

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BOARD POLICY II.G. - POLICIES REGARDING FACULTY (INSTITUTIONAL FACULTY ONLY) – SECOND READING</b>	Action Item
2	<b>BOARD POLICY V.E. - GIFTS AND AFFILIATED FOUNDATIONS – SECOND READING</b>	Action Item
3	<b>BOARD POLICY V.H. - AUDIT, RISK AND COMPLIANCE COMMITTEE – SECOND READING</b>	Action Item
4	<b>BOARD POLICY V.K. CONSTRUCTION PROJECTS – SECOND READING</b>	Action Item
5	<b>BOARD POLICY V.X. INTERCOLLEGIATE ATHLETICS – SECOND READING</b>	Action Item
6	<b>BOISE STATE UNIVERSITY – LIMBR CENTER PLANNING AND DESIGN</b>	Action Item
7	<b>BOISE STATE UNIVERSITY – MORRISON CENTER BATHROOMS REMODEL</b>	Action Item
8	<b>BOISE STATE UNIVERSITY – UNIVERSITY PLAZA PARKING GARAGE REPAIRS</b>	Action Item
9	<b>IDAHO STATE UNIVERSITY – P3 STUDENT HOUSING DEVELOPMENT</b>	Action Item

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
10	UNIVERSITY OF IDAHO – 4 <sup>TH</sup> STREET RENOVATIONS AND IMPROVEMENTS PROJECT, PRITCHARD GALLERY	Action Item
11	UNDERGRADUATE MEDICAL EDUCATION UPDATE	Information Item
12	UNIVERSITY OF IDAHO – REGIONAL MEDICAL EDUCATION CAMPUS MODEL COLLABORATION AGREEMENT WITH THE UNIVERSITY OF UTAH SCHOOL OF MEDICINE	Action Item
13	OUTCOMES BASED FUNDING UPDATE	Information Item

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**SUBJECT**

II.G. Policies Regarding Faculty (Institutional Faculty Only) – Second Reading

**REFERENCE**

October 2011	Board approved first reading for II.G. Policies Regarding Faculty (Institutional Faculty Only)
February 2012	Board approved second reading for II.G. Policies Regarding Faculty (Institutional Faculty Only)
October 2025	Board approved first reading for II.G. Policies Regarding Faculty (Institutional Faculty Only)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section II.G. Policies Regarding Faculty (Institutional Faculty Only)

**BACKGROUND/DISCUSSION**

The proposed amendments update and clarify Board policy language on faculty, making it more consistent in tone, precise in definitions, and clear in procedures. Substantive changes affect contract terms, non-renewal procedures, and tenure processes, while other edits tighten wording and remove redundancies. The amendments affirm the institution CEO's authority over classifications, appointments, and fiscally necessary personnel decisions; clarify termination procedures for externally or grant-funded positions; strengthen post-tenure review with Board-approved standards and annual reporting; and require each institution to adopt a Faculty Code of Conduct per the December 2024 Board Resolution on Governance in Higher Education.

**IMPACT**

The proposed amendments to Board Policy II.G. provide a clearer policy framework for faculty and the institutions.

**ATTACHMENTS**

Attachment 1 – II.G Policies Regarding Institutional Faculty-Clean  
Attachment 2 – II.G Policies Regarding Institutional Faculty-Redline

**STAFF COMMENTS AND RECOMMENDATIONS**

Some wording suggestions were received after the first reading of Board Policy II.G. In section 8.d., “non-renewal” was changed to “termination” to better delineate two distinct processes. In 10.b, the phrase “including provisions for performance improvement” was added to the first sentence. In 11.b, “periodic” was added to the first sentence for clarity.

Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**BOARD ACTION**

I move to approve the second reading of amendments to Board Policy II.G. Policies Regarding Faculty (Institutional Faculty Only) as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**THIS PAGE INTENTIONALLY LEFT BLANK**

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)****December 2025**

## 1. Purpose

Pursuant to its constitutional and statutory authority, the Board establishes this policy to set clear and consistent standards for the appointment, evaluation, development, and support of faculty across the institutions. Faculty are central to the academic mission, and their expertise in teaching, research, creative activity, and service is essential to student success, institutional integrity, and the advancement of knowledge. This policy provides a framework to ensure that tenure, promotion, and evaluation processes are transparent, fair, and aligned with both institutional goals and the public interest. It applies to all faculty, including tenure-eligible and non-tenure-eligible, unless otherwise noted.

## 2. Definitions

- a. Faculty: Faculty are employees of the institutions whose primary responsibilities include teaching, research, creative activity, and/or academic leadership, often in combination with service expectations. Faculty may hold positions that are tenure-eligible or non-tenure-eligible, and they may be full-time or part-time employees. Career-Technical Education faculty are employees whose primary responsibilities include instruction that is specific to technical education.
  - i. Tenure-eligible faculty are hired into a position that allows them to apply for tenure after undergoing review and meeting specific requirements.
  - ii. Non-tenure-eligible faculty include position types such as, but not limited to, the following:
    - 1) Full-time, non-tenure eligible faculty (clinical faculty, lecturers, and so on) who may be eligible for promotion.
    - 2) Adjunct faculty who are part-time, non-tenure-eligible academic faculty. They are often professionals or experts in their field who bring practical experience to the classroom. Adjunct faculty are not typically required to engage in research or service activities and are generally compensated per course or credit hour. Their appointments are often per-term.
    - 3) Affiliate faculty have a formal affiliation with a department without a traditional faculty appointment.
- b. Promotion: Promotion represents and rewards a faculty member's performance in teaching, research or creative activity, service, and/or academic leadership. Promotion is available for tenure-eligible faculty and may be available for non-tenure-eligible faculty.
- c. Tenure: Tenure is an ongoing faculty appointment earned after an extensive multi-year review process that demonstrates a faculty member's continued excellence in teaching, research or creative work, and service.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) December 2025**

- a. Faculty Contracts and Acknowledgment: All faculty serve pursuant to employment contracts. The employment contract must include the period of the appointment, faculty classification, salary, pay periods, position title, employment status, and such other information as the institution may elect to include in order to define the contract of employment. Non-tenured faculty employees have no continued expectation of employment beyond their current contract of employment.

Each faculty employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the faculty employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time for a faculty employee to sign and return a copy of the employment contract to the institution. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer of employment is deemed a counteroffer and constitutes a rejection of the offer of employment and requires an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution. Each contract of employment must include a statement to the following effect and intent: "The terms of employment set forth in this contract are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of the University of Idaho), and the policies and procedures of (the institution)."

- b. Term of Appointment: All non-tenured faculty employees have fixed terms of employment. Except as provided herein, no contract of employment with such an employee may exceed one (1) year. The institutions may implement policies allowing for multi-year contracts for certain classifications of non-tenure track faculty members. Such policies must include, at a minimum, the following requirements: (1) no contract of appointment may exceed three (3) years during the employee's first six (6) years of service; and (2) the designation of the classifications eligible for multi-year contracts must be approved in writing by the institution's Chief Executive Officer or designee. Employment is subject to satisfactory annual performance reviews.

A multi-year contract must state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board policy. The contract must also state that it may be non-renewed pursuant to Section II.G.3., II.B.2.b, and II.B.2.c of Board policy.

- c. Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board. Faculty who serve pursuant to contracts of employment or notices (letters) of appointment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in section II.G.7 and Board Policy II.B.2.g).

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)****December 2025****4. Faculty Rank and Promotion Pathways**

- a. Faculty Ranks: There are three (3) primary tenure-eligible faculty ranks at each institution: (a) professor, (b) associate professor, and (c) assistant professor. Each institution may establish additional faculty ranks for non-tenure eligible faculty, specify the title of each rank, and delineate the requirements for each faculty rank so established.
- b. Tenure-Eligible Faculty Location: Tenure-eligible faculty, including initial appointment to faculty rank and any promotion to a higher rank at an institution, are generally located in a department or equivalent unit.
- c. Rank and Promotion: Each institution must establish criteria for initial appointment to tenure-eligible faculty rank and for promotion in rank at the institution. Each institution may establish criteria for non-tenure eligible rank and promotion. Such criteria must be submitted to the Board for approval and, upon approval, must be published and made available to the faculty.
- d. Special Cases: Employees who have made substantial contributions to their fields of specialization or who have demonstrated exceptional scholarship and competence or appropriate creative accomplishment of recognized outstanding quality may be appointed to faculty rank without satisfying established institutional criteria for initial appointment or promotion, provided that the qualifications of such individuals have been reviewed in accordance with institutional procedures and the appointment is recommended by the chief executive officer.
- e. Appointment of Non-Tenure-Eligible Faculty: Institutions must establish written policies that define the roles, responsibilities, and expectations as specified in the employment contract for non-tenured faculty.

**5. Compensation**

- a. Salary: All initial salaries for faculty employees are established by the chief executive officer, subject to approval by the Board where applicable. Any payment in addition to regular salaries must be authorized by the chief executive officer. The Board may make subsequent changes for faculty employee positions or may set annual salary guidelines and delegate to its executive director the authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective and paid to the employee. With the exception of the chief executive officers and other positions whose appointment is a reserved Board Authority, approval of salaries must be effective concurrently with Board approval of annual operating budgets for that fiscal year.
- b. Salaries, Increases, and Other Compensation-Related Items
  - i. Categorizing for Reporting: To categorize faculty employees for salary and reporting purposes, faculty includes all persons whose specific assignments



## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)****December 2025**

customarily are made for the purpose of conducting instruction, research, creative activity, or public service as a principal activity (or activities), and who hold the following academic rank or titles of professor, associate professor, assistant professor, clinical faculty, instructor, lecturer, adjunct faculty, or the equivalent of any of these academic ranks. Faculty report to deans, directors, or the equivalents, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Faculty do not include student teachers, research assistants, or medical interns or residents. For reporting purposes, deans, associate deans, and assistant deans are included in the executive/administrative category.

- ii. **Credited State Service/Full Time Status:** A faculty member employed for an academic year and paid over a twelve-month period will be credited with twelve (12) months of state service. For all benefit status determinations and calculations, faculty members must be considered full-time, year-round employees of the employing institution as long as the employee's teaching; research and service duties are commensurate with the full-time faculty workload assignment as defined by the employing institution.
- iii. **Pay Periods:** All faculty employees, including those on academic year appointments, are paid in accordance with a schedule established by the state controller.
- iv. **Automobile Exclusion -** Unless expressly authorized by Board policy, no faculty employee will receive an automobile or automobile allowance as part of his/her compensation.

**6. Annual Leave**

- a. Only faculty members serving twelve (12) month appointments earn annual leave. Such annual leave must be earned in the same manner as for non-classified employees.

Pursuant to section 59-1606(3), Idaho Code, when a faculty member has accrued annual leave for service on a 12-month appointment, and subsequently such faculty member returns to a faculty position of less than 12 months where annual leave does not accrue, then the institution may pay the faculty member, as supplemental pay, the accrued annual leave balance.

**6. Sabbatical Leave**

- i. **Eligibility:** A sabbatical leave may be granted at the discretion of the chief executive officer to a faculty member who has completed at least six (6) years of full-time service at an institution. A sabbatical leave may not be awarded to the same faculty member more than once in any six (6) academic years and sabbatical leave time is not cumulative. Sabbatical leave proposals must be submitted, reviewed, and processed according to policies and procedures established at each institution. A sabbatical leave may be used for the purpose of acquiring and/or updating

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) December 2025**

- professional skills and knowledge, innovation in teaching, or for conducting research or creative activity. Sabbatical leave awards are fully dependent on the availability of appropriate funding.
- ii. Term: The term of sabbatical leave is either one (1) academic semester at full pay or two (2) semesters at half pay.
  - iii. Condition: Each faculty member who is granted sabbatical leave must serve at the institution for at least one (1) academic year after completion of the sabbatical unless the chief executive officer approves a waiver of the requirement.
  - iv. Report on Sabbatical Leave: By the end of the first semester following return to the institution from a sabbatical leave, or in the faculty member's subsequent annual evaluation report, the faculty member must submit a written account of sabbatical activities and accomplishments to the academic vice president.

**7. Annual Performance Evaluation for Faculty**

- a. Evaluation Criteria: Each institution must establish a policy for annual performance evaluations, publish the criteria, and ensure that all faculty members have advance access to the criteria. Institutions must apply performance standards consistently and fairly across appointment types. Faculty must have the opportunity to respond in writing to their evaluation. Each institution must develop policies, procedures, and measurement instruments to solicit feedback from students about their learning experiences to inform ongoing faculty efforts to improve course design and pedagogy.
- b. Process: Each year, the dean or their designee must submit an evaluation of each faculty member in the department. This evaluation, together with the input of higher administrators, will be used as one aspect of the final recommendation relative to reappointment, non-reappointment, or other personnel action, whichever is appropriate. The dean or designee must communicate an assessment of strengths and weaknesses to each faculty member evaluated.
- c. Record Retention: Any written recommendations that result from the evaluation of a faculty employee will be given to the employee, and a copy will be placed in the employee's file.

**8. Non-renewal of Non-tenure Faculty Members**

- a. Notice: Notice of non-renewal for full-time non-tenure faculty (including but not limited to positions such as clinical faculty, lecturers, or instructors) must be given in writing (see Board Policy II.F).
  - i. First Year of Service - A least 90 days in advance of the contract termination.
  - ii. Two (2) or More Years of Service - At least 180 days in advance of the contract termination.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)****December 2025**

grant up to 365 days' notice of nonrenewal for full-time non-tenure faculty who have completed three (3) or more years of service.

Failure to provide timely notice of non-renewal because of a mechanical, clerical, or mailing error does not extend or renew the letter or contract of employment for another term, but the existing term of employment will be extended to provide the employee with a timely notice of non-renewal.

- b. General Exception to Notice Timeline: Notice of non-renewal is not required when the Board has authorized a reduction in force resulting from a declaration of financial exigency, and a non-tenured faculty member is to be laid off. In that event, notice of layoff must be given as provided under the policies for reduction in force.
- d. Exception for Grant-Funded Non-Tenure Faculty: The employment of a non-tenured faculty member whose continued employment is contingent upon the availability of external or grant funding, or the ability to secure external or grant funding, may be subject to termination when the funding supporting the position has been terminated by the external funding source. Notice of termination may match the notice period provided by the external funding source.
- e. Request For Review: Non-renewal is not subject to investigation or review except that the employee may request an investigation or review to establish that the institution did not comply with the requirements of Section 8.a. above. In such cases, the investigation or review will only concern the manner and date of notification of non-renewal. The employee must request such investigation or review in writing to the chief executive officer within fifteen (15) days of receipt of the written notice of non-renewal.

Provided, however, that if the non-tenured faculty member presents bona fide allegations and evidence in writing to the chief executive officer of the institution that the non-renewal was the result of discrimination prohibited by applicable law, the non-tenured faculty member is entitled to use the internal discrimination grievance procedure to test the allegation. In such cases, the same procedures, burden of proof, time limits, etc., as set forth for the grievance of non-renewal by non-classified employees must be used.

**9. Tenure**

- a. Purpose of Tenure: Tenure helps Idaho's colleges and universities attract and retain high-quality faculty who are dedicated to student success and the advancement of knowledge through teaching, research, and creative activity. It provides a stable foundation for long-term contributions to education and scholarship, while holding faculty accountable through structured peer review and institutional oversight. Tenure supports academic freedom by protecting the ability of faculty to explore complex topics, share diverse perspectives, and contribute to public understanding without fear of censorship or retaliation. As outlined in Board Policy III.B Academic Freedom and Academic Responsibility, this freedom is not a exclusively a personal privilege but a professional obligation to serve the public by fostering open inquiry, critical thinking, and informed civic discourse.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)****December 2025**

Tenure is the presumption of continual employment conferred to faculty members after a rigorous, multi-year peer review of the extent to which their contributions to their disciplines and institutions are distinctive and indicative of continuing success. Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. See II.G.3.c for general contract terms applicable to all faculty. The following applies to tenure-eligible faculty during the probationary period.

**b. Acquisition of Tenure**

- i. Career-Technical Faculty hired under the division of professional- technical education prior to July 1, 1993, who were granted tenure may retain tenure in accordance with these policies. Individuals hired as career-technical faculty subsequent to July 1, 1993, are hired and employed as non-tenure-track faculty. They are granted an employment contract in accordance with these policies and are subject to continued acceptable performance and/or the needs of the institution; they may also be afforded the right to pursue promotion and to serve on institutional committees.
- ii. Each institution must develop policies for the acquisition of tenure by tenure-eligible faculty that are consistent with this general philosophy and policy statement of the Board.

Acquisition of tenure is not automatic, by default or defacto, but requires a rigorous, comprehensive review based on disciplinary and institutional standards by colleagues within the faculty member's academic unit and/or institution. This review may include input from members of the academic community external to the institution.

- iii. A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four (4) full years of academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.8.). In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than the faculty member's sixth (6th) full academic year of employment at the institution.

**b. Standards of Eligibility for Tenure**

- i. Annual Appointments: Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed.
- ii. Service in Professional Positions: All satisfactory service in any other professorial rank, whether tenure-eligible or non-tenure-eligible, may be used to fulfill the time requirement for acquiring tenure. Each institution must develop criteria and rules by which prior service may be evaluated for inclusion as part

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)****December 2025**

of the experience necessary for acquiring tenure.

Before a non-tenured faculty member holding academic rank is moved from one position in the institution to another, the member must be informed in writing by the academic vice president, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.

- iii. Lapse in Service: Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities: A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment.

A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president or his designee before appointment. The faculty member may be reappointed with tenure or may be required to serve additional years before being reviewed for tenure status.

- iv. Tenure for Academic Administrators: Academic administrators include roles, for example, such as the chief executive officer/presidents, chief academic officers/provosts, vice provosts, vice presidents, or equivalent of the institutions, deans, associate/assistant deans, department chairs of the academic units of the institutions, and academic program directors or equivalents.
  - 1) An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.
  - 2) An employee hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's president.
  - 3) Upon termination of employment as an academic administrator, an employee with tenure may return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.
  - 4) Non-academic Administrators: An individual hired for a non-academic administrator position from outside the institution will not be considered for a tenured faculty rank in conjunction with such appointment. However, he or she may be granted a faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)****December 2025**

period in certain exceptional cases. In such cases, the burden of proof rests with the individual. Extension of the tenure review period may be granted in certain exceptional cases. In such cases, the faculty member must formally request such an extension and indicate the reason for the request. An institution that permits an extension of the tenure review period must include in its policies the procedure a faculty member must follow to request such an extension, and the basis for determining the modified timeline for review.

- c. **Evaluation for Tenure:** It is expected that the chief executive officer, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of making recommendations related to tenure status. Such a committee must include tenured faculty as a majority. It may also include non-tenured faculty, students, and one (1) or more representatives from outside the faculty member's department. To the extent possible, some of the committee members must have knowledge and understanding of the candidate faculty member's discipline. Each member of the committee

has an equal vote on all matters. The committee must use multiple sources of data and evidence to make a recommendation for tenure. Tenure recommendations may consider, but must not rely solely on, student evaluations of faculty teaching. The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the chief executive officer, who is responsible for making the final decision.

- d. **Award of Tenure:** The awarding of tenure to an eligible faculty member is made only by a positive action of the chief executive officer of the institution. The president must give notice in writing to the faculty member of the approval or denial of tenure. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given.
  - e. **Notice:** An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given written notice that tenure was denied.
  - f. **Reorganization:** Faculty impacted by the reorganization of an administrative structure retain tenure, subject to exceptions outlined elsewhere in II.G.
10. **Periodic Performance Review of Tenured Faculty Members:** It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure or achieving the rank of professor, whichever is later in time, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The periodic performance review of tenured faculty is intended to support continued professional growth, recognize achievement, and ensure accountability to the institution's mission. The review process must respect academic freedom and be used to affirm contributions, guide improvement, and support faculty excellence.

- a. **Scope:** The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: teaching effectiveness,

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) December 2025**

research or creative activities, service, other assigned responsibilities, and overall contributions to the department, institution, and/or discipline.

- b. Procedures for Periodic Review: Each institution must establish procedures for the performance review of tenured faculty members at the institution, including provisions for performance improvement, subject to approval by the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.
- c. Review Standards and Reporting: Each institution must submit an annual report to the Board related to post-tenure review outcomes that includes the number of reviews conducted, the number of performance improvement plans resulting from the post-tenure review process, and the justification for not dismissing faculty who fail to meet the requirements of a post-tenure performance improvement plan.
- d. Exception for Associate Professors in the Promotion Process: In cases where a candidate submits an application for promotion from associate professor to professor rank in the same year that a post-tenure review would otherwise be scheduled, the promotion review will fulfill the requirement for the periodic post-tenure review.
- e. Periodic Review for Administrators: Each administrative employee who has been granted tenure must be evaluated in accordance with the policies established at each institution for the evaluation of an academic administrator. Annual performance reviews or an alternative comprehensive review strategy may be more appropriate for academic administrators.

When a tenured faculty member is serving as department chair, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

# 11. Termination of Employment for Tenure-eligible and Tenured Faculty

- a. Tenure-eligible faculty: If a faculty member is not awarded tenure, the chief executive officer must notify the faculty member of the decision not to recommend tenure and may either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the chief executive officer, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such an appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure, and there is no continued expectation of employment beyond the annual appointment. When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only) December 2025**

- i. Following a full and complete periodic performance review (which may include a performance improvement plan), the tenured faculty member's performance is judged to have been unsatisfactory during the period under review, the chief executive officer may initiate termination of employment procedures for the faculty member.
- ii. The Board has declared a financial exigency under Policy II.N.
- iii. A program is discontinued, as described in Policy III.G.7, has been or must be modified for educational or financial considerations, based on specific criteria such as sustained enrollment decline, material loss of funding, or structural changes such as program mergers.

Such actions are distinct from and separate grounds for reassignment or termination from a dismissal for adequate cause under Policy II.L. Each institution must develop and publish objective criteria to guide determinations of program reduction, discontinuance, or substantial modification, consistent with Policy III.G.7. These criteria must be developed through the normal policy process, be approved by the chief executive officer, and be based on documented evidence. Evidence may include, for example, multi-year enrollment trends, student demand, graduate outcomes, accreditation requirements, and/or cost and resource analysis. Faculty retain academic freedom as defined in Policy III.B.

Before terminating a tenured member, the institution must demonstrate good-faith efforts to address the circumstances through, for example, reassignment (including reasonable retraining), program consolidation, reduction of non-tenure positions, early retirement incentives (where permitted by law or policy), natural attrition, or other circumstances as allowed by law.

All actions under this section shall be subject to grievance procedures under the program discontinuation procedure as outlined in Policy III.G.7.b. Final authority for termination or reassignment of tenured faculty under this section rests with the chief executive officer.

**12. Faculty Code of Conduct**

Each institution must create, establish, and maintain a Faculty Code of Conduct that defines faculty rights, responsibilities, and expected conduct. The Code must foster and sustain an environment conducive to professionalism, to the sharing of and critical examination of knowledge and values, and that cultivates an ethical educational climate focused on effective teaching and learning. Its purpose is to articulate faculty rights and responsibilities in alignment with Board Policy III.B Academic Freedom and Academic Responsibility and to support the conditions necessary for faculty to fulfill the institution's mission. It is the responsibility of each institution to uphold these supportive conditions, reflecting a shared commitment to academic quality, accountability, and integrity.



## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)**

~~December 2012~~  
December 2025

1. Purpose

Pursuant to its constitutional and statutory authority, the Board establishes this policy to set clear and consistent standards for the appointment, evaluation, development, and support of faculty across the institutions. Faculty are central to the academic mission, and their expertise in teaching, research, ~~or~~ creative activity, and service is essential to student success, institutional integrity, and the advancement of knowledge. This policy provides a framework to ensure that tenure, promotion, and evaluation processes are transparent, fair, and aligned with both institutional goals and the public interest. It applies to all faculty, including tenure-eligible and non-tenure-eligible, unless otherwise noted.

2. Definitions

a. Faculty: Faculty are employees of the institutions whose primary responsibilities include teaching, research, ~~or~~ creative activity, and/or academic leadership, often in combination with service expectations. Faculty may hold positions that are tenure-eligible or non-tenure-eligible, and they may be full-time or part-time employees. Career-Technical Education faculty are employees whose primary responsibilities include instruction that is specific to technical education.

i. Tenure-eligible faculty are hired into a position that allows them to apply for tenure after undergoing review and meeting specific requirements.

ii. Non-tenure-eligible faculty include position types such as, but not limited to, the following:

1) Full-time, non-tenure eligible faculty (clinical faculty, lecturers, and so on) who may be eligible for promotion.

2) Adjunct faculty who are part-time, non-tenure-eligible academic faculty. They are often professionals or experts in their field who bring practical experience to the classroom. Adjunct faculty are not typically required to engage in research or service activities and are generally compensated per course or credit hour. Their appointments are often per-term.

3) Affiliate faculty have a formal affiliation with a department without a traditional faculty appointment.

b. Promotion: Promotion represents and rewards a faculty member's performance in teaching, research or creative activity, service, and/or academic leadership. Promotion is available for tenure-eligible faculty and may be available for non-tenure-eligible faculty.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-~~  
~~2012~~December  
2025

c. Tenure: Tenure is an ongoing faculty appointment earned after an extensive multi-year review process that demonstrates a faculty member's continued excellence in teaching, research or creative work, and service.

4.3. ~~Le~~  
~~ters of Employment~~Faculty Contracts

a. ~~Faculty Contracts and Acknowledgment:~~ All faculty ~~employees~~ serve pursuant to employment contracts. The employment contract must include the period of the appointment, faculty classification, salary, pay periods, position title, employment status, and such other information as the institution may elect to include in order to define the contract of employment.

b.a. ~~N~~  
 on-tenured faculty employees have no continued expectation of employment beyond their current contract of employment.

1)  
 Each faculty employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the faculty employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time for a faculty employee to sign and return a copy of the employment contract to the institution. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer of employment is deemed a counter-offer and constitutes a rejection of the offer of employment and requires requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution. Each contract of employment must include a statement to the following effect and intent: "The terms of employment set forth in this ~~letter (contract) of employment~~ are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of the University of Idaho), and the policies and procedures of (the institution)."

c. ~~T~~  
 d.b. ~~Term of Appointment:~~ All non-tenured faculty employees have fixed terms of employment. Except as provided herein, no contract of employment with such an employee may exceed one (1) year. The institutions may implement policies allowing for multi-year contracts for certain classifications of non-tenure track faculty members. Such policies must include, at a minimum, the following requirements: (1) no contract of appointment may exceed three (3) years during the employee's first six (6) years of service ~~without prior Board approval~~; and (2) all multi-year employment contracts the designation of the classifications eligible

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-  
2012~~December  
2025

~~for multi-year contracts must shall must~~ be approved in writing by the institution's Chief Executive Officer or designee; ~~and (3) all multi-year contracts must be reported to the Board at the next regular meeting.~~ Employment is subject to satisfactory annual performance review ~~s. with informal review at the end of each semester.~~

A multi-year contract ~~shall must~~ ~~also~~ state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board policy. The contract ~~shall must~~ also state that it may be non-renewed pursuant to Section ~~II.G.35., -II.B.2.b, and II.B.2.c~~ of Board policy.

- ~~e.~~ Employment beyond the contract period may not be legally presumed. Reappointment of a faculty employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-  
2012~~December  
2025

~~f.c. Non-tenured faculty and tenured f~~Faculty, who serve pursuant to contracts of employment or notices (letters) of appointment containing a stated salary, are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in section II.G.7 and Board Policy II.B.2.d). ~~e of Board Policy~~.

~~g.4.~~ Faculty Rank and Promotion Pathways F

~~i.a. Faculty Ranks:~~ There are ~~three~~ four (34) primary tenure-eligible faculty ranks at each institution: (a) professor, (b) associate professor, and (c) assistant professor, ~~and (d) instructor~~. Each institution may establish additional faculty ranks for non-tenure eligible faculty, specify the title of each rank, and delineate the requirements for each faculty rank so established. ~~Recommendations for additional faculty ranks must be submitted by the chief executive officer to the Board for approval.~~

~~ii.b. Tenure-Eligible Faculty Location:~~ Tenure-eligible fFaculty ~~rank~~, including initial appointment to faculty rank and any promotion to a higher rank at an institution, are traditionally generally ~~is~~ located in a department or equivalent unit.

~~iii.c. Rank and Promotion:~~ Each institution must establish criteria for initial appointment to tenure-eligible faculty rank and for promotion in rank at the institution. Each institution may establish criteria for non-tenure eligible rank and promotion. Such criteria must be submitted to the Board for approval, and, upon approval, must be published and made available to the faculty.

~~iv. Special Cases: rank~~Persons~~Employees~~ who have made substantial contributions to their fields of specialization or who have demonstrated exceptional scholarship and competence or appropriate creative accomplishment of recognized outstanding quality may be appointed to faculty rank without satisfying established institutional criteria for initial appointment or promotion, provided that the qualifications of such individuals have been reviewed in accordance with institutional procedures and the appointment is recommended by the chief executive officer ~~and approved by the Board.~~

~~d.~~ v. A non-classified employee may hold faculty rank in a department or equivalent unit in which rank has previously been established by the institution. A non-classified employee may be granted rank at the time of appointment or subsequent thereto, or may be promoted in rank, if such employee meets the criteria for rank as established by the institution and approved by the Board.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-2012~~  
December  
2025

- e. -Appointment of Non-Tenure-Eligible Faculty: Institutions must establish written policies that define the roles, responsibilities, and expectations as specified in the employment contract for non-tenured faculty.

2.5. \_\_\_\_\_ C

ompensation

a. Salary:

- a. All initial salaries for faculty employees are established by the chief executive officer, subject to approval by the Board where applicable. Any pPayment in addition to regular salaries must be authorized by the chief executive officer ~~and reported to the Board~~. The Board may make subsequent changes for faculty employee positions or may set annual salary guidelines and delegate to its executive director the authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective and paid to the employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board Authority, approval of salaries ~~shall~~must be effective concurrently with Board approval of annual operating budgets for that fiscal year.

- b. Salaries, Increases, and Other Compensation ~~R~~-related Items

- i. Categorizing for Reporting: For purposes of eTo categorizeing faculty employees for salary and reporting purposes, the following definition applies: Facultyfaculty includes all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, ~~or creative activity~~, or public service as a principal activity (or activities), and who hold the following academic rank or titles of professor, associate professor, assistant professor, clinical faculty, instructor, lecturer, adjunct faculty, or the equivalent of any of these academic ranks. Faculty rReport in this categoryto deans, directors, or the equivalents, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Faculty dDo not include student teachers, ing ~~or~~ research assistants, or medical interns or residents. (For reporting purposes, deans, associate deans, and assistant deans are included in the executive/administrative category.)

i. \_\_\_\_\_

\_\_\_\_\_

- ii. Credited State Service/Full Time Status ~~—~~: A faculty member employed for an

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-  
2012~~December  
2025

academic year and paid over a twelve-month period will be credited with twelve (12) months of state service. For all benefit status determinations and calculations, faculty members ~~shall~~must be considered full-time, year-round employees of the employing institution as long as the employee's teaching; research and service duties are commensurate with the ~~full-time~~full-time faculty ~~work load~~workload assignment as defined by the employing institution.

ii.

—Pay Periods: All faculty employees, including those on academic year appointments, are paid in accordance with a schedule established by the state controller.

iii.

~~Pay Periods—All faculty employees, including those on academic year appointments, are paid in accordance with a schedule established by the state controller.~~

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December~~  
~~2012~~December  
2025

- ~~iii.~~ iv. Automobile Exclusion - Unless expressly authorized by Board policy, no faculty employee will receive an automobile or automobile allowance as part of his/her compensation.

3-6. \_\_\_\_\_ A  
 Annual Leave

- a. Only faculty members serving twelve (12) month appointments earn annual leave. Such annual leave ~~shall~~must be earned in the same manner as for non-classified employees.

~~a.~~

Pursuant to section 59-1606(3), Idaho Code, when a faculty member has accrued annual leave for service on a ~~12-~~month appointment, and subsequently such faculty member returns to a faculty position of less than 12 months where annual leave does not accrue, then the institution may pay the faculty member, as supplemental pay, the accrued annual leave balance.

~~b.~~ \_\_\_\_\_

6. \_\_\_\_\_ 6  
Sabbatical Leave

i. ~~Eligibility:~~

- i. A sabbatical leave may be granted at the discretion of the chief executive officer to a ~~tenured~~ faculty member ~~(or a professional-technical faculty member)~~ who has completed at least six (6) years of full-time service at an institution. A sabbatical leave may not be awarded to the same faculty member more than once in any six (6) academic years and sabbatical leave time is not cumulative. Sabbatical leave proposals must be submitted, reviewed, and processed according to policies and procedures established at each institution. A sabbatical leave may be used for the purpose of acquiring and/or updating new professional skills and knowledge, innovation in teaching, or for conducting research or creative activity. ~~updating professional skills or conducting research.~~ Sabbatical leave awards are fully dependent on the availability of appropriate funding.

ii. ~~Term:~~

- ii. The term of a sabbatical leave is either one (1) academic semester at full pay or two (2) semesters at half pay.

iii. ~~Condition:~~

- iv. Each faculty member who is granted a sabbatical leave must serve at the institution for at least one (1) academic year after completion of the sabbatical unless the chief executive officer approves a waiver of the requirement.



## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December~~  
~~2012~~December  
2025

~~v.~~ Report on Sabbatical Leave:

~~iv.~~ By the end of the first semester following return to the institution from a sabbatical leave, or in the faculty member's subsequent annual evaluation report, the faculty member must submit a written account of sabbatical activities and accomplishments to the academic vice president.

#### 4.7. Annual Performance Evaluation for Faculty

~~—Institutional policies must define a faculty member's type of appointment and ensure that the expectations and evaluation align with the faculty member's appointment.~~

a. Evaluation Criteria: Each institution must establish a policy for annual performance evaluations, publish the criteria, and ensure that all faculty members have advance access to the criteria. Institutions must apply performance standards consistently and fairly across appointment types. Faculty must have the opportunity to respond in writing to their evaluation. Each institution must develop policies, procedures, and measurement instruments to solicit feedback from students about their learning experiences to inform ongoing faculty efforts to improve course design and pedagogy.

b. ~~Annual Evaluation~~ Process: Each year, the ~~the dean or their designee~~ must submit an evaluation of each faculty member in the department. This evaluation, together with the input of higher administrators, will be used as ~~(1) basis~~ one aspect for of the final recommendation relative to reappointment, non—reappointment, ~~acquisition of tenure~~, or other personnel action, whichever is appropriate. The ~~chairman~~ dean or designee must communicate an assessment of strengths and weaknesses to each faculty member evaluated.

a. ~~Evaluation Criteria~~ : ~~Each institution must establish policy for annual performance evaluations, publish the criteria, and ensure that all faculty members have access to the criteria. Institutions must apply performance standards consistently and fairly across appointment types. Each institution must ensure that faculty are evaluated based on published criteria that are aligned with their responsibilities in teaching, research or creative activity, service, and other assigned duties. Faculty must have the opportunity to respond in writing to their evaluation. Each institution shall~~ publish its criteria for annual evaluation and ensure that all members of the faculty have access to the criteria.

~~Each institution must develop policies, procedures, and measurement instruments to solicit feedback from students about their learning experiences to inform ongoing faculty efforts to improve course design and pedagogy.~~

b.c. Record Retention: Any written recommendations that result from the evaluation of a faculty employee will be given to the employee, and a copy will be placed in the employee's file.



## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-  
2012~~December  
2025

- ~~c. Each institution must develop policies, procedures, and measurement instruments to be used in the evaluation by students of faculty teaching effectiveness.~~

~~5.~~ Non-renewal of Non-tenured Faculty Members

8.

- a. Notice: Notice of non-renewal for full-time non-tenure faculty (including but not limited to positions such as clinical faculty, lecturers, or instructors) must be given in writing and in accordance with the following standards (see Board Policy II.F).:

- i. First Year ~~o~~Of Service - ~~Not later than March 1 of the first full academic year of service; if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during an academic year and is not to be renewed, At least three (3) months~~90 days in advance of ~~its the~~ contract termination.

ii.

- ii. ~~Second Two (2) or More Years of Service - Not later than December 15 of the second full academic year of service or a~~At least six~~180 months~~days in advance of the contract termination. ~~if the appointment is not to be renewed at the end of the academic year; or, if the appointment terminates during an academic year and is not to be renewed, at least six (6) months in advance of its termination.~~

- iii. More Than Three (3) Years of Service – Institutions may establish policies to grant up to 365 days' notice of nonrenewal for full-time non-tenure faculty who have completed three (3) or more years of service.

