SUBJECT

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

REFERENCE

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

APPLICABLE STATUTE, RULE, OR POLICY

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

Idaho Code §§ 33-113, 33-123, 33-2101

BACKGROUND/DISCUSSION

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

The original policy referred to statewide and regional missions of the four-year institutions. Per this original policy, statewide missions denoted "that the institution is assigned by the Board to offer and deliver a program in order to meet a particular educational and workforce need in all regions of the state." Statewide missions were "assigned to the institutions by the Board through the role and mission statements." Regional missions described each "institution's responsibility for instructional programs pertaining to identified educational and workforce needs of primary service regions," with regions defined in the policy. The original policy also established an academic planning process that included the development and updating of an "eight (8) year rolling, academic plan that describes the programs, courses, and services to be offered by [each] institution."

In April 2011, the Board adopted significant amendments to Policy III.Z., which clarified policy requirements and implementation for the public postsecondary institutions and the Office of the State Board of Education. These amendments reorganized the policy, removed statewide and regional mission definitions, and added definitions and policies for "statewide programs" "regional programs," "designated institutions," and "partnering institutions." The prior version of this policy assigned to the institutions what were originally referred to as "statewide missions" and "regional missions." However, these assignments were not missions in the broad sense of "institutional mission," but rather, according to Board meeting minutes and conversations at the time, these assignments were always intended to be statewide and regional *programmatic assignments*, or areas of *program responsibility*. Amendments to the policy in 2011 provided this clarification. These amendments also included a Statewide Program List for the University of Idaho, Idaho State University, and Boise State University, and articulated that each university had the "responsibility to assess and ensure the statewide delivery of all educational programs" listed for that institution. Additionally, each four-year

institution was given a specific charge to "assess and ensure the Regional Program delivery for all educational programs within its assigned service region," as assigned in Board Policy III.L. Continuing Education/Off-Campus Instruction (the service region designations in Policy III.L. were later moved to Policy III.Z.). Finally, the 2011 amendments changed the 8-year rolling academic plan to a 5-year rolling academic plan.

In 2013 and 2016, the Board approved further amendments to the Statewide Program List, and in February 2018 approved amendments that changed the 5-year rolling academic plan to a 3-year plan. Later that same year, the Board approved amendments that added North Idaho College to Region I, College of Western Idaho to Region III, College of Southern Idaho to Region IV, and College of Eastern Idaho to Region VI academic service regions *to serve applied baccalaureate needs in each region*. Overall, these amendments served to align the policy with provisions in Idaho Code § 33-2108A, and provided for community colleges to plan and offer applied baccalaureate degree programs. Around the same time, the Board also approved a request from the College of Southern Idaho for an applied baccalaureate degree in Advanced Food Technology (later renamed to Operations Management).

In April 2021, the Board adopted amendments to Policy III.Z. developed by Board staff with input from all eight institutions' presidents and provosts. These amendments encouraged institutions to increase their collaboration with one another, while revising language that had fostered an environment of excessive competition in the past. The amendments also streamlined planning requirements, defined "high-demand programs" and "joint programs," removed the statewide program responsibilities list from policy and moved it to the Three-Year Plan document, and clarified requirements for memoranda of understanding between institutions.

In December 2022, the Board adopted amendments to Policy III.Z. that established criteria by which the Board could evaluate proposals by the universities to offer new associate degrees as well as proposals by the community colleges to offer applied baccalaureate degrees. Six months later, in October 2023, the Board adopted amendments to Policy III.Z. that exempted prison education from the requirements of the policy.

In Fall 2023, the Board President established a Working Group comprised of four Board members to closely examine Board Policy III.Z. and determine if further amendments should be made to the policy, particularly related to Designated Service Regions and Statewide Program Responsibilities. This workgroup collected input from the leaders of each institution in response to the following key questions:

- What challenges, if any, are you having in meeting/fulfilling your current statewide responsibilities?

- How would your institution be impacted if we eliminated designated service regions for our four-year institutions? Would this be a positive or negative change for your institution?
- Do you think our universities should have the ability to offer General Education courses anywhere in the state in conjunction with their statewide responsibilities/areas of expertise?

