



STATE BOARD OF EDUCATION MEETING
February 15-16, 2017
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho

Wednesday February 15, 2017, 10:00 a.m., Boise State University, Student Union Building, Boise, Idaho

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Boise State University – Annual Progress Report and Tour

CONSENT AGENDA (Time Certain – 1:00 pm)

BAHR

Section I – Human Resources

1. University of Idaho – Changes in Policy Regarding Classified Employees

Section II – Business Affairs

2. Idaho State University – Multi-year Contract Renewal – Ellucian Banner ERP
3. University of Idaho – Disposal of Real Property at UI Caine Center, Caldwell

IRSA

4. Boise State University – New Bachelor of Arts in Global Studies
5. University of Idaho – New Bachelor of Arts/Bachelor of Science in Film and Television

PPGA

6. Lewis-Clark State College – Facility Naming
7. Institution President Approved Alcohol Permits

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Multi-Year Coach Contract for Women's Gymnastics, Co-Head Coach Neil Resnick

Section II – Finance

1. Idaho State University - Property Acquisition
2. Boise State University – Online Fee Request - MS Accountancy
3. Idaho State University – Cost Estimate to Move College of Technology Academic Programs to the RISE Building
4. Idaho State University – Anatomy and Physiology Lab Building Addition – Meridian Health Science Center
5. University of Idaho – Funding Increase – Athletics Program
6. University of Idaho – Idaho Arena Project – Planning, Programming and Design Phases

EXECUTIVE SESSION – Closed to the public

1. To go into executive session pursuant to section 74-206(1)(c), Idaho Code, “To acquire an interest in real property which is not owned by a public agency.”
2. To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, “To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.”

Thursday February 16, 2017, 8:00 a.m., Boise State University, Simplot Ballroom, Student Union Building, Boise, Idaho

OPEN FORUM

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Idaho Youth Challenge Academy Update
3. Western Interstate Commission for Higher Education (WICHE) Update
4. Idaho Commission on Hispanic Affairs Update
5. Idaho Digital Learning Academy - Annual Report
6. Idaho Public Charter School Commission – Annual Report
7. 2017 Legislative Update and Proposed Legislation
8. Board Policy – I.M. Planning and Reporting – 2nd Reading
9. State Comprehensive Literacy Plan Addendum
10. State Board of Education K-20 Strategic Plan
11. Evaluation Review – Phase I Report and Recommendations

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Board Policy III.L. Continuing Education and Credit for Prior Experiential Learning – Second Reading
2. Board Policy III.N. General Education – Second Reading
3. Board Policy III.W. Higher Education Research – Second Reading
4. Boise State University – Online Bachelor of Business Administration in Management
5. Idaho State University – Master of Healthcare Administration

6. Idaho State University – Master of Taxation
7. University of Idaho – Bachelor of Science in Medical Sciences
8. University of Idaho – First Year Law Curriculum in Boise
9. Higher Education Research Council – Annual Report

DEPARTMENT OF EDUCATION

1. Superintendent of Public Instruction Update
2. Provisional Certification – Instructional Staff

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

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1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the December 14-15, 2016 regular Board meeting, and the January 27, 2017 special Board meeting, as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set February 14-15, 2018 as the date and Boise State University as the location for the February 2018 regularly scheduled Board meeting.

AND

I move to amend the location of the April 2017 and August 2017 Regular Board meetings, setting the location to Boise, Idaho. The hosting institution shall remain as originally set.

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Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career-Technical Education

**DRAFT MINUTES
STATE BOARD OF EDUCATION
December 14-15, 2016
College of Western Idaho
Micron Center for Professional-Technical Education
Nampa, Idaho**

A regularly scheduled meeting of the State Board of Education was held December 14-15, 2016 at the College of Western Idaho in Nampa, Idaho.

Present:

Emma Atchley, President
Linda Clark, Vice President
Debbie Critchfield, Secretary
Andy Scoggin

Don Soltman
Dave Hill
Richard Westerberg
Sherri Ybarra, State Superintendent

Wednesday, December 14, 2016

The Board met at the College of Western (CWI) Idaho's Micron Center for Professional-Technical Education in Nampa, Idaho. Board President Emma Atchley welcomed everyone and called the meeting to order at 10:00 am Mountain time. Ms. Atchley extended appreciation from the Board and Staff to CWI for its hospitality.

BOARDWORK

1. Agenda Review/Approval

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BOARD ACTION

M/S (Clark/Critchfield): To approve the agenda as submitted. The motion carried unanimously.

2. Minutes Review / Approval

BOARD ACTION

M/S (Clark/Scoggin): To approve the minutes from the October 19-20, 2016 regular Board meeting, the November 14, 2016 special Board meeting, and the November 28, 2016 special Board meeting, as submitted. The motion carried unanimously.

3. Rolling Calendar

BOARD ACTION

M/S (Clark/Critchfield): To set December 20-21, 2017 as the date and the College of Southern Idaho as the location for the December 2017 regularly scheduled Board meeting. The motion carried unanimously.

WORKSESSION

Planning, Policy & Governmental Affairs (PPGA)

A. Coordination of Activities – Office of the Board of Education (Board) –
Department of Education (Department)

Mr. Freeman, Executive Director of the Board office introduced the item and the intent for the Department and Board staff to identify and discuss roles and responsibilities at both of the agencies, and identify activities where work may be being duplicated. The intent is to identify overlap, efficiencies, collaboration, and who is or should be responsible for what. He pointed out both Board and Department staff have identified activities which may require discussion. Mr. Freeman introduced Ms. Terri DiNinno to help facilitate today's meeting.

Ms. DiNinno first reminded the Board of the goal for this work session, and started by outlining ground rules for discussion, clarifying the importance to remember those rules if the conversation becomes strained. She identified the RASCI model, with the "R" standing for responsible, the "A" standing for accountable, the "S" standing for sponsor/stakeholder, the "C" standing for consulted, and the "I" standing for informed. She then clarified that the responsible party is accountable to the Board in all cases.

Mr. Freeman directed the attention to the list of items developed by Board and Department staff, clarifying the list is numbered in alphabetical order for ease of navigation. He gave a brief status on each of the items from the list.

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Regarding the Administrative Rules, Superintendent Ybarra wanted to make sure both staffs work together on promulgating rules, and when any changes in content occur it needs to go through the Board to be voted upon. There was concern that when a rule is prepared by the Department, it comes to the Board office for review, it then returns to the Department, but it sometimes has been changed. She added that those changes have at times been more substantive such as to the content and meaning of the rule, and not just typographical changes. Ms. Ybarra commented that no matter which department promulgates the rule, both Board and Department staff should be present in the development of and any changes to the rule. There was discussion about a procedure whereby Matt or the Superintendent would be made aware of any major changes to a rule and its content. Mr. Freeman commented that if Board or Department staff could not reach agreement, it would come to the Executive Director and Superintendent for resolution.

Board member Critchfield asked for clarification if it was for every single rule, or just K-12 rules. Mr. Pete Koehler, the Department's Chief Deputy, responded it would be for K-12 rules, or when a Board rule pertains to K-12, especially when the rules affect both secondary or postsecondary. Board member Scoggin suggested a process where if a rule is drafted by the originating group, it will go before the Board as promulgated but with comment from Board staff if necessary, whether in favor or not. Board member Hill added a condition that the recommendations of Board or Department staff be identified clearly for Board members. Board President Atchley clarified there should be both points of view communicated without either taking a stand on a rule, but the final say would be by the Board. There was an additional clarification that each of the DAGs would review the rules, and Mr. Freeman suggested developing a checklist for Board and Department staff to following for rules going forward.

There was discussion about "the Board" being delineated from Board staff, and making that abundantly clear. Distinctions between the Board and the Department in the eyes of the public are sometimes confused, as are the Board, and Office of the Board. The group agreed to make clearly identifying the responsible party and lead staff part of the checklist. They agreed the Board doesn't need to be involved in identifying lead staff, as this is an administrative process.

Regarding Charter Schools and College and Career Readiness, they agreed to move past those items.

The conversation turned to that of the process. Board member Westerberg asked in general what is wrong with the process, and commented the matters before the Board may be resolved at the office level through the Executive Director and Superintendent. Ms. Ybarra commented she felt it would be good for the Board to revisit who is responsible for what. Ms. Atchley commented that the issues identified seem to be communication issues, and the expectations of the Board are for education. She reminded the group they should all have the same end in mind; that is to get the work done for education. Dr. Clark pointed out that we can ill afford duplication of effort because of the slim resources each agency has as it is. Dr. Hill remarked that only

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substantive matters should be brought before the Board, because it doesn't have the time to resolve administrative issues. The majority of Board members agreed anything administrative in nature should be resolved at that level. Mr. Westerberg reiterated that the two staffs should have a central goal, and issues related to the law would come before the Board.

Mr. Freeman he recommended skipping through several of the items unless the Superintendent had concerns, requesting they work through the concerning items together at a separate meeting.

Dr. Clark felt it would be beneficial to have conversation about the Data Dashboard, and useful conversation would be related to how the data is collected and used. She was concerned in developing two systems and expending staff resources in two different directions; thereby duplicating effort in collection and dissemination. Mr. Freeman pointed out a meeting is scheduled next week for Board and Department staff to discuss the data dashboard and data collection. After some discussion, they felt the Data Management Council (DMC) would be the place for the oversight of this issue. Mr. Howell, the Board's Director of Research and current DMC Chair, provided some clarification on the DMC's oversight and that it involves both K-12 and Higher Ed. Dr. Clark recommend the Accountability Oversight Committee (AOC) and the DMC working together on the data issue, and how to get the dashboard done in a singular manner.

Moving down the list of items, Board member Soltman praised the direct admissions item and the collaborative work that went into developing the item and getting it off the ground. He felt the short time frame available to develop it may have been helpful in its success.

Regarding K-12 accountability, Mr. Freeman provided a background of the number of people working on this item. Dr. Clark provided background on the AOC and the amount of overlap that may be present. Mr. Koehler offered some comments on the item stressing there needs to be better clarification of the staff roles between the Department and the Board. He pointed out the Department has duties assigned to it by the Board, by the State, and by the Federal Government in this area. He expressed concern over whether the Federal Government would require a consolidated statewide plan. The Board would need to agree to the consolidated plan as a statewide plan, but the Superintendent must sign off on it, adding it deals with Title I funds, and the Department handles the fiscal execution of those funds. He suggested some of the overlap was done purposefully to include both the Department and Board staff, but that at times the relationship is complicated. They clarified the Board is the State Education Authority (SEA) for the State, and is the only statutory entity authorized to negotiate with the Federal Government on education issues.

Ms. Ybarra went on to encourage more discussion on the overlap between offices. Board member Scoggin commented that the Board members should have some feedback for the Board and Department staff on the clarity of which agency should be handling what, and the where's and why's of the overlap. There was further discussion about the Board and Department staff needing clarification to settle who is responsible

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and who has the final decision on certain topics where overlap exists. Ms. Atchley questioned whether the two entities are on the same page with regard to the legal parts. She clarified the responsibility by statute rests with the Board for all public education in the State of Idaho. She added the Board depends on the Superintendent and the Department staff greatly, and that the responsibility rests with the body, and not the individuals. Mr. Westerberg reminded the group the governance structure is different in Idaho which can make it challenging. He agreed the role of the Board is clearly established in statute.

Ms. Ybarra agreed with the comments. She still felt there was discussion necessary for the K-12 accountability oversight piece. Dr. Clark disagreed, pointing out its clarity in policy is to bring forward a recommendation to the Board for what the state accountability system should be. She commented further this is an opportunity to develop that relationship through the accountability system, where multiple entities working toward the same system (i.e, AOC, Data Management Council, Board, Dept.).

Dr. Hill suggested that the Board knows its roles and responsibilities, but if it would be helpful for staff, they should be written down to outline the executive authorities for staff. Mr. Westerberg felt the governing board is ill suited to make the decisions related to job responsibilities they are discussing today. He recommended those discussions take place between the Executive Director and Superintendent for the respective offices. Ms. Critchfield echoed those remarks. Only when the supervisors can't agree should it come to the Board for discussion. There was additional discussion on the matter and agreement that a recap of roles and responsibilities be reported back to the Board at the February meeting.

Mr. Westerberg commented on the appreciation from the Board to both the Department and Board staff in the effort to make this system more efficient. Mr. Scoggin stressed part of the Board's role is to provide direction to staff when concerns arise, commenting they couldn't help unless they knew what the conflict is. He recommended the Board be willing to address and provide direction for staff who need or request it. Ms. Atchley pointed out it is incumbent on the Superintendent and the Executive Director to solve a problem when the Department and Board office have conflict, and only after would it come to the full Board, or the situation could be addressed in a special meeting.

At this time, the meeting recessed for lunch until 1:00. After lunch, Ms. Atchley announced the time scheduled for dinner and social hour scheduled this evening has been moved up by one hour because of the wintery weather conditions. After the lunch break, the meeting resumed to the remainder of the agenda.

B. K-20 Education Strategic Plan

- Operational Plan
- Annual Dual Credit Report
- Annual Scholarship Program Report

Ms. Critchfield introduced the item and provided some historical background on strategic planning and the work that was accomplished over the summer. The strategic

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plan outlines the Board's vision and mission and helps align the institutions goals with the Board's goals.

Ms. Tracie Bent, Chief Planning and Policy Officer from the Board office, outlined the framework of the plan. The framework for the strategic plan is based on the statutory requirements for strategic planning. It encompasses a vision and mission statement, a goal, an objective, and performance measures related to the goal. The Board's strategic plan is the basis for the other agency and institution strategic plans.

Ms. Critchfield asked if the Board was satisfied with the three goals of the strategic plan and if there need to be other areas identified, or are there other items which need to fall under its goals. Dr. Hill asked what the Board really wants to use the plan for. Ms. Bent clarified that it is not just to meet the requirements of the Division of Financial Management (DFM), but the plan is used as the foundation and basis for the other (institution and agency) plans. Mr. Freeman clarified that state law requires all agencies submit a strategic plan every year and the Board's is a rolling five year plan, pointing out it should be driving the other plans and allow for accessibility and communication. Dr. Hill questioned how we could effect change with a specific benchmark and pointed out that some benchmarks may be more in line with aspirational goals, and that we may not be able to affect change.

Mr. Soltman reminded the Board that it does a five-year plan in the strategic plan and that it needs to do a better job communicating that to stake holders and the DFM. Mr. Scoggin pointed out this document was very helpful but did not seem strategic in nature. Mr. Freeman responded the operational plan is intended to have strategies to effect the strategic plan. Mr. Scoggin felt it would be hard to ask the institutions to deliver on this plan until it is holistic. There was agreement by other board members on these comments.

Ms. Atchley asked if the group should look at the operational plan and then align it to goals and objectives. The group opted to look at the strategic plan and the operational plan side-by-side. The Board proceeded in looking at each of the goals, objectives and benchmarks in the strategic plan. Regarding reducing in the number of scholarships, Ms. Bent did not recommend making an adjustment at this time because of the increase in scholarship funding. She recommended looking at it next year after additional data is available. Mr. Freeman asked if "tbd" can be used for the scholarships benchmark rather than one that is unrealistic. Ms. Bent responded in the affirmative, but to use that designation sparingly. Dr. Clark recommended not using "tbd" because it would imply an item has not been looked at, but instead inserting something that shows it is being developed.

Mr. Westerberg suggested reducing the number of performance measures. He felt they needed to be more precise and shorter in length; or whether some measures could be consolidated. Ms. Atchley and other Board members were in agreement with the recommendation. Ms. Critchfield suggested a smaller group working on making the plan more precise with more focused measures.

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Ms. Bent recommended digging into the plan and using the work session for deeper discussion. Dr. Hill recommended the operational plan and the strategic plan be merged, and in doing so it would be a better communication tool. Ms. Atchley asked if there were any objections from Board members to combine the plans. There were no objections to the suggestion, but emphasis on simplifying the plan. Ms. Atchley recommended going through all the measures today and having the PPGA committee work on the plan for future review.

Mr. Scoggin pointed out that for the operational plan to be a strategic document, it needs to contain strategies throughout the document. He recommended identifying for the smaller work group what the Board wants brought before them for next time and to provide the material to the Board members far enough (3-4 weeks) ahead of time for review. The other option would be to look at it today and determine the measure and what the Board expects the strategy to be to get to those measures. He added it might make sense to divide the group into two sections, one for Higher Ed, and one for K-12. Ms. Bent pointed out the Department brings forward a K-12 plan. The K-12 portion included in this plan are essentially outcomes, and have been included historically.

At this time the meeting recessed for a ten minute break. After the break, the Board discussed numerous benchmarks under Goal 1, Objective A. Ms. Bent provided some clarification on the benchmarks, indicating there are similarities to performance measures under Objective D. After some discussion, they decided to leave in the benchmark on the percentage of Idaho High School graduates meeting college placement/entrance exam college readiness benchmarks. Regarding Advanced Opportunities, they removed the benchmarks on dual credit, technical competency credit, and advanced placement, and kept the benchmarks for the percent of high school graduates who have participated in one or more of the advanced opportunities. The remaining benchmarks under Goal 1, Objective A remained the same.

Ms. Bent indicated under Goal 1, Objective B, the recommendation would be to remove the number of GEDs awarded per population, as it doesn't indicate the number of students who go-on after obtaining a GED. Rather, they would look at new students on campus who enroll with a GED. They also opted to remove the item showing gaps in re-integration measures between groups with traditionally low educational attainment and the general populace.

Under Goal 1, Objective C, after some discussion, the Board recommended measuring the 60% goal rather than the subsets of that goal. They decided to remove the unduplicated percent of graduates as a percent of degree seeking student FTE, the percent of graduates at teach level relative to Board target numbers and those benchmarks.

Under Goal 1, Objective D, the group decided to revisit the plan in February, adding the PPGA committee will be looking at it next year.

Under Goal 1, Objective E, Ms. Bent pointed out it contains a number of measures regarding the University of Utah and students participating in our medical programs,

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family medical residency, and psychiatry program. She clarified that the particular measures are in the plan in part because we don't do a separate strategic plan for them. If they were not in the Board's plan, they would require their own strategic plan as per state requirements. Dr. Hill recommended moving Goal 1, Objective E and its performance measures to under Goal 2, and provided reasoning for the suggestion, realizing modifications may be necessary. There were no objections to the change.

Under Goal 2, Objective B, Ms. Bent recommended removing all of the performance measures, and reworking the goal. They decided to keep the measure of *Total amount of research expenditures*.

Under Goal 2, Objective C, there were no objections to removing the measure of *increase in gross state product (GSP)*.

Under Goal 3, Objective A, *Data-informed Decision-Making*, the group discussed developing a new goal. They discussed development and implementation of a single K-20 data dashboard as the objective and as a strategic initiative vitally important to the state. Ms. Bent indicated staff would make those changes and bring it before the Board in February for comment. They discussed having the two remaining objectives under Goal 3 (Objective B, Quality Teaching Workforce, and Objective B, Alignment and Coordination) fall under a new Goal 4. There was agreement with the recommendation. Under Objective B, the benchmark data would be available in October when the performance reports are presented. Under Objective C, they discussed moving the two dual credit benchmarks to under Goal 1 – Access as part of its performance measures.

Under Goal 3, Objective D – Productivity and Efficiency, Mr. Westerberg recommended moving performance measures 1, 3, and 6 to Goal 1 – Access. They agreed to remove the remaining two benchmarks.

Under Goal 3, Objective E, Mr. Freeman recommended keeping it and the performance measure, and allowing staff time to work on it to bring it back before the Board in February. There were no objections to this recommendation. Ms. Bent recommended, based on the changes proposed for the Strategic Plan, for staff to work on the Operational Plan and bring it before the Board in February. There were no objections to the recommendation.

C. Higher Education Research Strategic Plan

M/S (Critchfield/Soltman): To approve the 2017-2021 Higher Education Research Strategic Plan as submitted in Attachment 1. The motion carried unanimously.

Mr. Carson Howell, the Board's Director of Research, introduced the item and briefly outlined minor changes to the plan which clarify some of the challenges and link them to the objectives and goals of the strategic plan. Dr. Hill praised the work that has been done on the HERC Strategic Plan.

The meeting recessed at 4:05 p.m. MST until Thursday morning at 8:00 a.m. MST.

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Thursday December 15, 2016, 8:00 a.m., College of Western Idaho, Micron Center for Professional-Technical Education

The Board reconvened at the College of Western Idaho at the Micron Center for Professional-Technical Education in Nampa for regular business. Board President Atchley called the meeting to order at 8:00 a.m. Mountain Time and thanked CWI for their hospitality. She introduced Dr. Jeff Davis, CWI Music Program Anchor Faculty Member, to sing the national anthem.

Ms. Atchley pointed out that Ms. Critchfield was not able to attend today's meeting and Dr. Clark would be handling the Planning, Policy and Governmental Affairs portion of the agenda. Mr. Scoggins joined the meeting at 8:11, Superintendent Ybarra joined the meeting at 8:13.

OPEN FORUM

There were no requests to speak during open forum.

CONSENT AGENDA

M/S (Clark/Hill): To approve the consent agenda as presented. The motion carried 5-0. Mr. Scoggins, Ms. Ybarra, and Ms. Critchfield were absent from voting.

Business Affairs & Human Resources – Section II Human Resources

1. Boise State University – Campus Law Enforcement Services Contract with Boise Police Department

BOARD ACTION

By unanimous consent to approve the request by Boise State University to execute a campus law enforcement contract with the Boise Police Department in substantial conformance with the proposed contract in Attachment 1.