- iv. ~~Three (3) Or More Years Of Service – Not later than July 15 preceding the academic year at the end of which the appointment is to be terminated; or, if the appointment terminates during an academic year and is not to be renewed, at least twelve (12) months in advance of its terminati~~

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December~~  
~~2012~~December  
2025

Failure to provide timely notice of non-renewal because of a mechanical, clerical, or mailing error does not extend or renew the letter or contract of employment for another term, but the existing term of employment will be extended to provide the employee with a timely notice of non-renewal.

~~b. General Exception to Notice Timeline: Financial Exigency~~—Notice of non-renewal is not required when the Board has authorized a reduction in force resulting from a declaration of financial exigency, and a non-tenured faculty member is to be laid off. In that event, notice of layoff must be given as provided under the policies for reduction in force.

~~b.~~

~~i.d. Exception for Grant-Funded Non-Tenure Faculty: The employment of a non-tenured faculty member whose continued employment is contingent upon the availability of external or grant funding, or the ability to secure external or grant funding, may be subject to termination non-renewal when the funding supporting the position has been terminated by the external funding source. Notice of termination non-renewal may match the notice period provided by the external funding source.~~

~~e. Request For Review:~~

~~i.~~—Non-renewal is not subject to investigation or review except that the —employee may request an investigation or review to establish that ~~written notice was or was not received in accordance with the time requirements the institution did not comply with the requirements of Section 87.a. above were not complied with set forth in this section.~~ In such cases, the investigation or review will ~~be concerned only with~~ only concern the manner and date of notification of non-renewal. The employee must request such investigation or review in writing ~~of to~~ the chief executive officer within fifteen (15) days of receipt of the written notice of non-renewal.

~~e.~~

~~i.~~

~~ii.~~—Provided, however, that if the non-tenured faculty member presents bona fide allegations and evidence in writing to the chief executive officer of the institution that the non-~~reappointment~~ renewal was the result of discrimination prohibited by applicable law, the non-tenured faculty member is entitled to use the internal discrimination grievance procedure to test the allegation. In such cases, the same procedures, burden of proof, time limits, etc., as set forth for the grievance of non-renewal by non-classified employees ~~shall~~ must be used ~~(see subsection .F).~~

~~d. Non-tenured faculty members who are notified that they will not be reappointed or that the succeeding academic year will be the terminal year of appointment are not entitled to a statement of reasons upon which the decision for such action is based. No hearing to review such a decision will be held.~~

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-2012~~  
December 20256.9. Tenure

- a. Purpose of Tenure: Tenure helps Idaho's colleges and universities attract and retain high-quality faculty who are dedicated to student success and the advancement of knowledge through teaching, research, and creative activity. It provides a stable foundation for long-term contributions to education and scholarship, while holding faculty accountable through structured peer review and institutional oversight. Tenure supports academic freedom by protecting the ability of faculty to explore complex topics, share diverse perspectives, and contribute to public understanding without fear of censorship or retaliation. As outlined in Board Policy III.B Academic Freedom and Academic Responsibility, this freedom is not a exclusively a personal privilege but a professional obligation to serve the public by fostering open inquiry, critical thinking, and informed civic discourse.

~~Tenure Defined – Tenure is the presumption of a condition of presumed continuous/continual employment following the expiration of a probationary period and after meeting the appropriate criteria conferred to faculty members after a rigorous, –multi-year peer review of their-the extent to which their contributions to their disciplines and institutions are distinctive and indicative of continuing success-. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program. Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. See II.G.3.c for general contract terms applicable to all faculty. The following applies to tenure-eligible faculty during the probationary period. Nontenured members of the faculty are appointed to term appointments pursuant to subsection G1. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current term of appointment is wholly ineffective.~~

a.b. Acquisition of Tenure

- i. Professional/Career-Technical Faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical as career-technical faculty education subsequent to July 1, 1993 are hired and employed as non-tenure-track faculty. They are granted an employment contract in accordance with these policies and are subject to continued acceptable performance and/or the needs of the institution;; and and they will/may also be; afforded the right to pursue promotion and to serve on institutional committees.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-  
2012~~December  
2025

- 1) ~~1) be afforded the right to pursue promotion; and~~
  - 2) ~~2) be considered and granted an employment contract in accordance with these policies these policies and be subject to continued acceptable performance and/or the needs of the institution; and~~
  - 3) ~~3) be afforded an opportunity to serve on institutional committees.~~
- ii. ~~Academic faculty members, after meeting certain requirements, established by the employing institution, may acquire tenure.~~ Each institution ~~shall~~must develop policies for the acquisition of tenure by tenure-eligible faculty that are consistent with this general philosophy and policy statement of the Board.
- ii. ~~Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval~~ a rigorous, comprehensive review based on disciplinary and institutional standards by colleagues within the faculty member's academic unit and/or institution. This review may include input from scholars-members of the academic community external to the institution.
- ~~A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four (4) full years of academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.8.). In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than the faculty member's sixth (6th) full academic year of employment at the institution.~~
- ~~A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four(4) full years of academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.6.d.iv.1). In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than the faculty member's sixth (6th) full academic year of employment at the institution. In certain exceptional cases a faculty member may petition for extension of the timeline for tenure due to extenuating circumstances as provided in Board Policy II.G.6.d.iv.2).~~

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December~~  
~~2012~~December  
2025

iii.

~~b. Notification – An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that \_\_\_\_\_ tenure was denied.~~

~~e.b.~~ Standards of Eligibility for Tenure

i. Annual Appointments ~~–~~: Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed.

ii. Service in Professional ~~Rank Positions~~: All satisfactory service in any other professorial rank, whether tenure-eligible or non-tenure-eligible, may be used to fulfill the time requirement for acquiring tenure. Each institution must develop criteria and rules by which prior service may be evaluated for inclusion in as part of the experience necessary for acquiring tenure.

~~of~~ Before a non-tenured faculty member holding academic rank is moved from one position in the institution to another, the member must be informed in writing by the academic vice president, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.

~~iii. Service in Instructor TE Rank P –: A maximum of two (2) years satisfactory service in the rank of instructor at the institution will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the institution even though they teach in fields that have established professorial ranks.~~

iii. Lapse in Service: Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities: A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment.

A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president or his designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)**~~December-2012~~  
December 2025

iv. Tenure for Academic Administrators—: Academic administrators include roles, for example, such as the chief executive officer/presidents, chief academic officers/provosts, vice provosts, vice presidents, or equivalent of the institutions, deans, associate/assistant deans, department chairs of the academic units of the institutions, and academic program directors or equivalents.

1)—An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.

1)

2)—An employee hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's president.

2)

3) Upon termination of employment as an academic administrator, an employee with tenure may return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.

4) Non-academic Administrators: An individual hired for a non-academic administrator position from outside the institution will not be considered for a tenured faculty rank in conjunction with such appointment. However, he or she may be granted a faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.

3)

4)—Exceptional Cases:

—

a) Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. In such cases, the burden of proof rests with the individual.

5)

6)—Extension of the tenure review period may be granted in certain exceptional cases.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December~~  
~~2012~~December  
2025

In such cases, the faculty member must formally request such an extension and indicate the reason for the request. An institution that permits an extension of the tenure review period must include in its policies the procedure a faculty member must follow to request such an extension, and the basis for determining the modified timeline for review.

b.

~~d.c.~~ Evaluation ~~For for~~ Tenure—: It is expected that the chief executive officer, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of ~~annual evaluations or making recommendations related to~~ tenure status. Such a committee must include tenured faculty as a majority. It may also include non-tenured faculty; ~~—, students representation;~~ and one (1) or more representatives from outside the faculty member's department. ~~It is recommended that~~To the extent possible, some of the committee members must have knowledge and understanding of the candidate faculty member's discipline. Each member of the committee



## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-2012~~  
December 2025

has an equal vote on all matters. The committee must ~~give proper credence and weight to collective student evaluations of faculty members, as evidenced by an auditing procedure approved by the chief executive officer~~ use multiple sources of data and evidence to make a recommendation for tenure. Tenure recommendations may consider, but must not rely solely on, student evaluations of faculty teaching.

The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the chief executive officer, who is responsible for making the final decision.

- e. ~~Award of Tenure~~: The awarding of tenure to an eligible faculty member is made only by a positive action of the chief executive officer of the institution. The president must give notice in writing to the faculty member of the approval or denial of tenure. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given.

d. \_\_\_\_\_

- e. Notice: An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that tenure was denied.

- f. Reorganization: Faculty impacted by the reorganization of an administrative structure retain tenure, subject to exceptions outlined elsewhere in II.G.

7. ~~Periodic Performance Review of Tenured Faculty Members~~: It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure or achieving the rank of professor, whichever is later in time to faculty members, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The periodic performance review of tenured faculty is intended to support continued professional growth, recognize achievement, and ensure accountability to the institution's mission. The review process must respect academic freedom and be used to affirm contributions, guide improvement, and support faculty excellence.

10. \_\_\_\_\_

- a. ~~Scope: Wperiodic performance~~ The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: teaching effectiveness, research or creative activities, professional related service, other assigned responsibilities, and overall contributions to the department, university institution, and/or discipline.

a. \_\_\_\_\_

- i. Procedures for Pperiodic Rreview: —Each institution must establish procedures for



## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-  
2012~~December  
2025

the performance review of tenured faculty members at the institution, including provisions for performance improvement. ~~Such procedures are~~ subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.

b.

~~j. Review Standards and Reporting: Each institution must establish its own internal~~ establish procedures for the performance review of tenured faculty members at the institution, review standards, including provisions for performance improvement, subject to approval by the Board. Review standards - Each institution may establish its own internal review standards subject to approval by the Board. Absent such institutional standards, the institution must use the following standards.

~~If during the periodic review, the performance of a tenured faculty member is questioned in writing by a majority of members of the department or unit, the department chairperson or unit head, the appropriate dean, the appropriate vice president, or the chief executive officer, then the appropriate vice president or equivalent administrator must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure at the institution. If during the periodic review, the performance of a tenured faculty member is not questioned in writing, members of the department or unit and the department chairperson or unit head must prepare a written~~

c. Review Standards and Reporting: Each institution must submit an annual report related to post-tenure review outcomes that includes the number of reviews conducted, the number of performance improvement plans resulting from the post-tenure review process, and the justification for not dismissing faculty who fail to meet the requirements of a post-tenure performance improvement plan.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December~~  
~~2012~~December  
~~2025~~

~~—review statement that the performance review has been conducted and that a full and complete review is not required.~~

~~b. Exception for Associate Professors in the Promotion Process: —Generally, consideration for promotion from associate professor to full professor occurs no sooner than the fifth full year following the attainment of the associate professor rank, which typically coincides with the awarding of tenure. In cases where a candidate submits an promotion application for promotion from associate professor to professor rank in the same year that a post-tenure review would otherwise be scheduled, the promotion review will fulfill the requirement for the periodic post-tenure review. the promotion from the rank of associate professor to full professor is considered no earlier than the fifth full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In such cases, if review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review described here.~~

~~c.~~

~~d.~~

e. Periodic Review for Administrators: Each administrative employee who has been granted tenure must be evaluated in accordance with the policies established at each institution for the evaluation of an academic administrator. Annual performance reviews or an alternative comprehensive review strategy may be more appropriate for academic administrators.

When a tenured faculty member is serving as department chair, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

~~d. —Termination of Employment: — If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the chief executive officer may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall must may constitute adequate cause for dismissal.~~

# 11. Termination of Employment for Tenure-eligible and Tenured Faculty:

a. Tenure-eligible faculty: If a faculty member is not awarded tenure, the chief executive officer must notify the faculty member of the decision not to recommend tenure and may either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the chief executive officer, issue to the faculty member

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)**~~December-2012~~  
December 2025

contracts of employment for successive periods of one (1) year each. Such an appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure, and there is no continued expectation of employment beyond the annual appointment. When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.

b. Tenured Faculty: A tenured faculty member may also be reassigned or terminated when:

1. Following a full and complete periodic performance review (which may include a performance review plan period), a tenured faculty member's performance is judged to have been unsatisfactory during the period under review.
2. The Board has declared a financial exigency under Policy II.N.
3. A program is discontinued, as described in Policy III.G.7, has been or must be modified for educational or financial considerations, based on specific criteria such as sustained enrollment decline, material loss of funding, or structural changes such as program merger.

Such actions are distinct from and separate grounds for reassignment or termination from a dismissal for adequate cause under Policy II.L.

Each institution must develop and publish objective criteria to guide determinations of program reduction, discontinuance, or substantial modification, consistent with Policy III.G.7. These criteria must be developed through the normal policy process, be approved by the chief executive officer, and be based on documented evidence. Evidence may include, for example, multi-year enrollment trends, student demand, graduate outcomes, accreditation requirements, and/or cost and resource analysis. Faculty retain academic freedom as defined in Policy III.B

Before terminating a tenured member, the institution must demonstrate good-faith efforts to address the circumstances through, for example, reassignment (including reasonable retraining), program consolidation, reduction of non-tenure positions, early retirement incentives (where permitted by law or policy), natural attrition, or other circumstances as allowed by law.

All actions under this section shall be subject to grievance procedures under the program discontinuation procedure as outlined in Policy III.G.7.b. Final authority for termination or reassignment of tenured faculty under this section rests with the chief executive officer.

C.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December-~~  
~~2012~~December  
2025

~~a.n. , When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.~~

~~However, termination should be limited to cases where unsatisfactory performance has persisted following implementation of a performance improvement plan, unsatisfactory performance has been documented in two or more previous annual performance reviews, or where other extraordinary circumstances exist.~~

~~e. ——— g. Dismissal for Adequate Cause – Tenured faculty members may be dismissed for adequate cause as provided for in Subsection L of this Section. Tenure for Academic Administrators~~

~~i. "Academic administrators," for purposes of this topic, meansare administrators of a wide variety of academic programs including roles, for example, such as the chief executive officer/presidents, chief academic officers/provosts, vice provosts or equivalent of the institutions, the deans, associate/assistant deans, and department chairs of the academic units of the institutions, and the vice presidents for research of the institutionsand academic program directors or equivalents., and shall not include persons occupying other administrative positions.~~

~~ii. An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit~~

~~An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institutioninstitution~~

~~iii. ——— n's president.~~

~~iv. ——— Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.~~

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

## Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

~~December~~  
~~2012~~December  
~~2025~~

~~An individual hired for a non-academic administrator position from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted a affiliate n adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.~~

~~v. Notwithstanding the above, E each administrative employee who is has been granted tenure shall ~~must~~ be reviewed in evaluated in accordance with their administrative position description.~~

~~f. Terminal Contract of Employment - If a faculty member is not awarded tenure, the chief executive officer must notify the faculty member of the decision not to recommend tenure and may, at his or her discretion, either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the chief executive officer, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be ~~is~~ no continued expectation of employment beyond the annual appointment.~~

~~g. When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.~~

~~h. Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities:~~

~~i. A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president or his designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.~~

~~Before a non-tenured faculty member holding academic rank is moved from one position in the institution to another, the member must be informed in writing by the academic vice president, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.~~

~~ii. h~~

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)**~~December~~~~2012~~December2025

~~the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.~~

- ~~i. No faculty member's tenure in a discipline may be adversely affected by the reorganization of the administrative structure. A faculty member's tenure is not affected by reassignment of administrative responsibilities.~~

~~When a tenured faculty member is serving as department chairman, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.~~

12. Faculty Code of Conduct

Each institution must create, establish, and maintain a Faculty Code of Conduct that defines the faculty rights, responsibilities, and expected conduct. The Code must foster and sustain an environment conducive to professionalism, to the sharing of , support, and critical examination of knowledge and values, and that cultivates an ethical educational climate focused on effective teaching and learning. Its purpose is to articulate faculty rights and responsibilities in alignment with Board Policy III.B Academic Freedom and Academic Responsibility and to support the conditions necessary for faculty to fulfill the university institution's mission. It is the responsibility of each institution to uphold these supportive conditions, reflecting a shared commitment to academic quality, accountability, and integrity.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**SUBJECT**

Board Policy V.E. – Gifts and Affiliated Foundations – Second Reading

**REFERENCE:**

February 2006	Board approved the second reading of amendments to Board Policy V.E.
December 2017	Board approved the first reading of amendments to Board Policy V.E., requiring Board approval of affiliated foundation operating agreements.
February 2018	Board approved second reading of amendments to Board Policy V.E., requiring Board approval of affiliated foundation operating agreements.
April 2019	Board approved first reading of amendments to Board Policy V.E.
June 2019	Board approved second reading of amendments to Board Policy V.E.
November 2025	Board approved first reading of amendments to Board Policy V.E.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.E., Idaho Code Title 67, Chapter 7

**BACKGROUND/DISCUSSION**

Policy V.E. sets out how state-governed agencies and institutions may accept private gifts and work with affiliated non-profit foundations in Idaho, ensuring that contributions supplement but do not supplant state funding, that the foundations are properly organized, transparent and accountable, operate under appropriate agreements and comply with laws.

Board Policy V.E. names the foundation Friends of Idaho Public Television, Inc. (Friends) as the recognized affiliated foundation for Idaho Public Television (IPTV) and requires that this foundation's operating agreement and spending authority conform to Federal Communications Commission (FCC) regulations and the Board's policy on gifts and foundations. The policy provides the structural and governance framework under which IPTV can legally, ethically, and transparently receive and manage private gifts through its affiliated foundation, thereby supporting IPTV's mission while staying compliant with state and federal requirements.

On October 6, 2025, the Legislative Services Office (LSO) informed IPTV that it does not have statutory authority to audit the Friends of Idaho Public Television (Friends), a 501(c)(3) nonprofit organization, as a separate legal entity. LSO's authority extends only to audits of state agencies or entities established by the Legislature.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 17, 2025**

Historically, both IPTV and the Friends organization were audited annually by the State Legislative Auditor to meet Corporation for Public Broadcasting (CPB) requirements. Since CPB's dissolution, IPTV has transitioned to a three-year audit cycle, but the Friends organization must continue to complete an annual independent audit to satisfy IRS and governance requirements.

The current Operating Agreement between IPTV and the Friends requires the use of the "State Legislative Auditor." Because LSO cannot perform this audit, IPTV must engage an independent certified public accounting firm to perform the Friends' annual audit beginning in November 2025. This will ensure compliance with IRS deadlines for the Friends' Form 990 filing in May 2026 and requires an update to Board Policy V.E.

**IMPACT**

To align with current legal and operational requirements, it is proposed that the Operating Agreement between Idaho Public Television, an entity of the Idaho State Board of Education and the Friends of Idaho Public Television be updated as follows:

Current Language: "The Friends of IPTV shall annually conduct an audit consistent with GAAP and GASB requirements through the services of the State Legislative Auditor. No individual designated by the State Legislative Auditor shall be a member of the board of the Friends of IPTV. The annual audit shall be a full scope audit, performed in accordance with GAAP."

Proposed Revised Language: "The Friends of IPTV shall annually engage an independent certified public accountant or audit firm to conduct a full-scope audit of its financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB). No individual employed by or affiliated with the engaged audit firm shall serve as a member or director of the Board of the Friends of IPTV. The annual audit shall be comprehensive and performed in accordance with GAAP standards."

This revision requires an update to Board Policy V.E. to allow the Board to approve and update the Operating Agreement between Idaho Public Television, an entity of the Idaho State Board of Education, and Friends of Idaho Public Television, Inc. This will ensure that policy and the operating agreement are in alignment.

**ATTACHMENTS**

Attachment 1 – Proposed Amendment to Policy V.E. – Gifts and Affiliated Foundations – Clean Version  
Attachment 2 – Proposed Amendment to Policy V.E. – Gifts and Affiliated Foundations – Redline Version



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**STAFF COMMENTS AND RECOMMENDATIONS**

This is an administrative update to bring Board Policy V.E. into alignment with changes to the updated Operating Agreement between Idaho Public Television, an entity of the State Board of Education, and Friends of Idaho Public Television, Inc. and associated statutory requirement and audit practices.

There have been no substantive changes between the first and second reading.

Board staff recommends approval of the second reading of Policy V.E.

**BOARD ACTION**

I move to approve the second reading of the proposed revisions to Board Policy V.E. - Gifts and Affiliated Foundations, as presented in Attachment 1.

Moved by\_\_\_\_\_ Seconded by\_\_\_\_\_ Carried Yes\_\_\_\_\_ No\_\_\_\_\_

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations****December 2025**

## 1. Purpose of the Policy

- a. The Board recognizes the importance of voluntary private support and encourages grants and contributions for the benefit of the institutions and agencies under its governance. Private support for public education is an accepted and firmly established practice throughout the United States. Tax-exempt foundations are one means of providing this valuable support to help the institutions and agencies under the Board's governance raise money through private contributions. Foundations are separate, legal entities, tax-exempt under Section 501(c) of the United States Internal Revenue Code of 1986, as amended, associated with the institutions and agencies under the Board's governance. Foundations are established for the purpose of raising, receiving, holding, and/or using funds from the private sector for charitable, scientific, cultural, educational, athletic, or related endeavors that support, enrich, and improve the institutions or agencies. The Board wishes to encourage a broad base of support from many sources, particularly increased levels of voluntary support. To achieve this goal, the Board will cooperate in every way possible with the work and mission of recognized affiliated foundations
- b. The Board recognizes that foundations:
  - i. Provide an opportunity for private individuals and organizations to contribute to the institutions and agencies under the Board's governance with the assurance that the benefits of their gifts supplement, not supplant, state appropriations to the institutions and agencies;
  - ii. Provide assurance to donors that their contributions will be received, distributed, and utilized as requested for specified purposes, to the extent legally permissible, and that donor records will be kept confidential to the extent requested by the donor and as allowed by law;
  - iii. Provide an instrument through which alumni and community leaders can help strengthen the institutions and agencies through participation in the solicitation, management, and distribution of private gifts; and
  - iv. Aid and assist the Board in attaining its approved educational, research, public service, student loan and financial assistance, alumni relations, and financial development program objectives.
- c. The Board, aware of the value of tax-exempt foundations to the well being of the institutions and agencies under the Board's governance, adopts this policy with the following objectives:

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations****December 2025**

- i. To preserve and encourage the operation of recognized foundations associated with the institutions and agencies under the Board's governance; and
- ii. To ensure that the institutions and agencies under the Board's governance work with their respective affiliated foundations to make certain that business is conducted responsibly and according to applicable laws, rules, regulations, and policies, and that such foundations fulfill their obligations to contributors, to those who benefit from their programs, and to the general public.

**2. Institutional Foundations****a. General Provisions Applicable to all Affiliated Foundations**

- i. All private support of an institution not provided directly to such institution shall be through a Board approved affiliated foundation. While an institution may accept gifts made directly to the institution or directly to the Board, absent unique circumstances making a direct gift to the institution more appropriate, donors shall be requested to make gifts to the Board approved affiliated foundations.
- ii. Each affiliated foundation shall operate as an Idaho nonprofit corporation that is legally separate from the institution and is recognized as a 501(c)(3) public charity by the Internal Revenue Service. The management and control of a foundation shall rest with its governing board. All correspondence, solicitations, activities, and advertisements concerning a particular foundation shall be clearly discernible as from that foundation, and not the institution.
- iii. The institutions and foundations are independent entities and neither will be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members, or staff.
- iv. It is the responsibility of the foundation to support the institution at all times in a cooperative, ethical, and collaborative manner; to engage in activities in support of the institution; and, where appropriate, to assist in securing resources, to administer assets and property in accordance with donor intent, and to manage its assets and resources.
- v. Foundation funds shall be kept separate from institution funds. No institutional funds, assets, or liabilities may be transferred directly or indirectly to a foundation without the prior approval of the Board except as provided herein. Funds may be transferred from an institution to a foundation without prior Board approval when:

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: E. Gifts and Affiliated Foundations

December 2025

- 1) A donor inadvertently directs a contribution to an institution that is intended for the foundation. If an affiliated foundation is the intended recipient of funds made payable to the Board or to an institution, then such funds may be deposited with or transferred to the affiliated foundation, provided that accompanying documents demonstrate that the foundation is the intended recipient. Otherwise, the funds shall be deposited in an institutional account, and Board approval will be required prior to transfer to an affiliated foundation; or
  - 2) The institution has gift funds that were transferred from and originated in an affiliated foundation, and the institution wishes to return a portion of funds to the foundation for reinvestment consistent with the original intent of the gift.
  - 3) The transfer is of a *de minimis* amount not to exceed \$10,000 from the Institution to the Foundation and the transferred funds are for investment by the Foundation for scholarship or other general Institution/Agency support purposes.
  - 4) The transfer is of funds raised by the institution for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.
- vi. Transactions between an institution and an affiliated foundation shall meet the normal tests for ordinary business transactions, including proper documentation and approvals. Special attention shall be given to avoiding direct or indirect conflicts of interest between the institution and the affiliated foundation and those with whom the foundation does business. Under no circumstances shall an institution employee represent both the institution and foundation in any negotiation, sign for both the institution and foundation in a particular transaction, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the institution and the foundation.
- vii. Prior to the start of each fiscal year, an affiliated foundation must provide the institution chief executive officer with the foundation's proposed annual budget, as approved by the foundation's governing board.
- viii. Each foundation shall conduct its fiscal operations to conform to the institution's fiscal year. Each foundation shall prepare its annual financial statements in accordance with Government Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) principles, as appropriate.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations****December 2025**

- ix. Institution chief executive officers shall be invited to attend all meetings of an affiliated foundation's governing board in an advisory role. On a case by case basis, other institution employees may also serve as advisors to an affiliated foundation's governing board, as described in the written foundation operating agreement approved by the Board.
- x. Although foundations are private entities and are not subject to the Idaho Public Records Law, foundations, while protecting personal and private information related to private individuals, are encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.
- xi. A foundation's enabling documents (e.g., articles of incorporation and bylaws) and any amendments are to be provided to the institution. These documents must include a clause requiring that in the event of the dissolution of a foundation, its assets and records will be distributed to the Board or the affiliated institution. To the extent practicable, the foundation shall provide the institution with an advance copy of any proposed amendments, additions, or deletions to its articles of incorporation or bylaws. The institution shall be responsible for providing all of the foregoing documents to the Board.
- xii. Foundations may not engage in activities that conflict with federal or state laws, rules and regulations; or cause an institution to be in violation of Board policy; or the role and mission of the institutions. Foundations shall comply with applicable Internal Revenue Code provisions and regulations and all other applicable policies and guidelines.
- xiii. Fund-raising campaigns and solicitations of major gifts for the benefit of an institution by its affiliated foundation shall be developed cooperatively between the institution and its affiliated foundation. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by an institution, a foundation will obtain the prior approval of the institution chief executive officer or a designee.
- xiv. Foundations shall obtain prior approval in writing from the institution chief executive officer or a designee if gifts, grants, or contracts include a financial or contractual obligation binding upon the institution.
- xv. Foundations shall make clear to prospective donors that:
  - 1) The foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the institution; and

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations****December 2025**

- 2) Responsibility for the governance of the foundation, including investment of gifts and endowments, resides in the foundation's governing board.

xvi. Institutions shall ensure that foundation controlled resources are not used to acquire or develop real estate or to build facilities for the institution's use without prior Board approval. The institution shall notify the Board, at the earliest possible date, of any proposed purchase of real estate for such purposes, and in such event should ensure that the foundation coordinates its efforts with those of the institution. Such notification to the Board may be through the institution's chief executive officer in executive session pursuant to Idaho Code, Section 74-206(1)(c).

b. Foundation Operating Agreements

Each institution shall enter into a written operating agreement with each of its affiliated foundations that ensures compliance with this Policy.

Board approval of affiliated foundation operating agreements is required if an affiliated foundation will receive donations, membership dues, gifts or other funds (collectively "funds") and delivers those funds directly to the institution. If an affiliated foundation will not receive or maintain funds, or if it routes all funds received to the institution through another Board-approved affiliated foundation, Board approval of the operating agreement is not required. In such cases, the institution shall ensure that services provided by a Board approved affiliated foundation to another affiliated foundation are provided pursuant to a service agreement between the affiliated foundations which complies with Board policy, a copy of which is available to the institution and to the Board.

Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. Operating agreements requiring Board approval must be approved by the Board prior to execution and must be re-submitted to the Board for re-approval every three (3) years, or as otherwise requested by the Board. Operating agreements shall follow the operating agreement template approved by the Board and found at <http://boardofed.idaho.gov/>. When an operating agreement is presented to the Board for review, an institution must include a redline to the Board's operating agreement template, as well as a redline to the previously Board approved version of the operating agreement, if there is one.

Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations****December 2025**

- i. Institution Resources and Services.
  - 1) Whether, and how, an institution intends to provide contract administrative and/or support staff services to an affiliated foundation. When it is determined that best practices call for an institution employee to serve in a capacity that serves both the institution and an affiliated foundation, then the operating agreement must clearly define the authority and responsibilities of this position within the foundation. Notwithstanding, no employee of an institution who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice-president or equivalent position) shall be permitted to have responsibility or authority for foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of foundation employees. The responsibility of this position within the foundation that is performed by an institution employee in a key administrative or policy making capacity shall be limited to the coordination of institution and affiliated foundation fundraising efforts, and the provision of administrative support to foundation fundraising activities.
  - 2) Whether, and how, an institution intends to provide other resources and services to an affiliated foundation, which are permitted to include:
    - a) Access to the institution's financial systems to receive, disburse, and account for funds held (with respect to transactions processed through the institution's financial system, the foundation shall comply with the institution's financial and administrative policies and procedures manuals);
    - b) Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting;
    - c) Investment, management, insurance, benefits administration, and similar services; and
    - d) Development services, encompassing research, information systems, donor records, communications, and special events.
  - 3) Whether the foundation will be permitted to use any of the institution's facilities and/or equipment, and if so, the details of such arrangements.
  - 4) Whether the institution intends to recover its costs incurred for personnel, use of facilities or equipment, or other services provided to the foundation. If so, then payments for such costs shall be made directly to the institution.

**Idaho State Board of Education****GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations****December 2025**

No payments shall be made directly from a foundation to institution employees in connection with resources or services provided to a foundation pursuant to this policy.

ii. Management and Operation of Foundations.

- 1) Guidelines for receiving, depositing, disbursing and accounting for all funds, assets, or liabilities of a foundation, including any disbursements/transfers of funds to an institution from an affiliated foundation. Institution officials into whose department or program foundation funds are transferred shall be informed by the foundation of the restrictions, if any, on such funds and shall be responsible both to account for them in accordance with institution policies and procedures, and to notify the foundation on a timely basis regarding the use of such funds.
- 2) Procedures with respect to foundation expenditures and financial transactions, which must ensure that no person with signature authority shall be an institution employee in a key administrative or policy making capacity (including, but not limited to, an institution vice-president or equivalent position).
- 3) The liability insurance coverage the foundation will have in effect to cover its operations and the activities of its directors, officers, and employees.
- 4) Description of the investment policies to be utilized by the foundation, which shall be conducted in accordance with prudent, sound practice to ensure that gift assets are protected and enhanced, and that a reasonable return is achieved, with due regard for the fiduciary responsibilities of the foundation's governing board. Moreover, such investments must be consistent with the terms of the gift instrument.
- 5) Procedures that will be utilized to ensure that institution and foundation funds are kept separate.
- 6) Detailed description of the organization structure of the foundation, which addresses conflict of interest in management of funds and any foundation data.

iii. Foundation Relationships with the Institutions

- 1) The institution's ability to access foundation books and records.
- 2) The process by which the institution chief executive officer, or designee, shall interact with the foundation's board regarding the proposed annual



## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations****December 2025**

operating budget and capital expenditure plan prior to approval by the foundation's governing board.

- 3) Whether, and how, supplemental compensation from the foundation may be made to institutional employees. Any such payments must have prior Board approval, and shall be paid by the foundations to the institutions, which in turn will make payments to the employee in accordance with normal practice. Employees shall not receive any payments or other benefits directly from the foundations.
- iv. Audits and Reporting Requirements.
- 1) The procedure foundations will utilize for ensuring that regular audits are conducted and reported to the Board. Unless provided for otherwise in the written operating agreement, such audits must be conducted by an independent certified public accountant, who is not a director or officer of the foundation. The independent audit shall be a full scope audit, performed in accordance with generally accepted auditing standards.
  - 2) The procedure foundations will use for reporting to the institution chief executive officer the following items:
    - a) Regular financial audit report;
    - b) Annual report of transfers made to the institution, summarized by department;
    - c) Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;
    - d) A list of foundation officers, directors, and employees;
    - e) A list of institution employees for whom the foundation made payments to the institution for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
    - f) A list of all state and federal contracts and grants managed by the foundation; and
    - g) An annual report of the foundation's major activities;

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations****December 2025**

- h) An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding foundation fiscal year for the benefit of the institution; and
- i) An annual report of any actual litigation involving the foundation during its fiscal year, as well as legal counsel used by the foundation for any purpose during such year. This report should also discuss any potential or threatened litigation involving the foundation.

v. Conflict of Interest and Code of Ethics and Conduct.

A description of the foundation's conflict of interest policy approved by the foundation's governing board and applicable to all foundation directors, officers, and staff members, and which shall also include a code of ethics and conduct. Such policy must assure that transactions involving the foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the foundation's governing board. In addition, such policy must provide that directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest. Finally, such policy must assure that no director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

vi. Affiliated Research Foundations and Technology Transfer Organization for Institutions of Higher Education

The Board wishes to encourage research and technology transfer and the corresponding economic development potential for the state of Idaho. The Board acknowledges that independent, affiliated foundations operating to support an institution's research and technology transfer efforts can be useful tools to provide institutions with avenues for engagement with the private sector as well as with public and private entities interested in funding research, funding technology transfer and promoting spin-off enterprises arising from institutional intellectual property and technology. Such affiliated foundations should operate substantially within the framework for affiliated foundations set out in paragraph 1 and 2 of this policy, with such variances as are reasonable based on the nature of the anticipated function of the specific foundation.

- 1) The institutions under the Board's governance may affiliate with non-profit entities which generally meet the criteria set forth in paragraph 2.b. of this

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: E. Gifts and Affiliated Foundations

December 2025

policy and which operate for the purpose of supporting the research and technology transfer efforts of one or more of the institutions.

- 2) Research and Technology Transfer Foundation Operating Agreements. The requirement of a foundation operating agreement under paragraph 2.b. of this policy shall also apply to foundations supporting research and technology transfer. Institutions proposing to affiliate with a particular foundation may propose reasonable variances from specific requirements under paragraph 2.b. based upon the anticipated function of the foundation, provided that any such variances are specifically identified by the institution in materials presented to the Board when requesting approval of the foundation.

### 3. Foundations for Other Agencies

Other agencies under the Board's jurisdiction may establish foundations to accept gifts made for the benefit of the agencies' operating purposes. These agencies are subject to the same policies as the institutional foundations. However, agency foundations with annual revenues less than \$100,000 are not required to obtain an independent audit. These agencies must instead submit an annual report to the Board of gifts received and the disposition of such gifts.

### 4. Idaho Public Television Foundation

- a. Foundations that exist for the benefit of Idaho Public Television (IPTV) are required by Federal Communications Commission (FCC) regulations to have specific spending authority designated by the Board. The Friends of IPTV Foundation shall annually engage an independent certified public accountant or audit firm to conduct a full-scope audit of its financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB). No individual employed by or affiliated with the engaged audit firm shall serve as a member or director of the Board of the Friends of IPTV. The annual audit shall be comprehensive and performed in accordance with GAAP standards.
- b. By action of the Board, the Friends of Idaho Public Television, Inc., has been designated to accept gifts made for the benefit of public television in the state of Idaho. The Foundation will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

### 5. Acceptance of Direct Gifts

Notwithstanding the Board's desire to encourage the solicitation and acceptance of gifts through affiliated foundations, the Board may accept donations of gifts, legacies, and devises (hereinafter "gifts") of real and personal property on behalf of the state of Idaho that are made directly to the Board or to an institution or agency under its governance. Gifts worth more than \$250,000 must be reported to and approved by

**Idaho State Board of Education****GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations****December 2025**

the executive director of the Board before such gift may be expended or otherwise used by the institution or agency. Gifts worth more than \$500,000 must be approved

by the Board. The chief executive officer of any institution or agency is authorized to receive, on behalf of the Board, gifts that do not require prior approval by the executive director or the Board and that are of a routine nature. This provision does not apply to transfers of gifts to an institution or agency from an affiliated foundation (such transfers shall be in accordance with the written operating agreement between the institution or agency and an affiliated foundation, as described more fully herein).