Five institutions proposed maintaining statewide responsibilities as currently established in Board Policy III.Z. and recommended the Board to do more to ensure institutions are actively meeting their statewide responsibilities, including conducting the bi-annual review as required by the policy. Six institutions recommended maintaining designated service regions as they currently exist or with some minor modifications to account for population growth. Two institutions proposed the Board establish a time-limited, first right of refusal process for program proposals outside an institution's designated service region to allow for a speedy response to workforce demand without creating high-cost inefficiencies and undermining systemness. Seven institutions expressed opposition to the idea that institutions be given the ability to offer General Education courses anywhere in the state.

In December 2023, the Board temporarily waived the recently adopted criteria for evaluating proposals from community colleges to offer applied baccalaureate degrees in order to approve a proposal for an applied baccalaureate in Business Administration from the College of Western Idaho that did not meet some of the criteria, as well as a proposal for an applied baccalaureate from the College of Eastern Idaho in Advanced Operations Management that also did not meet some of the criteria. The Board also approved a proposal for an applied baccalaureate in Digital Forensics and Analytics that met all the criteria.

Based on feedback from the institutions and input from Board staff, the Working Group drafted a set of potential recommendations related to Board Policy III.Z. and determined to bring these draft recommendations to the full Board for a Work Session discussion at the February 2024 Board meeting.

IMPACT

The Work Session is intended to bring all Board members up to speed on the history and current conversations related to Board Policy III.Z. and to seek input from all Board members on the draft recommendations developed by the Working Group in the attached Discussion Paper.

ATTACHMENTS

Attachment 1 – Board Policy III.Z. Working Group Discussion Paper

STAFF COMMENTS AND RECOMMENDATIONS

Staff affirms that Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses was designed from the beginning to accomplish two primary goals:

1. Encourage collaboration among the institutions to meet postsecondary educational and workforce needs across the State of Idaho while avoiding unnecessary duplication.

2. Ensure the Board is meeting its constitutional and statuary oversight responsibilities by requiring appropriate levels of planning and reporting of postsecondary educational programs.

The policy was originally developed, and has been updated periodically, with significant input from institutional leaders, including chief executive and academic officers. The original intent of this policy – to encourage collaboration – has remained a core focus over the past twenty years and has been reiterated and reemphasized frequently in public meetings and documents. The planning and reporting goal has also remained constant throughout the history of the policy, even though the mechanisms and approaches have been modified over time to increase efficiency and meet current contextual needs.

Overall, Board Policy III.Z. provides a robust framework for collaboration that alleviates an otherwise labor- and time-intensive process of the Board making frequent transactional decisions about specific program-related actions at the institutional level. The policy also ensures the Board is meeting its constitutional and statutory oversight responsibilities, particularly the statutory responsibility to avoid unnecessary duplication and wasteful use of public funds.

Based on input from the institutions, internal expertise, and long experience supporting academic program planning, Board staff support the following recommendations, as outlined in the Working Group's Draft Discussion Paper:

1. Maintain the Statewide Program Responsibilities as currently established in Policy III.Z.
2. Retain Designated Service Regions as currently established in Policy III.Z.
3. Develop amendments to Policy III.Z. that allow other institutions to step in when demand is not being met, establish a "first right of refusal" process with time limits, and require conflicts to be brought to the Board within a specified time period.
4. Retain the "High Demand Programs" language currently set forth in Policy III.Z. and establish a process for statewide responses to certain high demand programs, as identified by the Board.
5. Simplify the language of Policy III.Z., where practicable.

In addition, Board staff recommend that the Office of the State Board of Education and the universities fully comply with the current requirement in Policy III.Z to evaluate and update the Statewide Program Responsibilities list every two years.

Staff also recommend the Board require periodic "regional needs assessments" to encourage accountability and assist institutions in meeting their Designated Service Region responsibilities. Such regional needs assessments would inform Board actions and support the Board in its primary goal to serve all regions of the state efficiently and effectively.

Finally, staff support the Working Group's efforts to analyze current concerns and opportunities related to Board Policy III.Z. and look forward to supporting the Board on any actions taken to improve and enhance the policy to accomplish its long-established goals related to postsecondary program planning and delivery.

BOARD ACTION

This item is for informational purposes only.

