.
- For statewide responsibilities, the responsible institution should be able to offer supporting gen ed courses in person so that students don't need to navigate the challenges of multiple institutions, two locations, etc. Our current policy is not student centric.