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: E. Gifts and Affiliated Foundations

~~June 2019~~ December 2025

## 1. Purpose of the Policy

- a. The Board recognizes the importance of voluntary private support and encourages grants and contributions for the benefit of the institutions and agencies under its governance. Private support for public education is an accepted and firmly established practice throughout the United States. Tax-exempt foundations are one means of providing this valuable support to help the institutions and agencies under the Board's governance raise money through private contributions. Foundations are separate, legal entities, tax-exempt under Section 501(c) of the United States Internal Revenue Code of 1986, as amended, associated with the institutions and agencies under the Board's governance. Foundations are established for the purpose of raising, receiving, holding, and/or using funds from the private sector for charitable, scientific, cultural, educational, athletic, or related endeavors that support, enrich, and improve the institutions or agencies. The Board wishes to encourage a broad base of support from many sources, particularly increased levels of voluntary support. To achieve this goal, the Board will cooperate in every way possible with the work and mission of recognized affiliated foundations
- b. The Board recognizes that foundations:
  - i. Provide an opportunity for private individuals and organizations to contribute to the institutions and agencies under the Board's governance with the assurance that the benefits of their gifts supplement, not supplant, state appropriations to the institutions and agencies;
  - ii. Provide assurance to donors that their contributions will be received, distributed, and utilized as requested for specified purposes, to the extent legally permissible, and that donor records will be kept confidential to the extent requested by the donor and as allowed by law;
  - iii. Provide an instrument through which alumni and community leaders can help strengthen the institutions and agencies through participation in the solicitation, management, and distribution of private gifts; and
  - iv. Aid and assist the Board in attaining its approved educational, research, public service, student loan and financial assistance, alumni relations, and financial development program objectives.
- c. The Board, aware of the value of tax-exempt foundations to the well being of the institutions and agencies under the Board's governance, adopts this policy with the following objectives:

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations**~~June 2019~~ **December 2025**

- i. To preserve and encourage the operation of recognized foundations associated with the institutions and agencies under the Board's governance; and
- ii. To ensure that the institutions and agencies under the Board's governance work with their respective affiliated foundations to make certain that business is conducted responsibly and according to applicable laws, rules, regulations, and policies, and that such foundations fulfill their obligations to contributors, to those who benefit from their programs, and to the general public.

**2. Institutional Foundations****a. General Provisions Applicable to all Affiliated Foundations**

- i. All private support of an institution not provided directly to such institution shall be through a Board approved affiliated foundation. While an institution may accept gifts made directly to the institution or directly to the Board, absent unique circumstances making a direct gift to the institution more appropriate, donors shall be requested to make gifts to the Board approved affiliated foundations.
- ii. Each affiliated foundation shall operate as an Idaho nonprofit corporation that is legally separate from the institution and is recognized as a 501(c)(3) public charity by the Internal Revenue Service. The management and control of a foundation shall rest with its governing board. All correspondence, solicitations, activities, and advertisements concerning a particular foundation shall be clearly discernible as from that foundation, and not the institution.
- iii. The institutions and foundations are independent entities and neither will be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members, or staff.
- iv. It is the responsibility of the foundation to support the institution at all times in a cooperative, ethical, and collaborative manner; to engage in activities in support of the institution; and, where appropriate, to assist in securing resources, to administer assets and property in accordance with donor intent, and to manage its assets and resources.
- v. Foundation funds shall be kept separate from institution funds. No institutional funds, assets, or liabilities may be transferred directly or indirectly to a foundation without the prior approval of the Board except as provided herein. Funds may be transferred from an institution to a foundation without prior Board approval when:

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: E. Gifts and Affiliated Foundations

~~June 2019~~ December 2025

- 1) A donor inadvertently directs a contribution to an institution that is intended for the foundation. If an affiliated foundation is the intended recipient of funds made payable to the Board or to an institution, then such funds may be deposited with or transferred to the affiliated foundation, provided that accompanying documents demonstrate that the foundation is the intended recipient. Otherwise, the funds shall be deposited in an institutional account, and Board approval will be required prior to transfer to an affiliated foundation; or
  - 2) The institution has gift funds that were transferred from and originated in an affiliated foundation, and the institution wishes to return a portion of funds to the foundation for reinvestment consistent with the original intent of the gift.
  - 3) The transfer is of a *de minimis* amount not to exceed \$10,000 from the Institution to the Foundation and the transferred funds are for investment by the Foundation for scholarship or other general Institution/Agency support purposes.
  - 4) The transfer is of funds raised by the institution for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.
- vi. Transactions between an institution and an affiliated foundation shall meet the normal tests for ordinary business transactions, including proper documentation and approvals. Special attention shall be given to avoiding direct or indirect conflicts of interest between the institution and the affiliated foundation and those with whom the foundation does business. Under no circumstances shall an institution employee represent both the institution and foundation in any negotiation, sign for both the institution and foundation in a particular transaction, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the institution and the foundation.
- vii. Prior to the start of each fiscal year, an affiliated foundation must provide the institution chief executive officer with the foundation's proposed annual budget, as approved by the foundation's governing board.
- viii. Each foundation shall conduct its fiscal operations to conform to the institution's fiscal year. Each foundation shall prepare its annual financial statements in accordance with Government Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) principles, as appropriate.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: E. Gifts and Affiliated Foundations

~~June 2019~~ December 2025

- ix. Institution chief executive officers shall be invited to attend all meetings of an affiliated foundation's governing board in an advisory role. On a case by case basis, other institution employees may also serve as advisors to an affiliated foundation's governing board, as described in the written foundation operating agreement approved by the Board.
- x. Although foundations are private entities and are not subject to the Idaho Public Records Law, foundations, while protecting personal and private information related to private individuals, are encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.
- xi. A foundation's enabling documents (e.g., articles of incorporation and bylaws) and any amendments are to be provided to the institution. These documents must include a clause requiring that in the event of the dissolution of a foundation, its assets and records will be distributed to the Board or the affiliated institution. To the extent practicable, the foundation shall provide the institution with an advance copy of any proposed amendments, additions, or deletions to its articles of incorporation or bylaws. The institution shall be responsible for providing all of the foregoing documents to the Board.
- xii. Foundations may not engage in activities that conflict with federal or state laws, rules and regulations; or cause an institution to be in violation of Board policy; or the role and mission of the institutions. Foundations shall comply with applicable Internal Revenue Code provisions and regulations and all other applicable policies and guidelines.
- xiii. Fund-raising campaigns and solicitations of major gifts for the benefit of an institution by its affiliated foundation shall be developed cooperatively between the institution and its affiliated foundation. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by an institution, a foundation will obtain the prior approval of the institution chief executive officer or a designee.
- xiv. Foundations shall obtain prior approval in writing from the institution chief executive officer or a designee if gifts, grants, or contracts include a financial or contractual obligation binding upon the institution.
- xv. Foundations shall make clear to prospective donors that:
  - 1) The foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the institution; and



## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations**~~June 2019~~ **December 2025**

- 2) Responsibility for the governance of the foundation, including investment of gifts and endowments, resides in the foundation's governing board.

xvi. Institutions shall ensure that foundation controlled resources are not used to acquire or develop real estate or to build facilities for the institution's use without prior Board approval. The institution shall notify the Board, at the earliest possible date, of any proposed purchase of real estate for such purposes, and in such event should ensure that the foundation coordinates its efforts with those of the institution. Such notification to the Board may be through the institution's chief executive officer in executive session pursuant to Idaho Code, Section 74-206(1)(c).

b. Foundation Operating Agreements

Each institution shall enter into a written operating agreement with each of its affiliated foundations that ensures compliance with this Policy.

Board approval of affiliated foundation operating agreements is required if an affiliated foundation will receive donations, membership dues, gifts or other funds (collectively "funds") and delivers those funds directly to the institution. If an affiliated foundation will not receive or maintain funds, or if it routes all funds received to the institution through another Board-approved affiliated foundation, Board approval of the operating agreement is not required. In such cases, the institution shall ensure that services provided by a Board approved affiliated foundation to another affiliated foundation are provided pursuant to a service agreement between the affiliated foundations which complies with Board policy, a copy of which is available to the institution and to the Board.

Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. Operating agreements requiring Board approval must be approved by the Board prior to execution and must be re-submitted to the Board for re-approval every three (3) years, or as otherwise requested by the Board. Operating agreements shall follow the operating agreement template approved by the Board and found at <http://boardofed.idaho.gov/>. When an operating agreement is presented to the Board for review, an institution must include a redline to the Board's operating agreement template, as well as a redline to the previously Board approved version of the operating agreement, if there is one.

Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: E. Gifts and Affiliated Foundations

~~June 2019~~ December 2025

- i. Institution Resources and Services.
  - 1) Whether, and how, an institution intends to provide contract administrative and/or support staff services to an affiliated foundation. When it is determined that best practices call for an institution employee to serve in a capacity that serves both the institution and an affiliated foundation, then the operating agreement must clearly define the authority and responsibilities of this position within the foundation. Notwithstanding, no employee of an institution who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice-president or equivalent position) shall be permitted to have responsibility or authority for foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of foundation employees. The responsibility of this position within the foundation that is performed by an institution employee in a key administrative or policy making capacity shall be limited to the coordination of institution and affiliated foundation fundraising efforts, and the provision of administrative support to foundation fundraising activities.
  - 2) Whether, and how, an institution intends to provide other resources and services to an affiliated foundation, which are permitted to include:
    - a) Access to the institution's financial systems to receive, disburse, and account for funds held (with respect to transactions processed through the institution's financial system, the foundation shall comply with the institution's financial and administrative policies and procedures manuals);
    - b) Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting;
    - c) Investment, management, insurance, benefits administration, and similar services; and
    - d) Development services, encompassing research, information systems, donor records, communications, and special events.
  - 3) Whether the foundation will be permitted to use any of the institution's facilities and/or equipment, and if so, the details of such arrangements.
  - 4) Whether the institution intends to recover its costs incurred for personnel, use of facilities or equipment, or other services provided to the foundation. If so, then payments for such costs shall be made directly to the institution.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations**~~June 2019~~ **December 2025**

No payments shall be made directly from a foundation to institution employees in connection with resources or services provided to a foundation pursuant to this policy.

ii. Management and Operation of Foundations.

- 1) Guidelines for receiving, depositing, disbursing and accounting for all funds, assets, or liabilities of a foundation, including any disbursements/transfers of funds to an institution from an affiliated foundation. Institution officials into whose department or program foundation funds are transferred shall be informed by the foundation of the restrictions, if any, on such funds and shall be responsible both to account for them in accordance with institution policies and procedures, and to notify the foundation on a timely basis regarding the use of such funds.
- 2) Procedures with respect to foundation expenditures and financial transactions, which must ensure that no person with signature authority shall be an institution employee in a key administrative or policy making capacity (including, but not limited to, an institution vice-president or equivalent position).
- 3) The liability insurance coverage the foundation will have in effect to cover its operations and the activities of its directors, officers, and employees.
- 4) Description of the investment policies to be utilized by the foundation, which shall be conducted in accordance with prudent, sound practice to ensure that gift assets are protected and enhanced, and that a reasonable return is achieved, with due regard for the fiduciary responsibilities of the foundation's governing board. Moreover, such investments must be consistent with the terms of the gift instrument.
- 5) Procedures that will be utilized to ensure that institution and foundation funds are kept separate.
- 6) Detailed description of the organization structure of the foundation, which addresses conflict of interest in management of funds and any foundation data.

iii. Foundation Relationships with the Institutions

- 1) The institution's ability to access foundation books and records.
- 2) The process by which the institution chief executive officer, or designee, shall interact with the foundation's board regarding the proposed annual

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: E. Gifts and Affiliated Foundations

~~June 2019~~ December 2025

operating budget and capital expenditure plan prior to approval by the foundation's governing board.

- 3) Whether, and how, supplemental compensation from the foundation may be made to institutional employees. Any such payments must have prior Board approval, and shall be paid by the foundations to the institutions, which in turn will make payments to the employee in accordance with normal practice. Employees shall not receive any payments or other benefits directly from the foundations.
- iv. Audits and Reporting Requirements.
- 1) The procedure foundations will utilize for ensuring that regular audits are conducted and reported to the Board. Unless provided for otherwise in the written operating agreement, such audits must be conducted by an independent certified public accountant, who is not a director or officer of the foundation. The independent audit shall be a full scope audit, performed in accordance with generally accepted auditing standards.
  - 2) The procedure foundations will use for reporting to the institution chief executive officer the following items:
    - a) Regular financial audit report;
    - b) Annual report of transfers made to the institution, summarized by department;
    - c) Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;
    - d) A list of foundation officers, directors, and employees;
    - e) A list of institution employees for whom the foundation made payments to the institution for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
    - f) A list of all state and federal contracts and grants managed by the foundation; and
    - g) An annual report of the foundation's major activities;

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: E. Gifts and Affiliated Foundations

~~June 2019~~ December 2025

- h) An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding foundation fiscal year for the benefit of the institution; and
- i) An annual report of any actual litigation involving the foundation during its fiscal year, as well as legal counsel used by the foundation for any purpose during such year. This report should also discuss any potential or threatened litigation involving the foundation.

## v. Conflict of Interest and Code of Ethics and Conduct.

A description of the foundation's conflict of interest policy approved by the foundation's governing board and applicable to all foundation directors, officers, and staff members, and which shall also include a code of ethics and conduct. Such policy must assure that transactions involving the foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the foundation's governing board. In addition, such policy must provide that directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest. Finally, such policy must assure that no director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

## vi. Affiliated Research Foundations and Technology Transfer Organization for Institutions of Higher Education

The Board wishes to encourage research and technology transfer and the corresponding economic development potential for the state of Idaho. The Board acknowledges that independent, affiliated foundations operating to support an institution's research and technology transfer efforts can be useful tools to provide institutions with avenues for engagement with the private sector as well as with public and private entities interested in funding research, funding technology transfer and promoting spin-off enterprises arising from institutional intellectual property and technology. Such affiliated foundations should operate substantially within the framework for affiliated foundations set out in paragraph 1 and 2 of this policy, with such variances as are reasonable based on the nature of the anticipated function of the specific foundation.

- 1) The institutions under the Board's governance may affiliate with non-profit entities which generally meet the criteria set forth in paragraph 2.b. of this

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: E. Gifts and Affiliated Foundations

~~June 2019~~ December 2025

policy and which operate for the purpose of supporting the research and technology transfer efforts of one or more of the institutions.

- 2) Research and Technology Transfer Foundation Operating Agreements. The requirement of a foundation operating agreement under paragraph 2.b. of this policy shall also apply to foundations supporting research and technology transfer. Institutions proposing to affiliate with a particular foundation may propose reasonable variances from specific requirements under paragraph 2.b. based upon the anticipated function of the foundation, provided that any such variances are specifically identified by the institution in materials presented to the Board when requesting approval of the foundation.

### 3. Foundations for Other Agencies

Other agencies under the Board's jurisdiction may establish foundations to accept gifts made for the benefit of the agencies' operating purposes. These agencies are subject to the same policies as the institutional foundations. However, agency foundations with annual revenues less than \$100,000 are not required to obtain an independent audit. These agencies must instead submit an annual report to the Board of gifts received and the disposition of such gifts.

### 4. Idaho Public Television Foundation

- a. Foundations that exist for the benefit of Idaho Public Television (IPTV) are required by Federal Communications Commission (FCC) regulations to have specific spending authority designated by the Board. ~~Audits of the IPTV Foundation will be conducted by the State Legislative Auditor.~~ The Friends of IPTV Foundation shall annually engage an independent certified public accountant or audit firm to conduct a full-scope audit of its financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB). No individual employed by or affiliated with the engaged audit firm shall serve as a member or director of the Board of the Friends of IPTV. The annual audit shall be comprehensive and performed in accordance with GAAP standards.
- b. By action of the Board, the Friends of Idaho Public Television, Inc., has been designated to accept gifts made for the benefit of public television in the state of Idaho. The Foundation will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations**~~June 2019~~ **December 2025**

## 5. Acceptance of Direct Gifts

Notwithstanding the Board's desire to encourage the solicitation and acceptance of gifts through affiliated foundations, the Board may accept donations of gifts, legacies, and devises (hereinafter "gifts") of real and personal property on behalf of the state of Idaho that are made directly to the Board or to an institution or agency under its governance. Gifts worth more than \$250,000 must be reported to and approved by the executive director of the Board before such gift may be expended or otherwise used by the institution or agency. Gifts worth more than \$500,000 must be approved by the Board. The chief executive officer of any institution or agency is authorized to receive, on behalf of the Board, gifts that do not require prior approval by the executive director or the Board and that are of a routine nature. This provision does not apply to transfers of gifts to an institution or agency from an affiliated foundation (such transfers shall be in accordance with the written operating agreement between the institution or agency and an affiliated foundation, as described more fully herein).



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**SUBJECT**

Board Policy V.H., Audit, Risk and Compliance Committee – Second Reading

**REFERENCE**

June 2005	Board approved first reading updating policy to bring it into alignment with creation of Audit Committee.
August 2005	Board approved second reading of policy.
December 2008	Removal of ISDB, Historical Society and Commission from all applicable policies.
December 2015	Board approved first reading of amended policy dealing with audits of agencies under Board jurisdiction.
April 2016	Board approved second reading of policy amendments.
October 2022	Board approved first reading of amended policy V.H. and repeal of Policy V.Y.
December 2022	Board approved second reading of amended Policy V.H. and repeal of Policy V.Y.
October 2025	Board approved first reading of amended Policy V.H.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section V.H.

**BACKGROUND/DISCUSSION**

The proposed amendments to Board Policy V.H. expand and clarify the role of the Audit, Risk, and Compliance Committee as the Board's standing committee responsible for oversight of fiscal integrity, risk management, internal controls, compliance, and ethical standards across Idaho's higher education system. This policy also serves at the Audit, Risk, and Compliance Committee's charter.

Key revisions include:

- Establishing detailed responsibilities for financial oversight, internal audit, enterprise risk management, and institutional compliance programs.
- Formalizing expectations for external auditor selection, lead partner rotation, audit scope and reporting, and review of Single Audit Reports.
- Codifying the functional independence of the internal audit function under the Chief Audit Executive, who reports administratively to the Executive Director and functionally to the Audit, Risk, and Compliance Committee.
- Requiring each institution to maintain a compliance program administered by a Chief Compliance Officer, with minimum standards for ethics codes, training and reporting mechanisms – including anonymous hotlines, and coordination with legal, audit, and risk management functions.
- Clarifying the Audit, Risk, and Compliance Committee's meeting schedule, calendar of reports, and its role as liaison with external and regulatory auditors.



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

- Updating terminology to align with new standards.

**IMPACT**

Approval of the proposed amendments provides updated and comprehensive governance guidance for the Audit, Risk, and Compliance Committee. The revisions strengthen oversight of fiscal, risk, audit, and compliance matters across the system, establish clearer accountability for institutional compliance functions, and align Board policy with current best practices in higher education governance.

**ATTACHMENTS**

Attachment 1 – Clean version of Board Policy V.H., Audits  
Attachment 2 – Redline version of Board Policy V.H.

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The proposed revisions to Board Policy V.H. significantly strengthen and modernize the governance framework for the Audit, Risk, and Compliance Committee. They provide clarification on committee responsibilities, formalize oversight of institutional compliance programs, and reinforce the independence of the internal audit function. These changes align with the national best practices for board-level audit and compliance committees.

There has been one change between the first and second reading. The ARC Committee requested at its December 11<sup>th</sup> meeting for under Section 4.d.- Compliance Reporting, that the \$25,000 penalty threshold was too low when it comes to reporting issues of material non-compliance at institutions. In place of the \$25,000 penalty threshold, language was added that the “Committee will establish criteria to determine amounts to be ‘significant.’”

Board staff recommends approval of the second reading of the amendments to Board Policy V.H.

**BOARD ACTION**

I move to approve the second reading of the proposed amendments to Board Policy V.H. – Audit, Risk and Compliance Committee as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 2025

## 1. General Purpose and Governance

The Audit, Risk and Compliance Committee (Committee) is established as a standing committee of the Board under Idaho State Board of Education, Policies and Procedures, Section I. Bylaws to provide fiscal, compliance and risk management oversight responsibilities. The Committee provides oversight for: financial statement integrity, financial practices, internal control systems, financial management, risk management, compliance and ethical standards of conduct. This policy and relevant sections of the Board's bylaws serve as the Committee's charter. Changes to this policy must be approved by the Committee before being submitted for approval by the Board..

The Committee serves as the Board's liaison with its external auditors regulatory auditors, the internal audit and risk management functions of the Office of the State Board of Education, and with compliance officers of the institutions. The Committee reviews institution fiscal operations. The Committee also reviews institutional procedures for controlling operating risks and monitors the compliance programs . At the discretion of the Committee, this policy, or portions of it, can be applied to agencies of the Office of the State Board of Education or to programs and activities of the Office of the State Board of Education. The Committee chairperson reports periodically to the Board on the activities of the Committee, including any recommended changes or additions to the Board's policies and procedures through the Business Affairs and Human Resources Committee. The Committee is authorized to act on applicable items that do not require Board approval.

The Committee shall meet at least four times per year and may be aligned with regularly scheduled Board meetings or more frequently as circumstances may require. The Committee may require institution or agency management or others to attend the meetings and provide pertinent information as necessary.

## 2. Calendar

The Committee shall establish a calendar of all regularly scheduled meetings including Committee chairperson (or designee) reports to the Board, the independent auditors, institutions, and others as appropriate. The Committee should take into consideration the requirements and due dates of other State agencies in establishing timelines.

## 3. Selection of External Auditors

Items 3, 4 and 5 apply to the institutions only (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College).

- a. The Committee shall allow enough time to prepare and publish a request for proposal, review and evaluate proposals, obtain Board approval of the selected

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 2025

audit firm, and negotiate a contract. The Committee shall consider the need to seek a new proposal every three years.

- b. The Committee shall establish a process for selecting an external audit firm. The process used should include representatives from the Board, Committee, and institutions.
- c. The Committee shall make the selection of the recommended external audit firm.
- d. The selection of the new external audit firm shall be presented to the Board for approval at the next Board meeting following the Committee's recommendation.
- e. An annual review of external auditor performance and fees shall be conducted.

**4. Financial Statement Auditors****a. Lead Partner Rotation**

It is the intent of the Board to adhere to the recommendation of the National Association of College and University Business Officers (NACUBO) to require rotation of the lead audit partner of the external audit firm every five years, with a two-year timeout provision. The Committee shall establish when the five-year limit will be reached for the current lead audit partner. At least one year prior to that time, the Committee shall discuss transition plans for the new lead audit partner. The five-year limit will be reviewed annually with the external auditors. These discussions shall be documented in the Committee meeting minutes.

**b. Scope and Reporting**

- i. Prior to the start of any audit work for the current fiscal year, the Committee will meet with the lead external audit partner to review the audit scope. Questions related to audit scope should include significant changes from prior year, reliance on internal controls and internal audit function, assistance from institutional staff, and changes in accounting principles or auditing standards. The Committee should also discuss how the audit scope will uncover any material defalcations or fraudulent financial reporting, questionable payments, or violations of laws or regulations. Areas of the audit deserving special attention by the Committee and issues of audit staffing should also be reviewed.
- ii. Prior to the publication of the external auditor's report, the Committee will review all material written communications between the external auditors and institution management, including management letters, schedules of posted and/or unadjusted misstatements, and opinion modifications. The Committee

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: V. Financial Affairs

## SUBSECTION: H. Audit, Risk and Compliance Committee

December 2025

shall conclude on the appropriateness of the proposed resolution of issues, and the action plan for items requiring follow-up and monitoring. The Committee shall review these risks with institution management at each meeting or sooner, if necessary, to make sure it is up-to-date.

- iii. Subsequent to the external audit report, the Committee shall meet with the lead external audit partner and the Chief Financial Officer of each institution, to review the scope of the previous year's audit, and the relationship between the internal audit function and the external auditors with respect to the scope of the external auditor's work. Prior to the start of interim work for the current year audit, the Committee shall review the audit plans.

- c. Accounting Policies

Annually and/or in conjunction with the year-end external audit, the Committee shall review with the lead external audit partner all critical accounting policies and practices and all alternative treatments of financial information within generally accepted accounting principles that have been discussed with management of the institutions, the ramifications of each alternative, and the treatment preferred by each institution.

- d. Financial Statement Review

At the completion of the external audit, the Committee shall review with institution management and the external auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the external auditor's report. The Committee shall also review any significant changes required in the external auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for items requiring follow-up.

- e. Single Audit Review

At the completion of the Single Audit Report, as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996 (collectively "Single Audit Act"), the Committee shall review with institution management and the external auditors each institution's Single Audit Report. The Committee shall discuss whether the institution complies with laws and regulations as outlined in the Single Audit Act and applicable compliance guidance.. The Committee shall report to the Board that the review has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for items requiring follow-up.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 2025

## 5. Internal Audit (Internal Audit and Advisory Services – IAAS)

- a. IAAS reports functionally to the Committee and administratively to the Board's executive director. The Committee shall have sole oversight of internal audit related activities. The internal audit function will be administered by a chief audit executive (CAE) within the Office of the State Board of Education. Institutions are prohibited from establishing their own internal audit functions. The Committee shall:
- i. Ensure that IAAS works under an internal audit charter, reviewed annually by the Committee
  - ii. Ensure the functional independence of IAAS
  - iii. Hiring, termination and discipline of the CAE rests with the Board with advice from the Committee and the OSBE Executive Director.
  - iv. Provide input into the performance review of the CAE
  - v. Approve and provide feedback on an annual plan submitted by the CAE
  - vi. Advise the Board about increases and decreases to IAAS resources needed to carry out internal audit activities
  - vii. Receive and review an annual performance report on IAAS activities from the CAE.
  - viii. Review IAAS's conformance to internal audit professional standards established by the Institute of Internal Auditors ("IIA").
  - ix. Review IAAS findings and recommendations, and review the adequacy of corrective action taken by institution management.
- b. IAAS shall have free and unrestricted access to institutional personnel, buildings, systems and records needed to perform internal audit work. Institutions are responsible for providing adequate office space, furniture and communication equipment for on-campus audit teams. The Committee shall review and resolve any difficulties encountered by internal audit staff including restrictions on scope or access to personnel, buildings, systems or records. Internal auditors are responsible for handling information in accordance with relevant policies, procedures and laws. The CAE shall establish audit procedures for the collection and retention of private personal, sensitive, or confidential information.
- c. IAAS will maintain a quality assurance and improvement program that covers all aspects of its operations. The program will include an evaluation of I conformance with internal audit standards and an evaluation of whether IAAS conforms to the IIA's Code of Ethics. The program will also assess the efficiency and effectiveness of IAAS and identify opportunities for improvement.

The CAE will communicate to the Committee IAAS's quality assurance and improvement program, including results of internal assessments (both ongoing

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. Financial Affairs****SUBSECTION: H. Audit, Risk and Compliance Committee****December 2025**

and periodic) and external assessments conducted at least once every five years by a qualified, independent assessor or assessment from outside Idaho higher education.

**6. Other Audits****a. Legislative Audits**

- ii. All state agencies under the Board's jurisdiction, excluding the State Department of Education, will receive financial statement audits and federal single audits in accordance with federal and state laws and regulations. The Committee must be informed immediately by an agency of any audit activity being conducted by the legislative auditor.
- iii. At the completion of a legislative audit, the Committee may discuss with the legislative auditor the progress of the legislative audit, including a report on preliminary and final audit findings and recommendations.

**b. Employee Severance Audits**

When key administrative personnel leave an agency or institution, the Committee may bring to the Board a recommendation as to whether an audit should be conducted and the scope of such an audit.

**c. Other External Audits and Reviews**

The Committee is authorized to engage the services of outside auditors or evaluators to perform work used to supplement the work of the Committee, to assess compliance with laws and regulations, or to assess business processes.

**7. Risk Management**

The Committee shall provide oversight of a system-wide enterprise risk management process. This includes authorizing a standardized enterprise risk management methodology. It also includes receiving reports or presentations from board staff or institutional employees regarding operating risks and risk management activities. :

**8. Compliance****a. General**

The Board is committed to ethical conduct and to fostering a culture of compliance with the laws and regulations which apply to the institutions and agencies under its governance.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: V. Financial Affairs

## SUBSECTION: H. Audit, Risk and Compliance Committee

December 2025

## b. Compliance Officer

Each institution shall establish a compliance function, administered by a full-time Compliance Officer. The institutions shall consult with the Committee on the appointment of the Chief Compliance Officer. The Compliance Officer shall report directly to the institution President and indirectly to the Committee. Exceptions to this structure can be authorized by the Committee.

## c. Compliance Program

The Committee shall provide oversight of the effectiveness and adequacy of resources of the compliance program. The Compliance Officer shall be responsible for administering a compliance program. A minimum, the compliance program must include the following:

- i. A code of ethics or standards of conduct that apply to all employees.
- ii. A published and widely disseminated list or index of compliance areas and assigned responsibilities, categorized and prioritized based on risk, likelihood, and negative impact of potential events.
- iii. A risk-based compliance training program to educate employees on the laws, regulations and policies relevant to their day-to-day job functions. Training for volunteers will be delivered as necessary and at the reasonable discretion of the supervising employee.
- iv. A framework for coordinating compliance oversight, monitoring and reporting. This includes a management level group or individual with authority and adequate resources to examine compliance issues and assist the compliance officer in investigating, monitoring, and assessing compliance and/or recommending policies or practices designed to enhance compliance.
- v. A process to ensure institutional policies are regularly reviewed for compliance with current federal and state laws and regulations and Board policies.
- vi. Reporting mechanism that provide for anonymous and confidential reporting of compliance issues. Once mechanism shall be an anonymous reporting hotline to be administered by the Chief Compliance Officer.
- vii. Processes to timely investigate or review potential issues of non-compliance. This process must include a process for documenting investigations or reviews.
- viii. Coordination with General Counsel, Internal Audit and Advisory Services, and Systemwide Risk Management Services to address compliance related issues.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 2025

---

ix. A process to coordinate resolution of compliance matters.

d. Compliance Reporting

The compliance officer shall prepare and submit reports to the Board's executive director and the Committee regarding the adequacy and effectiveness of the compliance program and reasons for updates made to the program. This includes reporting information useful for understanding the effectiveness of the compliance program and to assess compliance related risk. These reports will be submitted at least annually and more frequently if directed by the Committee.

The compliance officer is required to timely report to the President and the Committee actual or likely issues of material non-compliance. Issues of material non-compliance are those that:

- 1) Are of significant public interest using the reasonable person standard
- 2) Result in corrective or enforcement action by a regulatory agency
- 3) Involve executive leadership; or
- 4) Exposes the institution to significant fines, penalties or financial liability. The Committee will establish criteria to determine amounts to be "significant." For purposes of this subparagraph, "financial liability" means the estimated obligation by the institution or another party resulting from non-compliance.

The compliance officer shall immediately report issues of potential or actual fiscal misconduct to the chief audit executive. Fiscal misconduct shall be resolved under Board policy V.Y.



## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 202225

## 1. General Purpose and Governance

The Audit, Risk and Compliance Committee (Committee) is established as a standing committee of the Board under Idaho State Board of Education, Policies and Procedures, Section I. Bylaws to provide fiscal, compliance and risk management oversight responsibilities. The Committee provides oversight for: financial statement integrity, financial practices, internal control systems, financial management, risk management, compliance and ethical standards of conduct. This policy and relevant sections of the Board's bylaws serve as the audit Committee's charter. Changes to this policy must be approved by the Committee before being submitted for approval by the Board. ~~for the Audit, Risk and Compliance Committee.~~

The Committee serves as the Board's liaison with its external auditors, regulatory auditors, ~~the~~ internal audit and risk management functions of the Office of the State Board of Education, and with compliance officers of the agencies and institutions. The Committee reviews agency and institution fiscal operations. The Committee also reviews institutional procedures for controlling operating risks and oversees-monitors the compliance programs activities. At the discretion of the Committee, this policy, or portions of it, can be applied to agencies of the Office of the State Board of Education or to programs and activities of the Office of the State Board of Education. The Committee chairperson reports periodically to the Board on the activities of the Committee, including any recommended changes or additions to the Board's policies and procedures through the Business Affairs and Human Resources Committee. The Committee is authorized to act on applicable items that do not require Board approval.

The Committee shall meet at least four times per year and may be aligned with regularly scheduled Board meetings or more frequently as circumstances may require. The Committee may require institution or agency management or others to attend the meetings and provide pertinent information as necessary.

## 2. Calendar

The Committee shall establish a calendar of all regularly scheduled meetings including Committee chairperson (or designee) reports to the Board, the independent auditors, institutions, and others as appropriate. The Committee should take into consideration the requirements and due dates of other State agencies in establishing timelines.

## 3. Selection of External Auditors

Items 3, 4 and 5 apply to the institutions only (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College).

- a. The Committee shall allow enough time to prepare and publish a request for proposal, review and evaluate proposals, obtain Board approval of the selected

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 202225

audit firm, and negotiate a contract. The Committee shall consider the need to seek a new proposal every three years.

- b. The Committee ~~may~~shall establish a process for selecting an external audit firm. The process used should include representatives from the Board, Committee, and institutions.
- c. The Committee shall make the selection of the recommended external audit firm.
- d. The selection of the new external audit firm shall be presented to the Board for approval at the next Board meeting following the Committee's recommendation.
- e. An annual review of external auditor performance and fees shall be conducted.

## 4. Financial Statement Auditors

## a. Lead Partner Rotation

It is the intent of the Board to adhere to the recommendation of the National Association of College and University Business Officers (NACUBO) to require rotation of the lead audit partner of the external audit firm every five years, with a two-year timeout provision. The Committee shall establish when the five-year limit will be reached for the current lead audit partner. At least one year prior to that time, the Committee shall discuss transition plans for the new lead audit partner. The five-year limit will be reviewed annually with the external auditors. These discussions shall be documented in the Committee meeting minutes.

## b. Scope and Reporting

- i. ~~Prior to External Audit:~~ Prior to the start of any audit work for the current fiscal year, the Committee will meet with the lead external audit partner to review the audit scope. Questions related to audit scope ~~may~~should include significant changes from prior year, reliance on internal controls and ~~any~~ internal audit function, assistance from institutional staff, and changes in accounting principles or auditing standards. The Committee should also discuss how the audit scope will uncover any material defalcations or fraudulent financial reporting, questionable payments, or violations of laws or regulations. Areas of the audit deserving special attention by the Committee and issues of audit staffing should also be reviewed.
- ii. Prior to the publication of the external auditor's report, the Committee will review all material written communications between the external auditors and institution management, including management letters, ~~and any~~ schedules of posted and/or unadjusted misstatements, and opinion modifications.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. Financial Affairs

## SUBSECTION: H. Audit, Risk and Compliance Committee

December 202225

~~differences.~~ The Committee shall conclude on the appropriateness of the proposed resolution of issues, and the action plan for ~~any~~ items requiring follow-up and monitoring. The Committee shall review these risks with institution management at each meeting or sooner, if necessary, to make sure it is up-to-date.

- iii. ~~Subsequent to Audit:~~ Subsequent to the external audit report, the Committee shall meet with the lead external audit partner and the Chief Financial Officer of each institution, to review the scope of the previous year's audit, and the ~~inter~~ relationship between ~~any~~ the internal audit function and the external auditors with respect to the scope of the external auditor's work. Prior to the start of interim work for the current year audit, the Committee shall review the audit plans ~~for the audit of the current year.~~

c. Accounting Policies

Annually and/or in conjunction with the year-end external audit, the Committee shall review with the lead external audit partner all critical accounting policies and practices and all alternative treatments of financial information within generally accepted accounting principles that have been discussed with management of the institutions, the ramifications of each alternative, and the treatment preferred by each institution.

d. Financial Statement Review

At the completion of the external audit, the Committee shall review with institution management and the external auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the external auditor's report. The Committee shall also review any significant changes required in the external auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for ~~any~~ items requiring follow-up.

e. Single Audit Review

At the completion of the Single Audit Report, ~~as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996~~ (collectively "Single Audit Act"), the Committee shall review with institution management and the external auditors each institution's Single Audit Report. The Committee shall discuss whether the institution ~~is in compliance~~ complies with laws and regulations as outlined in the ~~current~~ Single Audit Act and applicable compliance guidance described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement. The Committee shall report to the Board that the review

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. Financial Affairs

## SUBSECTION: H. Audit, Risk and Compliance Committee

December 202225

has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for any items requiring follow-up.