2. Idaho State University – Lease of Real Property to McDonald's USA, LLC

BOARD ACTION

By unanimous consent to approve the request by Idaho State University to enter into a long-term ground lease agreement with McDonalds, and to delegate authority to the Interim Vice President for Finance and Administration to execute all relevant documents in substantial conformance with the terms provided in Attachment 1.

3. University of Idaho – Human Resources Third Party Administration Services Contract

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By unanimous consent to approve the request by the University of Idaho to enter into a contract with Morneau Shepell Limited, for services relating to employee benefit enrollment, retiree and COBRA administration for the UI's employee/retiree benefits plan in substantial conformance to the contract materials submitted to the Board in Attachment 1.

Instruction, Research & Student Affairs (IRSA)

4. Programs and Changes Approved by the Executive Director – Quarterly Report

Information regarding this item was included in the agenda materials for informational purposes.

5. State General Education Committee Appointments

By unanimous consent to appoint Dr. Joanne Togle, representing Idaho State University; and Dr. John Bieter, representing Boise State University to the General Education Committee, effective immediately.

6. Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Appointments

By unanimous consent to appoint Dr. David Hill to the Experimental Program to Stimulate Competitive Research Idaho Committee as an ex-officio member based on his position as a member of the Idaho State Board of Education.

By unanimous consent to appoint Dr. Janet Nelson to the Experimental Program to Stimulate Competitive Research Idaho Committee as an ex-officio member based on her position as the Vice President of Research at the University of Idaho.

By unanimous consent to appoint Skip Oppenheimer to the Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the private sector effective immediately and expiring on June 30, 2021.

Planning, Policy & Governmental Affairs (PPGA)

7. President Approved Alcohol Permits - Report

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

8. University of Idaho – Naming of Indoor Golf Facility

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By unanimous consent to approve the request by the University of Idaho to name the Indoor Golf Performance Facility the “Jess and Kathleen Hall Vandal Golf Performance Center.”

9. State Rehabilitation Council – Appointment

By unanimous consent to approve the appointment of Robert Atkins to the State Rehabilitation Council as a representative for the business/industry and labor for a term of three years effective January 1, 2017 and ending December 31, 2019.

State Department of Education (SDE)

10. Professional Standards Commission – Boise State University – Health Endorsement

By unanimous consent to accept the Professional Standards Commission recommendation to conditionally approve the Health Endorsement offered through Boise State University as an approved teacher preparation program.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. College of Western Idaho (CWI) Biennial Progress Report

Dr. Clark introduced CWI President Dr. Bert Glandon for his biennial report to the Board. Dr. Glandon welcomed the Board and guests to Nampa for the December meeting. He publically thanked Guy Hurlbutt for his service to CWI. Specific details regarding the institution’s progress toward meeting its strategic plan goals may be found in the report submitted as part of the agenda materials.

Dr. Glandon reported their Strategic Plan will be implemented in 2018 and contains six objectives. The college’s enrollment is remaining consistent over the last three years and they are still experiencing growth. Workforce development has added additional programs in response to industry needs. CWI apprenticeship programs have exceeded 1000 student enrollments this year. He reported CWI has realized nearly a 250% increase in degrees and certificates since 2012. Regarding accreditation, they have finished their seventh year with the Northwest Commission on Colleges and Universities (NWCCU); an evaluation was completed in October and they expect to receive independent accreditation this Spring. He thanked College of Southern Idaho’s President, Dr. Jeff Fox, and his entire team for their help and support in CWI’s success during the accreditation process.

Dr. Glandon reported on the accommodations and recommendations received by CWI. He indicated the CWI trustees are exploring future growth options, and the goal is to have CWI operating from three campuses: Nampa, Boise, and Ada County. Dr. Clark thanked Dr. Glandon and CWI for their hospitality and acknowledged their effort in hosting the Board meeting.

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Mr. Soltman introduced a student of CWI, Russell Njilayi, from whom he received a letter regarding High School Outreach. Mr. Soltman shared portions of the letter to the Board, indicating Mr. Njilayi is a first generation college student who moved from Congo, Africa to the United States in 2010. His advice to the Board is to invest more in helping young adults toward higher education. That is, to help them realize the importance of a higher education not only for themselves, but for society. He added that students will be more successful in college if they have a clear idea and understanding of what they are getting themselves into, and what majors make the most sense for them to follow. He emphasized helping inform students to go to college for more than the canned statement of “going to college is the right thing to do”.

2. Rolling Calendar Meeting Locations

This item was presented for informational purposes. At the February 2016 regular Board meeting, staff proposed a rotation meeting schedule. The proposal was discussed at the December President’s Council with mixed feelings by the presidents. Approval of the new rotation schedule would result in future meetings being hosted by an institution on the current schedule, however, approximately half of the regular meetings would be held in the Treasure Valley area.

A few of the presidents came forward for comment. Idaho State University (ISU) President, Dr. Art Vailas, commented that the presence of the Board in their respective regions is a welcome thing not only for the institutions and students, but for the community as well. He clarified ISU would be supportive of the recommendations and recognized it would save time and money to use the rotation. Lewis-Clark State College (LCSC) President, Dr. Tony Fernandez was supportive of the Board visiting the campuses every two years and suggested it would be more convenient.

Board member Scoggin commented on the significant expense to the institutions, agencies, and OSBE and SDE offices, but felt the balance would be well set by having four meetings in a central location and a fall and spring visit to campuses in other regions. Dr. Clark reminded the Board this item is not for action at this time, but if the Board wishes to act on it a motion would be brought forward at a later time. Dr. Hill commented he felt the campus visits should still take place at the institutions. He felt reluctant to be any more centralized than the proposed schedule. Mr. Westerberg was supportive of the rotation proposal.

3. Public School Funding Interim Committee Survey Update

Mr. Blake Youde, Communications Officer for the Board office, introduced the item stating that the Board and the Idaho Legislature’s Public School Funding Formula Interim Committee (Interim Committee) partnered to collect public input from Idahoans on how the state’s public schools are funded. The Interim Committee was tasked with studying the current public school funding structure and making recommendations to the Legislature on possible amendments. The current funding formula is being evaluated to assess its ability to address the variety of learning modalities available to

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students as well as increased student mobility. Mr. Youde reviewed how the Task Force Recommendations directed the work on this item and the passage of HCR 33 in 2016 established an interim committee to work on this complicated issue. Superintendent Ybarra and Dr. Clark are on the committee.

Mr. Youde reviewed the regional presentation schedule which served to inform citizens and allow for public comment. There was an on-line public survey made available to Idaho citizens to provide comments and opinions regarding how public school districts and public charter schools in the state are funded. Findings were consistent that the state should inject more money into the public education system in an effort to make it more successful.

4. Direct Admissions Report

Mr. Howell provided a report to the Board on the first year of the direct admissions program. The program was approved by the Board in August 2015 as a way to encourage high schoolers to go from high school directly to college. The Direct Admissions program was designed to remove barriers for students choosing to attend an Idaho public institution. Through data already collected in the Educational Analytics System of Idaho (EASI), high school seniors could be proactively admitted to Idaho public postsecondary institutions. The data suggests that Direct Admissions played a role in the increases seen across the Idaho public institutions where fall 2016 growth by Idaho students who graduated high school within 12 months grew by 6.7% statewide over fall 2015. Students who participated in the survey indicated that 75% of students talked to their parents about going on to college.

Mr. Howell reported on the types of questions asked of the students. One of the goals was also to encourage students to attend an Idaho college or university. Mr. Howell pointed out the collaboration efforts between the institutions that have taken place, and that it speaks to the vision of our institutions to work together for higher education. Mr. Howell indicated they are getting calls from other states to replicate the program. Board members praised the institutions on their work on this item, and Dr. Staben in particular for the idea.

5. 2017 Legislation – Additional
- a. STEM School Designation
 - b. Adult Completers Scholarship

M/S (Clark/Soltman): To approve the proposed legislation in substantial conformance to the form provided in attachments 1 and 2 and to authorize staff to work with the Governor’s Office and the STEM Action Center to move forward the proposed legislation during the 2017 legislative session. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Clark introduced the item indicating that the Board approved legislative ideas for the 2017 legislative session at the June 2016 regular Board meeting and the Board’s 2017 Legislative agenda at a special Board meeting on September 23, 2016.

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She indicated that the Board is considering two additional pieces of legislation and background and specific details were provided in the agenda for review. The pieces being considered are the Adult Completers Scholarship legislation and the STEM School Designation.

6. Board Policy – Bylaws – Nomination Committee – First Reading

M/S (Clark/Hill): To approve the first reading of Board policy – Bylaws, establishing a Board Nomination Committee, as submitted in Attachment 1. The motion failed 5-2. Ms. Critchfield was absent from voting.

Dr. Clark introduced the item explaining that Board staff have researched a variety of governing boards' officer nominating processes and procedures, including the Association of Governing Boards recommendations on committee structures and Board governance. The majority of board's that have formal nominating committees are governing boards with much larger membership than Idaho's Board of Education membership. Additionally, it is common for nominating committees for these larger boards to not only make recommendations for board officers, but to also provide nominations for open seats on the boards.

Mr. Westerberg was not supportive of the legislation and felt it was a recommendation to fix something that was not broken. He felt our Board is small enough to continue our present process, and that it makes sense. Mr. Freeman clarified that the item would come back for a second reading after additional work. In general, board members seemed to agree with Mr. Westerberg.

7. Board Policy – I.M. Annual Planning and Reporting – First Reading

M/S (Clark/Soltman): To approve the first reading to Board policy section I.M. as submitted in Attachment 1. The motion carried 7-0.

Dr. Clark indicated approval of changes to Board policy I.M. will further clarify institution and agencies strategic plan requirements.

8. Board Policy – I.T. Title IX and III.P. Students – Student Misconduct Appeals – First Reading

M/S (Clark/Soltman): To approve the first reading of amendments to Board Policy I.T. Title IX and III.P. Students, as submitted in Attachments 1 and 2 as corrected. The item was returned to the Planning, Policy & Governmental Affairs Committee for additional work with Board and institution legal counsel.

Dr. Clark indicated the proposed amendments to Board Policy I.T. correct the reporting requirement where institutions are required to notify students of time frames relevant to investigations as well as to those applicable to hearings. The proposed amendments to Board Policy III.P. 18. limit student appeals to the Board.

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Mr. Kevin Satterlee, Vice President and General Counsel from Boise State University (BSU), expressed concerns on the corrections on this policy, particularly on tab 8, page 6. He pointed out it will make their student judicial processes on campus subject to appeal to the Board. He clarified there is already an appeals process established at the campuses and these changes might actually be more work for the Board, and suggested not moving in this direction. Ms. Jenifer Marcus, Deputy Attorney General for the Board office, indicated that existing Board policy III.P. allows students to appeal essentially any institution's final decision to the Board. She noted that this was an attempt to narrow the range in situations involving student misconduct. There was additional discussion and institution legal counsel questioned whether the Board should consider whether it wants to hear these type of student conduct appeals. Mr. Satterlee pointed out just at BSU, they heard 112 appeals at the basic level. He added that if the Board would like to learn about the institution appeals processes the information would be made available. Ms. Marcus pointed out that the Board only hears appeals if the Executive Director refers it to the Board. There was additional discussion on the interpretation and breadth of the policy.

Board member Hill reminded the Board there are two policies being discussed and asked if there would be opposition to the change in I.T. Legal counsel from Idaho State University (ISU), Joanne Hirse-Stacy reported on the number of conduct and grievance cases at ISU and suggested inserting timeframes in the policy. Mr. Westerberg suggested returning the item to PPGA, requesting legal counsel work together on clarifying the policy. Mr. Westerberg requested unanimous consent to return the item to PPGA for additional work by Board and institution legal counsel. There were no objections to this request.

9. Board Policy – I.V. Career Technical Education – Industry Partner Fund –
Second Reading

M/S (Clark/Soltman): To approve the first reading of Board Policy IV.E. Division of Career Technical Education, Subsection 7, Industry Partner Fund as submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Clark introduced the item pointing out the impact of this policy formalizes the relationship between the Technical Deans Leadership Council (TCLC) and the Administrator of the Division of Career Technical Education in accepting, reviewing, and awarding proposals that are submitted under the Industry Partner Fund. There were no changes between first and second reading.

10. Educator Preparation Performance Measures and Definition – Low
Performing

M/S (Clark/Westerberg): To approve the proposed measures for determining Educator Preparation Provider program effectiveness, as submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

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Ms. Tracie Bent, Planning Policy & Governmental Affairs Officer from the Board office, provided some background on the item, reminding the Board they reviewed this item at the October Board meeting. The material today contains minor changes that are consistent with the revised Title II requirements under the Higher Education Act recently released by the U.S. Department of Education. She clarified the state is required to report on teacher preparation programs that are low performing, adding that low performing programs could become ineligible for the Teacher Education Assistance for College and Higher Education (TEACH) grants.

AUDIT

1. FY 2016 Financial Statements

M/S (Soltman/Scoggin): To accept from the Audit Committee the Fiscal Year 2016 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as submitted by Moss Adams LLP in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Soltman introduced the item indicating that Moss Adams LLP, the independent accounting firm that conducts annual financial audits of BSU, ISU, UI, LCSC and EITC, reviewed their findings with the Audit Committee and Board staff in November. He pointed out Lewis-Clark State College had a finding related to student financial assistance. Mr. Chet Herbst, Chief Financial Officer from the Board office, provided background on the item, pointing out that LCSC has corrected the finding. He commented that last year Moss Adams had zero findings for the institutions. The audit results were included in the agenda materials for the Board members' review.

2. FY 2016 Financial Ratios

Mr. Soltman introduced the item which was provided for informational purposes for the Board. Mr. Herbst provided a financial ratio analysis overview, and reviewed the four ratios of particular interest to the Board which helps them in reviewing the financial health and relative efficiency of each institution. By combining those four ratios, it provides a composite financial index ratio used to review the institutions. Mr. Herbst reported on other considerations in comparing the financial health of the institutions and reported the agenda materials include a report on the ratios for each institution.

3. FY 2016 Net Position Balances

Mr. Herbst reported on the colleges and universities unrestricted net position which is an informational item for the Board. The net position balances as of June 30, 2016 are shown in the attachments to the agenda materials. Mr. Herbst provided a detailed overview of the areas considered in determining the unrestricted net positions of the colleges and universities. He pointed out that the volatility of state funding as well as fluctuations in enrollment and tuition revenue necessitates that institutions maintain fund balances sufficient to stabilize their operating budgets. The Board has set a minimum

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target reserve of 5% of operating expenditures as a benchmark in its Strategic Plan, Goal 3, Objective D.

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. University of Idaho – Market Rate-Based Compensation System

Mr. Westerberg introduced the informational item and invited the University of Idaho (UI) to provide comments. He pointed out the Board approved implementation of a revised classification system for classified employees in August 2013. The University of Idaho proposes a new compensation system which will be brought before the Board for action at a later date.

Mr. Brian Foisy, Vice President for Finance and Administration at UI, provided some background on the item and reviewed market based compensation for the Board. He introduced Mr. Wesley Matthews, Director of Human Resources at the university, to provide a presentation. Mr. Matthews indicated UI proposes to move forward from its current compensation system to a market-based system which provides a specific market rate for each individual position. With this approach, the university can be as precise as possible in offering competitive salaries when hiring, and achieving and maintaining equitable salaries for current employees. He added this approach would make the institution more competitive in recruitment and retention efforts. Mr. Matthews provided a detailed overview of the proposal. He reviewed the primary sources for obtaining market data which include data from the Bureau of Labor and Statistics for the eight-state region, the CUPA-HR for Carnegie R2 classification in the western US, and pointed out that market data includes average, entry and experience level, and standard deviation.

Mr. Matthews reported that discussions on campus have received very positive feedback, adding the university has been transparent and inclusive of staff, have conducted open forums, and have formed a Compensation Task Force to further develop the concept.

Mr. Foisy pointed out they are personally responding to any questions they have received from employees regarding the proposal. Support for the proposal has been very positive.

Ms. Atchley asked about how employee evaluations fit into this system. Mr. Matthews explained how a solid base pay foundation will make a difference for employees. Mr. Foisy added that if an employee is performing below satisfactory, they do not receive merit increases. Mr. Soltman reminded Board that not long ago the university consolidated pay grades, and now they are exploding the pay grades. He cautioned it on being a flavor of the day. Mr. Foisy described their current system and pointed out that they have been experiencing an 18% turnover, meaning roughly one of five employees leave every year, stressing the system needs a remedy. They are designing

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a system they believe is fair, logical, and appeals to employees, and should help provide longevity in positions.

Dr. Clark asked about their minimum hourly rate. Mr. Matthews responded it is \$12.02. Mr. Scoggin asked if they feel their turnover is driven exclusively by pay. Mr. Foisy responded not exclusively, but they have found massive disconnects between pay grades and actual salary offered in the market. Mr. Scoggin asked what costs in salary would this drive. Mr. Foisy responded they believe their minimum salary should be at least 80% of market. He indicated a preliminary numbers for an approximate 10-12% increase with a transition period of 5-7 years would cost around \$6-\$7 million.

Section II – Finance

1. Medical Education Committee Update

M/S (Westerberg/Soltman): To accept the findings and recommendations of the Medical Education Study Committee as presented in Attachment 1, and to forward these to the Governor. The motion carried 6-0. Dr. Clark abstained from voting on this item. Ms. Critchfield was absent from voting.

Mr. Herbst provided a report from the Medical Education Study Committee (Committee) for the Board on the findings and recommendations of the Committee. He reviewed the members of the Committee chaired by Dr. Ed Dahlberg, former CEO of St. Luke's, and reported that progress has been made on a number of the recommendations of the 2009 Committee Report.

Mr. Herbst reported the 2016 findings indicated three main areas of concern which included 1) the supply of health care providers, 2) maldistribution of professional providers, and 3) the lack of mental health care providers. He reported on the shortages throughout the state and physician disbursement which is very sparse in rural areas. Mr. Herbst outlined the specific recommendations which included to continue to grow the number of accredited residencies, to designate a coordinator to support statewide graduate medical education (GME) expansion efforts, and to implement the Committee's recommendations. Additionally they recommend to grow the supply of qualified preceptors to support training of healthcare providers, sustain programmatic and infrastructure support funding for WWAMI and UUSOM, and to improve support to providers in rural areas. Mr. Soltman remarked highly on the work of the Committee and the dedication of the Committee members.

2. Boise State University – Authorization for Issuance of General Revenue and Refunding Bonds

M/S (Westerberg/Clark): To approve the finding that the Fine Arts Building is economically feasible and necessary for the proper operation of Boise State University and to approve a Supplemental Resolution for the Series 2017A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State

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University authorizing the issuance of General Revenue Project and Refunding bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$78,570,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds; and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Ms. Stacy Pearson provided background on the item and that Boise State University (BSU) requests approval by the Idaho State Board of Education (Board) to issue tax-exempt general revenue and refunding bonds related to the construction of their Fine Arts Building. She indicated they will realize a savings of about 8% or nearly \$3.5 million. Ms. Pearson was accompanied by Ms. JoEllen Dinucci, Associate Vice President of Finance and Administration of BSU, and S.C. Danielle Quade of Hawley, Troxell, Ennis & Hawley LLP, Bond Counsel.

3. Boise State University – Relocation of Facilities and Central Receiving Building – Planning and Design

M/S (Westerberg/Scoggin): To approve the request by Boise State University to proceed with planning and design of the Campus Planning and Facilities Building, under a Design-Build project approach, for a total cost not to exceed \$150,000. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Kevin Satterlee of BSU indicated the new Center for Materials Science research will displace the current building and yard housing facilities services. They have identified property owned by the university as a suitable site for the relocated functions which will be designated as the “Campus Planning and Facilities (CPF) Building”. He provided a visual overview of the project, and outlined the planning and design phase, indicating the requested project will be funded with institutional dollars and is included in their Board-approved six-year capital plan. Upon completion of the planning and design phase, BSU will seek Board approval for the construction phase of the project.

4. Boise State University - Residential Honors College and Additional Student Housing Project – Agreement with EDR Boise LLC

M/S (Westerberg/Soltman): I move to approve the request by Boise State University to enter into the attached letter agreement with EdR Boise LLC, a wholly-owned subsidiary of Education Realty Operating Partnership LP, including purchase of the rights to operate and control the dining facility; and for the University to authorize EdR to complete the buildout of the facility, including furniture, fixtures, and equipment, for an estimated additional cost of \$3,000,000 with a total project cost not to exceed \$6,500,000; and to delegate authority to the Vice President for Finance and Administration to execute all relevant documents

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in substantial conformance with the terms herein. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Satterlee reminded the Board in August 2015 it approved a ground lease and operating agreement with EdR Boise LLC which provides for the construction and operation of a new residential Honors College and additional student housing project at Boise State. He provided a visual illustration and concept drawings of the space for the Board. Mr. Satterlee reported on details of the dining facility and confirmed anticipated auxiliary operations revenues and reserves are sufficient to cover the additional \$2 million cost of the complete facility buildout within the revised overall project cost of \$6.5 million. The original cost was \$5.5 million and the additional \$1 million was covered by their current food vendor Aramark. There is currently 4.5 years remaining on the contract with Aramark and which does contain cancellation provisions.

5. Boise State University – Online Program Fee – Existing Online Undergraduate Certificate in Design Ethnography

M/S (Westerberg/Hill): To approve the request by Boise State University to designate an online program fee for the Boise State University undergraduate certificate in Design Ethnography in the amount of \$497 per credit in conformance with the program budget submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Westerberg introduced the item that BSU is requesting Board approval of an online fee structure for a new certificate program. He requested to have additional discussion in the BAHR Committee regarding on-line fees. BSU's on-line fee request would be applicable only to students in the Design-Ethnography online course sections, and would not apply to BSU students who are simultaneously enrolled in other BSU programs.