Discussion Paper
Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses
Working Group Analysis
February 2024

Background

The State Board of Education has a statutory responsibility through Section 33-113, Idaho Code, which requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit unnecessary duplication to the extent practicable. State Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses sets the method by which the Board limits duplication or evaluates the need for duplication, as well as assigns responsibility for assessing the regional and statewide educational and workforce needs of the state. This policy was originally adopted by the Board in 2003 and has been amended over the past twenty years as needed.

In 2023, some concerns about Board Policy III.Z. were brought to the attention of the Board by institutional leaders that precipitated a thorough review of policy. Board President Dr. Linda Clark authorized a review of the policy by a working group consisting of Board members Dr. Dave Hill, Shawn Keough, State Superintendent Debbie Critchfield, and Cally Roach. Led by Board Member Roach, the working group held a series of meetings in summer and early fall 2023 and sought additional input from institution presidents and provosts, as well as Board staff.

Introduction

The working group acknowledges that some duplication is necessary and valuable, the crux of the issue lying in what is, or could be considered, wasteful. Working group chair Roach had several conversations with presidents or the representatives to better able the group to understand institutional opinion. In addition, written input was received to prepared questions.

There was no consensus among the institutions. In general, if an institution felt hampered by Board Policy III.Z, either via geography or policy, they felt that the policy was far too restrictive in its application. Other institutions affirmed the policy is necessary but could be improved in its application, for example limiting the "pocket veto" tactic which has the effect of depriving regions of access to necessary important educational opportunities.).

Board Goal
The Board has the oft-stated goal of access and affordability for all Idahoans irrespective of where in the state they might choose to live. To achieve this goal requires a healthy educational ecosystem of colleges, community colleges and online programs/courses which is accessible for all.

Discussion
The working group recognizes the need for improvements to Board Policy III.Z..

There are two possible approaches to meeting the Board's goal of improving educational access for all Idahoans. The first is essentially the free market approach, abandoning designated service region and statewide program responsibilities and allowing any institution to offer any program or class anywhere in Idaho (and beyond). While superficially attractive, this approach has the potential to be devastating to smaller institutions and favors the larger, better resourced institutions. As such, the Board would be failing in its duty as the trustees of all four colleges to eliminate Policy III.Z. altogether as such action could lead to educational vacuums in rural parts of the state.

The second approach is that of managed competition, where competition of ideas is embraced but is not allowed to devolve into competition of institutions. The risk here is that if the competition is overmanaged then creativity is squeezed out of the system and the constant need for new and different educational opportunities is not met.

Principle

Board Policy III.Z should be the mechanism for managed competition that steers the course between the two extremes and enables a healthy system that serves all Idahoans.

Rules and Judgment

The fundamental functional problem is to build a system that has enough **rules** as to serve as a guide for institutions and limit the amount of bureaucracy needed to administer the policy while allowing room for the Board to exercise **judgment** when necessary.

Recommendations, Strategic Outcomes and Concerns:

Below are specific recommendations on the key areas in the current Board Policy III.Z.

Statewide Program Responsibilities:

Currently Statewide Program Responsibilities are degree specific.

- Recommendation Options:
    1. Move away from specific degrees to "Mission Areas."
        - Board reviews mission areas every two years.
        - Mission areas delivered anywhere in the State based on demand.
        - Implementation: Maintain current degree format and do required analysis with institutions.
    2. Maintain status quo of degree/program responsibility

- In both scenarios.
    1. Allow other institutions to step in when demand needs are not being met.
    2. Enact "first right of refusal" process with time limits.
    3. Ensure significant conflicts and issues are brought to board level for decision in a timely manner.

- ○ Strategic Outcomes:
    1. Eliminates wasteful duplication.
    2. Workforce Demands are being met.
    3. Student needs are recognized.
    4. Institutional energy and resources are effectively utilized.

- ○ Concerns:
    1. Do certain institutions have the bandwidth to handle current responsibilities?
    2. Is "status quo" too restrictive?

Designated Service Regions:
Currently service regions are geographically based.

- ○ Recommendation Options:
    1. Retain geographic based regions.
    2. Base regions on population rather than geography.
    3. Remove designated service regions.

- o In all scenarios.
    1. Allow other institutions to step in when demand needs are not being met.
    2. Enact "first right of refusal" process with time limits.
    3. Ensure significant conflicts and issues are brought to board level for decision in a timely manner.