## 5. Internal Audit (Internal Audit and Advisory Services – IAAS)

- a. IAAS reports functionally to the Committee and administratively to the Board's Executive Director. The Committee shall have sole oversight of internal audit related activities. The internal audit function will be administered by a Chief Audit Executive (CAE) within the Office of the State Board of Education. Institutions are prohibited from establishing their own internal audit functions. The Committee shall:

- i. Ensure that IAAS works under an internal audit charter, reviewed annually by the Committee
- ii. Ensure the functional independence of IAAS
- ~~ii.~~iii. Hiring, termination and discipline of the CAE rests with the Board with advice from the Committee and the OSBE Executive Director.
- ~~iii.~~ Consult with the executive director on the appointment of a CAE to oversee administration of IAAS
- ~~iv.~~ Consult with the executive director on termination or discipline of the CAE
- ~~v.~~iv. Provide input into the performance review of the CAE
- ~~vi.~~v. Approve and provide feedback on an annual audit plan submitted by the CAE
- ~~vii.~~vi. Advise the Board about increases and decreases to internal audit resourcesIAAS resources needed to carry out internal audit activities
- ~~viii.~~vii. Receive and review an annual performance report on internal audit activitiesIAAS activities from the CAE.
- ~~ix.~~viii. Review internal audit'sIAAS's conformance to the International Standards for the Professional Practice of Internal Auditing ("Standards")internal audit professional standards established published by the Institute of Internal Auditors ("IIA").
- ~~x.~~ix. Review internal auditIAAS findings and recommendations, and review the adequacy of corrective action taken by institution management.

- b. IAAS shall have free and unrestricted access to institutional personnel, buildings, systems and records needed to perform internal audit work. Institutions are responsible for providing adequate office space, furniture and communication equipment for on-campus audit teams. The Committee shall review and resolve any difficulties encountered by internal audit staff during the course of internal audit work, including restrictions on scope or access to personnel, buildings, systems or records. Internal auditors are responsible for handling information in accordance with relevant policies, procedures and laws. The CAE shall establish audit procedures for the collection and retention of private personal, sensitive, or confidential information.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 202225

- c. IAAS will maintain a quality assurance and improvement program that covers all aspects of ~~IAAS's~~ IAAS's operations. The program will include an evaluation of ~~IAAS's~~ IAAS's conformance with ~~the Standards~~ internal audit standards and an evaluation of whether ~~internal auditors~~ IAAS conforms to apply the IIA's Code of Ethics. The program will also assess the efficiency and effectiveness of IAAS and identify opportunities for improvement.

The CAE will communicate to the Committee IAAS's quality assurance and improvement program, including results of internal assessments (both ongoing and periodic) and external assessments conducted at least once every five years by a qualified, independent assessor or assessment from outside Idaho higher education.

## 6. Other Audits

## a. Legislative Audits

- ii. All state agencies under the Board's jurisdiction, excluding the State Department of Education, will receive financial statement audits and federal single audits in accordance with federal and state laws and regulations. The Committee must be informed immediately by an agency of any audit activity being conducted by the legislative auditor.
- iii. At the completion of ~~a the~~ legislative audit, the Committee ~~shall~~ may discuss with the legislative auditor the progress of the legislative audit, including a ~~full~~ report on preliminary and final audit findings and recommendations.

## b. Employee Severance Audits

When key administrative personnel leave an agency or institution, the Committee may bring to the ~~full~~ Board a recommendation as to whether an audit should be conducted and the scope of ~~such an the~~ audit.

## c. Other External Audits and Reviews

The Committee is authorized to engage the services of outside auditors or evaluators to perform work used to supplement the work of the Committee, to assess compliance with laws and regulations, or to assess business processes.

~~7. Confidential Reporting Lines~~

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. Financial Affairs

## SUBSECTION: H. Audit, Risk and Compliance Committee

December 202225

~~a. The Committee shall ensure the institutions have reporting mechanisms in place to provide for anonymous and confidential reporting of compliance issues. Such mechanisms include, but are not limited to, the use of external reporting hotlines. The Committee shall review the effectiveness of institutional processes used to resolve reports received through reporting mechanisms.~~

~~b. Reports of accounting, internal control or auditing matters~~

~~i. The Committee shall set up a process to investigate complaints or reports received by the Board or institutions regarding accounting, internal accounting controls, auditing, or other areas of concern.~~

~~ii. The Committee shall review the procedures for the receipt, retention, timely investigation and proper treatment of complaints, referenced in the preceding paragraph. The Committee shall review a cumulative list of complaints submitted annually to review for patterns or other observations.~~

8.7. Risk Management

The Committee shall provide oversight of a system-wide enterprise risk management process. This includes authorizing a standardized enterprise risk management methodology. It also includes receiving reports or presentations from board staff or institutional employees regarding operating risks and risk management activities. ~~assessment/risk management program. To accomplish this, the Committee shall:~~

- ~~a. Consult with the executive director on the appointment of a system-wide Risk Manager;~~
- ~~b. Monitor and periodically review processes established by the system-wide Risk Manager and institutions to implement effective risk management activities;~~
- ~~c. Periodically receive reports/presentations from the system-wide Risk Manager;~~
- ~~d. If necessary, receive reports from institution employees who oversee departments that manage key risk areas.~~

9.8. Compliance

## a. General

The Board is committed to ethical conduct and to fostering a culture of compliance with the laws and regulations which apply to the institutions and agencies under its governance.

b. Compliance Program Officer



## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 202225

Each institution shall ~~designate~~establish a ~~chief~~ compliance ~~function~~, ~~administered by a full-time Compliance Officer. The institutions shall consult with ~~an officer, approved by the~~ the~~ Committee on the appointment of the Chief Compliance Officer. The Compliance Officer shall report directly to the institution President and indirectly to the Committee. Exceptions to this structure can be authorized by the Committee.

c. Compliance Program

The Committee shall provide oversight of the effectiveness and adequacy of resources of the compliance program. The Compliance Officer, ~~and~~ shall be responsible for administering a compliance program. ~~ensure that the institution establishes a compliance program to be approved by the Committee which must address, a~~At a minimum, the compliance program must include the following:

- i. A code of ethics or standards of conduct that apply ~~which applies~~ to all employees.
- ii. A published and widely disseminated list or index of ~~all major~~ compliance areas and assigned responsibilities, categorized and prioritized based on risk, ~~probability~~likelihood, and negative impact of potential events.
- iii. A risk-based compliance training program to educate employees on the laws, regulations and policies relevant to their day-to-day job functions. Training for volunteers will be delivered as necessary and at the reasonable discretion of the supervising employee.
- iv. A ~~mechanism~~framework for coordinating compliance oversight, monitoring and reporting. This includes a management level group or individual with authority and adequate resources to examine compliance issues and assist the compliance officer ~~chief compliance officer~~ in investigating, monitoring, and assessing compliance and/or recommending policies or practices designed to enhance compliance.
- v. A ~~process to ensure means of assuring~~ institutional policies are regularly reviewed for compliance with current federal and state laws and regulations and Board policies. ~~Provision of training to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities.~~
- vi. Reporting mechanism that provide for anonymous and confidential reporting of compliance issues. Once mechanism shall be an anonymous reporting hotline to be administered by the Chief Compliance Officer.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 202225

vii. Processes to timely investigate or review potential issues of non-compliance. This process must include a process for documenting investigations or reviews.

viii. Coordination with General Counsel, Internal Audit and Advisory Services, and Systemwide Risk Management Services to address compliance related issues.

ix. A process to coordinate resolution of compliance matters.

d. Compliance Reporting

The compliance officer shall prepare and submit reports to the Board's executive director and the Committee regarding the adequacy and effectiveness of the compliance program and reasons for updates made to the program. This includes reporting information useful for understanding the effectiveness of the compliance program and to assess compliance related risk. These reports will be submitted at least annually and more frequently if directed by the Committee.

The compliance officer is required to timely report to the President and the Committee actual or likely issues of material non-compliance. Issues of material non-compliance are those that:

- 1) Are of significant public interest using the reasonable person standard
- 2) Result in corrective or enforcement action by a regulatory agency
- 3) Involve executive leadership; or
- 4) Exposes the institution to significant fines, penalties exceeding \$25,000 or financial liability exceeding \$25,000. The Committee will establish criteria to determine amounts to be "significant." For purposes of this subparagraph, "financial liability" means the estimated obligation by the institution or another party resulting from non-compliance.

The compliance officer shall immediately report issues of potential or actual fiscal misconduct to the chief audit executive. Fiscal misconduct shall be resolved under Board policy V.Y.

- i. The chief compliance officer of each institution will prepare and submit a semi-annual compliance report in January and July, on a confidential basis, to Board counsel and the Committee noting all material compliance matters occurring since the date of the last report, and identifying any revisions to the institution's compliance program.

For purposes of this policy, a compliance matter shall be considered material if any of the following apply:



## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

December 202225

- ~~1) The perception of risk creates controversy between management and the internal auditor.~~
- ~~2) It could have a material impact on the institution's financial statements.~~
- ~~3) It is or could be a matter of significant public interest or that carries risk of significant reputational damage.~~
- ~~4) It may be reported in an external release of financial information.~~
- ~~5) It relates to key controls over financial information that are being designed or redesigned, have failed, or otherwise are being addressed by the organization.~~
- ~~6) It involves fraud related to management.~~
- ~~7) It leads to correction or enforcement action by a regulatory agency.~~
- ~~8) It involves potential financial liability in excess of \$25,000~~

~~Notwithstanding the foregoing, a compliance matter with financial liability in excess of two hundred thousand dollars (\$200,000) must be reported to the Committee as soon as reasonably practicable. A de minimis compliance matter need not be reported to the Committee at any time. A violation will be considered de minimis if it involves potential financial liability of less than twenty-five thousand dollars (\$25,000) and is a matter that has not been recurring or is not otherwise indicative of a pattern of noncompliance. For purposes of this subparagraph, "potential financial liability" means the estimated obligation by the institution to another party resulting from noncompliance. Compliance concerns at agencies under the governance of the Board shall be reported to the Committee by the Board's Executive Director when, in his/her discretion, the matter presents material ethical, legal, or fiduciary responsibilities or obligations.~~

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**SUBJECT**

Idaho State Board of Education (Board) Policy Section V.K. Construction Projects  
– Second Reading

**REFERENCE**

April 2014	Board approved first reading of proposed amendments to Policy V.K.
June 2014	Board approved second reading of proposed amendments to Policy V.K.
June 2015	Board approved first reading of proposed amendments to Policy V.K.
August 2015	Board approved second reading of proposed amendments to Policy V.K.
August 2023	Board approved first reading of proposed amendments to Policy V.K.
October 2023	Board approved second reading of proposed amendments to Policy V.K.
November 2025	Board approved first reading of proposed amendments to Policy V.K.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K

**BACKGROUND/DISCUSSION**

At the October 2025 BAHHR Committee meeting, members requested that Board staff review and clarify Policy V.K. – Construction Projects, particularly the sequencing in Section 3.a related to planning and design. The current policy requires institutions to submit a preliminary project budget and financing plan before issuing a Request for Qualifications (RFQ) for design professionals. Members of the BAHHR Committee expressed concern that this sequencing can inadvertently inflate project bids, increase administrative delay, and limit flexibility in early project planning.

The proposed revisions to Policy V.K. address these issues by:

1. Clarifying that institutions may issue an RFQ solely to identify qualified design professionals before Board approval of a project budget or financing plan, provided no contracts are executed and no expenditures occur prior to formal Board approval.
2. Adding explicit language prohibiting institutions from executing design contracts or initiating any design work until the Board has approved the project's planning and design phase.
3. Requiring institutions to submit a preliminary project scope identifying the project need, anticipated funding sources, and an estimated cost range when requesting planning and design approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 17, 2025**

4. Clarifying sequencing and allowing certain approvals to be sought concurrently, including when planning/design approval may accompany requests for construction authorization or budget/financing approval.
5. Aligning procedures for design-build project delivery, including explicit requirements for Board approval before issuing design-build solicitations.
6. Strengthening fiscal revision requirements, including more clearly defined reporting obligations when project costs exceed previously approved amounts or when scope changes occur.
7. Improving consistency, terminology, and readability throughout Policy V.K., including authorization limits, project planning, design-build processes, and master planning requirements.

These updates ensure institutions can follow standard architectural procurement practices while maintaining strong Board oversight of project scope, costs, and financing.

**IMPACT**

The proposed amendments streamline the approval process for capital construction projects by better aligning procedural steps with standard design and procurement practices. This change reduces administrative delays, improves cost accuracy, and mitigates the potential for inflated bids while preserving Board oversight of project budgets and financing plans. The revisions are expected to improve flexibility, efficiency, and transparency without reducing fiscal or procedural accountability for institutions and agencies under Board governance.

The amendments also clarify that no design contracts may be executed or design work initiated until the Board formally approves the planning and design phase. Institutions must provide a preliminary project scope including project need, anticipated funding sources, and an estimated cost range, when requesting planning/design approval. The revisions further clarify when approvals may be sought concurrently, outline procedural expectations for design-build delivery methods, and refine requirements for reporting fiscal revisions to previously approved projects.

**ATTACHMENTS**

- Attachment 1 – Proposed Policy Amendments to V.K. Construction Projects – Clean Version
- Attachment 2 – Proposed Policy Amendments to V.K. Construction Projects – Redline Version

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff have reviewed the proposed amendments in collaboration with institutions to ensure alignment with state procurement rules, state statutes, the Department of Public Works (DPW) policies and best practices in capital project management. The changes address institutional concerns raised in recent

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

meetings, clarify procedural sequencing, and maintain appropriate levels of Board control and reporting.

There has been one (1) change to the proposed policy language from the first reading at the November 20, 2025, Board meeting. The word “shall” is deleted from two (2) portions of the proposed language update and replaced with the word “may.” This change is highlighted in the redline version of the proposed policy amendments in Attachment 2.

This adjustment will provide the flexibility needed for all planned projects at the institutions until a larger, more robust overhaul of Policy V.K. comes forth at the April 2026 Board meeting.

Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Policy V.K.- Construction Projects, as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: K. Construction Projects

December 2025

## 1. Authorization Limits

Before any institution or agency under the governance of the Board begins to make capital improvements, either in the form of alteration and repair to existing facilities or construction of new facilities, it must be authorized based on the limits listed below. "Alteration" means a limited construction project for an existing facility that comprises the modification or replacement of one or a number of existing building systems or components. "Repair" means work that corrects deterioration or damage to a facility or to existing building systems or components in order to restore it to its condition prior to the deterioration or damage.

Projects requiring executive director or Board approval must include a project budget detailing the estimated project costs, including costs for architects, engineers, and construction managers and engineering services. Alteration and repair projects funded entirely by an appropriation through the permanent building fund are approved through the Board's annual approval of an institution's or agency's operating budget and do not require separate approval under this policy, except as may be required under Paragraph 5.

For purposes of selecting professional design services, institutions may issue a Request for Qualifications (RFQ) prior to submission of a formal project budget under this policy, provided that no contractual commitment or expenditure occurs until required approvals are obtained under Section 3.

Project Originally Authorized By	Original Project Cost	Cumulative Value of Change(s)	Aggregate Revised Project Cost	Change Authorized By
Local Agency	< \$1 million	Any	< \$1 million	Local Agency
Local Agency	< \$1 million	Any	\$1 – 2 million	Executive Director
Local Agency	<\$1 million	Any	> \$2 million	SBOE
Executive Director	\$1 - \$2 million	<= \$1 million	<= \$2 million	Local Agency
Executive Director	\$1 – 2 million	Any	>\$2 million	SBOE
SBOE	> \$2 million	<\$1 million	Any	Local Agency
SBOE	> \$2 million ,	\$1-\$2 million	Any	Executive Director
SBOE	> \$2 million	>\$2 million	Any	SBOE

## 2. Major Projects - Capital Construction Plans

- a. Institutions and agencies under the governance of the Board wishing to undertake construction projects involving construction of new facilities or significant, long-term renewal improvements to existing facilities shall submit annually to the Board for its approval a six-year capital construction plan (the "Plan"). The Plan shall

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: K. Construction Projects**

December 2025

span six fiscal years going forward starting at the fiscal year next. The Plan shall include only capital construction projects for which the total cost is estimated to exceed two million dollars (\$2,000,000) ("Major Projects"), without regard to the source of funding. Alteration and repair to existing facilities are not required to be included on the Plan but such projects shall be reported to the Board when undertaken. Inclusion on the Plan shall constitute notice to the Board that an institution or agency may bring a request at a later date for Board approval of one or more of the projects included in its approved Plan. Board approval of a Plan shall not constitute approval of a project included in the Plan.

b. If a Major Project is not included in a Plan and an institution or agency under the governance of the Board desires to obtain approval of the Major Project, before seeking approval, it shall first bring an amended Plan to the Board for approval at a regularly scheduled meeting of the Board. If a potential donor offers an unsolicited gift to an institution or its affiliated foundation in support of a Major Project which is not in an institution's or agency's Plan, prior to acceptance of the gift, the institution or agency shall notify the Board's executive director in writing of the offer, which notice shall include a detailed statement of purpose and fiscal impact, and a summary of the terms and conditions of the gift. This notice shall also certify to the executive director that the donor understands and acknowledges that construction of the Major Project is subject to the review and approval of the Board.

### 3. Major Projects Approval Process - Design-Bid-Build Projects

#### a. Planning and Design

Institutions and agencies under the governance of the Board shall issue a Request for Qualifications (RFQ) for professional design services on a Major Project prior to obtaining formal Board approval for the planning and design phase, for the limited purpose of selecting qualified architects, engineers, or design teams. Institutions and agencies may seek Board approvals for planning and design or construction prior to the completion of the RFQ process.

No contract for design services may be executed, and no planning or design work may commence, until the Board has granted approval of the project's planning and design phase.

As part of the request for Board approval of the planning and design phase, the institution or agency shall provide a preliminary scope identifying the project need, anticipating funding sources and an estimated project cost range. The Board's approval shall include the authorization of the project budget and financing plan as described in subsection (b).

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: K. Construction Projects**

December 2025

## b. Project Budget and Financing Plan

Board approval of a project budget and financing plan (including pro forma financials, debt/operating expenses ratios, pledges, strategic facilities fees, and other material financial information) is required for a design-bid-build Major Project. This approval may be requested only after approval of the design and planning process and may be requested concurrently with approval for construction.

## c. Construction

Board approval is required to proceed with the construction of a Major Project. In order to obtain Board approval for construction of a Major Project, the Board must approve the project budget and financing plan. Construction approval may be requested concurrently with approval of the project's budget and financing plan.

## d. Financing and Incurrence of Debt

Board approval for the financing of Major Projects via the issuance of bonds, or incurrence of any other indebtedness, is required pursuant to Board policy V.F. This approval may be requested concurrently with approval of the project's budget and financing plan and construction approval.

## 4. Major Projects Approval Process - Design-Build Projects

Although design-build projects are performed by one team, design-build contracts can also allow a series of options to proceed (or not) after completion of the design phase and before construction. For design-build Major Projects, Board approval shall be required prior to issuance of a design-build solicitation, including approval to utilize the design-build method. The approval process for major projects using a design-build contract shall be the same as the approval process required for a design-bid-build contract. For purposes of such approval, a preliminary project budget and financing plan shall be submitted. No additional approval shall be required unless the preliminary budget and financing plan is exceeded. Approval of debt issuance as part of the financing plan is required as provided in Policy V.F. An institution may seek approval from the permanent building fund advisory council for use of design-build delivery method prior to or following Board approval, as long as both agencies approve, if required, prior to issuance of a bid.

## 5. Fiscal Revisions to Previously Approved Projects

If a project budget increases above the total Board or executive director-authorized amount by 5% or more, then the institution or agency shall be required to seek further authorization based on the limits established in paragraph 1, above. Regardless of the authorization level required, the institution shall provide the Board with the amount and reason(s) for the cost overruns and the source of funds.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: K. Construction Projects**December 2025

---

## 6. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the State of Idaho and all contracts and acquisition of goods and services are acquired through the Department of Administration as applicable. Projects conducted through the Department of Administration shall not require approval other than as required under this Policy V.K. Projects under the supervision of an institution or agency are accepted on behalf of the Board and the State of Idaho by the institution or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

## 7. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes as provided in Chapter 41, Title 39, and applicable local land-use regulations as provided in Section 67- 6528, Idaho Code.
- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

## 8. Campus Master Plans

Each institution shall develop a seven (7) to fifteen (15) year Campus Master Plan (CMP). The CMP shall serve as a planning framework to guide the orderly and strategic growth and physical development of an institution's campus. The CMP shall be consistent with and support the institution's current mission, core themes, strategic plan, and six-year capital construction plan. The CMP and substantive updates thereto must be approved by the Board.



## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: K. Construction Projects

~~October 2023~~ December 2025

## 1. Authorization Limits

Before any institution or agency under the governance of the Board begins to make capital improvements, either in the form of alteration and repair to existing facilities or construction of new facilities, it must be authorized based on the limits listed below. "Alteration" means a limited construction project for an existing facility that comprises the modification or replacement of one or a number of existing building systems or components. "Repair" means work that corrects deterioration or damage to a facility or to existing building systems or components in order to restore it to its condition prior to the deterioration or damage.

Projects requiring executive director or Board approval must include a project budget detailing the estimated project costs, including costs for architects, engineers, and construction managers and engineering services. Alteration and repair projects funded entirely by an appropriation through the permanent building fund are approved through the Board's annual approval of an institution's or agency's operating budget and do not require separate approval under this policy, except as may be required under Paragraph 5.

For purposes of selecting professional design services, institutions may issue a Request for Qualifications (RFQ) prior to submission of a formal project budget under this policy, provided that no contractual commitment or expenditure occurs until required approvals are obtained under Section 3.

Project Originally Authorized By	Original Project Cost	Cumulative Value of Change(s)	Aggregate Revised Project Cost	Change Authorized By
Local Agency	< \$1 million	Any	< \$1 million	Local Agency
Local Agency	< \$1 million	Any	\$1 – 2 million	Executive Director
Local Agency	<\$1 million	Any	> \$2 million	SBOE
Executive Director	\$1 -\$2 million	<= \$1 million	<= \$2 million	Local Agency
Executive Director	\$1 – 2 million	Any	>\$2 million	SBOE
SBOE	> \$2 million	<\$1 million	Any	Local Agency
SBOE	> \$2 million ,	\$1-\$2 million	Any	Executive Director
SBOE	> \$2 million	>\$2 million	Any	SBOE

## 2. Major Projects - Capital Construction Plans

- a. Institutions and agencies under the governance of the Board wishing to undertake construction projects involving construction of new facilities or significant, long-term renewal improvements to existing facilities shall submit annually to the Board for its approval a six-year capital construction plan (the "Plan"). The Plan shall

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: K. Construction Projects

~~October 2023~~ December 2025

span six fiscal years going forward starting at the fiscal year next. The Plan shall include only capital construction projects for which the total cost is estimated to exceed two million dollars (\$2,000,000) ("Major Projects"), without regard to the source of funding. Alteration and repair to existing facilities are not required to be included on the Plan but such projects shall be reported to the Board when undertaken. Inclusion on the Plan shall constitute notice to the Board that an institution or agency may bring a request at a later date for Board approval of one or more of the projects included in its approved Plan. Board approval of a Plan shall not constitute approval of a project included in the Plan.

b. If a Major Project is not included in a Plan and an institution or agency under the governance of the Board desires to obtain approval of the Major Project, before seeking approval, it shall first bring an amended Plan to the Board for approval at a regularly scheduled meeting of the Board. If a potential donor offers an unsolicited gift to an institution or its affiliated foundation in support of a Major Project which is not in an institution's or agency's Plan, prior to acceptance of the gift, the institution or agency shall notify the Board's executive director in writing of the offer, which notice shall include a detailed statement of purpose and fiscal impact, and a summary of the terms and conditions of the gift. This notice shall also certify to the executive director that the donor understands and acknowledges that construction of the Major Project is subject to the review and approval of the Board.

### 3. Major Projects Approval Process - Design-Bid-Build Projects

#### a. Planning and Design

~~Board approval is required before any institution or agency begins planning and design on a Major Project carried out under the traditional "design-bid-build" method. For design-bid-build projects, planning and design encompasses the preparation of architectural and engineering documents and associated budget and schedule information through the completion of the construction documents for bidding. As part of the Board's approval process for planning and design, the institution or agency may submit a preliminary project budget and financing plan (including pro forma financials, debt/operating expenses ratios, pledges, strategic facilities fees, and other material financial information).~~

Institutions and agencies under the governance of the Board may issue a Request for Qualifications (RFQ) for professional design services on a Major Project prior to obtaining formal Board approval for the planning and design phase, for the limited purpose of selecting qualified architects, engineers, or design teams. Institutions and agencies may seek Board approvals for planning and design or construction prior to the completion of the RFQ process.

No contract for design services may be executed, and no planning or design work

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: K. Construction Projects

~~October 2023~~ December 2025

may commence, until the Board has granted approval of the project's planning and design phase.

As part of the request for Board approval of the planning and design phase, the institution or agency shall provide a preliminary scope identifying the project need, anticipating funding sources and an estimated project cost range. The Board's approval shall include the authorization of the project budget and financing plan as described in subsection (b).

b. Project Budget and Financing Plan

Board approval of a project budget and financing plan (including pro forma financials, debt/operating expenses ratios, pledges, strategic facilities fees, and other material financial information) is required for a design-bid-build Major Project. This approval may be requested only after ~~completion~~ approval of the design and planning process ~~but~~ and may be requested concurrently with approval for construction.

c. Construction

Board approval is required to proceed with the construction of a Major Project. In order to obtain Board approval for construction of a Major Project, the Board must approve the project budget and financing plan. Construction approval may be requested concurrently with approval of the project's budget and financing plan.

d. Financing and Incurrence of Debt

Board approval for the financing of Major Projects via the issuance of bonds, or incurrence of any other indebtedness, is required pursuant to Board policy V.F. This approval may be requested concurrently with approval of the project's budget and financing plan and construction approval.

4. Major Projects Approval Process - Design-Build Projects

Although design-build projects are performed by one team, design-build contracts can also allow a series of options to proceed (or not) after completion of the design phase and before construction. For design-build Major Projects, Board approval shall be required prior to issuance of a design-build solicitation, including approval to utilize the design-build method. The approval process for major projects using a design-build contract shall be the same as the approval process required for a design-bid-build contract. For purposes of such approval, a preliminary project budget and financing plan shall be submitted. No additional approval shall be required unless the preliminary budget and financing plan is exceeded. Approval of debt issuance as part of the financing plan is required as provided in Policy V.F. An institution may seek approval from the permanent building fund advisory council for use of design-build delivery method prior to or following Board approval, as long as both agencies approve, if required, prior to issuance of a bid.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: K. Construction Projects**~~October 2023~~ December 2025

---

## 5. Fiscal Revisions to Previously Approved Projects

If a project budget increases above the total Board or executive director-authorized amount by 5% or more, then the institution or agency shall be required to seek further authorization based on the limits established in paragraph 1, above. Regardless of the authorization level required, the institution shall provide the Board with the amount and reason(s) for the cost overruns and the source of funds.

## 6. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the State of Idaho and all contracts and acquisition of goods and services are acquired through the Department of Administration as applicable. Projects conducted through the Department of Administration shall not require approval other than as required under this Policy V.K. Projects under the supervision of an institution or agency are accepted on behalf of the Board and the State of Idaho by the institution or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

## 7. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes as provided in Chapter 41, Title 39, and applicable local land-use regulations as provided in Section 67- 6528, Idaho Code.
- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

## 8. Campus Master Plans

Each institution shall develop a seven (7) to fifteen (15) year Campus Master Plan (CMP). The CMP shall serve as a planning framework to guide the orderly and strategic growth and physical development of an institution's campus. The CMP shall be consistent with and support the institution's current mission, core themes, strategic plan, and six-year capital construction plan. The CMP and substantive updates thereto must be approved by the Board.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**BOISE STATE UNIVERSITY**

**SUBJECT**

Proposed Revisions to State Board Policy V.X Intercollegiate Athletics – Second Reading

**REFERENCE**

June 2012	Board approved first reading of amendments tying general fund limit to General Fund appropriation and tying institutional fund limit to total appropriation as new Board Policy V.X.
August 2012	Board approved second reading of new Board Policy V.X.
June 2014	Board approved first reading of amendments setting athletic limits through formula rather than Board approval.
August 2014	Board approved second reading of amendments to Board Policy V.X.
April 2016	Board approved first reading of amendments revising the reporting requirements for gender equity and financial reporting.
June 2016	Board approved use of the 4-year institutions' Federal Title IX reports for tracking compliance with Gender Equity regulations; and use of annual NCAA reports (and the NCAA report format in the case of Lewis-Clark State College) for annual tracking of institutions' athletic revenues and expenditures.
April 2019	Board approved first reading of amendments to Board Policy V.X.
June 2019	Board approved second reading of amendments to Board Policy V.X.
October 2025	Board approved first reading of amendments to Board Policy V.X.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

**BACKGROUND/DISCUSSION**

In an effort to review and update policies that could be clarified and streamlined, Boise State University is requesting an update to Board Policy V.X. to enhance clarity, update citations to other policies, streamline reporting, and modify calculations to provide predictability.

Several items within the policy needed to be updated, cleaned up or streamlined. Board Policy V.X includes references to Board Policy V.R. which was updated in

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 17, 2025**

February 2022 after Board Policy V.X. was approved by the State Board in June of 2019. References to the Board Policy V.R. needed to be updated to cite the proper section. The formatting of Board Policy V.X. needed to be updated as it was incorrect, such as missing a number 2. Further, the language was shortened and examples and statements unrelated to athletics funding were removed.

Finally, the athletics spending cap was created in 2014. The current formula for the spending cap ties all institutions funding together in the calculation and bases the calculation on the change in funding level creating variability year to year, limiting each institution's ability to plan for the cap each year. The modified formula bases the cap on each institution's prior three years of funding leveling out the variability, simplifying the calculation and increasing each institution's ability to plan for a fiscal year earlier and more accurately.

**IMPACT**

The modifications to this policy streamline and clean up the language and formatting for an old policy. In addition, the changes to the athletic spending cap updates an out-of-date formula that enhances understanding of the calculation and levels out year-to-year fluctuations allowing for better financial planning.

**ATTACHMENTS**

Attachment 1 – Policy V.X. Proposed Revisions – Clean Version  
Attachment 2 – Policy V.X. Proposed Revisions – Redline Version  
Attachment 3 – Proposed Revisions to Athletic Spending Limit Calculation

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has reviewed the proposed amendments to Board Policy V.X. The revisions update outdated references, correct formatting errors, and remove unnecessary provisions, which will improve clarity and consistency across Board policies.

The proposed change to the athletics spending limit calculation: For each fiscal year, the individual institution's athletic spending caps shall be set at the greater of \$5 million or at 6% of the average of that institution's prior three (3) years of state general funds and institution funds.

This new calculation is intended to reduce annual variability by basing the limit on a rolling three (3) year average of institutions funding levels rather than year-to-year changes tied across institutions. This adjustment should enhance predictability, improve long-term financial planning for the four (4) year institutions, and reduce administrative complexity in applying the formula.

There have been no substantive changes between the first and second readings.

Board staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**BOARD ACTION**

I move to approve the second reading of the proposed amendments to Board Policy Section V.X. – Intercollegiate Athletics as presented in Attachments 1-3.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: X. Intercollegiate Athletics**December 2025

---

## 1. Policies

The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level shall be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, the institution shall follow Board policy and the institution's chief executive officer shall notify the Board in a timely manner. Any knowledge of serious NCAA, NAIA, or conference rule infractions involving an institution shall be communicated by the athletic department to the chief executive officer of the institution immediately and the chief executive officer shall notify the Executive Director.

The sources of funds for intercollegiate athletics shall be defined in the following categories:

- a. State General Funds means state General Funds (as defined in Section 67-1205, Idaho Code) appropriated to the institutions.
- b. Student Athletic Fee Revenue means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.d.i.
- c. Program Funds means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.
- d. Tuition Funds is defined pursuant to policy V.R.3.a.
- e. Institutional Funds means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds shall not include tuition and fee revenue collected under policy V.R.3.

## 2. Athletic spending limits:

- a. For each fiscal year, individual institution's athletics spending caps shall be set at the greater of \$5 million or at 6% of the average of that institution's prior three years of state general funds and tuition funds.
- b. No limits are set for the expenditure on athletic Program Funds or institutional funds.

3. Adjustments to Athletic Spending limits: Institution chief executive officers may request from the Board, one-time or permanent changes to the above-described spending limits to address non-routine programmatic changes. Changes that may be used as evidence for adjustments to the Athletic Spending Limit may include but are not limited to the addition of new sports, new expenditures related to compliance requirements, transitions to different athletic conferences, or expansion of team rosters and schedules.



**Idaho State Board of Education****GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: X. Intercollegiate Athletics****December 2025**

---

4. Balanced Budgets
  - a. The chief executive officer of each institution is accountable for balancing the budget of the athletic department on an annual basis. If substantial changes in the budget occur during the fiscal year resulting in a projected deficit for that year, the chief executive officer shall advise the Executive Director of the situation immediately and shall submit a plan for Board approval to eliminate the deficit.
  - b. Donations to athletics at an institution must be made and reported according to Board policy V.E.
5. Financial Reporting.
  - a. The NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors for each university will be provided to the Board and will also serve as a reporting template for a similar annual report for Lewis-Clark State College.
  - b. An institution will provide the Board with report(s) required by the institution's federal regulatory body regarding compliance to Title IX in its athletics programs and any summaries of such reports.
  - c. Additional reporting requirements may be required based on a timeline and format established by the Executive Director.

**Idaho State Board of Education****GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: X. Intercollegiate Athletics**June 2019 December 2025**1. Policies**

The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level shall be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, the institution shall follow Board policy and the institution's chief executive officer shall notify the Board in a timely manner. Any knowledge of serious NCAA, NAIA, or conference rule infractions involving an institution shall be communicated by the athletic department to the chief executive officer of the institution immediately and the chief executive officer shall notify the Executive Director.

The sources of funds for intercollegiate athletics shall be defined in the following categories:

- a. State General Funds means state General Funds (as defined in Section 67-1205, Idaho Code) appropriated to the institutions.
- b. Student Athletic Fee Revenue means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.b-i.d.i.
- c. Program Funds means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.

d. Tuition Funds is defined pursuant to policy V.R.3.a.

~~d.e.~~ Institutional Funds means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds shall not include tuition and fee revenue collected under policy V.R.3. ~~Examples of Institutional Funds include, but are not limited to, fees from Auxiliary Enterprises (as defined in Board Policy V.B.4.a), investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus.~~

2. Athletic spending limits: The Board shall establish annual limits on

- a. For each fiscal year, individual institution's athletics spending caps shall be set the expenditures drawn from State General Funds greater of \$5 million or at 6% of the average of that institution's prior three years of state general funds and Institutional Funds. tuition funds.

~~3.b.~~ No limits are set for the expenditure ~~on~~ athletic Program Funds or institutional funds.