6. Idaho State University Foundation - Release of Easement Rights in Idaho Falls

M/S (Westerberg/Clark): To approve the request by the Idaho State University Foundation for the Board to release its easement on the half acre parcel owned by the Foundation, as more particularly described on the attached documents. The motion carried 6-0. Dr. Hill abstained from voting. Ms. Critchfield was absent from voting.

Mr. Westerberg pointed out the Board would be vacating an easement on a half-acre parcel owned by the ISU Foundation.

7. University of Idaho – Six-Year Capital Plan Update – Salmon Classroom and Idaho Arena

M/S (Westerberg/Hill): To approve the proposed revision to the University of Idaho's six-year capital plan for FY2018 through FY2023, as submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

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Mr. Westerberg introduced the item whereby UI is requesting to add two items to its Six-Year Capital Plan for FY2018 through FY2023. The university is bringing the request forward in order to proceed with additional fundraising. Mr. Dan Ewart, Vice President for Infrastructure, provided that the UI is providing an updated Six-Year Capital Plan to reflect changes on two projects: To upgrade of the university's extension center in Salmon, Idaho; and construction of a multi-purpose arena adjacent to the Kibbie Activity Center on the Moscow, Idaho campus.

8. University of Idaho – Educational Association Agreement with Navitas

M/S (Westerberg/Soltman): To authorize the University of Idaho to execute the contract with Navitas Moscow, and Navitas Holdings, for a Pathway Program for Recruiting International Students, in substantially the same form as that attached hereto as Attachment 2. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Westerberg indicated the UI requests authorization to execute an educational association agreement with Navitas to develop and implement the University of Idaho International Student Success Program. He pointed out Navitas is a well-known firm and this contract will benefit the campus by increasing the number of overall international students, and increasing the opportunities for all students to expand their international knowledge and experience.

9. Lewis-Clark State College – Living and Learning Complex Project – Planning and Design Phase

M/S (Westerberg/Clark): To approve the request by Lewis-Clark State College to proceed with planning and design of the Living and Learning Complex project at a cost not to exceed \$1.4 million. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Westerberg indicated LCSC is requesting Board approval to proceed with planning and design for the Living and Learning Complex project. Dr. Fernandez introduced Todd Kilburn and Dr. Ron Smith from LCSC to provide details regarding the project.

Dr. Ron Smith, Special Assistant to the President, provided an overview of the Living and Learning Center project and described it in detail. He indicated the total project is currently estimated at \$17 million, including design and construction costs, appropriate and precautionary contingency allowances, and fixtures, furniture and equipment (FF&E) estimates. Mr. Smith clarified funding for this project is to be provided through the use of institutional reserves and donated gifts. He added these funds will supplement money acquired through borrowing (bonding) with the debt service to be paid through student rental fees.

Dr. Fernandez announced that Dr. Smith is retiring from higher education and his official last day is tomorrow. Dr. Fernandez shared the background of Dr. Smith, who has been

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a tremendous help to LCSC. He thanked him for his work and wished him well in his future adventures. Ms. Atchley thanked Dr. Smith for his service in higher education and to the state.

10. Lewis-Clark State College – Six-Year Capital Plan Update – Career Technical Education Building

M/S (Westerberg/Soltman): To approve the revision to the Lewis-Clark State College six-year capital plan as submitted in Attachment 2. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Fernandez announced this is a recent development at LCSC and in the Lewis Clark valley, and they are requesting approval to add a new Career Technical Education building to their six year capital plan. He indicated LCSC intends to partner with local industry and the local school district to develop and construct the building, and described details of the discussions that led to here. He pointed out this project will provide training in technical vocations to meet the labor force needs and provide collaborative programs with the new Lewiston High School. Dr. Fernandez noted LCSC makes this request at this time in order to put together a funding plan that includes possible donations, Federal grant opportunities, institutional contributions and other State funds. Board members expressed enthusiasm for this item.

DEPARTMENT OF EDUCATION (SDE, Department)

1. Superintendent's Update

Superintendent of Public Instruction, Ms. Sherri Ybarra, will provide updates on the State Department of Education, report on the progress of implementing Mastery Education, provide a Legislative update, and discuss teacher shortages and teacher evaluation audits.

Ms. Ybarra introduced a number of her staff who were present to assist with the Superintendent's update and provide additional information.

Mr. Duncan Robb, the Department's Chief Policy Advisor, provided a legislative update and discussed teacher shortages. Mr. Robb discussed the challenge, the proposed solution, and the legislative approach for the three legislative items which were related to education support centers, school social workers, and college and career advisors. He provided a handout detailing the items, the challenges, and proposed solutions. There was discussion on how districts will be impacted and how the distribution for college and career advisors will be increased and the anticipated results. Ms. Lisa Colon, Director of Certification, and Mr. Pete Koehler, Chief Deputy, provided clarifying remarks. Regarding the school social workers item, Mr. Robb reviewed the intent to clarify statutory requirements for school counselors and to potentially revise IDAPA rule to better reflect the intended endorsement requirements for school counselors and/or school social workers.

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Mr. Robb next reported on the teacher shortage. He indicated a questionnaire was administered to district superintendents asking two questions: 1) were there any teaching positions that were unfilled, if so, which ones. And 2) did they declared a hiring emergency. Mr. Robb reported on the results of the survey which showed 33 districts reporting unfilled positions with 120 total vacancies. Vacancies were especially evident in special education, technology, and core content subjects. Mr. Robb said they were surprised by the number of superintendents who reported on their use of last minute or alternative authorization hires. Feedback from the superintendents included several recommendations to “grow your own”. He reported on the action SDE is taking including to help teachers obtain certification using the alternative authorization route and encouraging districts to use leadership premium dollars to award excellent teacher mentors.

Dr. Clark recommended having additional information or requirements regarding the American Board for the Certification of Teacher Excellence (ABCTE) available. Mr. Freeman also reminded the group of the Troops to Teachers resources as well. Mr. Robb clarified that Troops to Teachers is not an alternative path to certification, but an opportunity to increase the teachers in the classroom by hiring qualified veterans.

The meeting recessed for lunch at 11:58 after which they discussed mastery based education and the teacher evaluation audits.

Regarding the teacher shortage report information released earlier this year, Ms. Colon introduced Tony Davis, Consulting Director, and Tedra Clark, Managing Researcher and Project Director, from McREL International. Mr. Davis provided some background on McREL International, a non-profit education research and consulting firm located in Colorado and have been consulting for over 50 years. They were commissioned to conduct a desk review of generalizations of the Idaho teacher evaluation system. He indicated the media misreported the report as an audit rather than it being a desk review and clarified how different the two are. He also pointed out the Department intended to use this report to move forward in teacher evaluations.

Dr. Clark asked if they were given copies of Idaho Code or administrative rules to use as reference. Ms. Clark responded they were given materials that outlined indicators in teacher evaluations. Ms. Colon explained the background of the indicators used that they were looking for, and that McREL was not given any IDAPA or Idaho Code references. The materials were provided in July 2015. Mr. Soltman asked if in their opinion Idaho is using the Charlotte Danielson model appropriately. Mr. Davis responded in the affirmative. Mr. Scoggin requested their top takeaway’s from the report. Mr. Davis responded that a clear definition of educator effectiveness is very important. Secondly is to be thoughtful in working with the steering committees around the state and put together concise and strategic actions to follow in terms of professional development. Thirdly is to take the results moving forward in teacher practice and strengthening the teacher pipeline. Ms. Clark clarified there were no indicators of administrators doing anything wrong or evidence of administrators reporting inaccurately. Ms. Clark indicated the report served as more of a base line related to teacher evaluations. Mr. Scoggin asked what *they* learned from our current

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practice. Mr. Davis responded that precision in language around educator effectiveness is important, and summarized the conclusions of the report. He concluded there was consistency in the way the teachers were reviewed.

Mr. Soltman asked if there was a communication plan to discuss how the results were presented. Ms. Clark responded the findings were presented to the department within the timeline required. Mr. Jeff Church, Chief Communications Officer for the Department, responded that while they had received the report, there were still conversations between superintendents taking place which led to continued support for the Danielson model. Mr. Church provided additional details on the timeline. Dr. Clark added they were pleased to have the report presented in a formal manner such as at this meeting which allowed for the oral interpretation of the findings, and discussion of the report.

Ms. Atchley indicated the legislature has tasked the State Board with conducting an audit of the teacher evaluations. She commented on the development of a checklist or rubric that ensures the audit will look at the process, but not the content of the evaluation, and the Board must ensure the process specified in code occurs. She commented there is a great deal of concern on this issue, and the findings will help Idaho do a better job on teacher evaluations. Ms. Colon responded on the checklist and that the language needs to be very precise between observation and evaluation.

Mr. Westerberg asked if there is a list of actionable items as a result of this desk review. Ms. Colon responded they are still receiving additional feedback from districts, and they were also asked to provide support to the field in the way of workgroups. Dr. Clark expressed concern about the process and pointed out we must not require any piece of data be included unless it is available prior to the deadline requirements. The dates must be such to allow for complete and thorough reporting in a timely manner.

Ms. Kelly Brady, Director of Mastery Education, presented a report on mastery based education and related pieces of legislation. She pointed out mastery based education was one of the recommendations of the Education Task Force. Ms. Brady provided the definition of mastery based education and reported on the progress they have been making in the area, also providing a handout of the legislation they are proposing. Ms. Brady reported they are doing statewide awareness campaigns with the help of Strategies 360, to launch a corresponding public awareness and communication effort that will offer tools and resources for educators and administrators, public, and media. They are also doing parent and stakeholder interviews and surveys to determine the perception of mastery based education, and will be collaborating with higher education institutions to incorporate a transition to a mastery based education system.

Superintendent Ybarra introduced Mr. Scott Cook, Director of Academic Services, and Ms. Karlynn Laraway, Director of Assessment.

2. Temporary Rule – IDAPA 08.02.03.004.01, Idaho Content Standards – Science

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M/S (Ybarra/Hill): To approve the Revised Idaho Science Content Standards, the incorporated by reference document, as submitted in Attachment 3. The motion carried 7-0. Ms. Critchfield was absent from voting.

AND

M/S (Ybarra/Hill): To approve the Temporary Rule amendment to IDAPA 08.02.03.004, Rules Governing Thoroughness, the Idaho Content Standards, as submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Cook, Director of Academic Services, provided background on the item in that the science standards attached to the agenda materials are a revised set of standards different than what the Board adopted in August 2015. Differences between the two revisions include revisions of structure and organization, including eliminating correlations to Idaho Content Standards in Mathematics and English Language Arts and Literacy, as well as other correlations to engineering practices. He pointed out revisions were also made to the standards to answer concerns of stakeholders and legislators.

3. Professional Standards Commission 2015-2016 Annual Report

M/S (Ybarra/Westerberg): To accept the Professional Standards Commission 2015-2016 Annual Report. The motion carried 7-0. Ms. Critchfield was absent from voting.

Ms. Ybarra indicated the Professional Standards Commission (PSC) report includes the number of requests that were received for Alternate Authorization for Interim Certificates as well as the number of individuals completing Board approved non-traditional preparation programs. There are currently two non-traditional preparation programs approved by the Board, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA). Mr. Soltman asked if the revocations and if we are up or down. Ms. Lisa Colon responded they do not have the previous years to indicate whether it is up or down.

4. Emergency Provisional Certificates

M/S (Ybarra/Clark): To approve one year emergency provisional certificates for Colby Argyle, Roxana Camacho, Jonathan Sheen, Joshua Spencer, Nathan Bundy, and Paiten Mortan to teach the content area and grade ranges at the specified school districts as provided herein. The motion carried 7-0. Ms. Critchfield was absent from voting.

Ms. Ybarra indicated this is to provide emergency provisional certificates for school districts. She pointed out that Section 33-1203, Idaho Code allows the Board to authorize provisional certificates in declared emergencies. Each of the applicants have at least two years of training from an accredited postsecondary institution. She clarified that if emergency provisional certificates are not approved, the school districts will have

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no certificated staff to serve in the classrooms. Mr. Westerberg recommended putting this item on the Consent Agenda in the future.

5. Recommendation from the Bias and Sensitivity Committee

M/S (Ybarra/Soltman): To approve the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item, as submitted. The motion carried 6-1. Dr. Hill voted nay on the motion. Ms. Critchfield was absent from voting.

Ms. Ybarra provided some background on the item that the Board appointed a Bias and Sensitivity Committee to review any new test items that have been added to any summative computer adaptive test, including the Idaho Standards Achievement Test for English Language Usage and Mathematics. She noted following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers.

Dr. Hill expressed significant reservations about the cost benefit of this.

At this time Mr. Freeman introduced Dr. Randall Brumfield as the Board's new Chief Academic Officer who comes from the University of Kansas.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. University of Utah – School of Medicine Report

Mr. Chet Herbst provided an overview of the report for the Board. As part of the Board's contract with the University of Utah School of Medicine (UUSOM), the Board receives an annual report which provides program information including curriculum, clerkships, budget, and names and home towns of first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2018-2019 academic year.

2. Board Policy III.L. Continuing Education and Credit for Prior Experiential Learning (PLA) – First Reading

M/S (Hill/Scoggin): To approve the first reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided in Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Dr. Brumfield noted two changes to this policy which establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded. The use of PLAs and granting of credit is ancillary to achieving the Board's 60% Goal. Current PLA efforts on the campuses are insufficiently employed by students or aspiring students. As a result, these opportunities are not effectively communicated which leads to underutilization. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.

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3. Board Policy III.N. General Education – First Reading

M/S (Hill/Scoggin): To approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Dr. Brumfield indicated the existing requirement calls for five of the six competencies to be met. Following the General Education Summit held on October 5, 2016, the recommendation from the General Education Committee was to require students to meet all six competencies upon completion of a course. This proposed amendment provides increased uniformity to the general education framework bringing the outcomes into alignment with the national discipline expected outcomes.

4. Board Policy III.W. Higher Education Research – First Reading

M/S (Hill/Westerberg): To approve the first reading of Board Policy III.W., Higher Education Research as submitted in Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Mr. Howell provided a brief overview of the proposed changes which included outlining the terms the Vice Presidents of Research at each of the institutions serve on the Higher Education Research Council (HERC). Two sections contain more substantive changes which incorporate past action taken by the Board regarding reporting Center for Advanced Energy Studies (CAES) activities, use of funds appropriated for the use of the Board's Higher Education Research Council and designated for Idaho Global Entrepreneurial Mission purposes, and update minimum program reporting requirements.

5. Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – Second Reading

M/S (Hill/Clark): To approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Dr. Brumfield indicated every two years the institutions are responsible for updating program names and degree titles and ensuring such updates occur on a regular basis. The proposed amendments also clarify the expectations of the universities regarding the delivery of statewide program responsibilities. There was one change between first and second reading that would further clarify the term “when necessary” under subsection 2.b.i. regarding the delivery of statewide program responsibility programs.

6. Boise State University – Bachelor of Science in Urban Studies and Community Development

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M/S (Hill/Scoggin): To approve the request by Boise State University to create a Bachelor of Arts in Urban Studies and Community Development in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Dr. Hill indicated BSU proposes to create a new Bachelor of Arts (BA) degree in Urban Studies and Community Development. Dr. Schimpf, Provost and Vice President for Academic Affairs from BSU, provided information on the item pointing out the new program is the first of two programs being proposed by BSU's new School of Public Service; the second will be a BA in Global Studies, which will be considered at a later Board meeting. Both programs are designed to cross the lines that exist between traditional disciplines such as Political Science, History, Public Policy, and Economics, and will make use of faculty expertise and coursework across the university. BSU projects that the program will accept approximately 20 new students a year, have an overall enrollment of approximately 120 students, and have at least 16 graduates per year once the program is fully up and running.

7. Boise State University – Master of Athletic Training

M/S (Hill/Scoggin): To approve the request by Boise State University to create a new academic program that will award a Master of Athletic Training in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Schimpf introduced the item indicating BSU proposes to create a new program that will award a Master of Athletic Training degree. BSU has offered an accredited Bachelor of Science in Athletic Training for 34 years, and transition to a master's level program is being required by the Commission on Accreditation of Athletic Training Education. The proposed program will be offered face-to-face in BSU's regional service area. Two faculty members and one graduate assistant who now teach in the bachelor's level program will be assigned to the master's level program. One additional faculty member will be funded using resources reallocated within the College of Health Sciences.

8. Boise State University – Master of Science in Economics and Master of Economics

M/S (Hill/Scoggin): To approve the request by Boise State University to create a new academic program that will award a Master of Science in Economics degree and a Master of Economics degree in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Schimpf introduced the item and indicated BSU proposes to create a new program that will award a Master of Science degree in Economics and a Master of Economics degree. The proposed program will be offered face-to-face in BSU's regional service area. Creation of the proposed program will have minimal fiscal impact. A portion of the coursework will be provided by existing undergraduate economics courses that will be cross-listed as graduate courses.

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9. Idaho State University – Master of Arts in Teaching

M/S (Hill/Scoggin): To approve the request by Idaho State University to approve the Master’s in Teaching in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Laura Woodworth-Ney, Provost and Vice President for Academic Affairs from ISU introduced the item indicating ISU is requesting the addition of a Master of Arts in Teaching Program (MAT). This degree will target a demonstrated need in Idaho for qualified personnel in the secondary school setting. This program is a blend of the existing Master of Arts in Secondary Education degree and the Certification Only track. Both programs will continue to exist alongside the MAT. MAT programs ensure deep content knowledge grounded in a bachelor’s degree, and then provide master-level pedagogy and research skills that prepare teachers for initial licensure while focusing on the analysis of student data and implementation of best practices that support student achievement. ISU projects approximately 12-20 initial enrollments at the start of the program. Upon implementation, cohort enrollment will be capped at 20 candidates.

10. Idaho State University – Master of Social Work

M/S (Hill/Scoggin): To approve the request by Idaho State University to approve the Master’s in Social Work in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

M/S (Hill/Scoggin): To approve the request by Idaho State University to designate a professional fee for the Master of Social Work in the amount of \$200 per semester in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Laura Woodworth-Ney indicated ISU is requesting Board approval for a Master’s in Social work and to designate a professional fee for it in the amount of \$200 per semester. ISU is currently approved to offer a Bachelor of Arts (BA) degree in Social Work.

She reported currently, the BA program prepares graduates for generalist professional practice and a new MSW program would prepare graduates for advanced professional practice within the field of social work through mastery of a core set of competencies as set forth by the Council on Social Work Education (CSWE), the national accrediting body. Two options for the MSW degree would be offered: 1) a one-year, advanced standing MSW program which would be an efficient graduate education option for those students who complete their BA degrees in social work at ISU or another CSWE accredited program; 2) a traditional two-year program for students who have completed non-social work BA degrees.

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She pointed out ISU projects 25 initial enrollments at the start of the program with 25 additional enrollments in year two and another in year three, after which enrollment would stabilize at approximately 75 students. ISU requests approval to assess a professional fee consistent with Board Policy V.R.3.b.iv. at \$200 per semester. Dr. Woodworth-Ney indicated they would revisit the professional fee after the program is underway.

11. Dual Credit Workgroup Recommendations

M/S (Hill/Westerberg): To direct Board and Institution staff to develop recommendations and implementation timelines in alignment with the Dual Credit Workgroup recommendations and bring back for Board consideration at a later date. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Hill introduced the item providing some background that at its February 2016 meeting, the State Board's Instruction, Research, and Student Affairs (IRSA) Committee asked Board staff to assemble a workgroup consisting of representative stakeholders from higher education and K-12 education to bring forward a set of recommendations to make improvements to Idaho's dual credit program.

Dr. Brumfield summarized the report and recommendations, indicating the adoption and implementation of these recommendations offers an opportunity to provide consistency and transparency of processes; generate greater efficiencies, and potentially create greater access for many rural students. This would create more accessible pathways for current high school teachers, particularly in rural areas to earn the necessary credentials to teach dual credit courses in their high schools.

OTHER BUSINESS

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

M/S (Westerberg/Soltman): To adjourn the meeting at 2:49 p.m. Mountain Time. The motion carried unanimously 7-0.



Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career-Technical Education

**DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION**

**January 27, 2017
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho**

A special meeting of the State Board of Education was held January 27, 2017 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Emma Atchley presided and called the meeting to order at 11:30 a.m. Mountain Time. A roll call of members was taken.

Present:

Emma Atchley, President
Linda Clark, Vice President
Sherri Ybarra, State Superintendent

Don Soltman
Dave Hill

Absent:

Debbie Critchfield, Secretary
Richard Westerberg
Andy Scoggin

POLICY, PLANNING & GOVERNMENTAL AFFAIRS (PPGA)

1. Establishment of a Community College District in Bonneville County

BOARD ACTION

M/S (Critchfield/Hill): To approve the Resolution set forth in Attachment 1 recommending the formation of a community college district located in eastern Idaho, the boundaries of which shall be made up by the boundaries of Bonneville County, and the establishment

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of a new community college therein to be known as the College of Eastern Idaho. The motion carried unanimously 5-0. Dr. Clark, Mr. Scoggin, and Mr. Westerberg were absent from voting.