- ○ Strategic Outcomes:
    1. Workforce Demands are being met.
    2. Student needs are recognized.
    3. Institutional energy and resources are effectively utilized.

- ○ Concerns:
    1. Do certain institutions have the bandwidth to handle current responsibilities?
    2. Basing on population creates an unmanageable system drawing resources towards the Treasure Valley and away from the other regions.

Note: The role of community colleges needs to be considered in this context. Community Colleges are inherently local institutions, supported by local taxation and overseen by locally elected Boards. In that sense their service region should be identical to their taxing district. They should not encroach on the service areas of other Community Colleges, even with online delivery.

High Demand/High-Need Program Delivery:
- ○ Recommendation Options:
  1. Retain High Demand-High Need language currently set forth in policy.
     - Ensure significant conflicts and issues are brought to board level for decision in a timely manner.

- ○ Strategic Outcome:
  1. Workforce Demands are being met.
  2. Student needs are recognized.
  3. Institutional energy and resources are effectively utilized.

Note: Again, the role of community colleges needs to be considered. Community Colleges are occasionally asked or desire to deliver applied baccalaureate degrees in their region, as allowed by state law. The justification for these degrees is most often expressed in terms of high demand or high need (workforce need) and thus should be specifically addressed in this policy.

See Appendix A for further considerations about High Demand/High-Need Program Delivery

Industry engagement and workforce development
Private Industry will likely make specific demands of local institutions to satisfy workforce needs. These partnerships should be encouraged and allowed, with Board approval. Board consideration should address key characteristics such as local need, unique capability, etc.

Other Items for Consideration
- Simplify Policy language and shorten policy.

- Retain planning process set forth in Policy with possible considerations:
  - o Ensure Board staff are involved earlier in the planning process.
  - o Consider adjusting the timeline of planning process.

- Future considerations
  - ○ Integrate Online Idaho into delivery system.
  - ○ Move to a digital wallet for transcripts.

- Other Comments
  - ○ It is not the Board's responsibility to defend the institutional business models. The Board's responsibility is to the people of Idaho.
  - ○ Changes that must be considered will likely lead to smaller, strategically focused institutions which collectively serve the state.
  - ○ We need to start yesterday.

Appendix A

High Demand (Statewide) Programs

- There are certain programs which can be designated as high demand programs that require a statewide response. Three examples are Education, Engineering and Health Professions. These needs must be addressed on a statewide basis.

- Tentative Proposal:
  - In each case, designate one institution as the coordinator for statewide programs. (Note: not leader, controller or other supervisory description).
  - Create a coordinating committee with co-chairs, Board Member, and the appropriate Dean from the coordinating institution.
  - The committee would be charged with developing a statewide multiyear plan for adoption by the Board.
  - The Board would then seek legislative approval and attempt to fund the plan.
  - The committee would be staffed (minutes, organizational meetings etc.) by the coordinating institution.

There are other topic areas which could be considered but keeping it simple to start with is a virtue in this case.

SUBJECT

Work Session: Generative AI in Higher Education

BACKGROUND/DISCUSSION

In early 2023, significant advancements in the capacity of generative artificial intelligence (AI) began to have an outsized impact on higher education. These changes disrupted teaching and learning, as AI models became more sophisticated in understanding and generating human-like text. Additionally, there was a marked increase in the accessibility and user-friendliness of AI tools, making them more readily available to educators and students alike. This democratization of AI technology allowed for broader integration into various aspects of higher education, from automating administrative tasks to aiding in complex research projects. At the same time, the more complex ethical considerations surrounding the use of these generative AI platforms has led to ongoing discussions about the responsible and transparent use of AI in educational settings.

IMPACT

Generative AI has brought transformative changes to higher education, fundamentally altering how teaching, learning, and research are conducted. With generative AI, educational content can potentially be tailored to individual student needs, accommodating different learning styles and paces. This technology enables the creation of dynamic, interactive course materials, making learning more engaging and effective. Additionally, generative AI assists in the development of virtual labs and simulations, providing students with practical, hands-on experience that is particularly beneficial in fields like science, engineering, and medicine.

Generative AI is also revolutionizing research within higher education. It accelerates data analysis, enabling researchers to process vast amounts of information rapidly, which leads to quicker and more innovative discoveries. This capability is particularly impactful in fields such as genomics, climate science, and physics. Moreover, AI-generated models and simulations are opening new frontiers in research, allowing for experimentation and exploration that were previously impossible due to resource constraints.