**Idaho State Board of Education****GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: X. Intercollegiate Athletics**June 2019 December 2025

~~i. The FY 2020 limits on total athletics spending from State General Funds and Institutional Funds are:~~

~~General Funds for Athletics:~~

<del>a) Boise State University</del>	<del>\$ 5,265,600</del>
<del>b) Idaho State University</del>	<del>\$ 5,750,000</del>
<del>c) University of Idaho</del>	<del>\$ 6,850,000</del>
<del>d) Lewis Clark State College</del>	<del>\$ 3,532,600</del>

~~ii. The athletic limits shall be calculated annually based on the rate of change for the next fiscal year of ongoing State appropriated funds compared to the ongoing State appropriated funds in the current fiscal year, unless set through Board action.~~

~~4.3. Adjustments to Athletic Spending limits: Institution chief executive officers may request from the Board, one-time or permanent changes to the above-described spending limits to address non-routine programmatic changes. Changes that may be used as evidence for adjustments to the Athletic Spending Limit may include but are not limited to the addition of new sports, new expenditures related to gender equity or other compliance requirements, transitions to different athletic conferences, or expansion of team rosters and schedules, inflationary factors related to the expense of academic support and tutoring, room and board increases, or atypical spikes in tuition rates.~~

~~b. Program Funds~~

~~The institutions can use the program funds generated, without restriction.~~

~~5. Fund Balances~~

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: X. Intercollegiate Athletics

October 2025

---

4. Balanced Budgets

- a. The chief executive officer of each institution is accountable for balancing the budget of the athletic department on an annual basis. ~~In accounting for the athletic programs, a positive fund balance for the total athletic program must be maintained. Athletic program funds shall be maintained in a separate account. If the fund balance becomes negative in any fiscal year, the institutions shall submit a plan for Board approval that eliminates the deficit. Reduction in program expenditures and/or increased program funds can be used in an institutional plan to eliminate a negative fund balance.~~ If substantial changes in the budget occur during the fiscal year resulting in a projected deficit for that year, the chief executive officer shall advise the Executive Director of the situation immediately and shall submit a plan for Board approval to eliminate the deficit.
- b. Donations to athletics at an institution must be made and reported according to Board policy V.E. ~~The amount of booster money donated to and used by the athletic department shall be budgeted in the athletic department budget.~~

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: V. FINANCIAL AFFAIRS

## SUBSECTION: X. Intercollegiate Athletics

October 2025

~~6. Gender Equity~~

- ~~a. Title IX of the Higher Education Amendments Act of 1972 prohibits discrimination on the basis of gender in any education program or activity receiving federal financial assistance, including athletics.~~

~~The chief executive officer of each institution shall prepare a gender equity narrative for review by the Board in a format and time to be determined by the Executive Director.~~

- ~~b.a. An institution will provide the Board with report(s) required by the institution's federal regulatory body regarding compliance to Title IX in its athletics programs and any summaries of such reports.~~

~~5. 6. Financial Reporting.~~

- ~~a. The NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors for each university will be provided to the Board and will also serve as a reporting template for a similar annual report for Lewis-Clark State College.~~

- ~~b. An institution will provide the Board with report(s) required by the institution's federal regulatory body regarding compliance to Title IX in its athletics programs and any summaries of such reports.~~

- ~~c. Additional reporting requirements may be required based on a timeline and format established by the Executive Director.~~

1 <b>Calculation of Limits:</b>		FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
2	<b>Appropriated Funds:</b>													
3	Ongoing Appropriation Allocation:													
4	General Funds	236,543,600	251,223,200	258,776,400	273,694,900	280,266,400	288,293,200	299,534,700	284,845,055	306,866,500	331,822,800	347,500,400	358,655,900	376,121,900
5	Endowment	10,729,200	12,528,000	13,980,000	15,618,500	15,840,000	16,443,200							
6	Student Fee Revenue-Ongoing	216,048,800	226,704,200	240,109,300	255,436,400	261,830,100	261,397,800	280,864,800	296,049,300	264,321,900	278,049,900	301,690,600	310,860,300	330,157,700
7	Total Appropriated Funds	463,321,600	490,455,400	512,865,700	544,749,800	557,936,500	566,134,200	580,399,500	580,894,355	571,188,400	609,872,700	649,191,000	669,516,200	706,279,600
9	% Growth	3.77%	6.21%	3.01%	5.77%	2.40%	2.86%	3.90%	0.09%	-1.67%	6.77%	6.45%	3.13%	5.49%

15	<b>Athletics Limit Detail</b>						
16	<b>General Funds and Institutional Funds</b>						
17	Boise State University	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
18	Idaho State University						FY2026
19	University of Idaho	5,265,600	5,270,100	7,682,000	8,202,300	8,731,100	10,553,900
20	Lewis-Clark State College	5,750,000	5,754,900	6,098,756	6,041,900	6,431,400	7,832,800
21	Total	6,850,000	6,855,800	6,741,200	7,197,800	7,661,800	9,251,700
		3,532,600	3,535,600	3,476,500	3,711,900	3,951,200	4,826,100
		21,398,200	21,416,400	23,998,456	25,153,900	26,775,500	33,402,600

Ongoing Appropriation Allocation:	Boise State	Idaho State	U of Idaho	Lewis-Clark	Boise State	Idaho State	U of Idaho	Lewis-Clark	Boise State	Idaho State	U of Idaho	Lewis-Clark
General Funds	120,502,400	90,068,200	100,862,300	20,389,900	125,254,900	94,980,500	105,504,500	21,760,500	128,879,800	98,206,800	109,126,500	22,442,800
Endowment (excluded)												
Tuition	147,062,900	53,787,900	61,951,500	15,247,600	157,286,900	59,351,000	69,580,500	15,472,200	160,918,800	61,910,900	72,402,600	15,628,000
Total Appropriated Funds	267,565,300	143,856,100	162,813,800	35,637,500	282,541,800	154,331,500	175,085,000	37,232,700	289,798,600	160,117,700	181,529,100	38,070,800
Total All Institutions	609,872,700				649,191,000				669,516,200			

Page 102 of 179

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**SUBJECT**

Lifelong Interdisciplinary Movement, Biomechanics, and Respiration (LIMBR)  
Center - Planning and Design Approval

**REFERENCE**

December 2025                      Update to Boise State University Six-Year Capital Plan

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

**BACKGROUND/DISCUSSION**

Boise State University seeks Board approval for planning and design of the Lifelong Interdisciplinary Movement, Biomechanics, and Respiration (LIMBR) Center project.

In September 2025, Boise State University (BSU) was awarded an \$8,000,000 federal grant from the National Institutes of Health (NIH) to centralize and modernize essential shared human movement and respiratory laboratory facilities into one location.

The project would remodel approximately 13,500 square feet of space located in the Kinesiology Annex building that currently houses a decommissioned aquatic center. The new research space will consist of laboratories tailored to the needs of respiratory and human movement research, a clinical exam room, a conference room, staff and student spaces, and other support spaces. The project would repurpose an underutilized space and put the program in a central location easily accessible to other major research hubs on campus.

**IMPACT**

If approved, Boise State will move forward with planning and design efforts in order to meet key dates and requirements for the grant timeline, which requires completion by May 31, 2030.

The project will help address the high demand for research space on campus and advance biomedical research and collaboration. It will also repurpose a space that was underutilized to better benefit students and faculty.

A preliminary assessment of the facility was conducted to inform the total funding amount requested. The estimated total project cost is \$8,000,000, which will be funded through the NIH awarded grant indicated above.

**ATTACHMENTS**

Attachment 1 – LIMBR Center Project Budget  
Attachment 2 – LIMBR Center Site Plan  
Attachment 3 – LIMBR Center Capital Project Tracking Sheet

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has reviewed the request and find that the proposed planning and design activities are consistent with Board Policy V.K., including the recent revisions related to project and approval thresholds. The project is fully supported by external Federal NIH Grant funding, and the planning and design work is necessary for BSU to meet NIH grant milestones and move the project toward construction.

The repurposing of an underutilized facility, consolidation of research functions, and alignment with campus research priorities are consistent with BSU's updated Six-Year Capital Plan.

Moving forward with planning and design will allow BSU to improve cost estimates, complete scope, and prepare the project for Board review.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University for planning and design of the LIMBR Center project for a total cost not to exceed **\$630,000.00**.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**LIMBR Center  
Project Budget**

Project Number:	DPW26-TBD
Project Title:	LIMBR Center
Date:	December 2025

Category	Budget
Design and Planning Fees	\$630,000
Construction	\$6,300,000
Construction Contingency	\$315,000
Testing, Inspections and Misc.	\$100,000
<b>Subtotal</b>	<b>\$7,345,000</b>

University Direct Costs (FFE, Utilities, IT, Signage, etc.)	\$485,000
University Contingency	\$170,000
<b>Total Base Project Budget</b>	<b>\$8,000,000</b>

LIMBR Center  
Site and Vicinity Map



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**SUBJECT**

Construction Approval, Morrison Center Restroom Remodel

**REFERENCE**

August 2024	Executive Director Approval for Design and Construction
December 2025	Boise State Six Year Capital Improvement Plan Amendment

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.5

**BACKGROUND/DISCUSSION**

Boise State University seeks Board approval for construction of the Morrison Center Restroom Remodel project.

In August 2024, the university received Executive Director approval for design and construction, with a funding authorization not to exceed \$1,800,000. The original scope was to remodel the lobby restrooms on all three levels of the Morrison Center to address capacity constraints during events and improve ADA accessibility. Lombard Conrad Architects is serving as the design professional, and Core Construction has been selected as the Construction Manager/General Contractor (CMGC).

As the design progressed, the team identified opportunities to increase the restroom fixture count beyond initial estimates, significantly improving capacity for patrons. However, it necessitates an expansion of the sewer service to accommodate the additional fixtures, which will cause the budget to exceed the previous Executive Director authorization.

Due to the unforeseen but advantageous increase in scope, this project was not originally included in Boise State University's Six Year Capital Plan. An amended capital plan has been concurrently submitted for the December board meeting for approval.

**IMPACT**

If approved, Boise State will move forward with construction, including the increased scope. Completing this project will significantly improve patron experiences at the Morrison Center. The project will provide comfortable and accommodating facilities that reduce wait times, heighten patron experience and simplify cleaning and maintenance.

This project will be constructed through the CMGC process through the State of Idaho Division of Public Works. Current cost estimates include a construction cost of \$2,900,000. Contingencies, architectural and engineering fees, commissioning, testing, FFE and other administrative and soft costs bring the estimated total base project cost to \$4,000,000.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

This project will be funded from Morrison Center auxiliary reserves. While the proposed work fully encumbers the reserves identified for this project, the auxiliary maintains additional reserves for operations and other facility needs.

**ATTACHMENTS**

Attachment 1 – Morrison Center Restroom Remodel Project Budget  
Attachment 2 – Morrison Center Restroom Remodel Site Plan  
Attachment 3 – Morrison Center Restroom Remodel Capital Project Tracking Sheet

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has reviewed Boise State's request and confirms that the project aligns with the institution's facilities needs, Board Policy V.K., and the Division of Public Works' CMGC delivery process.

The increased project cost is attributable to scope refinements identified during design and reflects an improved outcome for patrons through expanded fixture capacity and enhanced accessibility.

Funding has been verified through Boise State's Morrison Center auxiliary reserves, and the Boise State has submitted the required amendment to its Six-Year Capital Improvement Plan for Board consideration within the Consent Agenda for the December 17, 2025 Board meeting.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University for construction of the Morrison Center Restroom Remodel project for a total cost not to exceed \$4,000,000.00.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Morrison Center Restroom Remodel  
Project Budget**

Project Number:	DPW24-217
Project Title:	Morrison Center Restroom Remodel
Date:	December 2025

Category	Budget
AE Fees	\$272 ,000
Construction	\$2,900,000
Construction Contingency	\$395,000
Testing, Inspections and Misc.	\$9,000
<b>Subtotal</b>	<b>\$3,576,000</b>

University Direct Costs (FFE, Utilities, IT, Signage, etc.)	\$179,000
University Contingency	\$245,000
<b>Total Base Project Budget</b>	<b>\$4,000,000</b>



## Morrison Center Restroom Remodel Site and Vicinity Map



## ATTACHMENT 3

## History Narrative

1	<b>Institution/Agency:</b>	Boise State University	<b>Project:</b>	Morrison Center Restroom Remodel
2	<b>Project Description:</b>	Remodel lobby restrooms on floors 1-3 to provide additional fixtures and improve ADA accessibility, and expand building sewer capacity		
3	<b>Project Use:</b>	Restrooms to support performing arts facility events		
4	<b>Project Size:</b>	Approx. 3,500 square feet		

6		Sources of Funds					Use of Funds			
7						Total				Total
8		PBF	ISBA	Other *		Sources	Planning	Use of Funds Const	Other	Uses
9	Initial Cost of Project	\$ -	\$ -	\$ 1,800,000		\$ 1,800,000	\$ 126,000	\$ 1,150,000	\$ 524,000	\$ 1,800,000
10										
11	Additional Authorization	\$ -	\$ -	\$ 2,200,000		\$ 2,200,000	\$ 156,000	\$ 1,750,000	\$ 294,000	\$ 2,200,000
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22	Total Project Costs	\$ -	\$ -	\$ 4,000,000		\$ 4,000,000	\$ 282,000	\$ 2,900,000	\$ 818,000	\$ 4,000,000

24						* Other Sources of Funds							
25					Institutional	Student	Other		Total	Total			
	History of Funding:		PBF	ISBA	Funds	Revenue	Other	Other	Other	Funding			
26	August 2024	\$	-	\$	-	\$	-	\$	1,800,000	\$	1,800,000	\$	1,800,000
27	October 2025	\$	-	\$	-	\$	-	\$	2,200,000	\$	2,200,000	\$	2,200,000
28													
29													
30	Total	\$	-	\$	-	\$	-	\$	4,000,000	\$	4,000,000	\$	4,000,000



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**SUBJECT**

Construction Approval, University Plaza Garage Repairs

**REFERENCE**

November 2021	Executive Director Approval for Design and Construction
September 2024	Revised Executive Director Approval for Design and Construction
December 2025	Boise State Six-Year Capital Improvement Plan Amendment

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.5

**BACKGROUND/DISCUSSION**

Boise State University seeks Board approval to continue construction on the University Plaza Garage Repairs project.

In November 2021, the university sought and received Executive Director approval for design and construction costs not to exceed \$998,000 to address structural deficiencies and corrosion at the parking garage servicing the University Plaza building. This parking garage is constructed using a post-tensioning system that uses cable bundles (tendons) that are encased in the concrete decking which increases the concrete strength and reduces the number of support columns. Most of the repairs involve repairing or replacing the corroded tendons, which if not addressed, will reduce the structural integrity of the parking structure. Upon the start of construction, the extent of repairs needed proved to be more extensive than anticipated. This prompted the university to request a revised approval from the Executive Director that was approved in September 2024 for up to \$1,750,000 to complete additional work.

The additional authorization allowed for the evaluation and completion of repairs to the structural members for one half of the parking structure. An additional \$750,000 in authorization is required to perform an evaluation of the remaining portion of the garage, which would exceed the prior authorization funding limit. The university requests construction approval authorization for up to \$2,500,000 to include this evaluation in the project. This will allow additional structural investigation including destructive and invasive inspection of the existing conditions performed by a qualified structural engineer, general contractor and material testing expert. Following this investigation, a cost estimate will be provided for the remaining portion of work, at which time the university will submit a separate request for additional authorization to complete any identified repairs.

Due to the unforeseen nature of the extent of work needed, this project was not originally included in Boise State University's Six Year Capital Plan. An amended

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

capital plan has been concurrently submitted for the December board meeting for approval.

**IMPACT**

If approved, Boise State University will continue to refine the scope of work required to ensure the long-term structural integrity and safety of the parking structure for both campus and community use.

The estimated cost of the evaluation is \$750,000, which will bring the total budget to \$2,500,000. The source of the funding is from Boise State University reserves generated from the building lease revenue.

**ATTACHMENTS**

Attachment 1 – University Plaza Parking Garage Project Budget

Attachment 2 – University Plaza Parking Garage Site Plan

Attachment 3 – University Plaza Parking Garage Capital Project Tracking Sheet

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has reviewed Boise State University's request and confirms that the expanded authorization is warranted based on the discovery of more significant structural deterioration than previously understood with the University Plaza Parking Garage.

The additional work on the parking garage project is necessary for Boise State to correctly assess the remaining structural deficiencies and ensure the long-term safety and future functionality of the parking garage.

Funding has been verified through institutional reserves generated from building lease revenue. Boise State has submitted an amendment to include this project to the University Six-Year Capital Improvement Plan for Board consideration in the Consent Agenda for the December 17, 2025 Board meeting.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University for construction of the University Plaza Garage Repairs project for a total cost not to exceed **\$2,500,000.00.**

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**University Plaza Garage Repairs  
Project Budget**

Project Number:	DPW22-202
Project Title:	University Plaza Garage
Date:	October 2025

Category	Budget
Design-Build Planning Fees	\$92,000
Construction	\$2,219,200
Construction Contingency	\$38,000
Testing, Inspections and Misc.	\$5,800
<b>Subtotal</b>	<b>\$2,355,000</b>

University Direct Costs (FFE, Utilities, IT, Signage, etc.)	\$95,000
University Contingency	\$50,000
<b>Total Base Project Budget</b>	<b>\$2,500,000</b>

University Plaza Garage Repairs  
Site and Vicinity Map



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Student Housing Public Private Partnership Solicitation Authorization

**REFERENCE**

December 2024

Idaho State University Campus Master Plan

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K

**BACKGROUND/DISCUSSION**

Idaho State University (ISU) seeks authorization to formally solicit proposals from qualified private developers for a Public-Private Partnership (P3) to develop new student housing on its Pocatello campus. We anticipate this solicitation will take the form of a two-step procurement process with the release of an initial Request for Qualifications (RFQ) in early January 2026, followed by a Request for Proposals issued to a short list of the most qualified developers.

This action is supported by ISU's recently completed campus master plan and is a critical step in addressing the institution's student housing needs which directly impacts enrollment growth and student success. A P3 approach will allow ISU to achieve this development efficiently, minimizing impact on institutional cash flow and transferring specific project risks to a private-sector partner.

Housing on the Pocatello campus over the past four consecutive years has remained at near 100% capacity, with consistently high wait lists. First-year students have been given priority for on-campus housing availability, which has resulted in challenges for returning students to secure off-campus housing in the Pocatello community. As such, ISU has worked with an advisory firm to confirm demand analysis, review industry trends and models, and develop a strategy for ISU to proceed with a priority project to construct apartment-style housing on ISU property in partnership with a private developer. This is a crucial factor for ISU to continue enrollment growth and maintain high student retention rates. The need for additional and revitalized housing is a key component of the ISU Campus Master Plan approved by the Board, which outlines a multi-phase strategy to develop a more robust and modern student living environment.

ISU has evaluated traditional debt financing and P3 models and determined that P3 is the most strategic approach for this housing initiative, offering several advantages:

- Risk Mitigation: the P3 model will transfer the risks of construction and cost management to a private development partner with expertise in housing development and operations.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

- Financial Efficiency: a P3 allows for the development of modern housing units without impacting the institution's cash flow or committing state Permanent Building Funds (PBF). This approach leverages private capital, keeping the University focused on its core academic mission.
- Speed and expertise: Partnering with a developer specializing in student housing will accelerate the project timeline and introduce specialized industry expertise, resulting in facilities that are modern and highly attractive for students.

The formal solicitation will seek a partner to move forward with the top priority for construction of an apartment style housing complex with approximately 350 beds. The solicitation will also invite partnership discussions for the possible renovation and enhancement of existing units and/or the construction of additional units in support of future demand growth.

ISU will maintain land ownership and provide strategic project oversight, ensuring the facilities align with the campus mission and student experience goals. The University will retain control over student life programming and the management of student housing residents and rentals, consistent with other housing properties. The developer will be responsible for the financing and construction of the housing units under a long-term ground lease or similar negotiated agreement.

**IMPACT**

Idaho State University requests authorization from the Board to formally proceed with the solicitation of private developers to establish a Public-Private Partnership for student housing development on the Pocatello campus.

Approval of this request authorizes ISU to issue an RFQ/RFP and begin the selection and negotiation process, with the understanding that ISU will return to the Board at a later date for final approval of the development agreement, ground lease, and financing plan before any construction commences.

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has reviewed Idaho State University's request to initiate a competitive solicitation for a public-private partnership (P3) to develop additional student housing on the ISU Pocatello campus. The request aligns with the Board approved ISU Campus Master Plan and responds to student housing shortage and evidence of unmet student demand.

The P3 procurement approach for this type of project provides ISU the benefits of:

- 1) Shifting construction and cost-overrun risks to a private developer
- 2) Expediting delivery
- 3) Avoiding the need for institutional capital or state Permanent Building Funds

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

ISU intends to retain ownership of the land and control over student life and housing management, ensuring alignment with campus priorities and leveraging private financing and development.

The requested authorization is limited to initiating the RFQ/RFP process. ISU will return to the Board for review and approval of the following before any construction or contractual commitments occur:

- 1) Selected development partner
- 2) Financing structure
- 3) Long-term lease arrangements
- 4) Final project scope

Board staff recommends approval.

**BOARD ACTION**

I move to approve Idaho State University's request to solicit proposals from the private market for a public-private partnership to develop additional student housing on the Pocatello campus. I further authorize ISU's Vice President of Operations to execute all necessary documents for this solicitation. ISU will seek final board approval of the development agreement and contracts before construction begins.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 17, 2025**

**UNIVERSITY OF IDAHO**

**SUBJECT**

Request for design and construction authorization; proposed 4<sup>th</sup> Street Building Renovations and Improvements, Prichard Gallery, University of Idaho, Moscow, Idaho.

**REFERENCE:**

December 2025      Idaho State Board of Education (Board) approved the revision of the U of I Six-Year Capital Improvement Plan

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section V.K.1, and Section V.K.4

**BACKGROUND/DISCUSSION**

This agenda item is an Authorization Request to allow the University to proceed with planning, programming, design, and construction phases of a Capital Project to renovate and improve the 4<sup>th</sup> Street Building to serve as the university's Prichard Gallery. It is the intent of the university to deliver this project via a design-build methodology and process. This agenda item represents the initial authorization request for this project effort.

The University of Idaho recently purchased a building located in downtown Moscow, Idaho, known as the 4<sup>th</sup> Street Building. This building was constructed in 1932 and most recently served as the headquarters for the City of Moscow Police Department. The university intends to renovate the structure to house the university's Prichard Gallery. The Prichard was previously located in rented facilities in downtown Moscow and serves to support academic programs of the College of Art & Architecture, as well as providing a space to generate revenue from traveling exhibits and shows. Access to an active gallery tied to the College of Art & Architecture programs is also critical for college accreditation.

The anticipated set of renovations and improvements requested here is intended as the minimum renovations required to convert the existing facility for use as the Prichard Gallery and gain a Certificate of Occupancy. The scope includes improvements and renovations to mechanical, electrical, and plumbing systems, a new roof membrane, insulation and other thermal envelope improvements to meet the requirements of the energy codes, replacement of the windows, restrooms, universal accessibility, and tenant improvements necessary to create a functional and operational gallery and exhibit space. The scope of any future phases is yet to be determined and authorization for any such future phase will be sought at the time of a decision to proceed with such future improvements.



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**IMPACT**

This project is a strategic choice among a list of potential projects because it advances a critical, accreditation-linked facility while positioning the institution to leverage external funding sources for other high-priority needs. This project does not displace or replace any other institutional priority.

The full cost of the project, to be delivered via the design-build methodology, is estimated at \$2.8M, based upon initial feasibility studies. Project fund sources include \$1.8M from central reserves and \$1.0M from fundraising (with \$500K already in hand). In addition, completion of the gallery positions the institution to pursue a significant art gift to the university, an opportunity that is contingent on having an operational, dedicated, quality gallery space. It is also important to note that the university has worked closely with the South Hill master developer team to reduce the scope and budget down to the minimum set of renovations and improvements necessary to meet the overall requirements of the facility. Working cooperatively with this team, and taking advantage of shared labor, elimination of duplicate contractor mobilization costs, and sequencing advantages, we have reduced the initial cost estimates from a high of approximately \$5M down to a current estimate of \$2.8M. However, these savings are time-sensitive, as they result from taking advantage of contractors that are currently working on other projects on the Moscow campus.

In summary, the University of Idaho requests authorization to proceed with a design-build effort for the design and construction phases of the proposed 4th Street art gallery project. The university seeks authority to spend \$2.8M, based on estimated costs for A&E fees, owner costs, construction costs, fixed furnishings and improvements, and reasonable construction and project contingency allowances. This project is central to academic programming, accreditation, community engagement, and donor stewardship. Given (1) the accreditation-critical nature of the gallery, (2) the opportunity to leverage \$1M in fundraising and pursue a major art gift, (3) the operational value of collocated retail and rental space, and (4) the exceptional cost savings made possible by contractor availability, it is prudent for the institution to advance this priority project now, taking advantage of highly favorable conditions.

**Overall Project**

**Funding**

State

Federal (Grant)

Other (UI)

Central

Gifted Funds

**Total**

1,800,000

1,000,000

**\$2,800,000**

**Estimated Budget**

A/E Fees

Const Cost

Const Contingency (10%)

Owner Cost, Permits, etc,

FFE

Project Contingency (10%)

**Total**

202,000

2,050,000

205,000

70,900

17,500

254,600

**\$2,800,000**

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**ATTACHMENTS**

Attachment 1 – Project Cost Estimate Summary  
Attachment 2 – Capital Project Tracking Sheet  
Attachment 3 – 4<sup>th</sup> Street Funding Memo

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has reviewed the University of Idaho's request for planning and design as well as construction of the 4th Street Building renovations for the Prichard Gallery. The project addresses necessary code, accessibility, and system upgrades needed to occupy and operate the facility. It also supports accreditation requirements for UI's College of Art & Architecture. UI has identified sufficient funding to begin design and pre-construction work, with full project budget supported by central funds and targeted gifts.

The estimated \$2,800,000 budget aligns with the proposed scope of work as well as Board Policy V.K.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho to implement a design-build process and the planning, programming, design, and construction phases of a Capital Project for the University of Idaho 4<sup>th</sup> Street Building Renovations and Improvements, Prichard Gallery, in the amount of \$2,800,000. Authorization includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project.

Moved by\_\_\_\_\_ Seconded by\_\_\_\_\_ Carried Yes\_\_\_\_\_ No\_\_\_\_\_

DECEMBER 17, 2025

UI Project Number: CP240035

UI Budget Index: TBD

ATTACHMENT 1

Architecture Engineering Services

University of Idaho

11/3/2025

## PROJECT COST ESTIMATE SUMMARY

4th Street Improvements

## PROJECT FUNDING

• UI	\$	-
• Central Admin	\$	1,800,000
• Net Development Campaign	\$	-
• Net Federal Sources	\$	-
• College (CAA)	\$	500,000
• PBF	\$	-
• Grant, for Equipment	\$	-
• Other Development Campaign (Gifts)	\$	500,000

TOTAL PROJECT FUNDING \$ 2,800,000

## PROJECT COSTS

• Fees	\$	226,900
• Construction - Contractor	\$	2,255,000
• Construction - Owner	\$	46,000
• Furnishings / Fixtures	\$	17,500
• Additional Miscellaneous Costs	\$	-
<b>Subtotal</b>	\$	2,545,400
• Project Contingency (10%)	\$	254,600
<b>Subtotal</b>	\$	2,800,000
• UI IPM Mgmt Fee (3%)	\$	-

TOTAL PROJECT COST \$ 2,800,000

## FEES

Consulting A/E Services - Prime A/E	\$	200,000
Reimbursables Allowance	\$	2,000
Consulting A/E Services - Additional/Other	\$	-
Reimbursables - Additional/Other	\$	-
Administrative Support, UI AES	\$	-
Advertisement, Statesman	\$	-
Advertisement, Spokesman	\$	-
Advertisement, Daily News	\$	500
Printing of RFQ	\$	-
Prints	\$	500
Spec Book Printing	\$	400
IDEQ Permit Fees	\$	-
IDOPL Plan Check Fees	\$	4,500
Detail Site Survey	\$	4,000
Geotechnical Services	\$	-
Construction Materials Testing	\$	7,500
ACM Lab Analysis Fee	\$	7,500
Lead Paint Analysis Fee	\$	-
<b>Subtotal Fees</b>	\$	226,900

## FURNISHINGS / FIXTURES

Furnishings	\$	-
Artwork	\$	-
Architectural ID and Wayfinding Signage	\$	10,000
Donor Recognition Signage	\$	7,500
Non-Fixed Equipment	\$	-
<b>Subtotal Furnishings / Fixtures</b>	\$	17,500

## ADDITIONAL MISCELLANEOUS COSTS

Chiller Plant Capacity Contribution	\$	-
Move / Swing, Etc.	\$	-
<b>Subtotal Miscellaneous Costs</b>	\$	-

## CONSTRUCTION - CONTRACTOR

1	\$	2,050,000
2	\$	-
3	\$	-
4	\$	-
5	\$	-
6	\$	-
7	\$	-
8	\$	-
9	\$	-
10	\$	-
<b>Subtotal Direct Construction</b>	\$	2,050,000
Contingency on Items 1 - 10 Above (10%)	\$	205,000
<b>Subtotal Contractor Construction</b>	\$	2,255,000

## CONSTRUCTION - OWNER

Facilities (Support)	\$	-
Building Exteriors Shop	\$	-
Grounds Shop	\$	-
Interiors Shop (Signs)	\$	-
Plumbing Shop	\$	-
Electric Shop (Support)	\$	1,000
Paint Shop	\$	-
Machine Shop	\$	-
Steam Plant	\$	-
Miscellaneous Materials	\$	-
Fixed, Installed Equipment	\$	10,000
UI ITS	\$	20,000
Miscellaneous Svcs Storm -SPUPI	\$	-
Asbestos Abatement (Existing Buildings)	\$	15,000
Lead Paint Abatement (Existing Buildings)	\$	-
Soils Testing/Compaction	\$	-
<b>Subtotal Owner Construction</b>	\$	46,000

Project Manager:

Name, Phone Number

BAHR  
TAB 10

# BUSINESS AFFAIRS AND HUMAN RESOURCES

## DECEMBER 17, 2025

ATTACHMENT 2

### Office of the Idaho State Board of Education Capital Project Tracking Sheet As of December, 2025

#### History Narrative

- 1 **Institution/Agency:** University of Idaho      **Project:** Capital Project Authorization Request, design-build process, design and construction phases, proposed 4th Street Building Renovations and Improvements, Prichard Gallery, University of Idaho (UI), Moscow, Idaho.
- 2 **Project Description:** A Capital Project to provide for the design and construction of the proposed improvements to the 4th Street Building to serve as the university's Prichard Gallery, located in downtown Moscow, University of Idaho, Moscow, Idaho. The intent of the university is to deliver the project utilizing the design-build process.
- 3 **Project Use:** The project is a proposed renovation of the existing 4th Street Building in downtown Moscow, Idaho to house the university's Prichard Gallery. The Prichard was previously located in rented facilities in downtown Moscow and serves to support academic programs of the College of Art & Architecture, as well as providing a space for revenue generation by hosting traveling exhibits and showings. Access to an active gallery tied to the College of Art & Architecture programs is critical for college accreditation and the ability of the College of Art & Architecture to serve the State of Idaho.
- 4 **Project Size:** 9,000 gsf

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const**	Other***	Total Uses
Initial Cost of Project, Design and Construction Phases Authorization Request. December 2025	\$ -	\$ -	\$ 2,800,000	\$ 2,800,000	\$ 202,000	\$ 2,255,000	\$ 343,000	\$ 2,800,000
History of Revisions:								
<b>Total Project Costs</b>	\$ -	\$ -	\$ 2,800,000	\$ 2,800,000	\$ 202,000	\$ 2,255,000	\$ 343,000	\$ 2,800,000

\* Figures quoted are for the Total Project Cost.

\*\* Direct Construction Costs & Construction Contingency

\*\*\* Owner's Costs (\$70,900), FFE (\$17,500) & Project Contingency (\$254,600).

History of Funding:	PBF	ISBA	Other Sources of Funds			Total Other	Total Funding
			Institutional Funds **** (Gifts/Grants)	Student Revenue	Other		
Initial Cost of Project, Design and Construction Phases Authorization Request. December 2025	\$ -	\$ -	\$ 2,800,000	\$ -	\$ -	\$ 2,800,000	\$ 2,800,000
History of Revisions:							
Total	\$ -	\$ -	\$ 2,800,000	\$ -	\$ -	\$ 2,800,000	\$ 2,800,000

\*\*\*\* UI Central Reserves \$1,800,000; UI College of Art & Architecture, Gifts and Donations \$1,000,000

**To:** BAHR Committee Members

**From:** President Green, University of Idaho

**Subject:** Rationale for Prioritizing \$1.8M Funding for the 4th Street (Prichard Gallery) Project

The University recommends allocating \$1.8M toward the renovation and improvement of the 4th Street Building to support the relocation and reopening of the Prichard Gallery, an expansion of the Vandal Store into downtown Moscow, and the creation of an additional market-rate rental space. This allocation is a strategic choice among a list of potential projects because it advances an academic-critical, accreditation-linked facility while positioning the institution to leverage external funding sources for other high-priority needs. This project does not displace or replace any other institutional priority; however, it will require the use of central reserves to complete.

The previous Prichard Gallery was shuttered during the budget reductions of 2019, leaving the College of Art & Architecture without a required accreditation-supporting gallery space. Restoring this capability is essential, and the 4th Street facility offers a cost-effective path to meeting that requirement. The downtown location adds value through the ability to expand Vandal Store retail operations and establish a revenue-generating rental space to help subsidize gallery operations.

The project is further strengthened by \$1M in committed and anticipated fundraising. In addition, completion of the gallery will unlock a significant western art gift to the university, an opportunity that is contingent on having an operational, dedicated gallery quality space. With contractors already mobilized nearby for other institutional construction efforts, the university can realize approximately \$2M in savings through shared labor, sequencing advantages, and reduced mobilization costs. These savings are time-sensitive and significantly reduce the all-in investment required.

The Prichard Gallery is central to academic programming, accreditation, community engagement, and donor stewardship. Given (1) the accreditation-critical nature of the gallery, (2) the opportunity to leverage \$1M in fundraising and secure a major art gift, (3) the operational value of collocated retail and rental space, (4) the exceptional cost-savings made possible by contractor availability, and (5) the readiness of the project for immediate implementation, the time is now to move forward. Prioritizing \$1.8M for the 4th Street project represents the most mission-aligned, financially responsible, and opportunity-driven decision for the university.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**SUBJECT**

Undergraduate Medical Education Update

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 33-3732 – Undergraduate Medical Education Plan, Idaho Code § 33-3731 – Return-to-Practice Obligations for State-Supported Medical Students, Idaho Code § 33-3723 – Rural Physician Incentive Program (RPIP)

**BACKGROUND/DISCUSSION**

Idaho Code § 33-3732(3) directs the Idaho State Board of Education to submit a statewide Undergraduate Medical Education (UME) plan to the Governor and Legislature. In response, the Office of the State Board of Education (OSBE), in partnership with the Undergraduate Medical Education Plan Working Group, has developed the Idaho Undergraduate Medical Education Report and Multi-Year Plan.

Idaho continues to face one of the most severe physician shortages in the nation despite growth in residency and fellowship programs. Limited clinical teaching capacity, especially preceptors in rural and frontier communities, combined with rapid population growth and high physician retirement rates has strained the pipeline. Idaho's three (3) primary UME pathways (Idaho WWAMI, University of Utah's Spencer Fox Eccles School of Medicine, and the Idaho College of Osteopathic Medicine) provide important training capacity but remain constrained by clerkship availability and statewide competition for clinical sites.

The UME Working Group's plan, "Train Here, Stay Here, Grow Here," outlines a coordinated strategy to expand UME capacity, strengthen clinical placement infrastructure, and align UME growth with Graduate Medical Education (GME) expansion. The plan emphasizes:

- Maintaining and growing Idaho's existing UME programs in accordance with Idaho Code § 33-3732.
- Establishing statewide coordination of clinical placements, onboarding, and preceptor development.
- Implementing targeted incentives, including loan repayment and preceptor support, to retain Idaho-trained physicians.
- Improving Idaho student access to in-state rotations and residency opportunities, which are strong predictors of long-term physician retention.

**IMPACT**

The Undergraduate Medical Education Report and Multi-Year Plan will:

- Fulfill the statutory requirement in Idaho Code § 33-3732(3) to submit an undergraduate medical education plan to the Governor and Legislature.
- Provide a coordinated, multi-year roadmap to expand Idaho's UME capacity while synchronizing clinical placements, preceptorships, and GME growth.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

- Align state investments in medical education with Idaho's return-to-practice statute (Idaho Code § 33-3731) to convert more Idaho-trained learners into Idaho-practicing physicians, particularly in rural and frontier communities.
- Create a statewide coordination structure (Health Education Director and associated committees) that can be leveraged across UME, nursing, and allied health to address shared clinical capacity challenges.
- Offer the Governor and Legislature clear near-term and long-term policy options, including UME seat purchases or program development (e.g., UU-SFESOM expansion, UU-UI regional MD program, ICOM seat purchases, potential ICOM acquisition), preceptor incentives, and enhanced loan-repayment programs.
- Establish measurable metrics and public dashboards to track capacity, placement, and retention, improving transparency and accountability for state investments.

**ATTACHMENTS**

Attachment 1 - Draft Copy - Idaho Undergraduate Medical Education Report and Multi-Year Plan "Train Here, Stay Here, Grow Here," including Executive Summary, Implementation and Fiscal Framework, and 36-Month Rollout.