Ms. Critchfield introduced the item and provided background on the feasibility for the formation of a community college in eastern Idaho. In early 2016, the formation of a Community College Study Panel (Panel) was announced with the purpose assessing of the possibility a community college in eastern Idaho and how it might look. The Panel unanimously recommended the expansion of Eastern Idaho Technical College (EITC) to a comprehensive community college which would be accomplished through a ballot initiative to establish a community college taxing district. The Panel's findings concluded a need for a community college based on state and national statistics, labor market indicators, and a need for increased education opportunities. Additionally, if EITC transitions to a community college it is expected to grow; and over 900 jobs would be created or sustained and additional economic activity would result. The group concluded a full return on investment would occur after nine years.

Ms. Critchfield indicated state law requires not less than one thousand valid signatures on the petition filed with the Bonneville County Clerk's office. The Bonneville County Clerk's office has transmitted to the Board an affidavit that was dated December 28, 2016, certifying 2,852 signatures were received in support of the petition. At this point, the Board must consider whether to approve the establishment of such community college. If so, it must advise the Bonneville County Board of Commissioners within thirty (30) days after the receipt of the petition and recommend an election be called for the organization of such district. The Board must advise the Bonneville County Board of Commissioners no later than Friday, February 3, 2017 of its decision. Ms. Critchfield reviewed the minimum requirements outlined in Idaho Code for the formation of a community college district, pointing out the requirements have been satisfied.

Dr. Rick Aman, current President of Eastern Idaho Technical College, indicated eastern Idaho expects this to be a very viable enterprise and thanked the Board for its support. Mr. Freeman clarified for the record that attachment 4 to the agenda materials contained a slight revision to the report on page 29. The table on page 29 illustrates how much residents and businesses would pay on a levy rate, and a column was added for the home owner's exemption and how the taxes to homeowners would be affected. There were no concerns regarding that change.

Ms. Atchley commented on how thoughtful and well planned the process was on assessing the viability of a community college in eastern Idaho and thanked all those involved their support. Ms. Critchfield communicated the support of Dr. Linda Clark at her request. Dr. Clark was unable to attend today's meeting.

OTHER BUSINESS

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

M/S (Critchfield/Soltman): To adjourn the meeting at 11:43 a.m. The motion carried unanimously 5-0. Dr. Clark, Mr. Scoggin, and Mr. Westerberg were absent from voting.

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TAB	DESCRIPTION	ACTION
1	BAHR-SECTION I - UNIVERSITY of IDAHO CHANGES IN POLICY REGARDING CLASSIFIED EMPLOYEES	Motion to Approve
2	BAHR-SECTION II - IDAHO STATE UNIVERSITY MULTI-YEAR CONTRACT RENEWAL – ELLUCIAN BANNER ERP	Motion to Approve
3	BAHR-SECTION II - UNIVERSITY of IDAHO DISPOSAL OF REAL PROPERTY AT UI CAINE CENTER, CALDWELL	Motion to Approve
4	IRSA – BOISE STATE UNIVERSITY – NEW BACHELOR OF ARTS IN GLOBAL STUDIES	Motion to Approve
5	IRSA –UNIVERSITY OF IDAHO – NEW BACHELOR OF ARTS/BACHELOR OF SCIENCE IN FILM AND TELEVISION	Motion to Approve
6	PPGA – LEWIS-CLARK STATE COLLEGE – FACILITY NAMING	Motion to Approve
7	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Motion to Approve

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**CONSENT AGENDA
FEBRUARY 16, 2017**

UNIVERSITY OF IDAHO

SUBJECT

Change to University of Idaho (UI) Policy Regarding Classified Employees.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.D.1.b.

BACKGROUND/DISCUSSION

State Board of Education Policy II.D.1.b. states that Classified employees at the University of Idaho are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board.

The faculty senate of the UI proposes a change to UI policy regarding classified employees to remedy an inconsistency between two policy sections. UI Policy FSH 2260 B-2 calls for two week notice of termination for probationary employees. UI Policy FSH 3390 affirmatively states that no notice of dismissal of a probationary employee is required.

The UI proposes to eliminate this inconsistency by eliminating the inconsistent language from FSH 3390 such that any terminated probationary employee will normally be entitled to two weeks notice.

The change to policy FSH 3390 C-3 is as follows:

C-3. Disciplinary Procedures. These procedures apply to discipline up to and including dismissal. Whenever a department administrator considers it necessary to discipline a classified employee, the administrator must provide the employee with written notice of the contemplated discipline and provide the employee an opportunity to respond and be heard. Such notice should also be sent to the assistant vice president for human resources. The notification is to clearly set forth the specific reasons for the contemplated disciplinary action. After the employee has exercised the opportunity to respond, or declined either affirmatively or through inaction, the department administrator may impose the discipline. If the discipline is dismissal the president or his designee must notify the employee in writing either personally served on the employee or sent by first-class mail, postage pre-paid to the employee at the last known address on file for the employee. When practical, notice of dismissal will be given at least two weeks' in advance of the effective date of dismissal. During the period between notification and effective date, the department administrator may require the employee to use accrued annual leave. ~~No specific requirement for advance notice of dismissal is necessary for probationary employees, but when practical at least five working days' notice should be given.~~

IMPACT

The UI anticipates no specific fiscal impact from these changes.

STAFF COMMENTS AND RECOMMENDATIONS

The proposed change will correct an internal contradiction within UI personnel policies. Staff recommends approval.

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BOARD ACTION

I move to approve the changes to University of Idaho policy FSH 3390 C-3, "Disciplinary Procedures," as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
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IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Renewal of Ellucian Contract

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a.

BACKGROUND/DISCUSSION

ISU is seeking approval to renew its current contract with Ellucian (previously SunGard) for five years. Ellucian (Banner ERP) provides core enterprise applications software for ISU including financial, employee, and student-related processing. Board Policy V.I.3.a. requires Board approval for purchase of equipment, data processing software and equipment and consulting or professional services exceeding \$1,000,000.

ISU's initial 10-year contract will expire March 31, 2017. This addendum renews the current contract for another five years at a cost not to exceed \$3,318,233. ISU's General Counsel and Purchasing have reviewed and approved the addendum renewal with Ellucian.

IMPACT

ISU wishes to maintain use of its current Banner ERP system infrastructure as the cost of changes would be significant and far exceed the cost of extension of the current contract. Total cost of this contract is not to exceed \$3,318,233. This planned expense was budgeted in previous program forecasts.

ATTACHMENTS

Attachment 1 – Original License and Services Agreement	Page 3
Attachment 2 – Original Maintenance Agreement	Page 17
Attachment 3 – Amendment to Software Maintenance Agreement	Page 25
Attachment 4 – Ellucian Banner Renewal Purchasing Justification	Page 31

STAFF COMMENTS AND RECOMMENDATIONS

This contract was not competitively bid, due to the significant up front and transition costs that would have been involved to convert the university's operations to a new Enterprise Resource Planning system. Staff coordinated with ISU administration to ensure that this procurement action will be included in the annual report to Legislative Services Office, in accordance with Idaho code (67-9219).

Staff recommends approval.

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BOARD ACTION

I move to approve the request by Idaho State University to renew its existing software and services contract with Ellucian for an additional five years at a cost not to exceed \$3,318,233 in substantially the same form as that attached hereto as Attachments 1 through 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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UNIVERSITY OF IDAHO

SUBJECT

Disposal of real property at University of Idaho (UI) Caine Center, Caldwell.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.I.5.b(3).

BACKGROUND/DISCUSSION

In 1978 the university acquired 40 acres of agricultural college endowment land from the State of Idaho for the purpose of constructing and operating the Caine Veterinary Center on land adjoining the UI's Caldwell Research and Extension Center. The university paid \$111,000 to the State of Idaho for the parcel. In 2016 the UI's College of Agricultural and Life Sciences (College) closed the Caine Center to reallocate College resources to programs and facilities that better meet the needs of the College's current priorities in animal sciences and other areas.

With the Caine Center property deemed to be surplus for UI programs, and the adjoining endowment lands currently operated as UI's Caldwell Research and Extension Center no longer desirable for UI agricultural education and research objectives, the UI is proposing that the Caine Center property be marketed and auctioned along with the adjoining endowment lands by the Idaho Department of Lands. Such disposal mechanism is supported by the Idaho Department of Lands and provided for by Idaho Code Section 58-335.

IMPACT

The Caine Center has been mothballed and no longer serves any programmatic purpose. Its disposal will eliminate caretaking costs and provide financial resources that can better align with UI and College priorities and initiatives.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to have the State Board of Land Commissioners auction the 40 acre former Caine Center for an amount that is no less than the appraised value of property as established by the Idaho Department of Lands; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for conveying the real property rights for Caine and the adjoining endowment lands upon the conclusion of such successful auction.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Arts in Global Studies

REFERENCE

August 2016 Board approved line item request titled "Public Service Initiative" for \$2 million.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new Bachelor's of Arts degree in Global Studies. The new program is the second of two programs being proposed by BSU's new School of Public Service; the first was a BA in Urban Studies and Community Development, which was approved at the December 2016 Board meeting. Both programs are designed to cross the lines that exist between traditional disciplines such as Political Science, History, Public Policy, and Economics, and will make use of faculty expertise and coursework across the university. The program will offer four emphases: World Economics, International Relations, Sustainable Futures, and World Cultures.

The Global Studies program will prepare students to work in a fluid global context in which people and businesses are on the move, where there are stark differences in people's access to basic material goods, where there is increasing demand for natural resources and public spending, and where there is frequent contact among individuals and groups that hold different values and interests. Students will learn the skills necessary to be responsive to a changing global environment as well as developing the skills to help lead change.

Graduates of the proposed program will acquire deep, applied knowledge in how cultures, communities, governments, nations and businesses interact. Students will develop this expertise through a combination of classroom instruction, experiential learning, community partnerships, study abroad, undergraduate research, and interdisciplinary collaboration. Graduates who understand the dynamics of global, national, and local cultural and political interactions will have a competitive advantage in the workforce. Career paths for graduates are diverse and include international and national community development coordinators, business professionals, economic development analysts, non-profit program coordinators, and U.S. State Department officials.

Idaho has a number of connections to the broader global environment. First, Idaho exports over \$5 billion annually with China, Canada, and Mexico among our largest

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trading partners. Thus, businesses have a demand for employees who speak languages other than English and are skilled in cross-cultural communication.

Second, technology companies located in the Treasure Valley, such as Hewlett-Packard and Micron, work extensively overseas and they also employ large numbers of foreign-born workers. Again, this suggests that these employers will want our graduates in a diverse array of jobs, such as marketing, account managers and human resources. In Boise's Mayor David Bieter's letter of support he states,

"I'm excited about the program's potential for graduating students with a strong background in international affairs policy that can strengthen the link between the development of government policy with the needs of Idaho businesses."

Garry Wenske, President of the Boise Committee on Foreign Relations says,
"Our members understand and value the need for educating Boise State students about international issues, especially the global economy."

Megan Ronk, Director of the Idaho Department of Commerce says,
"After reviewing the mission statement, goals and objectives of the program, I concur that the program's goal to better prepare students for today's challenges of an interconnected world is important."

Third, Idaho and the Treasure Valley are the receiving home to thousands of political refugees. Our graduates will be better equipped to work with these refugees as colleagues as well as for organizations that provide services to these new residents. Cristina Bruce-Bennion, Program Director for Agency for New Americans says,

"Connecting your students to different communities seems like an ideal way to enrich students' education. We look forward to hosting Boise State interns, which would be mutually beneficial."

There are two similar undergraduate programs offered in the State of Idaho: the University of Idaho and Idaho State University each offers a B.A. in International Studies. There are only a handful of programs in the Intermountain West and Pacific Northwest as defined by Arizona, Utah, Nevada, Idaho, New Mexico, Oregon, Washington, and Colorado.

IMPACT

BSU projects that the program will accept approximately 20 new students a year, have an overall enrollment of approximately 120 students, and have at least 16 graduates per year once the program is fully up and running.

The program will be resourced as follows:

- Much of the coursework will be provided using already-existing faculty members and coursework.

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- Three additional faculty members will provide approximately 10 courses per year of additional instructional capacity and will enable BSU to get the BA in Global Studies up and running:
 - One tenure-track faculty line results from a newly established endowed faculty position, the Bethine and Frank Church Endowed Chair in Public Policy.
 - One half-time lecturer position is being funded initially under BSU's spousal accommodation policy, and will be funded subsequently using reallocated funds.
 - One new tenure-track faculty line will be created using reallocated funds.
- BSU anticipates that interest in the program will eventually outstrip the capacity provided by the above-listed resources; therefore, they have requested additional resources in their FY18 Line Item Request to the Legislature. Their plan is that 1.0 FTE from that request will be assigned to the proposed program.

ATTACHMENTS

Attachment 1 –Bachelor of Arts in Global Studies proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed program falls within the mission of BSU, and will create graduates who are prepared to work in a variety of fields having to do with a wide variety of international contexts and will be excellent preparation for graduate studies at all three Idaho universities. Included with the proposal are letters of support from three key individuals: Megan Ronk, Director of the Idaho Department of Commerce; Garry Wenske, President of the Boise Committee on Foreign Relations; and David Bieter, Mayor of Boise.

BSU's request to create a new BA in Global Studies is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for international/global studies programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017. IRSA recommends approval.

The proposed program is above the fiscal threshold per year for Executive Director approval. Consistent with Board Policy III.G, Board approval is required of any new, modification of, and/or discontinuation of academic or career technical programs, with a financial impact of \$250,000 or more per fiscal year.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program.

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BOARD ACTION

I move to approve the request by Boise State University to create a Bachelor of Arts in Global Studies in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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UNIVERSITY OF IDAHO

SUBJECT

Bachelor of Arts/Bachelor of Science in Film and Television

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.3.c.i.1.

BACKGROUND/DISCUSSION

The proposed baccalaureate degree in Film and Television Studies creates a new, specialized degree in film and television studies using existing courses taught across several departments. The proposed degree is a partnership between the Department of English and the School of Journalism and Mass Media (JAMM), combining film history, media theory, and hands-on filmmaking experience using a film school model.

The program will be housed and administered through JAMM. Coursework for the proposed degree will include already-existing classes in JAMM, the Department of English, the Department of Modern Languages and Cultures, the Department of History, and the Department of Theater.

While drawing on some of the coursework for the existing degree in Broadcasting and Digital Media Production offered through JAMM, the proposed degree will not replace any existing program. Rather, it will create a new degree focused specifically on narrative film, television, and video production.

JAMM's existing degree in Broadcasting and Digital Media (BDM) focuses more on broadcast news and documentary production. The new degree will have a different audience: students interested in narrative film, entertainment television and video production. While drawing on some of the coursework for existing BDM degree, the proposed degree will attract students with different interests and career goals. It will create a new degree focused specifically on narrative film, television, and video production.

There are five main types of jobs related to this major: Producers and Directors (27-2012); Audio and Video Equipment Technicians (27-4011); Photographers (27-4021); Camera Operators, Television, Video, and Motion Pictures (27-4031); and Film and Video Editors (27-4032). Estimates from the consulting firm EMSI based on state and federal data indicate more than 12% growth in these categories from 2015 to 2025. The projected growth in film and television jobs in Idaho, the Northwest, and the country reflects this growing demand for film, television, and other forms of media content. Several occupations included in the projections above, in fact, will likely see dramatic increases over the next decade: Film and Video Editor positions are projected to increase by 37% nationally, while positions as Producers and Directors are expected to increase by 21% nationally.

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Graduates in Film and Television Studies will be poised to help meet this demand. Importantly, students from Idaho hoping to work in these fields can earn a bachelor's degree tailored to those growth areas without having to leave the state.

IMPACT

The attached program proposal includes a detailed budget for the program. There is no need to develop new curriculum. The funding for this request would be handled through reallocation of resources within the College of Letters, Arts, and Social Sciences.

ATTACHMENTS

Attachment 1 – BA/BS in Film and Television Program Proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho (UI) projects that the program will have approximately 40 initial enrollments with an overall enrollment of approximately 80 students, and have at least 20 graduates per year once the program is fully up and running.

The UI's request to create a Bachelor of Arts/Bachelor of Science in Film and Television is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region II. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for film and television programs. Similar programs offered include an undergraduate certificate in Cinema/Digital Media Certification by Boise State University; baccalaureate degree in Theatre/Film/Video by Idaho State University, and a baccalaureate degree in Communication by Lewis-Clark State College. There are a number of nearby states with similar programs. Some of those include Montana State University, University of Montana, University of Oregon, and Portland State University.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

The proposed program is above the fiscal threshold per year for Executive Director approval. Consistent with Board Policy III.G, Board approval is required of any new, modification of, and/or discontinuation of academic or career technical programs, with a financial impact of \$250,000 or more per fiscal year.

Board staff recommends approval.

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BOARD ACTION

I move to approve the request by the University of Idaho to offer the Bachelor of Science and Bachelor of Arts with a major of Film and Television Studies in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**CONSENT AGENDA
FEBRUARY 16, 2017**

LEWIS-CLARK STATE COLLEGE

SUBJECT

Facility Naming

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K.
Naming/Memorializing Buildings and Facilities

BACKGROUND/DISCUSSION

Lewis-Clark State College (LCSC) is requesting approval to name their baseball stadium the Ed Cheff Stadium in honor of the most successful coach in NAIA baseball history. Cheff coached the Warriors to 16 national titles during his tenure from 1977 to 2010.

Coach Cheff posted a 1,705-430-2 record at LCSC for a .799 winning percentage. Under his leadership, the Warriors captured 16 NAIA national titles during a 25-year span, won at least 40 games for 30 straight seasons, and produced 114 draft picks in the Major League Baseball Draft, including 16 players who have made it to the big leagues. During Cheff's tenure, LCSC played in 11 consecutive NAIA World Series championship games and won eight. To put this in perspective, no other program has won more than four NAIA Series titles in Series' history.

Coach Cheff has retired to the Olympia Peninsula and is no longer in the employ of Lewis-Clark State College. The former Warrior coach was the face of the program for more than 30 years. The baseball field will continue to be called Harris Field as it has since 1950 in honor of Loyd Harris.

The stadium is currently undergoing a \$1.75 million remodel. The remodeling includes a new seating project and the installation of a video display board to replace the old scoreboard. The physical changes the stadium is undergoing makes this an ideal time to name the stadium.

IMPACT

LCSC believes that the naming of the stadium for a popular and successful baseball coach will assist in generating revenue to support continued upgrades of the stadium and field. Although the college is using institutional funds and donations to upgrade the stadium, no substantive costs related to the renaming will be required other than signage.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.K. facilities may be named for a former employee of Idaho's public higher education system in consideration of the employee's service to education in the state of Idaho. Significant factors must include, but are not limited to:

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- 1) Recommendation of the chief executive officer of the institution and the institution community; and
- 2) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.

Lewis-Clark State College's request, based on the information provided, meets the requirements for naming a facility after a former employee. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to name the baseball stadium the "Ed Cheff Stadium."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
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SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the December 2016 Board meeting. Since that meeting, Board staff has received thirty-one (31) permits from Boise State University, seven (7) permits from Idaho State University, and twenty (20) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

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

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2017**

TAB	DESCRIPTION	ACTION
BOISE STATE UNIVERSITY		
1	Multi-Year Coach Contract for Women's Gymnastics Co-Head Coach - Neil Resnick	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
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BOISE STATE UNIVERSITY

SUBJECT

Multi-year contract for Neil Resnick, Co-Head Coach Women's Gymnastics

REFERENCE

October 2015 The Idaho State Board of Education (Board) approved a three year employment agreement with Co-Head Gymnastics Coach Neil Resnick

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

In October 2015, the Board approved a three (3) year contract with Neil Resnick as the Co-Head Gymnastics Coach terminating on June 30, 2018. Boise State University (BSU) is requesting approval of an extension of the multi-year contract for its Co-Head Coach of Women's Gymnastics. The contract includes an automatic extension clause extending one year after each season the team has a top 20 national ranking at the end of the season.

IMPACT

The new contract will be for two (2) years and four (4) months, February 17, 2017 – June 30, 2019. The salary is \$81,800, with incentives as follows:

Academic Achievement

Academic Incentive Pay may be earned if the team Academic Progress Rate (APR) is as follows:

National Score Within Sport		
50% – 59.9%	=	\$1,400
60% – 69.9%	=	\$1,600
70% – 79.9%	=	\$1,800
80% or higher	=	\$2,000

Athletic Achievement

Athletic Incentive Pay may be earned as follows:

– Conference Tournament Championships	\$2,000
– or –	(Only one)
– Qualify Team for NCAA Regionals	\$1,500
– Qualify Team for NCAA Nationals	\$3,000
– Conference Coach of the Year	\$2,000
– NCAA Regional Coach of the Year	\$3,000
– NCAA National Coach of the Year	\$5,000

**BUSINESS AFFAIRS AND HUMAN RESOURCES
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- Top 25 National Ranking at End of Season \$2,000
 - or - (Only one)
- Top 12 National Ranking at End of Season \$4,000
 - or - (Only one)
- Top 6 National Ranking at End of Season \$5,000

In the event Neil Resnick terminates the agreement for convenience, the following liquidated damages shall be due:

- If agreement is terminated on or before June 30, 2017, the sum of \$20,000.
- If agreement is terminated on or before June 30, 2018, the sum of \$10,000

ATTACHMENTS

Attachment 1 – Proposed Contract	Page 3
Attachment 2 – Redline from Model	Page 19
Attachment 3 – Redline from Current Contract	Page 39
Attachment 4 – APR Summary	Page 55
Attachment 5 – Liquidated Damages	Page 56
Attachment 6 – Salary and Incentive Chart	Page 57
Attachment 7 – Max Compensation Calculation	Page 58
Attachment 8 – Coach Contract Checklist	Page 59

STAFF COMMENTS AND RECOMMENDATIONS

This employment agreement is being submitted for Board approval because the term of the contract could potentially exceed three years if the incentive condition, which automatically adds a one-year extension for seasons in which the team earns a top 20 national ranking, is achieved. Total maximum annual compensation is \$103,800 for the first year of the contract, and \$106,800 thereafter. The employment agreement conforms to the Board’s model coach contract.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a two year four month multi-year agreement as proposed with Neil Resnick as its Co-Head Coach of Women’s Gymnastics, commencing on February 17, 2017 and terminating on June 30, 2019, at a base salary of \$81,800 and supplemental compensation provisions, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2017**

TAB	DESCRIPTION	ACTION
1	PROPERTY ACQUISITION	Motion to approve
2	BOISE STATE UNIVERSITY Online Program Fee Request – MS Accountancy	Motion to approve
3	IDAHO STATE UNIVERSITY Cost Estimate to Move College of Technology Academic Programs to the RISE Building	Motion to approve
4	IDAHO STATE UNIVERSITY Anatomy and Physiology Lab Building Addition – Meridian Health Science Center	Motion to approve
5	UNIVERSITY of IDAHO Funding Increase – Athletics Program	Motion to approve
6	UNIVERSITY of IDAHO Idaho Arena Project – Planning, Programming and Design Phases	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2017

SUBJECT

Consider and Act Upon Items Discussed in Executive Session Related to the Acquisition of Real Property

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I. Real and Personal Property and Services

BACKGROUND/DISCUSSION

Executive Session items may be discussed and acted upon, if appropriate, in open session.

IMPACT

Approval by the Board will allow the Board President and Executive Director to negotiate within the terms discussed in Executive Session to acquire the specified property.

BOARD ACTION

I move to authorize the Board President and Executive Director of the State Board of Education to execute any requisite documents to acquire the property within the terms discussed in Executive Session.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2017

BOISE STATE UNIVERSITY

SUBJECT

Online Program Fee Request, Master of Science in Accountancy

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to establish an online program fee for the fully online version of its Master of Science (M.S.) in Accountancy program. The online Accountancy program will operate under the guidelines of Idaho State Board of Education (Board) Policy V.R. as it pertains to fully online programs. The online program will serve the needs of people unable to attend in-person classes at the BSU campus due to work schedule or location.

The 30-credit online program will utilize the existing curriculum currently offered in-person for BSU's Association of Advance Collegiate Schools of Business (AACSB) accredited program.

The program is designed for people who want to advance their knowledge in accounting and prepare for careers in the accounting profession. Graduates will be prepared to pursue professional credentials such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The program covers a variety of advanced topics including financial reporting, audit, tax, data analytics, accounting information systems, managerial accounting, and research methodology.

The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook indicates there were 1,332,700 accountants and auditors employed in the U.S. in 2014. That number is expected to jump to 1,475,100 by 2024. "Employment of accountants and auditors is projected to grow 11 percent from 2014 to 2024, faster than the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records."

Both Idaho State University and the University of Idaho offer in-person Master of Accountancy degrees; neither offers an online program.

The BSU program is expected to grow to an enrollment of approximately 100 students by its fifth year and graduate approximately 60 per year once fully up and running.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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IMPACT

This request will enable BSU to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. BSU will charge \$450 per credit hour. This is a competitive rate in the current online market. Based on a review of 10 institutions offering a similar online degree, the lowest per credit rate was \$442 and the highest was \$1,088.

The total cost to the student of the 30 credits required for completion of the proposed program would be \$13,500.

The program will not require the use of any new state appropriated funds.

ATTACHMENTS

Attachment 1 – M.S. in Accountancy online program details

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BSU's proposal to create a fully online version of its M.S. in Accountancy program was coordinated through the Board's established program review process and recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017; and by the Instruction, Research, and Student Affairs (IRSA) Committee on February 2, 2017.

The proposed online program fee complies with Board Policy V.R.3.x. and should not, as described, reduce access to an M.S. in Accountancy degree for Idaho resident students enrolled in "brick and mortar" courses on campus. The market will determine whether this delivery mode is sustainable at the proposed rate of \$450 per credit hour (in lieu of normal tuition and any special course fees). [Note: the normal per credit hour fee for a full-time, resident BSU graduate student taking 9-15 credits ranges from \$281/credit hour (for a student taking 15 credits) to \$469/credit hour (for a student taking 9 credits); or \$382/credit for a part-time (1-8 credits) graduate student.]

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to designate an online program fee for the M.S., in Accountancy program in the amount of \$450 per credit hour in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
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IDAHO STATE UNIVERSITY

SUBJECT

Engineering and cost estimation for collocation of Research and College of Technology programs in Research and Innovation in Science and Engineering (RISE) building

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

As part of Idaho State University's (ISU's) program prioritization process, the Institutional Effectiveness and Assessment Council recommended to the President to collocate College of Technology programs with Research at the RISE building. Collocation would support alignment of resources and programs and create additional efficiencies across campus. Pursuant to Board Policy V.K.1., ISU is required to obtain Idaho State Board of Education (Board) approval for projects that exceed \$1,000,000. ISU would like to begin engineering and cost estimations to evaluate moving College of Technology programs to the RISE building, to be collocated with Research. Most immediately, ISU believes it can better utilize the high bay spaces in the RISE building by housing College of Technology programs such as:

- Machining Technology
- Diesel Technology
- On-site Power Generation
- Automotive Technology
- Computer Machining Technology
- Welding

In addition, ISU intends to conduct further analysis for additional areas within RISE that may be developed for other College of Technology programs that may include:

- Energy Systems Technology and Education Center (ESTEC)
- Civil Engineering Technology

IMPACT

In addition to aligning resources and enhancing program support, collocating College of Technology Programs with Research in the RISE building will support additional efficiencies. ISU is nearing the end of a lease agreement for space in the Continuing Education Building, which currently houses multiple College of Technology programs. ISU has determined that there is physical capacity for collocation of additional programs at the RISE building. These programs will be able to move into the vacated spaces in buildings on campus that will be created when programs are relocated in RISE. This will enable ISU to ultimately dispose of aging off-campus facilities and consolidate programs that are now located in those buildings into one facility. Programs can share spaces and collaborate,

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operating costs will be reduced, and the institution will generate funds from the sale of the vacated buildings and properties. ISU will also be able to discontinue leasing space off campus in Pocatello and better utilize spaces on campus.

ATTACHMENTS

Attachment 1 – RISE Building Blue Print

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

ISU anticipates that the cost for the proposed relocation of programs into the RISE building could exceed \$1,000,000—thus the project cost could reach the threshold at which Board approval is required. Further Board approval will be required at the completion of the engineering/cost estimation work prior to implementing the move-associated actions. Changing the mix of programs housed within RISE complex will likely have an impact on the net revenues originally projected for RISE when it was planned as a dedicated research facility.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to begin engineering and cost estimating to move College of Technology programs into the RISE building.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
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IDAHO STATE UNIVERSITY

SUBJECT

Anatomy and Physiology Lab Building Addition at Idaho State University (ISU)
Meridian Health Science Center

REFERENCE

February 2016	Idaho State Board of Education (Board) approved execution of affiliation agreement between ISU and proposed Idaho College of Osteopathic Medicine (ICOM)
August 2016	Board approved execution of ground lease for ICOM to build medical education building on ISU Meridian campus

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

ISU would like to begin engineering and cost estimating to provide for expanding the anatomy and physiology lab in Meridian to accommodate 12 more cadaver stations and accompanying support systems. The current anatomy and physiology lab consists of 12 stations. This expansion will enable ISU and partners to utilize a total lab space of 24 stations. This expansion will create future capability and use of existing facilities to further intra-professional education and research possibilities. ISU anticipates that physician assistant, physical therapy, occupational therapy, pharmacy, dental training programs, and other ISU entities will utilize the additional space. External partners in the medical community and secondary schools will also have access to the lab. In addition, the proposed Idaho College of Osteopathic Medicine (ICOM) will be provided use of the space for training medical students. An agreement with ICOM is under development to specify usage and the associated fees. This draft (usage and fee) agreement will be presented to the Board at a subsequent meeting.

IMPACT

ICOM will be paying for the entire project, which consists of a building addition of 3,700 square feet adjacent to the existing lab. The total cost of this project is currently estimated at between \$2-\$3M. Under this proposal, ICOM will pre-pay for their lease of the space in an amount that covers the final cost of the lab construction. For the initial planning, engineering, and cost estimating the Division of Public Works (DPW) requests a 10% fee (\$250,000). ICOM will reimburse ISU for this initial expense as outlined in the attached Memorandum of Understanding.

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ATTACHMENTS

Attachment 1 – ISU & ICOM MOU

Page 3

Attachment 2 – Revised ISU six-year Capital Projects plan

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

As described above, the new anatomy and physiology (A&P) lab extension would benefit future ISU students as well as ICOM students. It appears that ICOM's plans for its new medical education facility (on ground leased from ISU) did not fully anticipate the likely future demands for A&P lab support/cadaver stations. ICOM has offered to fully fund the new \$2-\$3M facility adjacent to ISU's Meridian facility.

There is no indication that ISU solicited funding support from ICOM prior to bringing this proposal to the Board—the proposal appears to have originated with ICOM. In accordance with Board Policy V.K., ISU needs to add this proposed project to its six-year capital projects list (a step which normally proceeds fund-raising). A revised six-year capital plan is presented at Attachment 2 for Board approval.

According to the attached, executed MOU, ISU has already agreed to provide \$250,000 to DPW for initial design work for the project, and ICOM has already agreed to reimburse ISU for the expenses incurred by DPW. While the scope (\$250K) of the proposed design work falls within the approval authority of the institution's chief executive, the projected scope of the entire project (over \$1M) will require Board approval for the financing plan and construction phase of the project. It would have been preferable for the university to present this package to the Board prior to execution of the attached MOU. [Note: the timing for the Board's subsequent approval of a "new agreement" (February Board meeting) is not attainable, and Board approval of construction/financing would not normally precede completion of the design phase.]

BOARD ACTION

I move to approve the request by Idaho State University to amend its previously approved six-year capital plan, as presented in Attachment 2, and to authorize the university to begin engineering and cost estimating for an anatomy and physiology lab expansion of the Meridian Health Science Center building.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
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UNIVERSITY OF IDAHO

SUBJECT

Request for waiver of institutional funds cap for Athletics

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.3.b.

BACKGROUND/ DISCUSSION

The University of Idaho (UI) Athletics Department (Athletics) is projecting an operating deficit for the current fiscal year (FY2017). Initial estimates developed before the beginning of the fiscal year put the deficit at \$1,093,000. Recent revenue shortfalls have been covered by Athletics reserves which were exhausted prior to this budget year.

While athletics expenditures are tracking very closely with initial budget estimates, the projected deficit is being driven primarily by shortfalls in three categories of revenue. During FY2015 and FY2016, the football team played two guarantee games against the University of Southern California and Auburn University. These two games generated guarantee revenue of \$2,100,000. During the current fiscal year, the football team again played two guarantee games against the University of Washington and Washington State University. These two games generated guarantee revenue of \$1,575,000. This scheduling change, designed to play a more regional schedule, created a \$525,000 decrease in game guarantee revenue, and accounts for almost half of the projected current fiscal year operating deficit. While the football program always has the option to plan a more aggressive guarantee game schedule, starting a season with a difficult and potentially losing record is unattractive from a competitive and student athlete welfare perspective.

In addition to the swing in game guarantee revenue, student fees are projected to drop significantly from FY2015 and FY2016 levels. While UI reported encouraging enrollment statistics for the current fiscal year, that trend has not yet resulted in increases in student fee revenue for the Athletics Department. Accordingly, estimates of FY2017 student fee revenue were set at \$1,886,100. This represents a decrease of \$315,750 compared to prior fiscal year student fee collections. This shortfall accounts for about a third of the projected current fiscal year operating deficit.

Related to student fee revenue, it should be noted that the ability to increase athletics fees is limited by Board policy. Accordingly, athletics student fee collections have not kept pace with the growth in tuition rates. Over the years, increases in tuition have increased scholarship costs within the Athletics Department. Without corresponding increases in student athletic fee collections, the revenue available to fund scholarships has not kept pace with rising costs.

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Finally, athletics donations are anticipated to be slightly down for FY2017. Athletics Department personnel project that contributions to the Vandal Scholarship Fund (VSF) will be down \$150,000 from prior fiscal year levels. In addition, non-VSF donations are projected to be down \$200,000 from prior fiscal year levels. This decrease is partially attributed to the decision to move the football program from the Football Bowl Subdivision (FBS) to the Football Championship Subdivision (FCS). This \$350,000 decrease in donations accounts for about a third of the projected current fiscal year operating deficit.

Fortunately, within the last few months, two key football events have generated additional revenue that will reduce the projected deficit. In November 2016, the Vandals were invited to compete in the Famous Idaho Potato Bowl. Participation in this game has generated additional net revenue to help offset the projected operating deficit. In addition, the Sun Belt Conference finished in 3rd place overall (within the Group of 5), while the Athletics Department had budgeted revenue associated with a 5th place finish. This improved conference standing has also generated additional revenue for the Athletics Department. Taking into consideration both the Famous Idaho Potato Bowl and an improved conference finish, the current fiscal year athletics deficit will be below original projections.

The current fiscal year athletics caps for UI are \$2,973,100 for General Funds, \$1,266,100 for Gender Equity, and \$949,500 for Institutional Support. The grand total of all athletics caps is \$5,188,700.

As noted above, the announced move to the FCS created financial challenges in the current fiscal year because of reduced donations. UI expects this trend to continue for the next few years, as the football program begins to compete in the new subdivision. In addition, the move to the FCS will result in loss of conference revenues. Accordingly, to ensure a successful transition from the FBS to the FCS, UI is requesting approval to invest additional institutional funds into the athletics program in a manner consistent with the spirit of Idaho State Board of Education philosophy and policy (up to \$1,000,000 per year for the next four years).

IMPACT

Additional investment of institutional funds in the amount of up to \$1,000,000 per year (in addition to the Board-computed institutional fund limit) for each of the next four years would provide Athletics with increased operating resources and aid in the FBS to FCS transition. The UI has available financial resources to support Athletics through this transition.

STAFF COMMENTS AND RECOMMENDATIONS

The UI request (see first paragraph in “Background/Discussion” section, above) suggests that there is no longer a positive fund balance for the total Athletics budget, with prior reserves having been exhausted. Board Policy V.X.2.d. requires that a positive fund balance be maintained, and if a deficit occurs, the institution

**BUSINESS AFFAIRS AND HUMAN RESOURCES
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“shall submit a plan for Board approval that eliminates the deficit within two fiscal years.”

The UI has indicated that, contingent upon the Board’s approval of a waiver to the current Institutional Funds cap (which, for FY2017 would increase the current limit of \$949,500 to \$1,949,500), it will have sufficient Institutional Funds on hand to cover the current and projected future Athletic deficits. Note that, under Board policy, Institutional Funds *“include, but are not limited to, auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus. Institutional Funds do not include tuition and fee revenue.”* Institutional reserves which accumulate from unexpended tuition and fees cannot be used within the Institutional Fund category for Athletics.

The UI request also suggests that its Student Athletic Fee cap is too low (no mention made of the appropriateness of the General Fund cap). Presumably, a balanced recovery plan would take all categories of capped expenditures (General Fund, Student Athletic Fee, Gender Equity, and Institutional Funds) into account, along with Program fees (for which there is no cap).

Staff recommends that the Board consider limiting the length of the waiver on the Institutional Funds cap to one year (FY2017), while awaiting an Athletic Deficit reduction plan from the UI, prior to making a determination on possible waiver action for FY2018 and beyond.

BOARD ACTION

I move to waive Board policy V.X.3.b. and to approve the request by the University of Idaho to temporarily increase its institutional funds limit by an amount not to exceed \$1,000,000 above the Board-computed institutional funds limit each year for a period of four years (fiscal years 2017 – 2020) in support of its athletics program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Or

I move to waive Board policy V.X.3.b. and allow the University of Idaho to temporarily increase its institutional funds limit for FY2017 by an amount not to exceed \$1,000,000 (\$1,949,500 total); and that the university provide a plan for Board approval to eliminate its athletics deficit by the end of FY2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2017

UNIVERSITY OF IDAHO

SUBJECT

Request for authorization of planning and design phase of Idaho Arena project

REFERENCE

December 2016 State Board of Education (Board) approved University of Idaho (UI) request to add Idaho Arena project to the university's six-year Capital Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1 and Section V.K.3.a

BACKGROUND/DISCUSSION

This item is a request for Board authorization for the UI to commence planning and design of a new, multi-event and court sports facility to be known as the Idaho Arena, to be located adjacent to the Kibbie Activity Center on the Moscow, Idaho campus.

Planning Background

A multi-event and court sports facility with a seating capacity above that of the 1928 Memorial Gymnasium (capacity 1,500) is a long standing desire of the UI. A 1955 document, commissioned by President Donald Theophilus and prepared by Victor Jones & Associates Architects, entitled "*Long Range Campus Plan for the University of Idaho,*" features a large events facility fronting on 6th Street across from the present-day Shoup Hall, and described as a "Coliseum."

In the late 1960s and early 1970s, the UI embarked on planning for a multi-facility athletics complex. This effort included a large, combined facility housing both a multi-event arena, offices for the Department of Athletics, and a new football stadium that eventually became the Associated Students of the University of Idaho (ASUI) Kibbie Activity Center. Planning and design progressed to the point that the combined Events Arena and Athletics Offices Facility, sited to the north of the proposed new football stadium, was included in a 1971 campus master plan. In 1972, design of this proposed facility was carried through the construction documents phase by Cline Smull Hamill Associates Architects. In the end, however, only the Kibbie Dome was constructed, and the combined Events Arena and Athletics Offices Facility was shelved.

In 2005, the UI engaged Opsis Architects to develop initial planning studies for improvements to the athletics facilities of the UI. Published in 2006, these studies once again proposed an events facility to the immediate north of the ASUI Kibbie Dome. The proposed seat count was 8,000, and the facility also was intended to support Fine Arts Musical performances. This drove the projected costs beyond

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the limits of affordability. Therefore, the university elected to concentrate efforts at the time on improving the life safety characteristics and the guest experience within the ASUI Kibbie Activity Center, implementing a three phase capital project effort 2009–2011.

In 2013, then-President Duane Nellis initiated an events arena task force charged with revisiting the proposed multi-event and court sports facility. Upon his arrival in 2014, President Chuck Staben affirmed his commitment to the continuation of this work and to study and develop a vision for a more sustainable, “right-sized” facility better suited to campus needs, a facility that could be planned and constructed within the means of the UI.

Proposed Project Description

As a result of the continued work over the past two years, the UI now proposes to construct a multi-event and court sports facility to be known as the Idaho Arena. The vision is that the Idaho Arena will not only be a home for Vandal court sports, but also a gathering space for a variety of campus and community events to enhance student life on UI’s residential campus.

The Idaho Arena will feature 4,000 to 5,000 seats arranged around a performance court suitable for varsity basketball and volleyball. The Idaho Arena will be located adjacent to the existing ASUI Kibbie Activity Center where it can leverage existing parking and other related resources. In addition to its role supporting student activities and the mission of the Department of Athletics, the Idaho Arena will serve as the host facility for campus and community events with expected guest attendance figures greater than 1,500, but which are not large enough to justify the operational expenses associated with the 15,000 seat Kibbie Dome.

In addition to the new performance court and seating, the Idaho Arena will feature a practice court facility, offices, locker rooms, conference facilities, and associated support facilities such as concourses, restrooms and concessions spaces. The vision is that the Idaho Arena will make use of engineered timber and wood materials sourced from Idaho’s timber industry. It is also the intent that the Idaho Arena will be constructed to meet Leadership in Energy and Environmental Design (LEED) certification at the Silver Level, or higher.

Authorization Request

This request is for Board authorization to begin planning and design for a multi-event and court sports facility of approximately 70,000 square feet and seating 4,000 to 5,000 guests, adjacent to the ASUI Kibbie Activity Center, to be known as the Idaho Arena. The total project cost is currently estimated at \$30,000,000, to include design and construction costs and contingency allowances. Funding for this project would be provided through the use of facility fees, bond proceeds, private gifts, and institutional funds.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2017**

The project is consistent with the UI's strategic plan, specifically, Goal One, Engage, and Goal 2, Transform, as the Idaho Arena is to be a facility that supports events and activities which engage the community and which enrich the collegiate experiences and careers of the students of the UI. The Idaho Arena is also consistent with the UI's Long Range Capital Development Plan (LRCDP), an arena having been featured in the UI's campus plans since the 1950s.

IMPACT

Below is an early estimation of project costs and potential funding sources.