**STAFF COMMENTS AND RECOMMENDATIONS**

The Undergraduate Medical Education (UME) Report and Multi-Year Plan fulfills the requirement in Idaho Code § 33-3732(3) to provide a statewide UME plan to the Governor and Legislature. The plan outlines Idaho's ongoing physician workforce challenges, including limited clinical training capacity and shortages in rural and frontier communities.

The report presents a coordinated approach to strengthening the medical education pipeline, expanding UME capacity, improving clinical placement infrastructure, and aligning efforts with Graduate Medical Education (GME) growth to enhance physician retention. It includes a 36-month implementation timeline with key milestones and metrics.

The UME Working Group received public comment on the draft plan through December 12, and will meet the week of the December Board Meeting to review the plan for final approval and submission.

**BOARD ACTION**

This item is for information only.

DRAFT – For Public Comment; Subject to Working Group Approval

January XX, 2026

The Honorable Governor of the State of Idaho  
Members of the Idaho Legislature

Subject: Transmittal of the Idaho Undergraduate Medical Education Report and Multi-Year Plan pursuant to Idaho Code § 33-3732

This report is submitted pursuant to Idaho Code § 33-3732(3), which established a working group for the purpose of developing a “medical education plan” for delivery to the governor and the legislature. It reflects the coordinated work of the Office of the Idaho State Board of Education (OSBE) and the Undergraduate Medical Education Plan Working Group.

Idaho’s physician workforce challenge is solvable with a disciplined, Idaho-centered approach that grows undergraduate medical education while coordinating clinical placements and aligning with residency expansion. By executing the *Train Here, Stay Here* plan under the authority of Idaho Code § 33-3732 and leveraging the accountability of Idaho Code § 33-3731, the State can expand access to high-quality training, strengthen rural and frontier care, and retain more Idaho-trained physicians in Idaho practice. The Working Group stands ready to implement this plan in partnership with OSBE, institutions, health systems, and the Legislature.

For the Undergraduate Medical Education Plan Working Group:

Representative Dustin Manwaring  
District 29  
Co-Chair

Senator Dave Lent  
District 33  
Co-Chair

*Working Group Members:*

Representative Dustin Manwaring, Co-Chair

Senator Dave Lent, Co-Chair

Dr. Ted Epperly, Idaho State Board of Education Graduate Medical Education Coordinator

Dr. Tracy Farnsworth, President & CEO, Idaho College of Osteopathic Medicine (ICOM)

Dr. Rex Force, Vice President for Health Sciences, Idaho State University

Dr. Rayme Geidl, Interim Regional Dean, Idaho WWAMI, University of Idaho

Shawn Keough, Idaho State Board of Education

Susie Pouliot Keller, CEO, Idaho Medical Association

Brian Whitlock, President & CEO, Idaho Hospital Association



## I. EXECUTIVE SUMMARY

Idaho faces a persistent physician shortfall despite meaningful progress in residency and fellowship growth. The state's medical education landscape is anchored by three complementary pathways: the University of Washington (Idaho WWAMI), the University of Utah's Spencer Fox Eccles School of Medicine (UU-SFESOM), and the Idaho College of Osteopathic Medicine (ICOM). These programs collectively support Idaho students through distributed rural learning opportunities, primary care experiences, and clinical rotations across Idaho's communities.

Despite these efforts, Idaho ranks 50th nationally for physicians per capita, and 44th in primary care physicians per capita. Despite a 100% increase in residency programs (9 to 18), 250% increase in fellowship programs (4 to 14), and 119% increase in resident physicians and fellows (134 to 284) since 2017,<sup>1</sup> Idaho still faces a physician shortage. Rapid population growth (+54% since 2000, +22.5% since 2010) and high retirement rates (33% of physicians are over age 60) strain supply. Idaho's aging population – especially those over 55 – is rising and, while Idaho's birth rate is declining, it remains higher than the national average.<sup>2</sup> The state's undergraduate medical education (UME) landscape is further challenged by limited clinical teaching capacity, particularly preceptors in community, rural, and frontier settings.

The central policy conclusion is that Idaho must maintain existing UME capacity and grow new capacity while synchronizing clinical placements and preceptorships, including through targeted incentives that convert Idaho-trained learners into Idaho-practicing physicians. In keeping with [Idaho Code § 33-3732](#) (2025), the plan described here is immediately actionable in the near term and scalable as deemed appropriate by the Governor and Legislature. Appendix A contains the Working Group's complete findings, which form the evidentiary and analytical foundation for the recommendations presented here.

## II. TRAIN HERE, STAY HERE, GROW HERE PLAN

To meet growing healthcare demands, the UME Plan Working Group recommends that the state strategically develop its medical education infrastructure, ensure high-quality training, optimize the use of available funds, and expand both undergraduate and graduate clinical opportunities within Idaho. This policy plan outlines a coordinated framework to address these needs, aligning initiatives under the seven key factors crucial to Idaho's healthcare workforce development set forth in Idaho Code § 33-3732(3). The proposal includes short-term and long-term initiatives.

---

<sup>1</sup> Idaho 2025 Graduate Medical Education Committee Annual Report to the State Board of Education.

<sup>2</sup> University of Idaho McClure Center for Public Policy Research, *Idaho at a Glance: Population Change in Idaho* (May 2025, Vol. 14, No. 1), <https://blog.idahoreports.idahoptv.org/wp-content/uploads/2025/06/MCCLURE0010-IAAG-PopChange2025-DIGITAL.pdf>.

### A. Reducing Idaho's Physician Shortage, in Conjunction with GME: Education Coordination and Pipeline Programs

- **Expand High School and Undergraduate Pre-Med Pathways:** Strengthen and broaden Idaho CTE, AHEC, WWAMI initiatives (RUOP/WRITE/TRUST), and community college bridges, building on successful rural experiences in Clearwater Valley/St. Mary's to attract and prepare students early for medical careers in Idaho.
- **Grow-Our-Own Pipeline (K-16 → MD/DO):** Pursue development and launch an Idaho BA/MD (and BA/DO) track modeled after successful programs like UNM's BA/MD and Nebraska's RHOP/KHOP to recruit, support, and guarantee admission for rural and first-generation Idaho students. This approach fosters a long-term commitment to in-state practice and increases the likelihood of graduates serving rural communities.
- **Co-location of UME and GME:** Place more undergraduate students at sites with active residency programs (e.g., Boise VA, St. Luke's, PMC, Saint Alphonsus) to enhance teaching capacity and increase the likelihood of residents remaining in Idaho post-training.

### B. Ensuring Quality of Medical Education for Idaho Students

- **Retain Existing UME Partnership Programs:** Continue support for existing WWAMI and SFESOM programs. Supporting 50 state-supported seats.
- **Grow Existing UME Partnership Programs in State:** To the extent permitted by law, invest in additional seats at WWAMI and UU-SFESOM programs.
- **Grow Non-WWAMI Medical Programs by 10 seats/year:** As required by Idaho Code § 33-3732, add 10 seats/year until incoming class reaches 30 students.
- **Start New UME Partnerships and Programs in State:** Expand partnerships with other medical programs, prioritizing cost-effective programs with demonstrated availability of clerkship sites.

### C. Maximizing Idaho Medical Education Funds Spent Within the State

- **Revisit Contracts with Existing Medical Education Institutions:** Work with Idaho State Board of Education to review medical education institution contracts to ensure state investments are maximized in-state and for Idaho students.
- **Support and Monitor Idaho Return-to-Practice Law:** Enhance outreach related to state-supported programs and monitor outcomes associated with Idaho Code §33-3731
- **Blended Funding Sources:** Combine state appropriations, federal GME funding (DGME/IME), other federal funding mechanisms (e.g., Medicaid), hospital in-kind contributions, and philanthropic partnerships to maximize in-state impact.
- **Direct and Pass-Through Stipends:** Enable direct stipends and hospital pass-throughs for preceptors, offsetting lost clinical time and ensuring financial resources stay within Idaho's healthcare ecosystem.

- **Shared Metrics and Accountability:** Deploy a public dashboard (building on GME’s model) to track capacity, fill rates, and outcomes by region and specialty, promoting transparency and trust among all partners.

#### **D. Maximizing Clinical Medical Education Placements Located in and Managed by Idaho**

- **Statewide Coordination Center:** Establish a Health Education Director position at the Idaho State Board of Education to support an undergraduate medical education, nursing and allied health committees of program officers, stakeholders and agency partners to manage a shared preceptor database, standardized onboarding and collaboration, placement scheduling, and gap analysis.
- **Expand Clerkship Sites:** Leverage Idaho’s FQHC network (15 CHCs, 200+ sites) and the Boise VA as anchor teaching sites, maximizing placements near where patients live and expanding rural and underserved access.
- **Housing and Logistics Support:** Address placement barriers by providing stipends or block-leased housing units for rural rotations, as identified in North Idaho and other regions.
- **Standardized Cost Targets:** Set transparent cost targets per rotation (\$300–\$1,500) to budget state grants, supporting onboarding and coordination without unnecessary overspending.

#### **E. Maximizing Medical Residency Placements in Idaho**

- **Residency Program Expansion:** Add new residencies in high-need specialties (OB/GYN, General Surgery, Emergency Medicine, Psychiatry, Pediatrics, and selected IM subspecialties), especially in rural and underrepresented locations.
- **Retention Incentives:** Implement state loan-repayment and tax credit programs for physicians who both precept Idaho students and residents and practice in shortage areas, mirroring successful models from West Virginia and Nebraska, thus enhancing retention and service in Idaho communities.
- **Sustained State Support:** Increase per-resident state funding and match federal DGME/IME funds, supporting Idaho’s strong return on investment and high physician retention rates.

#### **F. Minimizing Conflicts with Medical Education Program Partners**

- **Governance Structures:** Establish a Health Education Director position at the Idaho State Board of Education to facilitate collaboration between institutions and with other statewide initiatives and agencies (e.g., CTE, WDC), with clear MOUs, shared metrics, and collaborative oversight, ensuring alignment and minimizing inter-institutional conflicts.

- **Preceptor Development and Recognition:** Offer faculty development modules, annual state awards, and teaching toolkits to address barriers identified by key health systems, supporting high-quality teaching and mentorship.
- **Standardized Onboarding and Access:** Develop a statewide onboarding process and aligned system access for all clerkship sites, ensuring consistent training experiences and reducing administrative burdens.
- **Continuous Quality Improvement (CQI):** Institute regular tracking and evaluation of placements, preceptor engagement, rural service, and multi-year retention outcomes, ensuring that educational quality is measured and improved over time.

#### **G. Minimizing Conflicts in Delivering Coursework and Clinical Placements Across Programs**

- **Standardized Processes and Scheduling:** Implement standardized onboarding, EMR access, and placement scheduling across all programs to reduce friction and ensure equitable access to clinical experiences for students from different institutions.
- **Support for Rural Student Needs:** Guarantee longitudinal rural rotations and fellowships (WRITE/TRUST-style), along with travel, housing, and tele-education supports, to accommodate students in varied programs and locations.

### **III. IMPLEMENTATION AND FISCAL FRAMEWORK**

Short-term actions focus on building coordination infrastructure, implementing targeted incentives for teaching, and addressing practical barriers to rural rotations. The Board will establish a statewide coordination function, in partnership with institutions and health systems, to schedule clerkships across regions, maintain a registry of preceptors, and resolve site-specific onboarding hurdles. Incentives for clinical teaching should be designed to be budget-predictable, and Idaho can integrate these elements into a comprehensive strategy that prioritizes Idaho students, rural training, and measurable return on investment through in-state practice.

Long-term actions will scale Idaho's UME access alongside clinical capacity, ensuring that seat expansions occur in step with the number and distribution of clerkship experiences. Annual reporting to the Governor and Legislature will document progress against specific milestones: increased preceptor participation, expanded rural rotations, and the conversion of Idaho medical graduates into Idaho residents and practicing physicians.

The fiscal approach relies on a combination of one-time startup investments and steady-state commitments, paired with federal, hospital and health center contributions and philanthropic leverage. Federal funds may be uniquely positioned to support one-time investments, including through the Rural Health Transformation Grant,<sup>3</sup> which may be used toward new infrastructure

---

<sup>3</sup> In November 2025, the Idaho Department of Health & Welfare (IDHW) submitted a Rural Health Transformation Program Grant (RHTG) application to CMS which includes funding requests for sustaining rural workforce with

DRAFT – For Public Comment; Subject to Working Group Approval

and programs to expand training capacity, strengthen education-to-practice pipelines, and build sustainable community-based workforce solutions.

#### IV. PROPOSED 36-MONTH ROLLOUT: TIMELINE AND MILESTONES

##### Phase I – Foundation (FY27)

*Objectives: Build coordination infrastructure, launch new programs, and invest in new state-supported UME seats consistent with Idaho Code § 33-3732*

Focus Area	Key Actions	Responsible Entities	Milestones	Estimated Cost
UME Seat Growth	Increase non-WWAMI medical seats by 10 (per Idaho Code §33-3732). See Appendix Section VI for program options.	OSBE + Partner Institutions.	Seat Funding in FY26 Budget	FY27: \$350K-\$3.2M  <i>(does not account for possible ICOM purchase)</i>
Residency Expansion Planning	Identify high-need specialties and host sites (OB/GYN, EM, Psychiatry, Pediatrics).	GME + IDHW + OSBE	Funding requests submitted for FY27.	\$2.5M for startup cost for OB-GYN residency program
Finance & Incentives	Develop statutory language for preceptor tax credit and state loan-repayment expansion.	OSBE + JFAC + DFM	Draft legislation for FY26 session.	Adjustable cap.
Governance & Coordination	Establish Health Education Director at OSBE; finalize committee governance structures and MOUs among state agencies and major health systems.	OSBE + Governor's Office	Coordination Center operational by Month 12.	Approx. \$350,000

training, recruitment, and retention and to “[d]evelop or enhance available training, education, and degree programs for healthcare professions in coordination with educational institutions. This could include new undergraduate medical education pathways explicitly serving rural populations, degree or certificate programs, and space renovations to support learning and training.” See IDHW, About the Rural Health Transformation Program Grant (Nov. 12, 2025), available at <https://healthandwelfare.idaho.gov/providers/rural-health-transformation-program-grant/about-rural-health-transformation-program-grant1>.

DRAFT – For Public Comment; Subject to Working Group Approval

Focus Area	Key Actions	Responsible Entities	Milestones	Estimated Cost
Pre-Med & CTE Pathways	Expand AHEC and WWAMI rural exposure programs; align with CTE and community college bridges.	AHEC, CTE, CCs + SBOE	New rural high-school pipelines launched in 3 regions by Month 12.	TBD
Sustainable Funding Mechanism	Explore and develop plan for dedicated funding sources, including federal funds, RHTG, and insurance premium tax	LSO + DFM + OSBE	Options identified by Month 12; pursuit ongoing.	N/A

**Phase II – Expansion (FY28)***Objectives: Scale educational pathways, expand clinical placements, and begin new residencies.*

Focus Area	Key Actions	Responsible Entities	Milestones	Estimated Cost
UME Seat Growth	Increase non-WWAMI medical seats by 10 (per Idaho Code §33-3732).	OSBE + Partner Institutions	Seat funding in FY28 budget.	FY28: \$700K-\$5.8M  <i>(does not account for possible ICOM purchase)</i>
Residency Program Development	Secure ACGME accreditation for new residencies; initiate recruitment.	Health Systems + GME	At least two new programs accredited by Month 24.	Continued Development of OB-GYN at a class size of 4/4/4/4 at \$70K/resident per year will be \$1.12M/year when mature.  Ongoing development of EM, Surgery and Neurology will be approximately \$3M

DRAFT – For Public Comment; Subject to Working Group Approval

<b>Focus Area</b>	<b>Key Actions</b>	<b>Responsible Entities</b>	<b>Milestones</b>	<b>Estimated Cost</b>
Clinical Placement Expansion	Establish 10 new clerkship sites, including FQHCs and VA placements.	IHEC / OSBE / Health Systems	Placements operational by Month 24.	Approximately \$500K/year (10 new clerkship sites for 39/52 wks at \$1,000/wk)
Statewide Onboarding & Access	Design standardized onboarding, credentialing, and access protocol.	IHEC + Hospitals	System live by Month 24.	Estimate underway
Preceptor Recognition	Launch annual awards.	OSBE + Health Systems	First awards by Month 18.	N/A
Data & Dashboards	Design unified data system and public dashboard for UME/GME seat tracking, placements, and retention.	UI/ISU + OSBE + GME		Estimate underway
Public Dashboard	Publish baseline metrics for capacity, fill rates, and retention.	OSBE	Basic dashboard public by Month 24.	Estimate underway
Pipeline Development	Begin design of Idaho BA/MD & BA/DO framework (admissions standards, partner institutions, scholarships).	CUs + SBOE	Framework completed by Month 24.	Estimate underway

DRAFT – For Public Comment; Subject to Working Group Approval

**Phase III – Consolidation**

*Objectives: Fully operationalize statewide system, demonstrate retention results, and integrate continuous quality improvement (CQI).*

Focus Area	Key Actions	Responsible Entities	Milestones	Estimated Cost
UME Seat Growth	Increase non-WWAMI medical seats by 10 (per Idaho Code §33-3732).	OSBE + Partner Institutions	Seat funding in FY29 budget.	FY29: \$1M-\$5M  <i>(does not account for possible ICOM purchase)</i>
Residency-UME Co-location	Expand UME placements at GME sites; align rotations with residency growth.	IHEC + WWAMI/SFESOM	Co-located training at 3 sites by Month 30.	
Loan Repayment & Tax Credit Implementation	Begin awarding state loan repayment and preceptor tax credits.	IDHW + Tax Commission	Programs operational by Month 28.	Estimate underway
Housing & Logistics Support	Launch rural housing stipends or block-lease pilot.	OSBE + IDHW + Health Systems	25 rural students supported by Month 36.	Estimate underway
Statewide Onboarding & Access	Continue design of standardized onboarding, credentialing, and access protocol.	IHEC + Hospitals	System live by Month 24.	Estimate underway
Public Dashboard and Accountability	Dashboard fully populated with statewide data; plan for first longitudinal retention analysis at Year-5.	OSBE + Data & Insights	Comprehensive Year-3 report to Legislature and Board.	Estimate underway
Pipeline Development	Continue design of Idaho BA/MD & BA/DO framework (admissions standards, partner institutions, scholarships) and pursue accreditation.	CUs + SBOE	Completed by Month 36.	Estimate underway



DRAFT – For Public Comment; Subject to Working Group Approval

**Long-Term Components**

Focus Area	Description / Target Outcome	Target Year
UME Growth Continuation	Continue adding 10 new Idaho medical seats annually until 30 per class achieved.	Years 4–7
Residency Maturation	Expand Psychiatry, Pediatrics, and Internal Medicine subspecialties; achieve 300+ residency positions statewide.	Years 4–8
Outcome Evaluation and Legislative Renewal	Report 5-year outcomes on retention, cost efficiency, and rural access to inform next statutory reauthorization under §33-3732.	Year 5
Regional Academic Health Hubs	Develop fully integrated regional academic health partnerships (e.g., Boise, Pocatello, Coeur d’Alene) linking UME, GME, and rural outreach.	Years 5–8
Sustainable Funding Mechanism	Establish permanent state trust or revolving fund leveraging DGME/IME, hospital, and philanthropic dollars. Use one-time federal dollars for strategic infrastructure development.	Year 6

**V. CONCLUSION**

This report outlines a decisive, Idaho-centered strategy to expand medical education capacity, strengthen clinical training statewide, and ensure that state investments translate into physicians practicing in Idaho communities. The plan is structured to deliver measurable results, protect taxpayer value, and give the Governor and Legislature a clear line of sight into progress over the next several years. With coordinated execution, Idaho can close long-standing workforce gaps while building a resilient, self-sustaining training pipeline that serves every region of the state.

## **APPENDIX A:**

### **FINDINGS OF THE WORKING GROUP**

Across its meetings from August through October 2025, the Undergraduate Medical Education Working Group assembled Idaho’s public institutions, private partners, hospital and clinic leaders, and front-line clinical educators to identify a pragmatic path forward. Members expressed support for a plan that expands UME access, coordinates clinical placements statewide, and prioritizes rural experiences without compromising training quality.

Deliberations underscored several themes: Idaho should sustain existing and grow new UME pathways; adopt an explicit statewide mechanism to coordinate clinical placements and preceptor engagement across institutions; design incentive structures that recognize uncompensated teaching time and offset onboarding costs; capture the benefit of Idaho Code § 33-3731—return-to-practice for Idaho-funded students—by ensuring high-quality Idaho rotations and practical transition into Idaho residencies; develop a central coordinating position and/or committee to improve collaboration and strategic investments; and publish an accessible implementation roadmap that the Legislature can monitor year over year.

## **I. THE UNDERGRADUATE–GRADUATE MEDICAL EDUCATION PIPELINE**

### **A. Overview**

The development of Idaho’s physician workforce depends on the seamless alignment between undergraduate and graduate medical education—the UME–GME continuum. This process begins when students complete a four-year college degree and apply to medical school, either allopathic (MD) or osteopathic (DO). Once accepted, students enter the **Undergraduate Medical Education (UME)** phase, a four-year curriculum that lays the foundation for medical practice.

During the first two years, students build a broad base of biomedical and clinical knowledge through classroom learning, laboratory study, and early exposure to patient care. The third and fourth years emphasize clinical rotations—typically four to twelve weeks each—across major specialties under the supervision of practicing physicians, or preceptors. These rotations not only deepen clinical competence but also expose students to diverse career paths and community health settings.

Upon graduation from medical school, students progress into **Graduate Medical Education (GME)**—residency training that develops expertise within a chosen specialty such as family medicine, internal medicine, pediatrics, psychiatry, or surgery. Completion of residency training is required for medical licensure and board certification in all states. The transition from UME to GME is coordinated through the National Resident Matching Program (NRMP), which uses an

algorithm to pair applicants with programs that rank them highly.<sup>4</sup> While this national process opens doors to programs across the country, Idaho’s long-term physician retention depends on strengthening in-state opportunities throughout both stages of training.

### B. Idaho’s Pipeline

Each year, approximately 190 Idaho residents apply to allopathic (MD) programs<sup>5</sup> and 213 to osteopathic (DO) programs.<sup>6</sup> Roughly 74 Idaho applicants matriculate to each type of program annually.<sup>7</sup> Of these, **50 students receive state support** through Idaho’s long-standing medical education partnerships with the University of Washington (WWAMI) and the University of Utah (Spencer Fox Eccles School of Medicine, UU-SFESOM).

Established in 1972, the Idaho WWAMI program represents Idaho’s oldest investment in medical education, providing 40 seats per year for Idaho students. The UU-SFESOM partnership, created in 1978, supports 10 Idaho students annually. Together, these two programs guarantee 50 publicly supported seats each year, resulting in approximately 200 Idaho-funded students enrolled at any given time. **State support ranges from \$50,179 to \$61,178 per student per year (FY27)**, allowing Idaho students to pay in-state tuition at partner universities. For WWAMI, state support includes \$500/week/student for preceptors. At UU-SFESOM, the state pays an additional \$500/week/preceptor. In 2022, the Idaho Legislature reaffirmed its commitment to expanding physician training through Concurrent Resolution 38, endorsing the addition of five new WWAMI seats in 2025 and five more in 2027, contingent on available funding.<sup>8</sup> In 2025, the Idaho Legislature enacted legislation (now, Idaho Code § 33-3732) that provides WWAMI seats “may” be reduced in 2027 to increase non-WWAMI seats by ten annually for a period of three years commencing in 2026.<sup>9</sup>

These expansions complement the growth of Idaho’s private medical education sector, represented by the **Idaho College of Osteopathic Medicine (ICOM)**. Founded in 2016 in partnership with Idaho State University, ICOM now trains 220 students per class, including an average of 34 Idaho

<sup>4</sup> National Resident Matching Program, *Intro to The Match* (2025), <https://www.nrmp.org/intro-to-the-match>.

<sup>5</sup> AAMC, *Applicants to U.S. Medical Schools by State of Legal Residence, 2015-2016 through 2024-2025* (2024), <https://www.aamc.org/media/79801/download?attachment>.

<sup>6</sup> AAMC, *Matriculants to U.S. MD-Granting Medical Schools by State of Legal Residence, Academic Years 2015-2016 through 2024-2025* (2024), <https://www.aamc.org/media/79811/download?attachment>.

<sup>7</sup> AACOM, *U.S. Osteopathic Medical School AACOMAS Applicants and Matriculants by U.S. States and Territories* (2024), [https://www.aacom.org/docs/default-source/research-reports/applicants-matriculants-by-us-states-2009-2024c1fa982d-628e-4232-a0c5-c8840ca0d898.xlsx?sfvrsn=1d415572\\_13](https://www.aacom.org/docs/default-source/research-reports/applicants-matriculants-by-us-states-2009-2024c1fa982d-628e-4232-a0c5-c8840ca0d898.xlsx?sfvrsn=1d415572_13).

<sup>8</sup> H.C.R. 38, 67th Leg., 2d Sess. (Id. 2022), <https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2022/legislation/HCR038.pdf>.

<sup>9</sup> Idaho Code § 33-3732, <https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH37/SECT33-3732>.

residents each year. ICOM's campus is adjacent to ISU's Meridian campus, facilitating physical proximity and sharing of resources. For example, ICOM has a long-term agreement with ISU's Meridian facility for use of the Treasure Valley Anatomy and Physiology Lab. ISU administrators serve on ICOM's board of trustees. **Idaho does not fund seats at ICOM.**

Average medical school debt among Idaho students is comparable to national norms. In 2024, WWAMI graduates carried \$208,418 in average debt, SFESOM graduates \$196,875, and ICOM graduates \$227,072. Debt loads vary depending on personal and family circumstances but underscore the significance of Idaho's state investment in reducing cost barriers for students who agree to serve in-state.

Idaho's return-to-practice statute (Idaho Code §33-3731) further strengthens this connection. It requires all students receiving state funding for medical education to **return to practice in Idaho for four years** after completing residency or fellowship training.<sup>10</sup> The first class subject to this requirement—those entering in 2023—will begin their service obligations in 2030. This legislative framework reinforces Idaho's intent to invest in students who will, in turn, invest their careers in Idaho communities.

### C. Clinical Training and Capacity

The ability of Idaho's medical students to complete their clinical rotations within the state is central to long-term retention. Of the 40 WWAMI students per cohort, approximately half can currently complete their third- and fourth-year clerkships in Idaho. At the UU-SFESOM, all ten Idaho students rotate for 4-6 weeks in Idaho-based primary care practices, ensuring exposure to in-state practice environments. ICOM, meanwhile, enables its 34 Idaho students to complete all of their clinical rotations in Idaho. In 2024, 75 third-year medical students across all programs trained at Idaho clinical sites.

These experiences depend on a finite network of preceptors, hospitals, and clinics. As residency and nursing programs expand, competition for clinical placements and faculty time has intensified. Students seeking certain specialties—particularly surgical subspecialties or emergency medicine—must often leave the state to complete required experiences unavailable in Idaho, such as rotations in Level 1 trauma centers.

Despite these challenges, Idaho-trained students demonstrate high levels of in-state loyalty. Roughly half of Idaho WWAMI graduates ultimately practice in Idaho, exceeding the national average of 39 percent. Of Idaho-sponsored SFESOM students who attended 2000-2019, 32% currently practice in Idaho. ICOM's first class will graduate from residency in 2026 so return-to-state data is not yet available, but early indicators (including strong in-state preceptor participation) suggest strong Idaho retention.

---

<sup>10</sup> Idaho Code §33-3731, <https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch37/sect33-3731>.

## II. INSTITUTIONAL PROFILES AND SYSTEM PARTICIPATION

**A. University of Washington School of Medicine (WWAMI), with University of Idaho**  
Idaho's partnership with the University of Washington School of Medicine, known as WWAMI (an acronym for Washington, Wyoming, Alaska, Montana, and Idaho) was established in 1972, the Idaho WWAMI program was designed to expand medical education opportunities for Idaho residents without requiring the state to build its own medical school.

Through this program, **40 Idaho students** are admitted annually, all of whom are Idaho residents. The first 20 months of training—the pre-clinical phase—take place at the University of Idaho in Moscow, after which students transition to the University of Washington for advanced coursework and clinical rotations. Idaho invests approximately **\$ 50,179 per student per year (FY27)**, enabling students to pay in-state tuition and securing guaranteed access to medical education for Idaho residents. Fees for preceptors are included in that investment.

In the pre-clinical phase of the WWAMI program, 28 faculty members and more than 50 volunteer physicians teach foundational sciences and early patient-care skills. A defining feature of the program is its emphasis on rural and underserved training, reflected in several Idaho-based initiatives:

- **Rural Underserved Opportunities Program (RUOP):** A four-week summer immersion in one of over 25 Idaho communities, where students experience rural medicine firsthand.
- **Targeted Rural Underserved Track (TRUST):** A longitudinal track connecting students to specific rural mentors and communities throughout their training.
- **WWAMI Rural Integrated Training Experience (WRITE):** A 21–24-week rotation that integrates family medicine, internal medicine, and psychiatry within a rural practice setting.

During their clinical phase, students rotate through more than **60 clerkship sites statewide**, including Boise, Coeur d'Alene, Idaho Falls, Twin Falls, Lewiston, and Pocatello. These rotations are often shared with Idaho's GME programs, fostering mentorship between medical students and residents and building continuity across the training pipeline.

Since its inception, the Idaho WWAMI program has produced roughly **450 physicians who practice in the state**. This return rate (**72%** with all WWAMI graduates) exceeds the national average of 39% for publicly supported programs. In recent years, Idaho WWAMI graduates have matched into residency programs at Full Circle Health, Idaho State University, St. Luke's Health System, and other in-state sites. From 2021 through 2025, **46 Idaho WWAMI graduates** and **23 other WWAMI graduates** matched into Idaho residencies.

**B. University of Utah – Spencer Fox Eccles School of Medicine, with University of Idaho (UME) and Idaho State University (GME)**

Idaho's other publicly-funded medical education partnership is with the Spencer Fox Eccles School of Medicine (UU-SFESOM) at the University of Utah. Since the 1970s, this collaboration has provided Idaho students with access to one of the nation's top academic medical centers while maintaining strong regional and rural ties. Over the decades, more than **320 Idaho students** have completed their medical training through this program. Of note, over 600 graduates of UU-SFESOM (Idaho and non-Idaho-sponsored) currently practice in Idaho.

Each year, **10 Idaho students** are admitted into the SFESOM program under the Idaho contract, which guarantees their placement and provides state support of roughly **\$58,700** to offset the cost of in-state tuition and preceptor fees. These students participate in a wide range of clinical experiences and receive targeted mentoring to encourage eventual practice in Idaho. Also, each year, a handful of Idaho students participate in SFESOM's Rural & Underserved Utah Training Experience (RUUTE) Scholars Program, which accepts up to 20 matriculated medical students each academic year to participate in rural research, outreach, clinical engagement, and elective courses throughout medical school.<sup>11</sup> Students who participate in longitudinal rural programs in medical school are twice as likely to match into primary care specialties such as family medicine.<sup>12</sup>

SFESOM complements its classroom and clinical training with robust pipeline development initiatives designed to engage Idaho learners long before they enter medical school. These include:

- **Little RUUTEs (Rural & Underserved Utah Training Experience):** An early exposure program for K–12 students.
- **Undergraduate Ambassadors Program:** Delivered health science outreach to 771 Idaho middle school students in 2024.
- **Summer Undergraduate Research Experience (SURE):** A 10-week paid research program; three Idaho students from ISU and BYU–Idaho participated in 2024.
- **Pre-medical Mentorship and Advising:** Targeted academic and clinical support for Idaho undergraduates preparing for medical school applications.

Since 2020, **60 SFESOM students**—including both Idaho contract students and Utah-based participants—have completed **clerkship rotations across 14 Idaho communities**, including Boise, Twin Falls, Coeur d'Alene, Idaho Falls, and Nampa. These rotations primarily focus on family medicine, internal medicine, and emergency medicine and serve as a bridge between undergraduate and graduate medical education opportunities in the state.

<sup>11</sup> University of Utah Spencer Fox Eccles School of Medicine, *Rural & Underserved Utah Training Experience (RUUTE) and Regional Affairs* (2025), <https://medicine.utah.edu/programs/ruute>.

<sup>12</sup> Kathleen Quinn, et al., *Influencing residency choice and practice location through a longitudinal rural pipeline program*, 86 Acad Med. 11:1397-406 (Nov. 2011), <https://pubmed.ncbi.nlm.nih.gov/21952065/>.

The UU-SFESOM has also invested in innovative residency models that strengthen Idaho's GME system. Notably, the **Idaho Track Psychiatry Residency Program** allows residents to spend two years in Salt Lake City followed by two years in **Pocatello**, building psychiatric capacity in a region with historically limited access to behavioral health services. A rural child and adolescent psychiatry fellowship was recently established in partnership with ISU, expanding training opportunities and mental health access. Since 2018, **12 SFESOM graduates** have matched into Idaho-based residency programs, including **8 Idaho residents** who trained in family medicine, internal medicine, and psychiatry.

### C. Idaho College of Osteopathic Medicine (ICOM)

The **Idaho College of Osteopathic Medicine (ICOM)** represents Idaho's first homegrown medical school and the only private institution in the state offering a Doctor of Osteopathic Medicine degree. Established in 2016 in partnership with Idaho State University, ICOM enrolled its inaugural class in 2018 and achieved full accreditation in 2022. The college is also pursuing regional accreditation through the Northwest Commission on Colleges and Universities (NWCCU).

In less than a decade, ICOM has grown rapidly to meet regional demand. Its annual class size increased from 162 students in 2018 to **220 in 2025**, reflecting a 35% percent growth in total enrollment. Applications nearly doubled in that period, from 2,137 to **4,821**, with Idaho, Utah, and California serving as top feeder states. Each year, ICOM matriculates roughly **34 Idahoans**, or 20% of its total enrollment. Since the College was established, students have matriculated from 48 states.

ICOM's curriculum mirrors that of other accredited medical schools, divided into three phases:

- Years 1–2: Classroom instruction, laboratories, and simulation-based training on its Meridian campus.
- Year 3: Core clinical rotations conducted through a network of 17 sites in 10 states, including several core sites in Idaho.
- Year 4: Advanced electives, sub-internships, and residency preparation.

Idaho's clinical training sites are a vital part of ICOM's model, with core rotation placements in the **Treasure Valley (41 students)**, **Magic Valley (8)**, and **Eastern Idaho (26)**. This exceeds in-state placements by state-supported programs, particularly at St. Luke's in the Treasure Valley. While placement opportunities continue to grow, competition for clinical sites—particularly in internal medicine, pediatrics, obstetrics and gynecology, and psychiatry—remains a constraint.

ICOM has graduated **588 physicians** to date, including **96 Idahoans**. All ICOM graduates have matched or placed into ACGME-accredited residency programs in 20+ specialties. Approximately 53% of graduates have placed into the primary care areas of family medicine, internal medicine, and pediatrics.. In 2025, ICOM graduates filled **20 percent of Idaho's first-year (PGY1)**

**residency positions**, a notable rise from 8 percent in 2022. The institution maintains a graduation rate between 89 and 94 percent and, as noted, reports strong outcomes for graduates entering primary care fields and rural medicine.

Tuition at ICOM has risen from \$62,876 in 2023 to \$67,490 in 2025, while total scholarship awards increased modestly from \$180,000 to \$197,000. Unlike Idaho’s public partnerships, ICOM receives **no direct state funding**, yet its graduates increasingly serve Idaho’s healthcare system.

#### **D. Complementary Systemwide Programs**

Idaho’s medical education pipeline is supported not only by its UME programs, but also by a wide range of high-performing nursing, allied health and health-science pathways offered across the state’s K-12 and higher education systems. These complementary programs provide critical support to doctors in training and practice, and form the backbone of Idaho’s near-term and long-term workforce capacity.

##### **1. Idaho State University**

ISU has over 100 years of experience training professionals in pharmacy, nursing, and allied health. The university offers more than 55 programs across fields such as mental and behavioral health, radiographic science, public health, and nutrition. With over 4,000 affiliation agreements statewide, **ISU places approximately 2,000 students annually in Idaho communities**. Over 40% of ISU graduates enter health professions, making the university the largest producer of healthcare graduates in Idaho.