Overall Project

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	A/E & Consultant Fees	\$ 2,766,500
Federal (Grant):	0	Construction	20,750,000
Other (UI)		Construction Cont.	2,075,000
Central University	2,000,000	Owner Costs	1,419,900
Gifted Funds	20,000,000	FFE	287,500
Facility Fees	5,000,000	Project Cont.	<u>2,701,100</u>
Bond proceeds (IRIC)	<u>3,000,000</u>		
Total	\$30,000,000	Total	\$ 30,000,000

Planning, Programming and Design Phase

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	A/E & Consultant Fees	\$ 2,766,500
Federal (Grant):	0	Construction	0
Other (UI)		Construction Cont.	0
Central University	2,000,000	Owner Costs	0
Gifted Funds	<u>1,000,000</u>	FFE (includes Technology)	0
		Project Cont. (Design Ph.)	<u>\$ 223,500</u>
Total	\$ 3,000,000	Total	\$ 3,000,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Upon successful completion of the planning and design phase, the UI will return to the Board for approval to proceed with the construction phase of the project and for approval of the financing plan for the project, in accordance with Board Policy V.K.3.b.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 15, 2017

BOARD ACTION

I move to approve the request by the University of Idaho to implement the planning and design phase of the Idaho Arena capital project, with an estimated cost for this phase not to exceed \$3,000,000. Authorization includes the authority to execute all necessary consulting and vendor contracts to implement the planning and design phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017**

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY – ANNUAL PROGRESS REPORT AND TOUR	Information Item
2	YOUTH CHALLENGE ACADEMY UPDATE	Information Item
3	WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION UPDATE	Information Item
4	IDAHO COMMISSION ON HISPANIC AFFAIRS UPDATE	Information Item
5	IDAHO DIGITAL LEARNING ACADEMY ANNUAL REPORT	Information Item
6	IDAHO PUBLIC CHARTER SCHOOL COMMISSION ANNUAL REPORT	Information Item
7	2017 LEGISLATIVE UPDATE AND PROPOSED LEGISLATION	Motion to Approve
8	BOARD POLICY I.M. ANNUAL PLANNING AND REPORTING – SECOND READING	Motion to Approve
9	IDAHO COMPREHENSIVE LITERACY PLAN ADDENDUM	Motion to Approve
10	STATE BOARD OF EDUCATION – K-20 STRATEGIC PLAN	Motion to Approve
11	EVALUATION REVIEW – PHASE I REPORT AND RECOMMENDATIONS	Motion to Approve

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

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

IMPACT

Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Summary Annual Statistics per the Board's Template Page 3

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

SUBJECT

Idaho Youth ChalleNGe Academy (IDYCA)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §46-112

Idaho Code §46-805

BACKGROUND/DISCUSSION

The IDYCA was established by the Idaho Legislature in (2011) as a state-run residential and post-residential program for 16-18 year olds who have dropped out of high school or are at risk of dropping out. IDYCA is a voluntary and free program for students residing in Idaho. Students can recover up to 14 high school credits and return to their referring high school or earn a GED. The Orofino school district provides faculty to teach academic subjects. The IDYCA holds two cohorts of students (classes) a year, starting in January and July.

Mr. Bicker Therien, Principal of IDYCA will provide a brief presentation about his school and its successes.

ATTACHMENTS

Attachment 1 – IDYCA brochure

Page 3

Attachment 2 – IDYCA article

Page 5

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

SUBJECT

Western Interstate Commission for Higher Education (WICHE)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3601 *et seq.*

BACKGROUND/DISCUSSION

The Western Interstate Commission for Higher Education (WICHE) is a 16-member commission working to boost access to higher education for students in the West and, as importantly, to ensure their success. WICHE is “a regional organization created by the Western Regional Education Compact and adopted in the 1950s by Western states. WICHE was created to facilitate resource sharing among the higher education systems of the West. It implements a number of activities to accomplish its objectives. ... WICHE is governed by three gubernatorially appointed commissioners from each member [state].” Idaho’s commissioners are Representative Wendy Horman (R-Idaho Falls), Dr. Tony Fernandez (President, Lewis-Clark State College), and Matt Freeman (Executive Director, Idaho State Board of Education).

WICHE’s members include 15 Western states, the Commonwealth of the Northern Mariana Islands and Guam.¹ Idaho has been a member of WICHE since 1953.

WICHE and its member states work to improve access to higher education and ensure student success. WICHE facilitates student exchange programs, regional initiatives, and conducts research and policy work to assist constituents throughout the West and beyond. WICHE’s student exchange programs provide a broad range of higher education options for some 35,600 students each year at undergraduate, graduate, and professional levels. Students gain affordable access to desired programs, while states avoid unnecessary duplication of programs and institutions can devote their resources to improving the quality of their educational offerings.

Joe Garcia, President, and Demarée Michelau, Vice President of Policy Analysis and Research, will provide a brief overview of WICHE and how Idaho’s public postsecondary education stacks up against the rest of the Western states.

ATTACHMENTS

Attachment 1 – Idaho Fact Sheet

Page 3

BOARD ACTION

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

¹ Source: <http://www.wiche.edu/about/background>

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

IDAHO COMMISSION ON HISPANIC AFFAIRS

SUBJECT

Three Year Comprehensive Education Plan

REFERENCE

October 2010 The Idaho Commission on Hispanic Affairs presented the Board with its three-year comprehensive education plan.

BACKGROUND/DISCUSSION

The Idaho Commission on Hispanic Affairs is a non-partisan state agency providing services to the Hispanic Community and serving as a liaison between the community and government entities. Working toward economic, educational, and social equality, the Commission identifies and monitors programs and legislation, and researches problems and issues facing Idaho's Hispanic community. The Commission identifies solutions and provides recommendations to the governor, legislature, and other organizations concerning issues facing the State's Hispanic population.

Margie Gonzalez, Executive Director for the Idaho Commission on Hispanic Affairs will provide the Board with an update on changes in Idaho's Hispanic student population, including elementary and secondary student achievement and postsecondary student access.

ATTACHMENTS

Attachment 1 – Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the October 2010 Regular Board meeting the Idaho Commission on Hispanic Affairs presented the Board with a three-year comprehensive education plan. The state has seen small gains in reducing the educational achievement gap since that time, this agenda item will provide the Board with an opportunity to discuss potential policies and strategies for further reducing the achievement gap and increasing the postsecondary attainment of this group of students.

BOARD ACTION

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

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IDAHO DIGITAL LEARNING ACADEMY (IDLA)

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code

Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and the current IDLA fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). IDLA is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry.

IMPACT

IDLA served 25,480 enrollments in the 2015-2016 school year, which is a 11% increase over 2014-2015. Ninety-nine percent (99%) of the school districts in Idaho participated in 2015-2016. The number one reason for taking IDLA courses is *classes not offered locally*. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

ATTACHMENTS

Attachment 1 – 2016-2017 Fee Policy Statement	Page 3
Attachment 2 – Acceptable Use Policy	Page 6
Attachment 3 – Accreditation Confirmation	Page 12

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

SUBJECT

Idaho Public Charter School Commission Annual Update

REFERENCE

February 2015	The Board was presented with the Idaho Public Charter School Commission Annual Report and update on the status of charter schools in Idaho.
February 2016	The Board was presented with the Idaho Public Charter School Commission Annual Report and Idaho charter school performance around the state.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission Director Tamara Baysinger will update the Board on the status of the PCSC's portfolio schools and the IPCSC's ongoing implementation of best authorizing practices.

IMPACT

This presentation will provide the Board with an update on charter schools around the state and provide the Board with the opportunity to ask questions and discuss the implementation of charter school performance certificates.

ATTACHMENTS

Attachment 1 – Idaho Public Charter School Commission Annual Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-5213, Idaho Code, creates the Public Charter School Commission (Commission), and locates it in the Office of the State Board of Education. The Board's Executive Director or designee is responsible with the enforcement of Chapter 52, Title 33 (Public Charter Schools) as well as serving as the Secretary to the Commission. Staff assigned to the Commission are Board of Education Staff, the Director for the Commission, Tamara Baysinger, serves as the Executive Directors designee.

In addition to acting as an independent authorizer for public charter schools, the Commission also has the responsibility of making recommendations to the Board regarding the oversight of public charter schools in Idaho. Ms. Baysinger will provide the Commissions annual update to the Board on the status of the Commission's portfolio schools and implementation of the charter school performance certificates.

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

SUBJECT

2017 Legislative Update and Proposed Legislation

REFERENCE

June 2016	The Board approved legislative ideas for the 2017 legislative session.
September 23, 2016	The Board approved 2017 legislation
December 2016	The Board approved two additional pieces of legislation (STEM School Designation and Adult Postsecondary Completion Scholarship) and authorized Board staff to collaborate with the Governor's staff to support the legislation as it moves through the legislative process.

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2017 legislative session. The Board approved twenty-one (21) bills and one (1) concurrent resolution for introduction and supported two (2) pieces of legislation related to the Governor's education initiatives for the 2017 legislative session.

After the first month of the legislative session, the following legislation submitted or endorsed by the Board is moving through the legislative process:

Board Submitted Bills:

H36: Repeals existing law prohibiting fraternities, sororities, and secret societies in elementary and secondary schools.

H37: Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers.

H58: Repeals existing law relating to teaching certificates obtained during or prior to 1947.

H73: Amends existing law to provide that upper division courses and programs are allowable at a public community college if the taxing district meets certain requirements regarding population and total taxable property value.

H74: Amends existing law to clarify the sequence of appointments to the Public Charter School Commission.

H75: Removes obsolete provisions relating to the education of expectant mothers; and to remove the funding provision for such programs.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

H105: Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of literacy instructional skills by the teacher prep candidate.

H106: Amends existing law to require accredited residential schools to make reports required by the Department of Education and to retain them under the jurisdiction of the Department of Health and Welfare.

H107: Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii.

S1014: Amends existing law to require each school district and public charter school to submit a technology plan to the State Department of Education.

S1015: Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria” for the career ladder.

S1018: Repeals existing law relating to school accountability report cards.

S1019: Repeals existing law to provide for school safety patrols, and adds to existing law to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations.

S1029: Amends existing law to provide that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and authorizes the school districts to grant credit for career technical courses.

S10130: Amends existing law to provide for the dual enrollment of a nonpublic or public charter school student in a public charter school or public school district school.

S1033: Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system.

Board Supported Bills:

H35: Adds to existing law to provide for the Adult Postsecondary Completion Scholarship.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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H70: Adds to existing law to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation.

The attached summary provides the status of each bill, at the time the agenda material was prepared. Staff will provide updates to the Board at the meeting regarding any intervening changes that have occurred.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or feedback received on any of the Board approved legislation.

IMPACT

Board action through rulemaking may be necessary dependent upon passage of several pieces of legislation.

ATTACHMENTS

Attachment 1 – Proposed Legislation – Minimum Instructional Hours	Page 5
Attachment 2 – Idaho Legislature - 2016 Legislative Session	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Board staff have been in discussions with school districts in western Idaho which have been severely impacted by the adverse weather experienced this winter regarding options that might be available waive some of the minimum instructional hours required by law. Section 33-512, Idaho Code sets out minimum instructional hours across specific grade ranges that schools must provide each year. Section 33-512, Idaho Code, also provides for limited waivers under specific situations. Staff have discussed various solutions with these districts. The ability for the Board to waive additional instructional hours in limited situations would provide impacted school districts with some relief while still assuring the waiver of the hours is in the best interest of the students. The proposed legislation would provide a mechanism for school districts to request a waiver by the Board of the minimum instructional hours when natural occurrences, such as weather, create unsafe conditions requiring the entire school district to close for extended periods of time. Staff recommends approval.

BOARD ACTION

I move to approve proposed legislation in substantial conformance to the form submitted in Attachment 1 and to authorize staff to work with the Governor's office and legislators to introduce the legislation during the 2017 Legislative Session.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

SUBJECT

Board Policy I.M. Annual Planning and Reporting – Second Reading

REFERENCE

August 2008	Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures
October 2008	Board approved second reading of Board Policy I.M. clarify reporting requirements for strategic plans and performance measures
April 2011	Board approved first reading of Board Policy I.M.
June 2011	Board approved second reading of Board Policy I.M.
August 2012	Board set October 15 th and March 15 th as the census date for postsecondary student reporting
June 2016	Board approved agency and institution strategic plans and requested the creation of a formal template for the submittal of future plans.
December 2016	Board approved first reading of Board Policy I.M. adding definitions of strategic plan components.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Section 67-1901 through 16-1905, Idaho Code.

BACKGROUND/DISCUSSION

Sections 67-1901 through 16-1905, Idaho Code, establish the state's annual strategic plan reporting requirements. These requirements include the annual review and submit of strategic plans and performance measures. Institutions, agencies and special/health programs under the oversight of the Board submit their strategic plans to the Board for approval, the approved plans are then submitted by the Board office to the Division of Financial Management.

The proposed changes define the required strategic plan components, in alignment with the strategic plan requirements established in Idaho Code and provide additional clarification on the definition of each component.

There has been one change between the first and second reading to the proposed policy amendments. Staff identified a discrepancy between Board action taken at the August 2012 Board meeting and the current policy. The additional amendments add the Fall (October 15th) and Spring (March 15th) postsecondary reporting census dates set by the Board at the October 2012 Board meeting.

IMPACT

Approval of changes to Board policy I.M. will further clarify institution and agencies strategic plan requirements.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

ATTACHMENTS

Attachment 1 – Board Policy I.M. – Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Approval of the proposed amendments will establish a consistent format for the submittal of institution and agency strategic plans. The consistent format will assure that all of the statutory strategic planning requirements are met, allow for a more efficient review of the plans by the Board and staff. The proposed definitions are definitions that have been provided to the institutions and agencies each year by Board staff and are consistent with the Division of Financial Managements definitions for each component.

At the October 2012 Regular Board meeting the Board changes Idaho's official census date for postsecondary data reporting from October 10th to October 15th and March 15th. At that time, staff were also directed to incorporate these dates into Board policy. Staff identified the discrepancy and are proposing to incorporate these two dates into the policy at this time. The October 15th and March 15th dates have been used by the institutions since 2012.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading to Board policy section I.M. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

SUBJECT

Idaho Comprehensive Literacy Plan Addendum

REFERENCE

December 1998	Board adopted the initial Idaho Comprehensive Literacy Plan.
December 2015	Board adopted the 2015 Idaho Comprehensive Literacy Plan

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1207A, 33-1614, 33-1615, and 33-1616, Idaho Code

BACKGROUND/DISCUSSION

The Literacy Committee currently includes thirteen (13) individuals from across Idaho, including representatives from the State Board of Education (Debbie Critchfield), a legislator (Rep. VanOrden), State Department of Education, K-12 education, libraries (Commission and Association), and non-profits (Idaho Business for Education, and Idaho Voices for Children).

In December 2015, the State Board of Education approved an updated Idaho Comprehensive Literacy Plan, as developed by the Literacy Committee. At the time, the Board requested that the Literacy Committee develop an Addendum to the plan that would establish metrics to measure the effectiveness of the Comprehensive Literacy Plan.

The Addendum, called the “Idaho Comprehensive Literacy Plan Educator Guide” is intended to briefly summarize the four Essential Elements outlined in the Comprehensive Literacy Plan; highlight core, essential strategies; and establish metrics for measuring progress of implementation.

The Literacy Committee’s report outlining the Addendum is provided as Attachment 1.

IMPACT

Approval of the new Idaho Comprehensive Literacy Plan Addendum, the “Idaho Comprehensive Literacy Plan Educator Guide”, will supplement the current plan.

ATTACHMENTS

Attachment 1 – Literacy Committee Report: Recommendations	Page 3
Attachment 2 – Idaho Comprehensive Literacy Plan Educator Guide, December 2016 (two-page format)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1207A, Idaho Code, requires the instruction provided by the approved teacher preparation programs be consistent with the Board approved Idaho Comprehensive Literacy Plan. Sections 33-1614 and 33-1616, Idaho Code,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

require district Literacy Intervention Plans and individual student literacy plans be aligned to the Idaho Comprehensive Literacy Plan. Section 33-1615, Idaho Code, requires the state reading assessment use the plan as a reference document.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Comprehensive Literacy Plan Educator Guide as submitted in Attachment 2 and to direct Board staff to incorporate the guide as an addendum to the Idaho Comprehensive Literacy Plan.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

SUBJECT

Idaho State Board of Education 2018-2022 K-20 Strategic Plan

REFERENCE

December 2012	Board reviewed and requested amendments to the 2013-2017 State Board of Education Strategic Plan
February 2012	Board approved 2013-2017 State Board of Education K-20 Statewide Strategic Plan
December 2013	Board reviewed and discussed changes to the State Board of Education K-20 Statewide Strategic Plan
February 2014	Board reviewed and approved the updated 2014-2018 State Board of Education K-20 Statewide Strategic Plan
February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan.
December 2015	Board approved 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan
August 2016	Board discussed higher education operational plan.
December 2016	Board reviewed and discussed Education K-20 Strategic Plan and requested amendments for the February 2017 Board meeting

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1. Chapter 19, Title 67, Idaho Code.

BACKGROUND/ DISCUSSION

The Board's strategic plan is a forward looking roadmap used to guide future actions and define the vision and mission of Idaho's K-20 educational system; to guide growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October Regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. The performance measure review is a backward look at progress made during the previous four years toward reaching the various plan goals and objectives.

In addition to requirements in Board policy, all agencies (including institutions) must develop a strategic plan and review it annually. Pursuant to Section 67-1903, Idaho Code, all strategic plans must include:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

- a) A comprehensive outcome-based vision or mission statement;
- b) Goals;
- c) Objectives and/or tasks that indicate how the goals are to be achieved;
- d) Performance measures, developed in accordance with section [67-1904](#), Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
- e) Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
- f) An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – 2018–2022 State Board Education Strategic Plan Page 3

STAFF COMMENTS AND RECOMMENDATIONS

During the strategic plan review and discussion at the December 2016 Board meeting, a number of edits to the strategic plan were discussed. These amendments have been incorporated into the strategic for the Board's consideration.

During the February Board meeting the Board will have the opportunity to review and approve these edits and or request additional edits.

BOARD ACTION

I move to approve the 2018-2022 (FY19-FY23) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 16, 2017

SUBJECT

Certificated Staff Evaluation Review for the 2015-2016 Academic Year – Phase One Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1004B(14).

BACKGROUND/DISCUSSION

Effective July 1, 2015, Idaho Code § 33-1004B(14), specifically requires a review of a sample of teacher evaluations, conducted annually:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The 2015-16 evaluation review is being conducted in two parts. The first portion of the annual review, *Phase One*, was completed on February 10, 2017. This phase focused on the requirements called out in IDAPA 08.02.02.120, and whether or not the review was conducted with fidelity to the state framework.

The Office of the State Board of Education staff randomly selected approximately 200 administrators who were active in the 2015-2016 school year (approximately 25% of all current Idaho administrators). For each administrator chosen, the district uploaded to a secure server at least three evaluations (with relevant supporting documents) completed in 2015-16 for both teachers and pupil service staff. All materials were redacted of identifying information prior to being disseminated among reviewers. Timeline for the process was as follows:

- Board staff informed districts of randomly chosen administrators and requested a list of all the teachers and pupil service staff that the selected administrator evaluated during the 2015-2016 school year.
- Board staff randomly selected at least two teachers and one pupil service staff person, as applicable, per administrator.
- Prior to January 12, 2017, Board staff informed districts of the randomly selected staff members and requested the following documents be submitted for each, via a secure portal, no later than January 26, 2017:
 - Observations used to inform the staff members' summative evaluation
 - Completed, summative annual evaluation to include the professional practice portion as well as the student achievement section
- On February 9-10, 2017, twenty education leaders, certified for proficiency in the state evaluation system, met at the Office of the State Board of Education. The team reviewed evaluations for compliance with Code and Rule and supplied comments and recommendations at the end of the two-day session.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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The second part of the review, *Phase Two*, will be underway prior to the end of February. From the administrators/evaluations selected in *Phase One*, approximately 10% will be subject to a more in-depth review that will focus on district evaluation practices. Reviewers will examine the evidence and artifacts that were used to determine the ratings assigned to each educator as well as document information on district implementation of the evaluation system. Reviewers will also solicit feedback from administrators regarding the process to better understand evidence collection and overall fidelity in the use of the Idaho framework for teacher evaluations. This phase will provide a deeper, formative assessment of evaluation policy and implementation consistent with IDAPA 08.02.02.120.

The goal of the onsite reviews is to produce data that will ultimately assist stakeholders in further understanding the practices that shape and support teacher evaluation, as well provide targeted information to state agencies and universities to better prepare and support teachers and administrators in the state of Idaho.

The report will provide the findings and review panel recommendations from the first phase of the evaluation review process.

IMPACT

Upon completion of the entire review, recommendations will be made for administrator professional development and clarifications in rule as necessary.

ATTACHMENTS

Attachment 1 – 2015-2015 Evaluation Review Process	Page 3
Attachment 2 – 2015-2016 Evaluation Review – FAQ's	Page 4
Attachment 3 – 2015-2016 Certified Staff Evaluation Review Report of Findings – Phase One	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

At the time of agenda production Phase One of the review was still being conducted. At the February 2017 Board meeting staff will provide the Board will a full report on the findings of the initial review and preliminary recommendations based on that review. Based on the discussion at the Board meeting, staff will bring back specific recommendations for Board approval. This may include proposed Board policy, amendments to administrative rules, and types of training that may need to be developed.

BOARD ACTION

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

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TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.L. CONTINUING EDUCATION AND CREDIT FOR PRIOR EXPERIENTIAL LEARNING – SECOND READING	Motion to Approve
2	BOARD POLICY III.N. GENERAL EDUCATION – SECOND READING	Motion to Approve
3	BOARD POLICY III.W. HIGHER EDUCATION RESEARCH – SECOND READING	Motion to Approve
4	BOISE STATE UNIVERSITY – ONLINE BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT	Motion to Approve
5	IDAHO STATE UNIVERSITY – MASTER OF HEALTHCARE ADMINISTRATION	Motion to Approve
6	IDAHO STATE UNIVERSITY – MASTER OF TAXATION	Motion to Approve
7	UNIVERSITY OF IDAHO – BACHELOR OF SCIENCE IN MEDICAL SCIENCES	Motion to Approve
8	UNIVERSITY OF IDAHO – FIRST YEAR LAW CURRICULUM IN BOISE	Motion to Approve
9	HIGHER EDUCATION RESEARCH COUNCIL – ANNUAL REPORT	Information Item

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SUBJECT

Board Policy III.L, Continuing Education and Credit for Prior Learning – Second Reading

REFERENCE

June 2013	The Board received recommendation from the Educational Attainment Task Force including recommendations for a statewide portfolio approval process for credit for prior learning.
October 2013	Board Approved first reading the Board Policy III.L.
December 2013	The Board approved second reading of proposed amendments to Board Policy III.L.
October 2016	The Board approved the first reading of proposed amendments to Board Policy III.L.
December 2016	The Board approved the corrected first reading of Board Policy III.L.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Credit for Prior Learning

BACKGROUND/DISCUSSION

At the June 2013 Board meeting the Workforce Development Council's Educational Attainment Task Force made three recommendations to the Board for reaching the Board's educational attainment goal. One of these recommendations was that the Board establish a statewide portfolio approval process for awarding credits based on prior learning and experience. The recommendation was forwarded to Board staff for further development.

The proposed changes to Board policy will provide for baseline expectations regarding the use of Prior Learning Assessments (PLAs) and granting of credit for prior learning in Idaho. The proposed amendments to policy provide a clear definition for PLA and the methods to be used for assessing learning. This update also introduces how credit is to be awarded for Prior Experiential Learning (CPEL), as well as clarifying that PLA fees are to be assessed based on administration cost as opposed to the number of credit hours awarded.

There were no changes between the first and second reading of this policy.

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IMPACT

The proposed amendments to Board Policy III.L will establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded.

ATTACHMENTS

Attachment 1 – Board Policy III.L – Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In 2014, the Board contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLAs on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions.

The use of PLAs and granting of credit is ancillary to achieving the Board's 60% Goal. Current PLA efforts on the campuses are insufficiently employed by students or aspiring students. As a result, these opportunities are not effectively communicated which leads to underutilization. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.

Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Board Policy III.N., General Education – Second Reading

REFERENCE

February 27, 2014	The Board approved the first reading of proposed new Policy III.N, General Education.
April 17, 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
January 22, 2015	The Board approved a waiver to Board Policy III.N.4.a as it applies to Associate of Applied Science Degrees for the 2015-2016 academic year.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.N.
June 2015	The Board approved the second reading of Board Policy III.N.
December 2016	The Board approved the first reading of proposed amendments to Board Policy III.N.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N, General Education

BACKGROUND / DISCUSSION

Board Policy III.N provides that faculty will meet annually to ensure consistency and relevance of General Education competencies related to their discipline. At last year's General Education Summit held December 3-4, 2015, the Oral Communications discipline group identified a concern regarding a technical writing class that was identified as a GEM oral communication class. The Oral Communication discipline group believed the course did not align with the national discipline expected outcomes.

Proposed amendments would clarify that there is an expectation of "spoken" rather than written communication in the Oral Communication competency and will require students to meet all six competencies upon completion of a course.

There were no changes between the first and second reading of this policy.

IMPACT

Approval of the proposed amendments will provide increased uniformity to the general education framework bringing the outcomes rubric into alignment with the national discipline expected outcomes.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education – Second Reading Page 3

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STAFF COMMENTS AND RECOMMENDATIONS

The General Education Committee met with the Oral Communication discipline group on June 10, 2016 and during the October 2016 General Education Summit to discuss concerns regarding the oral communication GEM course competencies and amendments brought forward by the discipline group.

The Statewide General Education Committee reviewed and approved the recommended amendments at their October 5, 2016 meeting with minor changes. Council on Academic Affairs and Programs (CAAP) reviewed the proposed changes at its November 17, 2016 meeting and recommends approval.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Proposed Amendments to Board Policy III.W., Higher Education Research, Second Reading

REFERENCE

June 17, 2010	Board approved a second reading to Board Policy III.W. Higher Education Research
August 11, 2011	Board approved first reading to Board Policy III.W. Higher Education Research
October 20, 2011	Board approved a second reading to Board Policy III.W. Higher Education Research
March 23, 2012	Board approved Higher Education Research Council IGEM Program Guidelines
October 10, 2014	Board approved an amendment to the Center for Advanced Energy Studies Tenant Use Agreement and Consortium Agreement, adding the University of Wyoming and directed BSU, ISU, and UI to report annual to Board on institution related CAES activities through the Higher Education Research Council.
December 15, 2016	Board approved first reading of Board Policy III.W.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

BACKGROUND/DISCUSSION

The amendments to Board Policy III.W. include clarification on membership of the Higher Education Research Council (HERC) and the Center for Advanced Energy Studies (CAES), specifically for the Vice Presidents of Research at the universities. Other changes include clarification on the post-award reporting of research activities and incorporation of Board action from the October 10, 2014 Special Board meeting requiring Boise State University, Idaho State University, and the University of Idaho to report annually to the Board on institution related CAES activities through HERC.

IMPACT

Approval of the amendments to Board Policy III.W. will provide for more applicable minimum reporting requirements for all programs funded through HERC and incorporate past Board action that was intended to be ongoing into Board policy consistent with the Board Bylaws.

ATTACHMENTS

Attachment 1 - Board Policy III.W., Higher Education Research – Second Reading

Page 3

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STAFF COMMENTS AND RECOMMENDATIONS

The Board approved the first reading of Board Policy III.W. at the December 2016 Board meeting. There are no changes between first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy III.W., Higher Education Research as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

Online, Bachelor of Business Administration in Management

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new Bachelor of Business Administration (BBA) in Management that will be offered entirely online. The program will operate under the guidelines of Board Policy V.R. as it pertains to online programs. Boise State University currently offers the following programs in a traditional format (i) a BBA in General Business, (ii) a BBA in Entrepreneurship Management, and (iii) a BBA in Human Resources Management. The proposed program is intended for students who want to specialize in management but want a program that is broader in focus than our Entrepreneurship Management and Human Resources Management degrees.

Because the program is fully online it will enable BSU to reach potential students who need flexibility in their education as a result of professional and personal responsibilities. These students may also live in rural areas of Idaho that do not have face-to-face educational opportunities.

Many of the students who enter the program will be working adults with some prior college experience who want to enhance their careers in management. The program will focus on skills in digital communication, presentation, and management. Graduates will develop the knowledge base, analytic abilities, digital competence, and interpersonal skills needed to become an effective and ethical leader and manager.

The intended learning outcomes for the program are as follows:

- **Managerial Problem Solving:** Apply appropriate analytical methods, as well as knowledge of business functions and a strategic assessment of global, legal, and economic contexts, to effectively address managerial problems and opportunities.
- **Interpersonal Competence:** Demonstrate effective and professional collaboration, communication, and conflict resolution skills for leading, motivating, and influencing others.
- **Responsible Business Practices:** Engage in ethical decision-making aligned with sustainable and socially responsible business practices, incorporating a knowledge of diverse cultural norms and legal environments.

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- Innovation: Employ creative thinking for the development of innovative solutions that open new opportunities for an organization to provide value to its stakeholders.

Idaho State University, Lewis-Clark State College (LCSC), and University of Idaho each offer one or more bachelor's degree programs in management. Only LCSC presently offers an online format.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 440 students by the sixth year, graduating approximately 150 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. BSU will initially charge \$336 per credit hour, which aligns with a reasonable estimate of BSU's undergraduate 2017-18 tuition of \$306 per credit plus the \$30 per credit online fee.

Although a student may enter the program as a freshman, BSU anticipates that students entering the program will typically have at a minimum an AA or AS degree, or 60 credits of coursework. Students entering with 60 credits will be required to complete the 49 business management credits, with 11 additional credits, in order to meet the 120-credit requirement for graduation; the cost of those additional credits would be \$3,696 if taken under the online program fee model. For the 49 business management credits, students will pay \$336 per credit; the total cost of those 49 credits totals \$16,464. A student requiring the 49 business management credits and the 11 additional credits would be charged a total of \$20,160. A student who took the entire 120 credits required would be charged \$40,320.

ATTACHMENTS

Attachment 1 – online, BBA in Business Administration proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's (BSU) proposed BBA in Administration falls within the mission of BSU, and will provide access to individuals not able to attend face to face classes. This program is consistent with service region program responsibilities.

Boise State University currently has a BBA in General Business included in its five-year plan for Fall 2017. The General Business major provides a broad-based curriculum and is designed for students who do not wish to specialize in any single area of business. During last year's update to the five-year plan, Boise State submitted a request to change the title to a BBA in Management; however, this change did not make it into the plan that the Board approved in August 2016. The change would provide students with a more focused degree and is intended for

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students who wish to specialize in management. Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for business administration programs.

BSU is also requesting approval to assess an online program fee consistent with Board Policy V.R.3.a.x. at \$336 per credit. This policy provides the criteria that must be met in order to designate an online program fee for a Board approved academic program. This includes programs must be fully online and that the fee is in lieu of resident or non-resident tuition. Based on the information provided in the proposal, staff finds that the request to assess the online program fee meets policy requirements. Staff notes that the regular per credit hour fee for a full-time, undergraduate, resident BSU student taking 12 credits would be \$295/credit; or \$297/credit for a part-time student (attempting 1-11 credit hours).

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and by the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online, Bachelor of Business Administration in substantial conformance to the program proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate an online program fee for the BBA, in Management in the amount of \$336 per credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE UNIVERSITY

SUBJECT

New Master of Healthcare Administration

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III. G

BACKGROUND/DISCUSSION

Idaho State University (ISU) is requesting the addition of a Master in Healthcare Administration. Since 1975, the Kasiska School of Health Professions at ISU has offered an undergraduate B.S. degree in Health Care Administration (HCA) with a minor in business. The HCA program is the only nationally certified program in the state of Idaho. In recent years BYU-Idaho began offering an undergraduate HCA program; the Rexburg-based program is not specialty certified. While the undergraduate HCA program provides students an introduction to the fundamental knowledge and skills required for entry-level administrative positions in healthcare organizations, a Masters in Healthcare Administration would provide the more advanced and sophisticated training required for executive level positions.

The MHA degree has never been offered by ISU or any other college or university in Idaho. Students or working professionals who wish to pursue this degree must seek this education and professional credential outside the state of Idaho. The ISU College of Business does offer a Master of Business Administration (MBA) degree with a healthcare emphasis. Currently, this emphasis requires 9-10 credit hours of healthcare related coursework.

According to the Department of Bureau of Labor Statistics, employment in the field of health care management is projected to grow 17 percent from 2014 to 2024, much faster than the average for all occupations. The proposed MHA program is primarily intended to meet current and projected healthcare management employment needs in Idaho and the surrounding region. Establishing an Idaho based MHA program will enable local healthcare leaders to pursue an MHA degree without relocating out of the state. An Idaho based MHA will also stimulate the economy by generating tuition and other revenues from the degree program, and by producing competent healthcare leaders who will directly and indirectly stimulate the economic interests of their respective Idaho based healthcare organizations.

IMPACT

The proposed MHA program will have no significant impact on the existing programs with increased utilization of physical resources at both colleges. However, to support the successful implementation of the proposed program, funding resources will be required, estimated at \$23,000 annually with a one-time

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cost for faculty recruitment, relocation, and start-up of \$20,000. Although most undergraduate healthcare administration (HCA) and College of Business faculty will spend a small portion of their time teaching and/or supporting the MHA program, the new graduate MHA degree will require approximately 3.5 new or reallocated faculty and support staff personnel. Of the \$23,000 needed, the travel is supplemented in the College of Business by earnings from the Reuttgers endowment, and the balance of the \$23,000 would need to be factored into the college's operating budget. The one-time \$20,000 start-up cost will come from the Dean's Excellence fund.

The MHA program will be primarily supported via graduate level tuition. There are no anticipated professional, laboratory, or class-fees connected to this proposal. No new appropriated dollars would be sought.

ATTACHMENTS

Attachment 1 – Master of Healthcare Administration proposal

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

ISU projects that the program will have approximately 15 initial enrollments with an overall enrollment of approximately 50 students, and have at least 25 graduates per year once the program is fully up and running.

ISU's request to create a Master of Healthcare Administration is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region V. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for healthcare administration programs. Neighboring states with similar programs include University of Washington, Washington State University, Oregon Health Science University, University of Utah, Weber State University, Montana State University and University of Colorado.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a Master of Healthcare Administration in substantial conformance to the program proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY

SUBJECT

Master of Taxation Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III G

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes creating a Graduate Tax Program awarding the Master of Taxation (MTAX) degree that will complement ISU's undergraduate and graduate accounting programs. The proposed program will build on existing courses from the Master of Accountancy and Master of Business Administration programs and will meet the needs of accounting graduates in gaining an in-depth knowledge of federal tax matters and related accounting and business issues. Offering a degree specific to taxation is likely to capture additional prospective students with a specific interest in taxation.

The primary source of students is likely to be graduates from BYU-Idaho. BYU-Idaho's accounting major currently has approximately 800 undergraduate accounting majors with approximately 150 graduating each year. BYU-Idaho's accounting department recently conducted a survey of their undergraduate accounting majors. Of 245 respondents, 80% said they were likely to attend graduate school, with 38% reporting they were likely to pursue a Master of Taxation degree specifically. With 150 graduates each year, 38% would be 57 students. If ISU were to attract even 1/3 of those students, they would have 19 students each year from BYU-Idaho alone.

The U.S. Bureau of Labor Statistics (BLS) reports that the employment of accountants and auditors is projected to grow 13 percent from 2012 to 2022 (166,700 jobs). The BLS states that there has been an increased focus on accounting in response to corporate scandals and recent financial crises and that stricter laws and regulations, particularly in the financial sector, will likely increase the demand for accounting services as organizations seek to comply with new standards.

IMPACT

The Master of Taxation program will be primarily supported by graduate level tuition. There are no anticipated professional, laboratory, or class fees associated with this program. Reallocation of existing funds will help support the MTAX, no new appropriated funds will be sought and no new personnel will be required. The Accounting department is fully staffed so the department will be able to continue to offer the same courses and programs previously offered without an impact on quality.

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There may be a reshuffling of students in the Master of Accountancy and Master of Business Administration programs but that should not negatively impact the total number of students receiving their master degree in the College of Business. Rather, the total pool with synergies would grow within the college.

ATTACHMENTS

Attachment 1 – Master of Taxation proposal

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

ISU projects that the program will have approximately 24 initial enrollments with an overall enrollment of approximately 34 students, and have at least 32 graduates per year once the program is fully up and running.

ISU's request to create a Master of Taxation is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region V. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for accounting/business programs. Currently, Boise State University offers a similar program entitled Master of Accountancy – Taxation. Weber State University, a nearby state institution, offers a Master of Taxation program.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017. IRSA recommends approval.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a Master of Taxation in substantial conformance to Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Bachelor of Science in Medical Sciences

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.3.c.i.1).

BACKGROUND/DISCUSSION

The University of Idaho (UI), College of Science proposes to establish a new Bachelor of Science degree in Medical Sciences. The degree will be administered by the Department of Biological Sciences. It features an interdisciplinary curriculum that will prepare students for admission to professional programs in a variety of healthcare related fields (e.g., medicine, dentistry, ophthalmology, pharmacology, etc.). It will also serve students who are interested in healthcare-related professions in areas such as writing, policy, and administration.

The proposed curriculum is very challenging, and its development has been informed by feedback regarding the most critical areas for improvement needed in preparation of our students pursuing medical professions. The curriculum utilizes existing courses from across the campus to provide the breadth and depth necessary for future student success. Breadth of preparation is the distinguishing characteristic of the program.

The Medical Sciences major curriculum is tailored to meet the requirements of the healthcare profession and is designed to help students gain admission to healthcare professional programs. It will thus ultimately add highly trained individuals to the workforce when these students complete their professional training. Note that some students in this major may not choose to enter a professional program, but could use the preparation afforded by this degree for other healthcare-related careers (e.g., medical writer, healthcare administration, lawyer).

The Bureau of Labor Statistics (BLS) estimates that national employment in healthcare professions will grow 19% between 2014 and 2024, adding about 2.3 million new jobs. Healthcare professionals are generally well paid, with a median annual salary (BLS 2015 data) of \$62,610, nearly 73% higher than the median wage for all occupations. Increasing the number of workers prepared for these jobs will thus have a positive impact on the economic health of the state and region.

IMPACT

There is no need to develop new courses required for this curriculum, though we do anticipate the development of some course options in the future covering relevant topics such as epidemiology. We anticipate enrollment increases, as reflected on the accompanying budget document. The initial increases can be accommodated by existing capacity in the required courses.

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ATTACHMENTS

Attachment 1 – BS degree in Medical Sciences Program Proposal

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The UI projects that the program will have approximately 50 initial enrollments with an overall enrollment of approximately 75 students, and have at least 45 graduates per year once program is fully up and running.

The UI's request to create a Bachelor of Science in Medical Sciences is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region II. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for medical sciences/pre-professional programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017. IRSA recommends approval.

The proposed program is above the fiscal threshold per year for Executive Director approval. Consistent with Board Policy III.G, Board approval is required of any new, modification of, and/or discontinuation of academic or career technical programs, with a financial impact of \$250,000 or more per fiscal year.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to offer the Bachelor of Science with a major of Medical Sciences in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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UNIVERSITY OF IDAHO

SUBJECT

First Year Law Curriculum in Boise

REFERENCE

- | | |
|------------------|--|
| August 21, 2008 | The Board authorized the University of Idaho to expand its offerings in Boise to a full third year curriculum to include a legislative appropriation in the FY 2010 budget for the expansion. |
| August 16, 2012 | The Board reviewed the University of Idaho's FY 2014 Line Item request for a new appropriation of \$400,000 to help support the cost of delivering the second year law curriculum in Boise. The Board gave preliminary approval to the line-item request subject to programmatic review at the October 2012 meeting. |
| October 18, 2012 | The Board authorized the University of Idaho to expand its offerings in Boise to offer the second year curriculum. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.3.c.i.1

BACKGROUND/DISCUSSION

The University of Idaho, College of Law, proposes to expand curricular offerings at the Boise campus of the University of Idaho, College of Law by offering first-year law courses at that campus. If approved, this expansion completes the dual-location model that the University has been developing with the Board's approval and under its supervision since 2008. The dual-location model will permit students to take all course work required to earn the Juris Doctor degree at either the Moscow campus or the Boise campus, or both.

The proposed first-year curriculum thus does not create a new program. Rather, it is an addition to the existing curriculum at the Boise campus that will enable students to matriculate at the Boise campus, and to complete all course requirements for the J.D. degree, without having to spend their first year at the Moscow campus. At the same time, the two locations will be part of a fully integrated unitary program. Students in each location will be able to take course work and engage in co-curricular activities at the other location through state-of-the-art distance-education technology. Faculty at each location will collaborate using that same technology and through frequent visits to the other campus. Finally, if space is available, students who matriculate at the Moscow campus will be able to relocate to the Boise campus after their first year, and again after their second year of coursework, to take advantage of the experiential education

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opportunities and networking opportunities that abound in Boise. Students at each location perform public service, as well, by participating in externships with public agencies and engaging in the 50 hours of pro bono legal service (under attorney supervision) required to earn the J.D. degree.

Completion of the dual location model furthers the University's statewide mission to provide public legal education in Idaho by offering an affordable, high-quality J.D. program in a rural setting, on the University's main campus, and in a metropolitan setting, at the State's seat of government.

College of Law graduates have solid job prospects at the state and national level. It bears emphasis, however, that the proposal does *not* seek to increase the overall number of graduates from the College of Law. Rather, completion of the dual-location model will create an additional *location* where 1st year law students who are admitted to the College can spend their first year. Right now, all 1st year law students admitted to the College of Law must spend their first year at the Moscow campus. Under the proposal presented in this document, up to half of the entering class would, instead, spend its first year at the Boise campus. Although we anticipate that approval of this proposal could modestly increase the size of the entering class (and thereby increase the number of eventual graduates), that is not the objective of the proposal. The objective, instead, is to give students the choice between two campuses, each of which offers differing settings and opportunities, including externships, part-time jobs, and networking opportunities. This is expected to facilitate Idahoans' ability to obtain an affordable, high-quality, public legal education and to enhance our graduates' ability to secure post-graduation employment.

With the Board's approval and under its supervision, the University of Idaho College of Law has expanded the J.D. curriculum in Boise incrementally. In 2001, the College began offering law students in their final (6th) semester a "semester-in-practice" program in Boise, in which they could earn academic credit for working full-time in semester-long externships. In 2004, the College expanded its externship offerings in Boise. In 2010, the College began offering students the opportunity to spend their entire third year (5th and 6th semesters) in Boise. In 2014, the College expanded the Boise J.D. curriculum to include second-year law courses. In 2015, the College moved the second- and third-year curricula from the Idaho Water Center to the Idaho Law and Justice Learning Center.

Throughout this 15-year process of gradual expansion, the College has planned carefully and in coordination with central university administration and all stakeholders. Most recently, this planning process included in-depth study of the instructional resources and other resources needed to support the expansion proposed in this document. Each incremental expansion has required not only the Board's approval but also the approval (formally known as "acquiescence") of the College's accrediting agency, the American Bar Association. To get acquiescence, the College first undergoes an in-depth review that includes a site visit by a "fact

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finder,” and within a certain period after getting acquiescence, the College has a follow up site visit by a fact finder. The American Bar Association (ABA) will grant acquiescence “only if the law school demonstrates that the [proposed change] will not detract from the law school’s ability to remain in compliance with the [Accreditation] Standards.” ABA Standard 105(b). Besides the pre-acquiescence and post-acquiescence reviews, the ABA conducts top-to-bottom accreditation reviews every seven years. The College of Law is next due for a top-to-bottom accreditation review in 2018-2019.