**ISU operates 22 clinics** that provide 45,000 annual patient visits and 70,000 prescriptions through rural Bengal Pharmacies in Challis, Arco, and McCammon. Recent infrastructure developments include a \$2 million simulation center upgrade (with funding from WDC and Portneuf Health Trust), over 100,000 square feet of new facilities at Meridian, and the acquisition of 23 acres for future health science expansion.

Recent expansion includes accelerated BSN programs in Twin Falls, Coeur d’Alene, Meridian, and Pocatello—the only statewide offering in Idaho. ISU has also broadened its health disciplines to include laboratory science, public health, dental hygiene, occupational therapy, physical therapy, and physician assistant programs. New initiatives, such as the Nurse Anesthetist program (beginning Fall 2025), address critical workforce needs. Growth is also evident in mental health counseling and nurse practitioner tracks, particularly in primary care and psychiatry.

Collaboration is a cornerstone of ISU’s approach. Partnerships with Lewis-Clark State College (LCSC), community colleges, and industry partners such as St. Luke’s Magic Valley and Kootenai Health enhance educational opportunities. ISU is actively involved in Area Health Education Centers (AHEC) across four Idaho regions to support healthcare training in rural and underserved communities. The university also strengthens the medical education pipeline through its Family



DRAFT – For Public Comment; Subject to Working Group Approval

Medicine Residency (with a 65% in-state retention rate over 32 years) and a psychiatry residency partnership with the UU-SFESOM .

ISU shares its Meridian Health Science campus with ICOM and collaborates on interprofessional education, shared faculty, and dual DO–MBA/MHA degrees. A 3+4 medical degree pathway is currently under review.

ISU faces challenges related to faculty retention, limited clinical training capacity, and space constraints. Inflationary pressures and competition for clinical sites—especially from out-of-state institutions and ICOM—pose additional difficulties. There is also an increasing demand for paid preceptorships and structured partnerships to support program expansion.

## 2. Boise State University

Boise State University’s College of Health Sciences—which includes the School of Nursing, School of Allied Health Sciences, School of Public and Population Health, and multiple clinical and non-clinical health programs—offers a comprehensive suite of degrees that range from pre-licensure nursing to advanced medical imaging, health studies, kinesiology, and public health.

BSU’s pre-licensure Bachelor of Science in Nursing (BSN) program admits **approximately 80 students per semester**, making it the largest single nursing entry point in the state. The institution also operates a large and successful online RN-to-BS completion program, which provides an accelerated pathway for working nurses to advance their credentials and expand Idaho’s pool of baccalaureate-prepared practitioners.

BSU’s BSN program reports completion rates above 90%, and licensure exam (NCLEX-RN) pass rates in the mid-80s to low-90s, generally exceeding national averages and showing continued improvement over time. Allied health programs also produce high-performing graduates, with several—such as Diagnostic Radiology and Imaging Sciences—reporting job placement rates at or near 100% within six months of graduation. Alumni outcomes data indicate that nearly two-thirds of career-tracked BSU graduates are employed in their field of study, reflecting both program quality and the absorptive capacity of Idaho’s health-care sector.

## 3. Lewis Clark State College

Through its Nursing & Health Sciences Division and the Healthcare Education Center, Lewis-Clark State College (LCSC) offers a focused mix of programs, including pre-licensure BSN, MSN-Leadership, Radiographic Science, Computed Tomography, Medical Assisting, Medical Administrative Assistant pathways, and Health Studies degrees available in both Lewiston and Coeur d’Alene.

DRAFT – For Public Comment; Subject to Working Group Approval

Over the past six years, LCSC has posted NCLEX-RN first-time pass rates between 90% and 97%. The program's outcomes are supported by intensive clinical preparation, small cohort sizes, and strong faculty-student engagement, reflected in a 12:1 student-faculty ratio.

LCSC's allied health programs similarly emphasize hands-on training and direct clinical readiness. Radiographic Science and related imaging programs maintain strong completion rates, solid exam pass rates, and high job placement outcomes under national accreditation standards. Across the institution, more than 90% of graduates secure employment—many in Idaho's rural and regional health-care systems—and institutional data show that roughly 95% of graduates are employed or continuing their education within a year.

#### **4. Idaho Community Colleges**

Idaho's community colleges—North Idaho College (NIC), College of Western Idaho (CWI), College of Eastern Idaho (CEI), and College of Southern Idaho (CSI)—produce the majority of Idaho's entry-level clinicians, technicians, and health-care support professionals, including licensed practical nurses (LPNs), associate-degree registered nurses (ADNs), medical assistants, EMTs and paramedics, surgical technologists, dental hygienists, radiologic technologists, and certified nursing assistants.

##### ***North Idaho College (NIC)***

NIC offers practical nursing, registered nursing (ADN), medical assisting, surgical technology, radiography, dental hygiene, and EMT/paramedic programs. NIC's nursing programs have long maintained strong NCLEX performance, high completion rates, and near-universal job placement in the rapidly growing Coeur d'Alene–Spokane health-care corridor. NIC also provides flexible allied-health pathways and stackable certificates that allow students to move quickly into employment while continuing their education—a key feature supporting workforce mobility and retention in northern Idaho.

##### ***College of Western Idaho (CWI)***

CWI delivers a broad community-college health portfolio in the Treasure Valley. Programs include practical nursing, registered nursing (ADN), medical assisting, dental assisting, dental hygiene, surgical technology, respiratory therapy, medical sonography, pharmacy technology, EMT/paramedic, and an array of health-science certificates. CWI's scale enables deep clinical partnerships across the Treasure Valley, and its ADN program is one of the state's largest contributors to Idaho's annual RN supply. Program outcomes remain strong, with high job placement rates, solid licensure performance, and strong employer demand in a region experiencing some of the fastest health-care workforce growth in the state.

##### ***College of Eastern Idaho (CEI)***

CEI supports eastern Idaho's technical and clinical training pipeline with a set of high-demand health programs, including LPN, ADN, medical assisting, surgical technology, and certified

nursing assistant options. CEI's ADN program consistently posts strong NCLEX pass rates, and the college partners extensively with Idaho Falls–area hospitals and clinics for clinical placements. CEI is particularly notable for integrating apprenticeships and employer-sponsored training models, helping students earn wages while progressing through certificates and degrees.

### ***College of Southern Idaho (CSI)***

CSI supports south-central Idaho's health-care sector through a diverse slate of nursing and allied-health programs, including LPN, ADN, surgical technology, dental hygiene, radiologic technology, EMT/paramedic, medical assisting, and a rapidly expanding suite of health-science certificates. Clinical partnerships span Twin Falls, Jerome, and surrounding rural counties, enabling students to train close to home and fill workforce needs throughout the Magic Valley. CSI's nursing graduates consistently demonstrate high NCLEX pass rates and near-immediate job placement, and its allied-health programs meet critical shortages across imaging, dental, and emergency-medical fields.

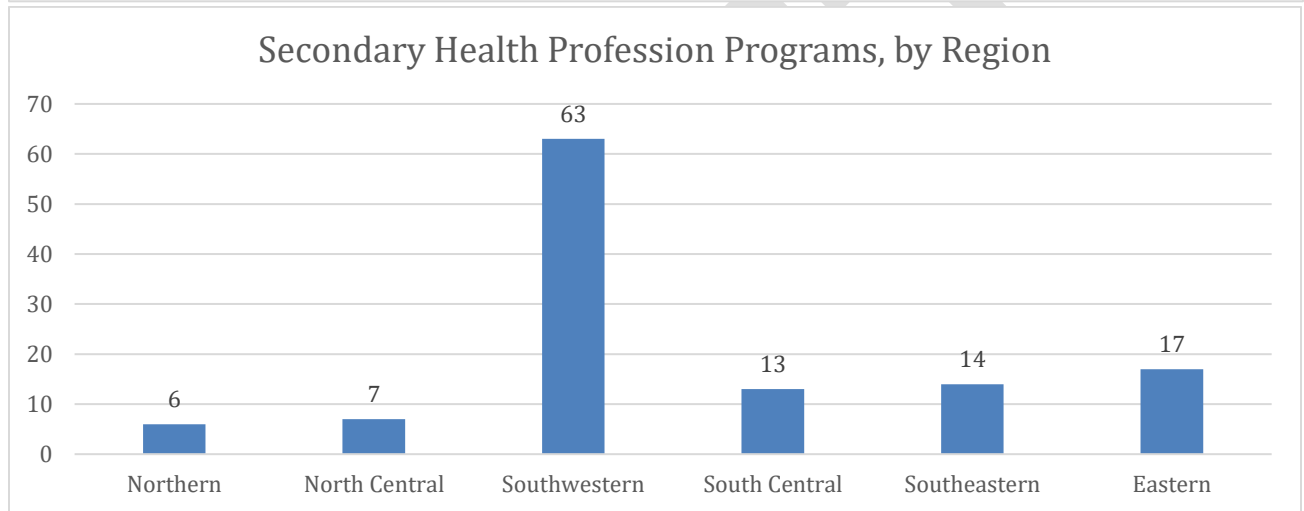
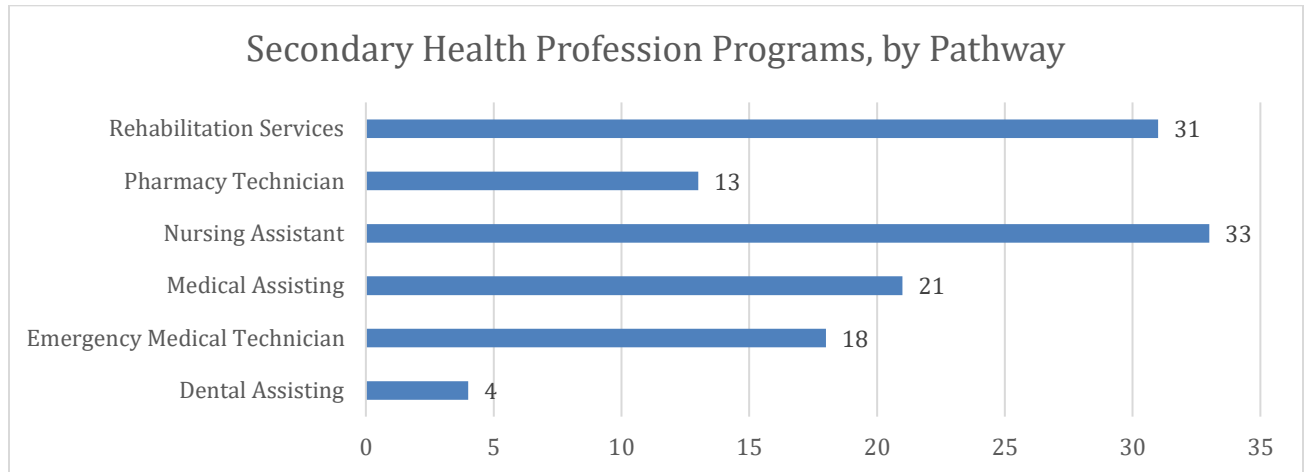
## **5. Idaho Career Technical Education**

The Career and Technical Education (CTE) Health Professions programs form a broad, statewide training pipeline that contributes to meeting healthcare workforce needs across all six geographical regions. The high school (secondary) pathway includes 120 approved programs, including Dental Assisting, Emergency Medical Technician, Medical Assisting, Nursing Assistant, Pharmacy Technician, and Rehabilitation Services. Programs such as Nursing Assistant, Medical Assisting, and Rehabilitation Services are available in every region, providing a dependable local entry point for students pursuing frontline healthcare roles.

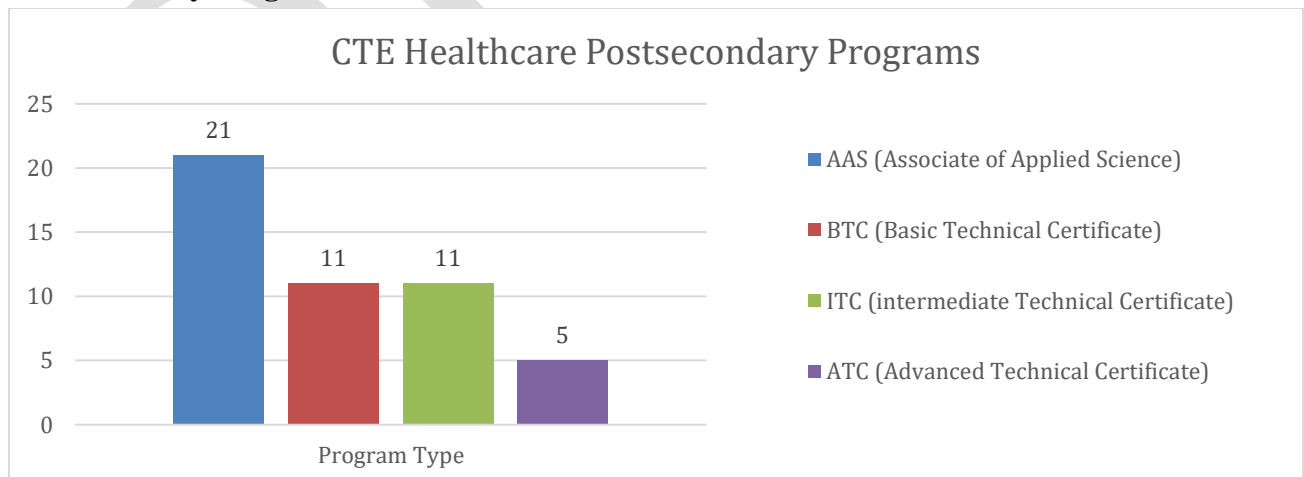
This secondary pipeline connects to postsecondary offerings at Idaho's six technical colleges, which provide advanced certifications and technical degrees in key areas such as Dental Hygiene, Physical Therapist Assistant, Radiography Technology, Surgical Technology, and Practical Nursing. Additional programs – including Medical Laboratory Technology, Occupational Therapy Assistant, Pharmacy Technology, and Respiratory Therapy are offered at NIC, CWI, CSI, and ISU. Together, these secondary and postsecondary options prepare students for a wide range of clinical and supportive healthcare roles and strengthens the healthcare workforce.

DRAFT – For Public Comment; Subject to Working Group Approval

**Secondary Program Distribution (120 programs)**



**Postsecondary Programs**



### III. IDAHO GRADUATE MEDICAL EDUCATION

Idaho's medical education system depends not only on expanding undergraduate opportunities but also on strengthening **Graduate Medical Education (GME)**—the residency and fellowship programs that provide advanced, hands-on training and serve as the final step before independent medical practice. While Idaho's GME programs have grown substantially in recent years, GME capacity remains the most significant bottleneck in retaining physicians trained in Idaho.

Residency training represents the strongest predictor of long-term practice location. Nationally, **55 to 75 percent** of residents remain within 75 miles of where they complete their final stage of training.<sup>13</sup> Idaho's data align closely with this pattern: once physicians complete a residency in the state, they are more likely than almost anywhere else in the country to stay and practice here. This underscores why GME growth is a central pillar of Idaho's workforce strategy.

Over the past decade, Idaho has made meaningful progress. Since 2017, the state has seen:

- A **100 percent increase** in the number of residency programs (from 9 to 18);
- A **250 percent increase** in fellowship programs (from 4 to 14); and
- A **119 percent increase** in the total number of residents and fellows (from 134 to 284).

Despite this growth, the gap between demand and capacity remains wide. According to the AAMC, Idaho's ratio of residents and fellows to medical students is the **lowest in the nation—approximately 3 to 10**.<sup>14</sup> This ratio presents a structural challenge: residents play a critical teaching role for medical students during clinical rotations, and limited GME capacity constrains both undergraduate training and the overall physician pipeline.

At present, Idaho offers approximately **284 residency positions** (approximately 92/year), including 54 in family medicine, 26 in internal medicine, 8 in psychiatry, and 4 in pediatrics per year. The absence of programs in several high-need specialties—such as surgery, emergency medicine, obstetrics/gynecology, and neurology—forces Idaho-trained students to leave the state for residency. Although many are required to return to Idaho under the return-to-practice law (Idaho Code §33-3731), out-of-state residency often leads to professional and personal ties that make return less certain.

The financial foundation for GME programs in Idaho is diverse. State funding is combined with federal sources such as Medicare's Direct and Indirect Graduate Medical Education (DGME and IME) payments, Health Resources and Services Administration (HRSA) grants, Veterans Affairs (VA), and Teaching Health Center allocations. Local hospitals and health systems also invest

---

<sup>13</sup> Fagan, E.B., et al., *Family Medicine Graduate Proximity to Their Site of Training*. Family Medicine (February 2015), <https://pubmed.ncbi.nlm.nih.gov/25646984>.

<sup>14</sup> AAMC, *U.S. Physician Workforce Data: Key Findings* (2024), <https://www.aamc.org/data-reports/data/2024-key-findings-and-definitions>.

through clinical revenue and staff time. Collectively, these sources allow Idaho to leverage its state appropriations by securing matching federal funds and institutional contributions.

Between **2018 and 2024**, the cost of residency position was approximately **\$180,000 per resident**, increasing to **\$210,000 starting in 2025**. Idaho currently funds a little less than \$60,000 per year of this cost. This enhanced level of support reflects both the rising cost of medical education and the state's commitment to program stability. Nevertheless, as existing programs mature and new specialties are proposed, maintaining adequate funding remains essential to avoid jeopardizing accreditation or long-term sustainability.

For **Fiscal Year 2026**, Idaho's GME Committee submitted a **maintenance budget**, emphasizing program sustainability over rapid expansion. This approach prioritizes stabilizing existing programs—such as the newly created **OB/GYN fellowship** developed during the last legislative session—before adding additional residencies. However, GME leaders acknowledge that this maintenance phase will slow the pace of new specialist training and, by extension, the expansion of clinical capacity for UME students who depend on resident mentorship.

Even with careful growth, the return on investment in GME is substantial. Nationally, each residency position is estimated to yield more than **\$11 in economic return** through clinical services, workforce retention, and local spending. Since 2018, roughly **1,500 residents and fellows** have completed Idaho GME programs, with an impressive **58 percent retention rate**—the **seventh highest** in the nation.<sup>15</sup> These graduates now practice across Idaho's hospitals, clinics, and rural communities, contributing not only to patient care but also to teaching the next generation of medical students.

By investing in both the early and advanced stages of medical training—and ensuring alignment between them—Idaho can maximize the impact of its current programs, attract new faculty and preceptors, and build a sustainable physician workforce that reflects the needs and values of Idaho communities. The ultimate goal is a self-reinforcing system in which students begin, train, and stay in Idaho, supported by a medical education pipeline strong enough to serve the state's growing and aging population for decades to come.

#### IV. IDAHO MEDICAL SYSTEM PARTICIPATION IN UME AND GME TRAINING

##### A. Regional Program Summaries

Regional health systems support UME and GME expansion by leading clinical and resident training. Idaho hospitals remain committed to supporting medical education despite systemic barriers that hinder growth. Despite their leadership role, the hospitals face challenges such as

---

<sup>15</sup> AAMC, *U.S. Physician Workforce Data: Key Findings* (2024), <https://www.aamc.org/data-reports/data/2024-key-findings-and-definitions>.

limited physician bandwidth for teaching, extensive mentoring needs for new providers, competition for clinical sites, and a lack of dedicated funding for supervision or infrastructure. Without targeted investment in preceptor incentives, infrastructure, and workforce retention initiatives, the state risks a widening gap in physician supply, especially in rural and primary care specialties. Strategic collaboration between the State of Idaho, medical schools, and health systems is essential to building a sustainable, locally trained healthcare workforce for the next decade.

### **1. Saint Alphonsus Health System**

Saint Alphonsus Regional Medical Center in Boise, along with its sister facility in Nampa, forms the largest clinical teaching platform in southwest Idaho. The health system supports hundreds of medical students annually, offering a wide array of required and elective clerkships across family medicine, internal medicine, surgery, OB/GYN, and emergency medicine. Key partner medical schools include ICOM, WWAMI, UU-SFESOM, and regional osteopathic programs. The medical staff comprises 78% MDs and 22% DOs, educated at over 140 institutions nationwide. The average cost per student is \$311.87, which covers coordination, EMR access, orientation, and compliance training; however, the institution does not provide preceptor stipends.

Despite its large role in medical education, only 13.7% of physicians at Boise/Nampa serve as preceptors, due to time constraints, productivity demands, lack of compensation, administrative burdens, limited preceptorship training, and growing competition for clerkships. To address these challenges, Saint Alphonsus supports statewide collaborative approaches, including preceptor incentives such as tax credits and paid teaching time, a standardized teaching contract, accessible preceptor training modules, sharing best practices across institutions, and expansion of its Nampa Family Medicine Residency Program.

Saint Alphonsus emphasizes that Idaho's physician shortage requires systemic, collaborative investment in undergraduate and graduate medical education. The organization is committed to working with state and academic partners to expand training opportunities and strengthen the state's healthcare workforce.

### **2. St. Luke's Health System**

St. Luke's Health System, the state's largest healthcare provider, serves more than 600,000 patients annually and employs over 1,500 physicians and 726 advanced practice providers. The system is a leader in both undergraduate and graduate medical education, hosting medical students from ICOM, WWAMI, and other institutions. In the 2024–25 academic year, St. Luke's hosted approximately 330 rotations for ICOM students and 159 for WWAMI students.

St. Luke's is a major partner in statewide residency programs in family medicine, internal medicine, psychiatry, pediatrics, and emergency medicine. The average cost per student rotation is around \$290, with centralized administrative coordination. Barriers to expanding UME

participation include limited physician preceptor availability, competition for teaching sites, lack of teaching stipends or recognition, and infrastructure constraints.

St. Luke's recommends statewide policy and funding solutions such as tax credits or stipends for preceptors, loan repayment incentives, state-level recognition, and coordinated faculty development programs. Ongoing collaboration among the State Board of Education, medical schools, and health systems, alongside enhanced preceptor incentives and infrastructure support, is vital to educating and retaining Idaho's next generation of healthcare professionals.

### **3. Boise Veterans Affairs Medical Center**

The Boise Veterans Affairs Medical Center (VAMC) is one of Idaho's largest clinical training sites for medical students and is nationally recognized as a Center of Excellence for Primary Care and Interprofessional Education. The internal medicine clerkship is the largest in Idaho, with 43 third- and fourth-year medical students participating annually in both inpatient and outpatient rotations, in collaboration with St. Luke's and Saint Alphonsus.

Quality clerkships at the VA depend on ongoing investment in infrastructure, including dedicated workspace, EHR access, and administrative support. Preceptor capacity is limited, and administrative complexity is heightened by partnerships with multiple medical schools. VA physicians do not receive institutional compensation for precepting.

To sustain and expand Idaho's medical training capacity, recommendations include reducing physician workload during teaching rotations, linking incentives to educational engagement, providing funding for faculty development, and expanding graduate medical education programs. Investment in both UME and GME is crucial to maintaining educational quality and meeting the needs of Idaho's veteran and rural populations.

### **4. Kootenai Health**

Kootenai Health, based in Coeur d'Alene, is the primary medical education hub for North Idaho and operates a three-hospital system. The region is experiencing rapid population growth and escalating housing costs, which present barriers for trainees and providers. Kootenai Health supports both graduate and undergraduate medical education, with a focus on students from Idaho or those with local ties. The institution partners with WWAMI, UU-SFESOM, WSU, and PNWU, and offers high-demand rotations in OB/GYN, pediatrics, and psychiatry.

A centralized Student Services Department manages affiliation agreements, rotation requests, onboarding, and housing coordination. While preceptor stipends are provided, housing remains a significant barrier for out-of-area trainees. Physicians are motivated to teach to strengthen the workforce and for professional development, but face challenges related to productivity demands, lack of compensation, and limited formal teaching training. Private practice preceptors also experience financial pressures.



Despite strong institutional commitment, program growth is hindered by limited preceptor availability, financial constraints, and housing challenges. Expanded state and institutional support for preceptors, housing, and education infrastructure will be essential to sustain and grow UME capacity in North Idaho.

### **5. Portneuf Medical Center**

Portneuf Medical Center (PMC) in Pocatello serves as a regional referral hub and a cornerstone for undergraduate and graduate medical education in southeast Idaho. Its primary and secondary service areas span multiple counties, and the hospital handles high volumes of emergency visits, surgeries, deliveries, and outpatient clinic visits. PMC's medical staff includes 251 physicians and 129 advanced practice providers, representing a diverse range of training backgrounds.

PMC supports medical education across 18 specialties, hosting students from numerous U.S. medical schools and facilitating top rotations in family medicine, OB/GYN, surgery, orthopedics, and pediatrics. The hospital maintains partnerships in residency and fellowship programs, and invests \$100,000–\$125,000 annually to support student rotations.

Medical education at PMC offers institutional benefits, including enhanced quality of care, recruitment pipeline development, academic reputation, and community health engagement. However, challenges include physician time constraints, minimal compensation for teaching, supervision burdens, limited facility space, IT and infrastructure limitations, and a lack of external funding to offset training costs.

PMC's ability to expand training capacity depends on sustained investment in clinical education infrastructure, preceptor support, and state-level funding partnerships to strengthen Idaho's healthcare workforce pipeline.

### **6. Clearwater Valley Health and St. Mary's Health**

Clearwater Valley Health (CVH) and St. Mary's Health (SMH) operate two rural critical access hospitals and eight clinics in North Central Idaho, serving a population of 29,000 in a largely underserved region. With 29 providers, including 17 physicians, these hospitals deliver care to a geographically dispersed and high-need population.

For over 30 years, CVH/SMH have partnered with WWAMI to host medical student rotations and have participated in family medicine residency training and rural medicine fellowships. The system also supports the education of physician assistants, nurse practitioners, nurses, and radiology students, in addition to hosting an annual Wilderness Medicine retreat.

Participation in medical education supports physician recruitment, retention, professional engagement, quality of care, and community-focused research. Since 2017, CVH/SMH have

contributed to 11 WWAMI practice-based research studies and have secured over \$100,000 for quality improvement initiatives.

### **B. Overview of Idaho's Undergraduate Medical Education Landscape**

The Idaho Hospital Association (IHA) conducted a comprehensive statewide survey in August 2025 to evaluate the current capacity, barriers, and opportunities related to Undergraduate Medical Education (UME) across Idaho hospitals and provider groups. The survey received responses from 34 facilities, representing all regions of the state. The findings were presented to the UME Plan Working Group, and underscore the critical need for expanded preceptor support, increased financial incentives, and infrastructure investments to sustain and enhance Idaho's pipeline of physician training.

#### **Hospital and Service Area Participation in UME**

- Most respondent hospitals currently host medical student clerkships or clinical rotations.
- Key partnerships include ICOM, WWAMI, and UU-SFESOM programs.
- Clerkships are available in core specialties such as family medicine, internal medicine, surgery, obstetrics/gynecology, and psychiatry.
- The average cost per student rotation ranges from **\$1,000 to \$1,500 per week**, which covers onboarding, supervision, and housing assistance.

#### **Key Barriers to Expansion**

- **Physician Time and Productivity:** Serving as a preceptor reduces patient volume and reimbursement, and physicians receive limited or no compensation for teaching.
- **Infrastructure Constraints:** Many facilities report inadequate workspace, IT support, and electronic medical record (EMR) access for trainees.
- **Preceptor Shortage:** There are few clinicians available or willing to teach due to burnout and increased workload.
- **Financial Gaps:** Hospitals lack sufficient state or federal funding to offset the costs of supervision and training.

#### **Regional Insights**

- **North Idaho:** Small facilities typically provide only one to two clerkships per year, with time and preceptor availability as main constraints.
- **Southwest Idaho:** Facilities handle a high patient volume (about 50,000 encounters annually) and require incentives to recruit and retain preceptors.
- **Southeast Idaho:** Approximately 30 preceptors are actively engaged in teaching. The lack of Idaho-trained physicians is cited as a significant workforce barrier.
- Each region expects to **need one to two new physicians annually over the next decade**, with the greatest demand in primary care, OB/GYN, and internal medicine subspecialties.

### Recommended State-Level Actions

- Establish **loan repayment programs or stipends** for physicians who serve as preceptors.
- Offer income **tax credits or direct payments** to hospitals and preceptors for teaching activities.
- Implement **recognition programs** to honor exemplary preceptors at the state level.
- Provide **funding to offset lost patient revenue** during teaching rotations.
- Expand **residency programs** to align with the growth of medical schools.
- Increase **housing and relocation assistance** for physicians in rural and high-cost regions.

### V. BROADER SYSTEM CONSIDERATIONS

Idaho's healthcare workforce crisis extends well beyond physician shortages; it reflects a deeper structural challenge across the entire clinical education continuum. Statewide, employers report more than **850 open nursing positions**, including approximately 700 RNs and 150 LPNs, with **rural vacancy rates exceeding 15 percent**. High-demand allied health roles – such as surgical technologists, radiologic technologists, and respiratory therapists – carry persistent 10-20 percent vacancy rates, further straining hospitals, clinics, and long-term care facilities. Fundamental barriers to reducing these shortages are similar to those faced within the UME-GME pipeline: limited clinical training capacity, chronic preceptor shortages, highly variable access between urban and rural regions, and a lack of coordinated statewide infrastructure to match students with high-quality clinical experiences.

A recent report of the Idaho Workforce Solutions Collaborative – comprised of Blue Cross of Idaho Foundation for Health, Idaho State Board of Education, and the Workforce Development Council—was presented to the UME Plan Working Group, which helped to frame the UME plan proposed in this document. The report – *The Workforce Rx: Scaling Nursing and Allied Health Talent in Idaho through Preceptorships and Apprenticeships* – recommended several core strategies: expanding preceptorship flexibility, building a centralized statewide clinical placement and preceptor database, improving incentives and recognition for clinical educators, utilizing alternative and rural training sites, and structuring registered apprenticeships to expand hands-on learning in high-need fields. Using these strategies, the Collaborative predicts that, by 2030, **Idaho can generate 200 new healthcare graduates annually**: 100 in nursing pathways (CNA, LPN, RN) and 100 in allied health programs (e.g., surgical and radiologic technology). With a network of over 50 supported preceptors statewide, the plan is projected to reduce workforce shortages by 14% of statewide RN demand, 67% of LPN demand, and 10-20% of allied health demand, depending on the occupation and region.

The Collaborative estimates a **five-year cost of \$5.64 million**, with per-learner costs falling from \$34,000 in early implementation to under \$10,000 by 2030 as the system reaches a steadier state. Conservative ROI projections show a \$5-\$7 return on every dollar invested, driven by reduced

reliance on travel nurses and contract labor, higher retention of Idaho-trained professionals, and greater workforce stability for rural and frontier communities.

## VI. NATIONAL MODELS

### A. Federal and State Loan Repayment Programs

For more than three decades, federal loan repayment initiatives have formed the backbone of national efforts to attract health professionals to rural and underserved areas. Authorized under the Public Health Service Act Amendments of 1987, the **National Health Service Corps (NHSC) Loan Repayment Program** remains the flagship initiative. It offers up to \$75,000 in repayment for primary care providers and \$50,000 for behavioral or oral health clinicians in exchange for two years of full-time—or four years of part-time—service in a designated Health Professional Shortage Area (HPSA). Participants may renew annually as long as they carry eligible educational debt and continue serving in qualifying sites. In 2024, this program supported **139 Idaho clinicians**.

Complementing this, the **NHSC Students to Service (S2S) Program**, created in 2012, targets medical students in their final year. In exchange for three years of full-time (or six years of part-time) service following an approved primary care residency, participants may receive up to \$120,000 in repayment. The S2S initiative supported **eight Idaho medical professionals** in 2024.

Recognizing the growing behavioral health crisis, Congress expanded eligibility through the **Substance Use Disorder (SUD) Loan Repayment Program** in FY 2018, which now includes pharmacists and other behavioral health providers serving in HPSAs. Participants receive \$75,000 for three years of full-time service or \$37,500 for part-time service; in Idaho, **39 providers** benefited from this program in 2024.

A related offshoot, the **Rural Community Loan Repayment Program**, focuses specifically on expanding opioid and substance use disorder treatment in rural areas. It offers \$100,000 for full-time and \$50,000 for half-time service over three years and supported **25 Idaho professionals** in 2024.

Finally, the **NHSC State Loan Repayment Program (SLRP)** provides states with federal grants on a 1:1 matching basis, allowing them to administer their own repayment programs. Idaho's SLRP, managed by the Department of Health and Welfare, received \$1.3 million in federal funds in 2024 and issues awards through the Idaho Rural Health Care Access Program (RHCAP) and the Rural Physician Incentive Program (RPIP).

Funding stability remains an ongoing concern. These programs depend partly on discretionary appropriations and, more recently, on the Community Health Center Fund (CHCF) created under the Affordable Care Act. The CHCF and related mandatory funding for the NHSC technically expired on September 30, 2025, and have since been extended through January 30, 2026, under a

short-term continuing resolution. Without longer-term reauthorization, NHSC programs may revert to annual discretionary funding—creating uncertainty for states, institutions, and participants planning multi-year service commitments.

### **B. State-Funded Loan Repayment and Incentive Models**

Beyond federally supported programs, many states have designed independent loan repayment or service-based incentive initiatives tailored to their workforce needs. These models differ in eligibility, award size, and service duration, but all share the goal of addressing persistent rural shortages.

Some states allow residents to commit even before entering practice. For example, Kansas's Bridging Plan lets physicians apply during residency, ensuring continuity between training and rural service. Others rely on community-match models, such as those in Utah and Arkansas, where local hospitals, employers, or municipalities contribute funds to supplement state dollars.

Additional variations illustrate the adaptability of state approaches:

- California's CMSP Loan Repayment Program, Ohio's Primary Care Office Workforce Program, and Oklahoma's Physician Loan Repayment Program each target primary care but **define eligibility around local shortage data**.
- Maine's Health Professions Loan Program **ties interest rates to practice location**, lowering costs for graduates who serve in underserved regions.
- North Carolina's High-Needs Service Bonus (HNSB) diverges from the repayment model entirely, offering a **one-time taxable incentive**—up to \$100,000 for physicians and dentists and \$60,000 for nurse practitioners—for four years of service in high-need areas.

Collectively, these programs demonstrate how states adapt the federal loan repayment framework to local workforce priorities, budget capacities, and regional needs.

### **C. Comparative State Approaches: West Virginia and Nebraska**

#### ***West Virginia – The Integrated Pipeline Model***

Despite economic challenges and geographic isolation, West Virginia has achieved one of the strongest physician-to-population ratios among rural states by weaving together incentives across every stage of medical education. Students encounter health careers early through high-school clubs, health camps, and shadowing opportunities. Colleges and universities offer early-assurance pathways guaranteeing qualified in-state undergraduates admission to medical school.

At the UME stage, West Virginia keeps tuition low, provides rural housing subsidies, and gives admission preference to in-state residents. Residency programs similarly prioritize West Virginia graduates and offer financial bonuses for those who remain to practice after training. At

the practice level, the state layers loan repayment, rural service scholarships, and partial tuition waivers for out-of-state students who commit to serve in West Virginia.

This “kitchen-sink” model—integrating financial, academic, and geographic incentives—has created a remarkably stable physician workforce despite limited economic resources, demonstrating the value of continuous, coordinated investment from early education through professional practice.

### ***Nebraska – Infrastructure and Incentive Alignment***

Nebraska offers a structural comparison particularly relevant to Idaho. Although both states have similar populations, Nebraska employs 30 percent more physicians. Several systemic differences explain this disparity. Nebraska supports 43 percent more public and 71 percent more private postsecondary institutions than Idaho, including two not-for-profit medical schools, both M.D.-granting. Idaho, by contrast, has no public medical school and relies on the WWAMI and ICOM partnerships.

Geography also plays a role: the average distance between Idaho’s higher education institutions and the nearest medical school is 184 miles, compared to 66 miles in Nebraska—a factor that influences student exposure and clinical collaboration.

Nebraska’s incentive infrastructure is anchored by the Rural Health Systems and Professional Incentive Act, administered through a 13-member Rural Health Advisory Commission. This commission oversees the Nebraska Loan Repayment Program and Rural Health Student Loan Program, together providing \$2.2 million annually and awarding up to \$200,000 over three years, renewable for one or two additional terms.

By contrast, Idaho’s RHCAP and RPIP programs jointly disburse about \$1.8 million annually, offering \$100,000 over four years (\$25,000 per year) to 16 active participants, without renewal options. The result is stark: Nebraska’s renewable, higher-value structure supports roughly ten times as many participants.

The Nebraska comparison illustrates that scale, flexibility, and governance integration—not simply funding alone—drive stronger participation and retention outcomes.