In short, processes are in place – besides those of the College, the University, and the Board – to ensure that expansion of the curriculum at the Boise campus does not adversely affect the existing J.D. program. Indeed, the University believes that the expansion will significantly enhance the program.

IMPACT

The attached proposal contemplates a combination of student revenues and internal reallocations to fund the operation of the first-year J.D. curriculum in Boise. Three additional personnel positions will be needed to support the offering of the first-year curriculum in Boise. Those include an Associate Director of Admissions, Director of Academic Success, and a faculty member to teach Legal Research and Writing.

The UI currently charges a professional fee to students enrolled in the JD program consistent with Board Policy V.R. The UI will not be assessing any additional or separate fees in connection with the expansion of the J.D. curriculum in Boise to include the first-year curriculum.

The proposal includes a detailed budget for the dual-location model.

ATTACHMENTS

Attachment 1 – First Year Law Curriculum in Boise Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The UI College of Law conducted an extensive market research study in 2007, which assessed the demand and impact of expanding its course offerings in Boise. To further demonstrate the need for legal education in the Boise area, the College conducted another market research study in 2015. Those results were consistent with findings in 2007 and showed that the dual-location model will enable students to pursue a public legal education in the location that offers the greatest comparative advantage for them.

The UI provided evidence that in the 2015-16 academic year, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from \$29,043 to \$44,220 per year. For public law schools in this region, Idahoans would pay nonresident tuition ranging from \$30,078 to \$38,652. In contrast, the University of Idaho charges Idaho residents \$17,230. Even the UI’s non-resident tuition level in 2015-16 (\$31,234) compares favorably to the tuition levels in other states.

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The University of Idaho's request to offer the first-year curriculum in Boise is consistent with their Five-Year Plan for Delivery of Academic Programs in Region III and is in alignment with their statewide program responsibility pursuant to Board Policy III.Z. Concordia University of Oregon also offers a Law program in Boise. Concordia is a regionally accredited institution and currently holds ABA provisional accreditation for their Law program in Boise.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to offer a first-year law curriculum in Boise in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Higher Education Research Council Annual Update

REFERENCE

October 2014	The Board was provided the Performance Measure Report for the Higher Education Research Strategic Plan and a report on the Technology Transfer activities from the institutions
February 2015	The Board approved changes to the Higher Education Research Strategic Plan
October 2015	The Board was provided the Performance Measure Report for the Higher Education Research Strategic Plan
December 2016	The Board approved changes to the Higher Education Research Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

BACKGROUND/DISCUSSION

Board Policy III.W, Higher Education Research, recognizes the significant role research plays in innovation, economic development and enhanced quality of educational programs. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities and college serve as catalyst to spur the creation of new knowledge, technologies, products and industries. This in turn leads to new advances and opportunities for economic growth.

The Board's Higher Education Research Council (HERC) provides recommendations to the Board regarding statewide collaborative efforts and initiatives to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State.

The Statewide Strategic Plan for research assists in the identification of research areas that will enhance the economy of Idaho through the collaboration of academia, industry, and government and are in alignment with identified areas of strength at our public universities. Changes to the strategic plan were approved by the Board in December 2016.

The plan represents the role Idaho's research universities play in driving innovation; economic development, and enhancing the quality of educational programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; research challenges and barriers facing the universities; research opportunities Idaho should capitalize upon to further build its research base; goals to build the research pipeline through engaging undergraduate

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students; and steps for achieving the research vision for Idaho's universities. Additional responsibilities of HERC include the management of the Incubation Fund and HERC Idaho Global Entrepreneurial Mission (IGEM) Fund programs, disbursement of Infrastructure Funds and the matching funds for our Idaho Experimental Programs to Stimulate Competitive Research (EPSCoR) Track 1 project (Managing Idaho's Landscapes for Ecosystem Services). Additional responsibilities include receiving annual reporting on the institutions activities in relation to the Center for Advanced Energy Studies (CAES).

Incubation Fund projects are single-year projects that are at the proof-of-concept stage. Through a competitive process, HERC awards funds to those projects where the Principal Investigator can rapidly move their project into the development stage. IGEM Fund projects are those that are designed to develop spin-off companies. While these awards may be for up to three years, the funding is contingent upon successful progress as determined by HERC at an annual review of the project.

CAES is a research and education consortium between the Idaho National Laboratory, the University of Wyoming, and the three Idaho public research institutions: Boise State University, Idaho State University, and the University of Idaho.

Dr. Mark Rudin, the current chair of HERC, will provide the Board with HERC's annual update.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation. This update will provide the Board with the opportunity to provide HERC, through HERC's Chair, input on areas of focus or strategic direction.

ATTACHMENTS

Attachment 1 – Strategic Plan for Higher Education Research	Page 5
Attachment 2 – FY16 Performance Measure Report	Page 19
Attachment 3 – FY16 Research Activity Report	Page 27
Attachment 4 – FY16 Infrastructure Summary Report	Page 31
Attachment 5 – FY17 Incubation Fund Summaries	Page 41
Attachment 6 – FY17 IGEM Fund Summaries	Page 67
Attachment 7 – HERC FY17 Budget Allocation	Page101

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the responsibility for the creation of the state's Higher Education Research Strategic plan for Board consideration, HERC is responsible for the distribution of approximately \$4.1M in funds used for the mission of HERC and to incentivize industry and institution research partnerships. Attachment 2 is the

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October 2016 performance measure report, Attachment 3, is the research institutions annual research activity reports, Attachment 4 through 6 summarizes the various funded programs, and attachment 7 outlines HERC's budget allocations.

The strategic plan is monitored annually and updated as needed based on the work of HERC and direction from the Board. HERC uses a competitive process for distributing funds from the Incubation Fund category and the HERC IGEM Fund category. All proposals that are considered must be in alignment with the Board's Higher Education Research Strategic Plan.

BOARD ACTION

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

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TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve

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SUBJECT

Superintendent of Public Instruction update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will provide updates on the State Department of Education.

BOARD ACTION

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

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SUBJECT

Emergency Provisional Certificates

REFERENCE

December 15, 2016 Board approved six (6) provisional certificates
(Jerome SD – 3, Madison SC – 1, Mountain Home SD
– 1, West Jefferson SD – 1)

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Eighteen (18) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a school district or charter school to request one-year emergency provisional certification for a candidate who does not hold a current Idaho certificate, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Bear Lake School District #033

Applicant Name: Biesinger, Loralyn

Content & Grade Range: English 6/12 and Drama 6/12

Declared Emergency: September 2016, Bear Lake School District Board of Trustees declared an area of need exists for the 2016-2017 school year.

Summary of Recruitment Efforts: Position was advertised using various methods beginning February 2016. Nine applications were received: Six (6) people were interviewed – none certified in English/Drama. The district hired the best candidate, but she opted out of her contract the second week of August. Ms. Biesinger was hired the next week, the week prior to the start of school. She was formerly certified in Utah (English) and is in the process of reinstatement in Utah and will apply for reciprocity in Idaho. She will also work on a plan to add Drama.

Years of Education or Degrees Attained: Bachelor of Arts

Applicant Name: Olson, Trecia

Content & Grade Range: All Subjects K/8

Declared Emergency: November 15, 2016, Bear Lake School District Board of Trustees declared an area of need exists for the 2016-2017 school year

Summary of Recruitment Efforts: Position was advertised using various methods beginning February 2016. Twelve applications were received: all twelve (12) interviewed. Two (2) hired to work at the Middle School. Seven (7) were hired to work in the Elementary. One (1) declined employment. Ms. Olson was hired a couple of weeks prior to the start of school to teach part time to help student/teacher ratio. She was formerly certified in Utah (Elementary) and is in the process of reinstatement in Utah and will apply for reciprocity in Idaho.

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Years of Education or Degrees Attained: Bachelor of Science

Blaine County School District #061

Applicant Name: Sanders, Ellen

Content & Grade Range: Music 6/12

Declared Emergency: December 13, 2016, Blaine County School District Board of Trustees declared hiring emergency for the 2016-2017 school year.

Summary of Recruitment Efforts: Position was advertised beginning July 18, 2016. Three candidates applied, all three (3) were interviewed. Ms. Sanders was chosen as she was the most qualified candidate with prior youth Orchestra instruction experience. She is seeking a program to gain certification. She holds Bachelor's and Master's degrees in Music.

Years of Education or Degrees Attained: Masters of Music

Cambridge School District #432

Applicant Name: Cooper, Cole

Content & Grade Range: All Subjects K/8, Am/Gov Political Sci 6/12

Declared Emergency: August 15, 2016, Cambridge School District Board of Trustees declared a hiring emergency for the 2016-2017 school year.

Summary of Recruitment Efforts: Position was advertised using various methods beginning May 2016. Mr. Cooper was the only applicant. He was hired based on his education (Bachelor's Science), willingness to be flexible and become certified. He is currently seeking a plan towards certification.

Years of Education or Degrees Attained: Bachelor of Science

Applicant Name: Moura, Cody

Content & Grade Range: Physical Science 6/12

Declared Emergency: August 15, 2016, Cambridge School District Board of Trustees declared a hiring emergency for the 2016-2017 school year.

Summary of Recruitment Efforts: Science teacher resigned July 18, 2016, with less than a month left until the start of school. The staff was aware of a certified elementary teacher residing in the area that was willing to work part time. She was interviewed and hired. She has seven years prior teaching experience. She will not be teaching Science next year.

Years of Education or Degrees Attained: Bachelor of Science

Challis Joint School District #181

Applicant Name: Madsen, Tessa

Content & Grade Range: Technology Education 6/12

Declared Emergency: August 9, 2016, Challis Joint School District Board of Trustees declared the need for an Alternative Authorization for Ms. Madsen. Later Superintendent McPherson learned that this applicant does not hold a Bachelor's degree. Mr. McPherson will take this back to the next board meeting to change from Alternative Authorization to Provisional application status.

Summary of Recruitment Efforts: Position was advertised using various methods. Ms. Madsen was selected due to her prior experience as a para in the

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district and willingness to gain certification. She is currently enrolled in Champlain College to obtain her Bachelor's degree in Computer Science.

Years of Education or Degrees Attained: Bachelor of Science

Applicant Name: Peterson, Joel

Content & Grade Range: P.E. 6/12, Health 6/12

Declared Emergency: August 9, 2016, Challis Joint School District Board of Trustees declared the need for an Alternative Authorization for Mr. Peterson. Later Superintendent McPherson learned that this applicant does not hold a Bachelor's degree. Mr. McPherson will take this back to the next board meeting to change from Alternative Authorization to Provisional application status.

Summary of Recruitment Efforts: He was hired during the 2015-16 school year to fulfill Athletic Director and P.E. when the previous staff member retired. Several candidates were interviewed, none accepted the offer of employment. Mr. Peterson was a candidate for School Resource Officer that expressed interest in the position. He is currently working on his Bachelor's degree in Criminal Justice through Fort Hays State University.

Years of Education or Degrees Attained: 2 years' postsecondary education

Council School District #013

Applicant Name: Stoker, Jeffrey

Content & Grade Range: P.E. 6/12, Health 6/12, Basic Math 6/12, Social Studies 6/12

Declared Emergency: August 25, 2016, Council School District Board of Trustees declared a hiring emergency for the 2016-2017 school year

Summary of Recruitment Efforts: Verbal hire in July, candidate backed out prior to signing a contract 10 days prior to the start of school. This applicant the only applicant, interviewed and hired two days prior to school start. BA in History with the desire to become a teacher, looking into plans.

Years of Education or Degrees Attained: Master of Arts

Grace Joint School District #148

Applicant Name: Knutson, Trenton James

Content & Grade Range: School Counselor K/12

Declared Emergency: September 24, 2016, Grace Joint School District Board of Trustees declared an area of need existed.

Summary of Recruitment Efforts: Position was advertised using various methods. Three applications were received, none of which were certified. Trenton has a Bachelor's degree from Utah State University and has contacted them regarding enrolling in their School Counselor program (USU only enrolls students in this program every other year). Trenton has a list of recommended pre-requisite courses from the Director and will begin to take those courses, but is not currently in a program.

Years of Education or Degrees Attained: Bachelor of Science

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Independent School District of Boise City #001

Applicant Name: Tovey, Gregory

Content & Grade Range: Math 6/9

Declared Emergency: December 12, 2016, Independent School District of Boise City Board of Trustees declared a hiring emergency.

Summary of Recruitment Efforts: Position was advertised beginning April through May of 2016. Only four candidates applied for the positions and two were hired. The district asked Mr. Tovey to fill one class of Algebra II for the 2016-17 school year. He currently holds a BA in Elementary Ed from BSU and has added the Basic Math 6/9 to his current endorsement. Unfortunately, this will not cover this course. He does have a desire to add the endorsement in the future.

Years of Education or Degrees Attained: Bachelor of Arts

Applicant Name: King, Todd

Content & Grade Range: Communication 6/12

Declared Emergency: December 12, 2016, Independent School District of Boise City Board of Trustees declared a hiring emergency.

Summary of Recruitment Efforts: The district was unaware that one additional class was filled for Public Speaking than would fit into the properly endorsed teacher schedules. Mr. King is currently endorsed in Drama and was asked to add one class to his schedule. This is a one year only request.

Years of Education or Degrees Attained: Bachelor of Arts

Jerome Joint School District #261

Applicant Name: Sheen, Jonathan

Content & Grade Range: Health 6/12 and P.E. 6/12

Declared Emergency: September 27, 2016, Jerome School District Board of Trustees declared an area of need exists for the 2016-2017 school year

Summary of Recruitment Efforts: Position was advertised using various methods beginning August 2016 as that is when the position became open due to the teacher choosing to leave the district after three days on contract. Three applications were received (including Jonathan Sheen). One (1) of applications had a total of 12 credits earned. One (1) application had no education listed. Mr. Sheen has a Bachelor's degree and has enrolled in ABCTE for Biology, but the original university plan for Health was not desirable. Mr. Sheen will have to have a definitive plan towards certification for the 2017-18 school year.

Years of Education or Degrees Attained: Bachelor of Science

Joint School District #002

Applicant Name: Deem, Charles

Content & Grade Range: Principles of Engineering 6/12

Declared Emergency: November 2016, Joint School District Board of Trustees declared emergency area of need.

Summary of Recruitment Efforts: The position was posted for seven calendar days and was closed with zero applicants. Staci Low, Director of Career-Technical Education, informed the district that there was a paraprofessional

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within the district that contacted her regarding possibly teaching Engineering. His credentials were reviewed, it was determined that his experience as an Adjunct Instructor and Drafting and Design School of Technology at ITT Technical Institute for six years made him a viable candidate. He currently holds an Associate's degree in Drafting and Design, background in AutoCAD and Mathematics.

Years of Education or Degrees Attained: Associates Degree

Marsh Valley School District #021

Applicant Name: Gunter, Victor

Content & Grade Range: All Subjects K/8

Declared Emergency: January 10, 2017, Marsh Valley School District Board of Trustees declared a need to apply for an emergency hire.

Summary of Recruitment Efforts: Mr. Gunter was hired 2014-15 school year while on a three-year interim certificate. His certificate expired August 31, 2016. In order to apply for his five-year certificate, he was required to complete the MTI, ICLC, Mentor Checklist and Evaluator Checklist. He failed to complete the ICLC and a renewal of his interim is not an option. Mr. Gunter has plans to complete the ICLC asap.

Years of Education or Degrees Attained: Bachelor's degree

Minidoka School District #331

Applicant Name: Peterson, Jennifer

Content & Grade Range: All Subjects K/8

Declared Emergency: August 10 2016, Joint School District Board of Trustees declared an area of need exist.

Summary of Recruitment Efforts: Position was advertised using various methods beginning August 5, 2016. Ms. Peterson had been a substitute teacher in the district for two years and a full-time paraprofessional (Kindergarten) in 2015-16 school year. Ms. Peterson currently has 14 credits in Child Development from NIC and has enrolled in WGU's online teacher preparation program. She was determined to be the best candidate over three certified teachers that were already in the district and had been interviewed due to her extensive Kindergarten experience.

Years of Education or Degrees Attained:

Sage International School of Boise #475

Applicant Name: Godar, Zachary

Content & Grade Range: Mathematics 6/12

Declared Emergency: September 19, 2016, Sage International School of Boise Board of Trustees declared a hiring emergency for the 2016-2017 school year.

Summary of Recruitment Efforts: Position was advertised using various methods beginning August 18, 2016. The district received the resignation on August 17th, 2016. The position was filled initially with a substitute beginning August 22nd, 2016. Two applicants, neither certified. Both candidates were interviewed, Mr. Godar was hired based on his background in Physics and

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interest in pursuing an education career. He was unable to enroll in the Boise State STEM education program in the fall, but anticipates enrollment Spring of 2017.

Years of Education or Degrees Attained:

St. Maries School District #041

Applicant Name: Asbury, Christopher

Content & Grade Range: P.E. K/12

Declared Emergency: November 7, 2016, St. Maries School District Board of Trustees declared a hiring emergency

Summary of Recruitment Efforts: Position was advertised extensively from 06/10/2016 through 08/16. Two applicants, one interviewed, none viable. District shifted existing qualified/certified staff to cover the vacancy. Mr. Asbury is certified in Social Studies and as Principal, only teaching one hour of Advanced Fitness.

Years of Education or Degrees Attained: Master's degree

Twin Falls School District #411

Applicant Name: Casella, Tona

Content & Grade Range: Economics 6/12

Declared Emergency: October 26, 2016, Twin Falls School District Board of Trustees declared an area of need.

Summary of Recruitment Efforts: District had hired a candidate in July, met with CTE and was assured that they could obtain certification via an Adv Occ Specialist. Unfortunately, that candidate had a discrepancy on her application and it was denied. She resigned August 30th. School had already started, they posted the position 9/6 and had two applicants on 9/7. They interviewed both and Tona was the best candidate. Ms. Casella has MA Psychology, MBA - Marketing and BA Biological Anthropology.

Years of Education or Degrees Attained: Master's degree

IMPACT

If emergency provisional certificates are not approved, the school districts will have no certificated staff to serve in these classrooms.

ATTACHMENTS

Attachment 1 – Application Packet for Emergency Provisional Certificate Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1203, Idaho Code, except in occupational fields, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in emergency situations. When an emergency is declared Section 33-1203, Idaho Code authorizes the Board to grant one year provisional certificates based on not less than two (2) years of college training.

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The Department receives applications from the school districts for requests for provisional certifications, Department staff work with the school districts to assure the applications are complete. Those that are complete and meet the minimum requirements are then brought forward by the Department for consideration by the Board. The Department received 20 additional applications and is forwarding, at this time, 18 applications for the consideration by the Board.

BOARD ACTION

I move to approve one-year emergency provisional certificates for Loralyn Biesinger, Trecia Olson, Ellen Sanders, Cole Cooper, Cody Moura, Tessa Madsen, Joel Peterson, Jeffry Stoker, Trenton James Knutson, Gregory Tovey, Todd King, Johnathan Sheen, Charles Deem, Victor Gunter, Jennifer Peterson, Zachary Godar, Christopher Asbury, and Tona Casella to teach the content area and grade ranges at the specified school districts as provided herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve one year emergency provisional certificate for Loralyn Biesinger, to teach English grades six (6) through twelve (12) and Drama grades six (6) through twelve (12) in the Bear Lake School District #033.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Trecia Olson, to teach all subjects kindergarten through grade eight (8) in the Bear Lake School District #033.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Ellen Sanders, to teach Music grades six (6) through twelve (12) in the Blaine County School District #061.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Cole Cooper, to teach all subjects kindergarten through grade eight (8) and American

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Government/Political Science grades six (6) through twelve (12) in the Cambridge School District #432.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Cody Moura, to teach Physical Science grades six (6) through twelve (12) in the Cambridge School District #432.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Tessa Madsen, to teach Technology Education grades six (6) through twelve (12) in the Challis Joint School District #181.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Joel Peterson, to teach Physical Education grades six (6) through twelve (12) and Health grades six (6) through twelve (12) in the Challis Joint School District #181.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one year emergency provisional certificate for Jeffry Stoker, to teach Physical Education grades six (6) through twelve (12), Basic Math grades six (6) through twelve (12), and Social Studies grades six (6) through twelve (12) in the Council School District #013.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one year emergency provisional certificate for Trenton James Knutson, to be a School Counselor for kindergarten through grade twelve (12) in the Grace Joint School District #148.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to approve one-year emergency provisional certificate for Gregory Tovey, to teach Math grades six (6) through nine (9) in the Boise Independent School District #001.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Todd King, to teach Communication grades six (6) through twelve (12) in the Boise Independent School District #001.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Jonathan Sheen, to teach Health grades six (6) through twelve (12) and Physical Education grades six (6) through twelve (12) in the Jerome Joint School District #261.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Charles Deem, to teach Principles of Engineering grades six (6) through twelve (12) in the Joint School District #002.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Victor Gunter, to teach all subjects grades kindergarten through grade eight (8) in the Marsh Valley School District #021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to approve one-year emergency provisional certificate for Jennifer Peterson, to teach all subjects kindergarten through grade eight (8) in the Minidoka School District #331.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Zachary Godard, to teach Mathematics grades six (6) through twelve (12) at the Sage International School of Boise #475.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Christopher Asbury, to teach Physical Education kindergarten through grade twelve (12) in the St. Maries School District #041.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Tona Casella, to teach Economics grades six (6) through twelve (12) in the Twin Falls School District #411.

Moved by _____ Seconded by _____ Carried Yes _____ No _____