### **D. Preceptor Incentive and Tax Credit Programs**

An emerging complement to loan repayment programs is the use of preceptor incentives, designed to expand clinical training capacity by rewarding practitioners who supervise medical, nursing, and allied health students. These incentives often take the form of state income tax credits, compensating clinicians for otherwise unpaid teaching time.

Program structures vary widely across the country. Hawaii offers one of the most studied examples. **Following the creation of its preceptor tax credit in 2019, the number of active preceptors grew from 204 to 362 by 2023.** Hawaii’s success is attributed to its **low threshold—**

DRAFT – For Public Comment; Subject to Working Group Approval

80 hours of supervision per year—and **flexibility** in counting hours across multiple students or disciplines.

Other states, including Colorado, Georgia, Maryland, Missouri, and South Carolina, have adopted similar programs, typically offering between **\$500 and \$1,000 per rotation**, with **annual maximums of \$3,000 to \$10,000**. Despite generous credit limits, several states report underutilization of available funds, often due to limited awareness or administrative complexity.

Eligibility frameworks differ as well. Most programs cover physicians (MD and DO); many include nurse practitioners, physician assistants, and dentists; and a few extend to optometrists, pharmacists, and behavioral health providers.

Administrative processes typically require **third-party certification of hours** by academic institutions or health centers. For instance, Georgia relies on its Area Health Education Centers, while Hawaii administers verification through the Department of Health. A handful of states, such as South Carolina, allow self-certification, though this approach is uncommon.

Evaluations of these programs reveal a consistent trend: flexibility and simplicity drive participation. Hawaii’s open eligibility and low hour threshold increased the preceptor pool most effectively, while restrictive or cumbersome systems—such as early iterations in Colorado—showed limited gains, especially in rural areas.

#### **E. Synthesis and Implications for Idaho**

Across federal and state models, one lesson stands out: coordinated, multi-tiered systems outperform isolated incentives. West Virginia’s vertically integrated approach and Nebraska’s renewal-based loan repayment framework demonstrate that aligning incentives across education, training, and practice can stabilize the physician workforce even in rural or economically constrained states.

Idaho’s current incentive landscape—anchored by the RHCAP and RPIP programs and supplemented by participation in NHSC initiatives—has achieved measurable success but remains modest in scale and flexibility. Award amounts are lower, renewal opportunities are limited, and program awareness among eligible clinicians is uneven.

As Idaho considers how to strengthen its medical education pipeline, two strategies emerge from national models:

1. **Expand and modernize loan repayment programs** to allow renewals and higher award levels tied to shortage severity.
2. **Implement or strengthen preceptor tax credits**, ensuring low administrative burden and inclusive eligibility for multiple health professions.

DRAFT – For Public Comment; Subject to Working Group Approval

Together, these strategies would align financial incentives, educational infrastructure, and rural service expectations—creating a more resilient, self-sustaining pipeline that ensures Idahoans have access to high-quality care close to home.

DRAFT



DRAFT – For Public Comment; Subject to Working Group Approval

**VI. PROGRAM CAPACITY AND PROPOSED MODELS**

Multiple partners have the capacity to expand their existing UME programs, as shown in the chart below. However, WWAMI expansion would not meet the requirement of Idaho Code § 33-3732 to grow non-WWAMI seats by 10 students per incoming class per year until the incoming class reaches 30 students.

	ICOM	UU <i>In Utah      With UofI in Idaho</i>		WWAMI
Current Idaho supported spots	0	40 total (10 admitted/year)	N/A	160 total (40 admitted/year)
Additional Idaho-supported student capacity in FY27	10+/year	50 total (20 admitted/year)	N/A	165 total (45 admitted/year)
Additional Idaho-supported student capacity in FY28	10+/year	60 total (20 admitted/year)	N/A	175 total (50 admitted/year)
Additional Idaho-supported student capacity in FY29	10+/year	70 total (20 admitted/year)	30 total (30 admitted/year)	185 total (50 admitted/year)
Additional Idaho-supported student capacity in FY30	10+/year	80 total (20 admitted/year)	60 total (30 admitted/year)	195 total (50 admitted/year)
Additional Idaho-supported student capacity in FY31	10+/year	80 total (20 admitted/year)	90 total (30 admitted/year)	200 total (50 admitted/year)
Additional Idaho-supported student capacity in FY32	10+/year	80 total (20 admitted/year)	120 total (30 admitted/year)	Growth dependent on clinical preceptor capacity
Estimated base cost to Idaho per student, FY27	\$35,000	\$61,178 <sup>3</sup>	N/A	\$50,179 <sup>3</sup>
Estimated base cost to Idaho per student, FY28	\$35,000 (plus inflation)	\$63,013 <sup>3</sup>	N/A	\$51,684
Estimated base cost to Idaho per student, FY29	\$35,000 (plus inflation)	\$66,600	~\$67,000	\$53,235

DRAFT – For Public Comment; Subject to Working Group Approval

	ICOM	UU <i>In Utah      With UofI in Idaho</i>		WWAMI
Estimated preceptor/institution fee	\$250/week/student	\$500/week/preceptor	-- <sup>4</sup>	<i>\$500/week/student (included in state support)</i>
Projected cost per year to student after Idaho support, FY27	\$35,000	\$54,168	N/A	\$58,402 <sup>5</sup>
Training time spent in Idaho over all 4 years	100%	8 wks clinical	<i>100% classroom &gt;50% clinical (starting FY29)</i>	<i>100% classroom &gt;50% clinical<sup>6</sup></i>
Students returning to Idaho to practice	TBD <sup>1</sup>	TBD	--	<i>51% from Idaho WWAMI<sup>7</sup></i>

1- Data not available due to first class graduating from residency in 2026.

2- Under Idaho Code § 33-3732, “[f]or all but twenty (20) of the non-WWAMI students per incoming class, all of the medical education coursework and a majority of the clinical medical education placements shall be physically located in the state of Idaho.” With 10 additional seats in FY27, UU would admit 20 students/year, requiring adequate in-state infrastructure to support any future seats to be compliant with the law.

3- For WWAMI: 3% increase from FY26 cost/student of \$48,179; for UU: 3% increase from FY26 cost/student of \$59,500.

4- UI/UU recommends investing in preceptor build-out immediately to support FY29 program. Estimated investment of \$800K-\$1M over three-year period. See initial operational start-up costs in table below – “UME Program Recommendations” Section (1).

5- Based on 3% increase from FY26 total cost of tuition including summer terms of \$56,701.

6- 90% of the clinical phase can be completed in Idaho with enough clinical training positions.

7- The return on investment is 72% meaning 7 physicians from the at-large WWAMI program return to Idaho for every 10 students supports in Idaho WWAMI.

DRAFT – For Public Comment; Subject to Working Group Approval

**UME Program Recommendations**

University of Utah, University of Idaho, ICOM and ISU propose four ways to comply with Idaho Code § 33-3732. Each proposal would be subject to review and approval by the Idaho State Board of Education.

**(1) Develop New UME Program between University of Idaho and University of Utah**

University of Idaho proposes a new MD UME partnership with UU-SFESOM. The collaboration would establish a regional MD campus in the Treasure Valley partnering with ISU for anatomy lab facility use, and targeting a program launch in Fall 2028. The partnership proposes to matriculate 30 students/year starting in 2028, scaling to 120 total students matriculating by 2031–32 to ensure sustainability. University of Idaho estimates that at least 96 students need to be enrolled for the MD program to reach sustainability by 2031.

The proposed program would admit only Idaho students—targeting those from rural backgrounds—and provide clinical exposure in underserved areas. The curriculum intends to emphasize rural practice readiness, teaching skills, and preceptor development.

Initial operational startup costs are estimated to be \$11.5 million through 2030 and \$8.5 million to remodel needed space, with ongoing operational costs of approximately \$8.2 million annually.

	FY 27	FY 28	FY 29	FY30	FY 31	FY 32
TOTAL Number of Students (30 entering/year beginning in 2028)			30	60	90	120
Water Center Renovation/ISU Space Collaboration - FUNDS FROM DONORS/POSSIBLY FROM RHT*	\$8,500,000					
Program Operational Start-Up - FUNDS POSSIBLY FROM RHT*	\$1,200,000 <sup>a</sup>	\$5,800,000 <sup>b</sup>	\$2,700,000 <sup>c</sup>	\$1,500,000 <sup>d</sup>	\$300,000 <sup>d</sup>	\$0 <sup>e</sup>
Idaho PER STUDENT Appropriation (# Students x ~\$67K/year without inflation adjustment)			\$2,010,000	\$4,020,000	\$6,030,000	\$8,040,000
Combined Program Operational Start-Up and Appropriation TO U OF I			\$4,710,000	\$5,520,000	\$6,330,000	\$8,040,000
Portion Paid FROM U OF I TO UTAH		\$500,000	\$1,500,000	\$3,000,000	\$4,500,000	\$6,000,000
*RHT - Rural Health Transformation Grant						
a - Hiring, program design, clerkship development						
b - Hiring, capital outlay, equipment purchase, curriculum development						
c - Hiring, clerkship development						
d - Personnel and operating expenses						
e - Program reaches sustainability (no additional costs beyond usual per student appropriation)						

These figures represent state investments only; they exclude tuition revenue, institutional contributions, or philanthropic support (e.g., Eccles Foundation intends to commit at least \$2M).

**(2) Expand State-Supported Seats at UU-SFESOM**

UU-SFESOM currently admits 10 Idaho-supported medical students per year, who return to Idaho for a primary care clinical elective experience for 3 to 6 weeks. The class size could expand by 10 students to a total of 20 per entering class in AY 26-27. Projections for progressive investment are set forth below and can be adjusted based on Idaho's preferred prioritization and timeline.

DRAFT – For Public Comment; Subject to Working Group Approval

	CURRENT	PROJECTED ANNUAL COST			
		year 1	year 2	year 3	year 4
<b>SFESOM - expansion</b>	2025-26	2026-27	2027-28	2028-29	2029-30
number of Idaho students at Utah campus	40	50	60	70	80
annual base Idaho cost per student	57,715	\$61,178	\$63,013	\$64,904	\$66,851
total annual Idaho appropriation to UT	2,348,000	3,098,895	3,860,794	4,663,254	5,508,059

\*total reflects added ID preceptor fee \$5000/3rd yr student

Enrollment per year with both Utah cohort expansion and combined UU-UI new program in Idaho

Academic yr	SFESOM at Utah Salt Lake City					SFESOM -Univ of Idaho at Treasure Valley					combined
	MS1	MS2	MS3	MS4	total class	MS1	MS2	MS3	MS4	total class	
2025	10	10	10	10	40						40
2026	20	10	10	10	50						50
2027	20	20	10	10	60						60
2028	20	20	20	10	70	30				30	100
2029	20	20	20	20	80	30	30			60	140
2030	20	20	20	20	80	30	30	30		90	170
2031	20	20	20	20	80	30	30	30	30	120	200

UU-SFESOM expects inflation at a rate of 3%.

### (3) Purchase of Seats at ICOM

ICOM recommends that the program's participation and repayment terms align with the State's existing medical education contract model under Idaho Code § 33-3731. Specifically:

- *Eligibility:* Participants must be approved for admission through ICOM's standard admissions process and meet Idaho residency criteria as defined in Idaho Code § 33-3717B(1) and (1)(k).
- *Service Commitment:* Students would enter into a contract committing to four (4) years of full-time medical practice in Idaho within one year of completing residency or fellowship, consistent with § 33-3731(1).
- *Repayment Obligation:* Graduates who do not fulfill the Idaho practice requirement would reimburse the state under terms similar to those specified in § 33-3731(3)–(4).
- *RPIP Fee:* Students would contribute to the Rural Physician Incentive Program per § 33-3723.
- *Selection Process:* ICOM, in consultation with the State Board of Education and other stakeholders, would establish the selection process for tuition-supported seats.

ICOM's anticipated tuition and fees for academic year (AY) 2026-2027 (beginning July 2026) is \$69,600. Unlike the WWAMI and UU-SFESOM, which provide Idaho students reduced "in-state" tuition through state support, ICOM is a private institution and does not differentiate between in-state and out-of-state tuition rates. To offer Idaho students a comparable benefit, ICOM proposes that the State fund approximately one-half of the tuition cost, resulting in an estimated per-seat cost to the State of \$35,000 for FY 2027. The table below provides estimated annual costs to the

DRAFT – For Public Comment; Subject to Working Group Approval

State for varying numbers of State-supported seats for Idaho residents pursuing medical education at ICOM:

	<b>Annual Cost</b>	<b>Annual Cost x 4 Years*</b>
Tuition Support for 10 Idahoans	350,000	\$1,400,000
Tuition Support for 20 Idahoans	\$700,000	\$2,800,000
Tuition Support for 30 Idahoans	\$1,050,000	\$4,200,000
Tuition Support for 40 Idahoans	\$1,400,000	\$5,600,000

\* The medical school curriculum covers 4 years. Thus, a commitment to provide financial support for a single medical student in exchange for that student's contractual commitment to serve Idaho, must cover 4 years.

ICOM's average annual rate of inflation for tuition and fees over the past three years has been 4%. ICOM's projected rate of inflation for tuition and fees over the next 3 years is 3.15%.

#### **(4) Purchase of ICOM**

Recent independent analysis by Tripp Umbach recommends that Idaho State University pursue full public ownership and integration of ICOM through a phased 5-year transition. To support scenario modeling, Tripp Umbach utilizes a **placeholder acquisition estimate of \$250 million**, noting that this figure is not a valuation but an industry-norm benchmark for comparative purposes. A formal fair-market valuation is currently underway by Huron Consulting. Under the modeled \$250 million scenario, the projected 20-year net present value is \$11.66 billion, with a return on investment of 45.6:1 and a three-year payback period. The report estimates that ownership of ICOM would allow enrollment of at least 60 Idahoans annually by 2035 and—combined with in-state clinical training and expanded GME—would double Idaho's expected physician retention rate. Increased retention would be driven by three factors: (1) priority admission for Idaho residents, (2) all four years of medical education occurring inside the state, and (3) the ability to align residency expansion with Idaho's community-specific workforce needs.

DRAFT – For Public Comment; Subject to Working Group Approval

**Other Programmatic Recommendations**

In addition, ISU has proposed the creation of an Idaho Health Education Collaborative, to be housed at ISU. The Office of the Idaho State Board of Education (OSBE) proposes, in the alternative, that the collaborative be housed with OSBE and staffed by a Health Education Director who would facilitate broader committees of stakeholders in UME, nursing, and allied health. Estimates below are a valuable bellwether of what may be necessitated immediately or over time to build the necessary infrastructure to support the collaboration necessary to resolve our provider gaps.

<b>Title</b>	<b>FTE</b>	<b>Cost</b>	<b>Benefits @ 39%</b>	<b>Term Service</b>
Program Director	1.0	\$145,000	\$56,550	12-month
Workforce Analyst	1.0	\$70,000	\$27,300	12-month
Clinical Integration Coordinator, physician	0.5	\$110,000	\$42,900	12-month
Clinical Integration Staff	2.0	\$130,000	\$50,700	12-month
Administrative Support Staff	1.0	\$40,000	\$15,600	12-month
AHEC Project Director	0.5	\$95,000	\$37,050	12-month
Annual Operating/Travel	N/A	\$80,000	N/A	N/A
Annual Data Warehouse & Website Development	N/A	\$55,000	N/A	N/A
Marketing	N/A	\$85,000	N/A	N/A
Recruitment & Events	N/A	\$150,000	N/A	N/A
<i>Subtotals</i>		<i>\$960,000</i>	<i>\$230,100</i>	

Total: \$1,190,100

**GLOSSARY OF MEDICAL EDUCATION TERMS (ALPHABETICAL)*****APPs (Advanced Practice Providers)***

Includes Physician Assistants (PAs) and Nurse Practitioners (NPs)—licensed clinicians with graduate-level training, distinct from physicians.

***Board Certification***

Credential awarded after completing residency and passing specialty-specific exams (e.g., American Board of Family Medicine, American Board of Internal Medicine).

***Clinical / Clerkship***

A 4–12 week clinical experience where a medical student trains under a preceptor in a specific specialty.

***DO (Doctor of Osteopathic Medicine)***

A physician who graduated from a Commission on Osteopathic College Accreditation (COCA)-accredited osteopathic medical school (e.g., ICOM). DOs are known for a holistic, patient-centered approach, emphasizing the body's ability to heal itself. DOs receive similar training as a MD, plus up to 200 additional hours in Osteopathic Manipulative Treatment (OMT)—a hands-on technique used to diagnose and treat. DOs account for roughly 25% of physicians in the US and are rapidly growing.

***Fellows***

Physicians who have completed residency and pursue additional 1–2 years of subspecialty training (fellowship).

***Fellowships***

Advanced training programs (1–2 years) following residency for subspecialty skills (e.g., Cardiology, Gastroenterology, Geriatrics, Infectious Diseases, Sports Medicine, etc.).

***MD (Doctor of Medicine)***

A physician who graduated from a Liaison Committee on Medical Education (LCME)-accredited allopathic medical school (e.g., University of Washington, University of Utah). MDs follow a conventional, science-based approach to diagnosing and treating disease, utilizing medications, surgery, and advanced technologies. They account for roughly 75% of physicians in the US.

***Medical Schools***

Institutions (MD or DO) that educate and train students to become physicians. Graduates earn either an MD or DO degree.

***Medical Students***

Trainees enrolled in MD or DO programs who are working toward becoming licensed physicians.

***NPs (Nurse Practitioners)***

Registered nurses with advanced degrees and clinical training. In Idaho, they may practice independently, but many work collaboratively with and under supervision of physicians.

***PAs (Physician Assistants)***

Healthcare providers who complete a 2-year graduate program and work under physician supervision to provide clinical care.

***Physicians***

Medical doctors who have completed medical school, residency training, and passed licensing exams to practice independently in a state to deliver medical care to citizens of that state.

***Preceptor***

A licensed, board-certified physician who supervises and teaches medical students during clinical rotations in a clinic or hospital based on the medical school's curriculum.

***Residencies***

Post-medical school training programs (3–7 years) where physicians specialize in areas such as Family Medicine, Pediatrics, General Surgery, or Psychiatry.

***Residents***

Physicians in postgraduate training (residency, i.e., GME), specializing in a medical field. Residencies last 3 to 7 years, depending on the specialty.

***Rotation***

A ~4 week period where a resident gains hands-on training in a specialty area under supervision of a preceptor.



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

**UNIVERSITY OF IDAHO**

**SUBJECT**

Approval of a Collaboration Agreement between the University of Idaho, School of Health and Medical Professions, and the University of Utah Spencer Fox Eccles School of Medicine as an initial step in the development of a Regional Medical Education Campus Model in Idaho.

**REFERENCE**

March 2025

HB 368 was signed into law enabling the creation of Idaho's largest-ever expansion in undergraduate medical education: a new state-supported program with the goal of enrolling up to thirty (30) new Idaho students annually with a total cohort of 120 students. This is a historic step toward resolving the state's critical physician shortage.

October 2025

Medical Education Legislative Working Group hears testimony and presentation from Dr. Rayme Geidl outlining a partnership between the University of Idaho, School of Health and Medical Professions, and the University of Utah Spencer Fox Eccles School of Medicine for the development of a regional medical education campus model in Idaho.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.E.2, and Section V.D. Idaho State Code 33-3732.

**BACKGROUND/DISCUSSION**

This agenda item requests State Board of Education approval for the University of Idaho to enter into a Collaboration ("Bridge") Agreement with the University of Utah Spencer Fox Eccles School of Medicine to formalize key initial steps in developing a jointly administered regional campus model for medical education in Idaho.

The Collaboration Agreement builds upon a Memorandum of Understanding (MOU) signed in January 2025, in which the two universities expressed their shared intent to expand medical education opportunities in Idaho by combining Utah's nationally recognized expertise in medical education with University of Idaho's growing health education infrastructure.

The Agreement establishes a structured framework to advance work toward a definitive master agreement governing the joint delivery of a four-year medical education program for up to 30 new Idaho students annually with a total cohort of

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 17, 2025**

120 students, with the entirety of classroom training and the majority of required clinical training delivered in Idaho.

Key components encompassed by the Collaboration Agreement include:

- Shared costs of \$1.2 million for Utah's program development, with the University of Idaho contributing a total of \$600,000 over two fiscal years to support curriculum design, accreditation preparation, clerkship development and administrative planning led by the University of Utah. It will not be used for facilities improvements.
- Formation of a joint steering committee to coordinate operational planning across admissions, curriculum, faculty development, accreditation, and governance.

The Collaboration Agreement does not establish a degree-granting program at this stage; rather, it represents an intermediate step ("bridge") toward a fully executed master medical education agreement anticipated by January 2026. The master medical education agreement will encompass program scope, shared responsibilities, and ongoing financial commitments.

This partnership advances the Idaho Legislature's directive to expand physician-education capacity within the state and aligns with the State of Idaho and the University of Idaho's strategic goal to strengthen physician-training statewide.

**IMPACT**

Approval of the Collaboration Agreement authorizes the University of Idaho to proceed with the outlined commitments, including financial participation and the formation of the joint steering committee.

Funding from the University of Idaho to Utah for program development will be provided from internal University of Idaho resources. No state appropriation is requested at this time for Utah's program development costs.

This agreement represents a critical step in Idaho's long-term strategy to increase in-state medical-education capacity, reduce reliance on out-of-state placements, and create a sustainable framework for collaborative medical-workforce development.

**ATTACHMENTS**

Attachment 1 - Collaboration ("Bridge") Agreement between the University of Idaho and the University of Utah Spencer Fox Eccles School of Medicine

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has reviewed the request from University of Idaho (UI) and finds that the proposed Collaboration ("Bridge") Agreement with the University of Utah (UofU) is consistent with Board Policies I.E.2 and V.D, and Idaho Code 33-3732

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 17, 2025**

governing cooperative and inter-institutional educational arrangements. The agreement is a measured step toward developing a comprehensive regional medical education program that aligns with legislative direction under HB 368 and current statewide efforts to expand physician training capacity.

The Collaboration Agreement also provides a structured framework for coordinated planning, curriculum development, accreditation preparation, and governance discussions between the UI and the UofU. The agreement does not establish a degree program at this stage.

UI has identified internal institutional resources to meet its financial commitments under the Collaboration Agreement, and no state appropriations are requested at this time.

UI anticipates returning to the Board to approve execution of a master medical education agreement with UofU in early 2026.

**BOARD ACTION / MOTION**

I move to approve the request by the University of Idaho to enter into a Collaboration ("Bridge") Agreement with the University of Utah Spencer Fox Eccles School of Medicine for the development of a regional medical-education campus model in Idaho, and to authorize the University of Idaho to proceed with associated planning, programming, and design activities in partnership with Idaho State University and the University of Utah.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**COLLABORATION AGREEMENT  
DEVELOPMENT OF A MEDICAL SCHOOL  
REGIONAL CAMPUS MODEL**

This Collaboration Agreement (the “Agreement”) is entered into as of the last day execution, by and between the Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the constitution and laws of Idaho (“University of Idaho”), and the University of Utah, a body politic and corporate of the State of Utah, on behalf of its Spencer Fox Eccles School of Medicine (“University of Utah”). University of Idaho and University of Utah are referred to herein individually as a “Party” and collectively as the “Parties.”

**RECITALS**

- A. The Parties entered that certain Memorandum of Understanding with an effective date of January 14, 2025, (the “MOU”) pursuant to which the Parties expressed their mutual intent to pursue the establishment of a regional campus model administered jointly for medical education in Idaho. The MOU is incorporated into the Agreement between Parties as Annex A and shall be considered as part thereof by reference.
- B. The Parties have been working together in good faith to advance the objectives memorialized in the MOU and wish to memorialize further commitments and certain understandings and expectations concerning ongoing “program development” activities.

Therefore, for good and valuable consideration, the receipt and sufficiency of which is acknowledged, the Parties agree as follows.

**AGREEMENT**

The foregoing recitals are incorporated herein.

1. **Purpose.** Consistent with the MOU, it is the Parties intent to agree to certain preliminary key terms to support the establishment of a jointly administered medical education program (the “Program”). This Agreement sets forth the framework for initial activities required for the Parties to execute a definitive master medical education agreement governing the long-term operation of the Program. Such jointly administered medical Program is the ultimate objective of the Parties and is herein described as the “Purpose”

2. **Project Timeline.** Recognizing the complicated and dynamic nature of the contemplated collaborative efforts, the Parties acknowledge that it is difficult to set firmly fixed deadlines and milestones. Nevertheless, the Parties agree that they will undertake commercially reasonable efforts to meet the following estimated milestones:

***Milestone Target Dates***

Proposal to ISBOE [December 2025]

Initial Program Design Completed [January 30, 2026]

Executable Definitive Master Agreement [January 30, 2026]

Finalization of Accreditation Materials [December 1, 2026]

Program Launch [Fall 2028]

These dates are non-binding and subject to adjustment by the Parties.

3. **Financial Commitment.**

- A. The Parties agree to equally share responsibility for the total costs of “Program Development,” including but not limited to curriculum design, faculty time, and administrative support related to all areas described in Section 4 hereto. Neither the University of Utah nor the University of Idaho intends to

expend funds appropriated to it by each of their respective legislatures or other State authorities to advance the “program development” effort. The Parties estimate that costs incurred by the University of Utah associated with Program Development will total \$1,200,000, which represents \$400,000 for work performed through University of Utah’s 2026 fiscal year (July 1, 2025, through June 30, 2026) and \$800,000 for work performed during University of Utah’s 2027 fiscal year (July 1, 2026, through June 30, 2027).

- B. The majority of the University of Utah’s costs will be incurred through deployment of faculty and staff time and efforts. The University of Utah will provide an annual report to the University of Idaho to account for the costs incurred related to the Program.
- C. Upon Idaho Board of Regents approval of the “Program Development” activities identified herein and its associated costs, and upon the adoption of legislation in which an appropriation of funds is made by the Idaho Legislature necessary to fund the “Purpose” as identified herein, the University of Idaho will make an initial payment of \$200,000 to the University of Utah, which will be due not later than thirty (30) days after the latter of such approval or appropriation.
- D. Upon Idaho Board of Regents approval and legislative appropriation as described in subsection 3.C, and as further required herein subsection 3.D, a subsequent payment will be made by the University of Idaho to the University of Utah in the amount of \$400,000 for “Program Development” which will be due prior to the end of the State of Idaho fiscal year 2027 (FY27). Prior to the disbursement of the second payment in the amount of \$400,000 by the University of Idaho, the Parties agree to

confer not later than September 30, 2026 to assess the viability of achieving the Purpose, and whether the Parties desire at that time to proceed further with efforts toward such goal.

- E. To assist with efforts to defray costs, the Parties agree to work together in good faith to identify potential financial donors and to develop a plan for outreach to seek additional financial support for the efforts described in this Agreement.
- F. The Parties agree that the sums identified herein this subsection 3.F are a good faith estimate of what the cost of the Program is expected to be at various increments should a definitive master agreement between the Parties be executed in order to implement the Purpose. Accordingly, the University of Idaho agrees to provide the following funds on the schedule identified herein to the University of Utah School of Medicine to administer and operate the joint regional medical school in Boise (the “Purpose”) pending and subject to all necessary approvals of the Idaho Board of Regents of such purpose and pending and subject to all necessary Idaho legislative appropriations in such amounts:
  - July 1, 2027-June 30, 2028: \$500,000
  - July 1, 2028-June 30, 2029: \$1,500,000
  - July 1, 2029-June 30, 2030: \$3,000,000
  - July 1, 2030-June 30, 2031: \$4,500,000
  - July 1, 2031-June 30, 2032: \$6,000,000These sums may be incorporated into a definitive master agreement.
- G. Except as described herein this Section 3 or otherwise agreed in a writing signed by duly authorized representatives of the Parties, each Party will be responsible for its own internal and external costs

associated with their respective pursuit of the collaborative efforts described in this Agreement. If funds provided by the University of Idaho are in excess of actual Program development costs, the University of Utah shall remit the balance of funds back to the University of Idaho.

4. Steering Committee. Consistent with the intent established in the MOU, the Parties shall form a steering committee (the “Steering Committee”), which will be composed equally of members appointed by University of Idaho and members appointed by the University of Utah. The Steering Committee will be responsible for convening (either virtually or in person) at least monthly to develop plans, workflows, and budgets for the items described in this section. The Steering Committee will also make recommendations to the Dean of the University of Utah School of Medicine and its Education Program and Policy Committee regarding financial and accreditation-related issues. The Steering Committee will be charged with addressing the following substantive issues, as well as others that may arise from time to time:

- Admissions
- Student Affairs and Student Support, including student advising, student wellness and student health
- Marketing and Communications
- Financial Aid and scholarships
- Finance and Accounting
- Government Relations
- Advancement and Donor Relations
- IT Support, development, education technology
- Space Planning
- Education Quality Improvement
- Preceptor Placement and Evaluation
- Library and Materials Access
- Curriculum Development
- Accreditation
- Clinical Rotation Site Development and support
- Faculty Recruitment and Development
- Governance

- Human Resources
- General Counsel

5. Intellectual Property.

- A. Each Party shall retain all rights, title, and interest in and to their respective pre-existing intellectual property. As part of the collaborative efforts contemplated by the MOU and this Agreement (the “Purpose”), the University of Idaho may have access to certain curricula, course materials, administrative and operational documents, or other similar materials developed and/or maintained by the University of Utah (“University of Utah Materials”). Such materials are unique to the University of Utah and its School of Medicine, and materials from which the University of Utah derives independent economic value which is likely to be diminished if not kept confidential.
- B. To the extent permitted by applicable law, including, but not limited to the Idaho Public Records Act (I.C. §§74-101 *et seq.*), University of Idaho will hold University of Utah Materials in confidence and will only use the University of Utah Materials as is reasonably necessary to advance the Purpose. To the extent reasonably practicable, the University of Utah must clearly identify specific records or information as intellectual property in advance of providing it to the University of Idaho. To the maximum extent practicable, University of Idaho shall provide advance notice of any public records request it receives related to records identified as intellectual property of the University of Utah, and an opportunity to the University of Utah to identify such records as exempt material under the Idaho Public Records Act.
- C. University of Idaho shall not, directly or indirectly, use any University of Utah Materials, in whole or in part, for its own benefit or the benefit of any third party nor for any purpose competitive with or

unrelated to the Purpose. University of Idaho may provide third parties with similar access to University of Utah Materials to the extent reasonably necessary to further the Purpose, provided that any such third party must be bound by confidentiality obligations and non-use expectations materially consistent with those of this Agreement.

- D. Upon request, University of Idaho will return or destroy any copies of University of Utah Materials in its possession or otherwise under its control. Other than the foregoing limited use rights, neither University of Idaho nor any third party is granted any rights, title, or interest in the University of Utah Materials.

6. Nature of the Agreement. The Parties agree to these initial steps and the commitment of funds herein in good faith and to use commercially reasonable efforts to achieve the Purpose of ultimately establishing a jointly administered undergraduate medical education program to 120 Idaho students (30 students per class), with the majority of the program delivered in Idaho, and the execution of the definitive master agreement reflecting such. The Parties acknowledge and agree that achievement of that objective is subject to the obtainment of any approvals as may be necessary, including by accreditors, legislative or governing boards and bodies, or other authorities; and the allocation and appropriation of adequate funding by appropriate authorities. Should the execution of the definitive master agreement as identified herein fail to result after objectively reasonable negotiation efforts to secure such, this agreement may be terminated by either Party. However, Sections 5 (Intellectual Property), 7 (Relation to MOU), and 8 (Term and Termination), and 8 (Amendments) shall survive any termination of this agreement. Section 3.C (Program Development Financial Commitment) shall survive any termination of the Agreement only if such Idaho Board of Regents approval and Idaho legislative appropriation identified therein occur.

7. Relation to MOU and Termination. The Parties intend for this Agreement to be complementary to the MOU and interpreted accordingly. The term of this Agreement will be coterminous with the MOU. In the event of any conflict between such instruments, this Agreement shall control and supersede. This Agreement may be terminated in accordance with the “automatic termination” provision of the MOU -in the event the Parties cannot reach mutual agreement as to the establishment or viability of a joint medical education program, In the event of any termination of the MOU prior to expiration of the initial five (5) year term of the MOU, this Agreement shall automatically terminate and the financial obligations of the Parties under this Agreement will be determined as provided herein.

8. Amendments: Any amendment to this Agreement must be in writing and signed by authorized representatives of both Parties.

9. Legal Compliance. The University of Utah hereby certifies that: (i) pursuant to Idaho Code Section 67-2346, if payments under the Agreement exceed one hundred thousand dollars (\$100,000) and it employs ten (10) or more persons, it is not currently engaged in, and will not for the duration of the Agreement engage in a boycott of goods or services from Israel or territories under its control; or (ii) a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in Section 18-3302(2)(d), Idaho Code; (iii) pursuant to Idaho Code Section 67-2359, it is not currently owned or operated by the People’s Republic of China and will not for the duration of the Agreement be owned or operated by the People’s Republic of China; and (iv) it is not an abortion provider or an affiliation

of an abortion provider under the No Public Funds for Abortion Act. The terms in this section defined in Idaho Code Section 67-2346, Idaho Code Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein.

*--Signatures Follow--*



**AUTHORIZED SIGNATORIES:**

**University of Idaho**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**University of Utah**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Board of Regents of the University of Idaho**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 17, 2025**

**SUBJECT**

Idaho Higher Education Outcomes Based Funding (OBF) Framework – Status Update and Model Overview

**APPLICABLE STATUTE, RULE, OR POLICY**

House Bill 476 (2025) directs the Idaho State Board of Education to replace the Enrollment Workload Adjustment (EWA) with an Outcomes-Based Funding (OBF) model and to submit a final proposal to the Legislature by December 31, 2025, with implementation planned for FY 2028 or earlier.

**BACKGROUND/DISCUSSION**

The Idaho State Board of Education has been developing a revised Outcomes Based Funding (OBF) model to better align state investment with improvements in student access, progression, completion, and workforce relevance. The model is designed to reward institutions for improving relative to their own historical performance rather than competing with one another, while maintaining a predictable base funding structure. This model will replace the current Enrollment Workload Adjustment (EWA) model which has been utilized in Idaho higher education funding since the early 1990's.

OBF Framework Overview

The OBF model consists of three major components:

- Base Allocation - Each institution starts with its current base appropriation, including endowment or liquor funds when applicable.
- Base At-Risk Amount - A fixed percentage of the base (e.g., 10%) is placed at risk. Institutions earn back this amount through performance.
- Performance Categories - Institutions are compared to their own three-year baseline in the following weighted categories:
  - Enrollment (e.g., 25%) - Measures student access, including total enrollment, resident enrollment, and first-year enrollment.
  - Progression (e.g., 35%) - Measures credit momentum toward credential completion (24/48/72 for universities; 12/24/48 for community colleges).
  - Completion (e.g., 45%) - Measures credentials awarded across all levels.

Performance Formula

For each category, the model calculates:

- A three-year baseline
- Most recent year's actual value
- A performance ratio (Actual ÷ Baseline)
- A weighted index (Ratio × Category Weight)

## **BUSINESS AFFAIRS AND HUMAN RESOURCES**

### **DECEMBER 17, 2025**

The combined weighted indexes determine how much of the Base At-Risk allocation an institution earns back. Institutions are rewarded or penalized relative to themselves, not to peers.

#### Premium Bonus Funding

Bonus amounts are added on top of the performance calculation and can offset losses or amplify gains. These bonuses target:

- Idaho resident student outcomes
- High-demand and priority degree production

#### Final Funding Outcome

The total OBF adjustment equals:

(Base Allocation – Earned At-Risk Funds) + Premium Bonuses

Institutions with improved outcomes may earn more than their at-risk amount (within caps), while institutions experiencing declines may revert a portion unless bonuses offset losses.

A transparent calculation workbook supports the model, with required data inputs, automated calculations, performance outputs, and comparison tools aligned with FY 2027 EWA projections.

### **IMPACT**

The OBF model aims to align state funding with measurable improvements in student success, degree completion, and Idaho workforce readiness. The structure encourages continuous institutional improvement, supports service to at-risk populations, and provides stability through bonuses and self-comparison rather than inter-institution competition. If implemented, the model will replace EWA and serve as Idaho's primary formula for distributing higher education operational funding.

### **STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends continued engagement with the community colleges and college/universities and refinement of the OBF model structure, including confirmation of performance categories, weighting factors, bonus priorities, and data system requirements.

Once completed, the OBF formula will be submitted to the Legislature before the December 31, 2025 deadline, as well as to the Board.

### **BOARD ACTION**

This item is for information only.