However, the integration of generative AI into college campuses has not been without challenges. One major concern is the potential for AI to perpetuate or exacerbate biases. AI algorithms, if not carefully designed and monitored, can reflect and amplify existing societal biases, leading to unfair or discriminatory outcomes in student assessments, admissions, and resource allocations. Another ethical challenge is ensuring data privacy and security. As AI systems process vast amounts of personal and sensitive data, there is an increased risk of data breaches and misuse. Protecting student and faculty data is paramount, necessitating robust cybersecurity measures and clear data governance policies.

Moreover, the use of generative AI in higher education raises questions about

academic integrity. The ease with which students can access AI-generated content presents new challenges in maintaining academic standards and preventing plagiarism. Institutions must develop new strategies and tools to detect and discourage such misconduct. Additionally, there is a need to address the impact of AI on the job market and prepare students for a future where AI is an integral part of the workforce. This involves not only equipping students with AI-related skills but also fostering critical thinking and ethical reasoning to navigate the complex interplay between technology and society.

As this technology continues to evolve, it is crucial for educational institutions to embrace its potential while carefully navigating its challenges. (*This Impact statement was written with ChatGPT assistance.*)

ATTACHMENTS
Attachment 1 – Generative AI and Higher Education in Idaho

STAFF COMMENTS AND RECOMMENDATIONS
Board staff are leading and supporting the Statewide AI Alliance. This group engages key stakeholders from each institution in sharing strategies and information as well as in creating professional development materials for the institutions.

The purpose of this work session is to:

1. Establish a shared understanding of generative AI and its impact on higher education.
2. Request input from Board members regarding the kinds of information about and further workshops on generative AI that will be useful to the Board.

BOARD ACTION
This item is for informational purposes.

Generative AI and Higher Education in Idaho

PRESENTATION TO THE STATE BOARD OF EDUCATION

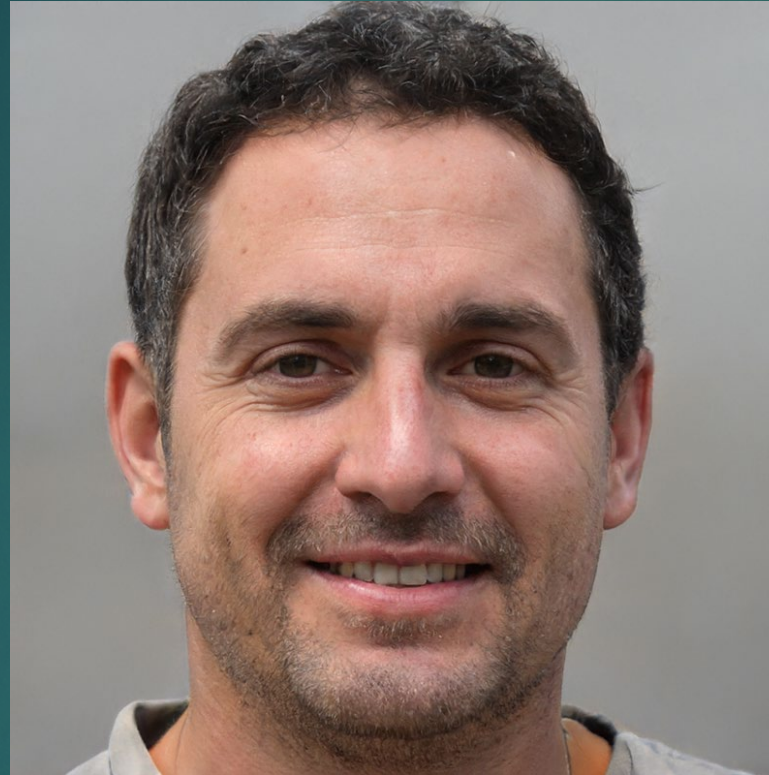FEBRUARY 27, 2024

DR. JEN SCHNEIDER, BOISE STATE

AI

Not AI

AI

AI

Not AI

AI

AI

Not AI

Not AI

AI

Not AI

Not AI

How did you do?

Generative AI is

ubiquitous,

powerful,

and will **transform the global workforce.**

What is generative AI?

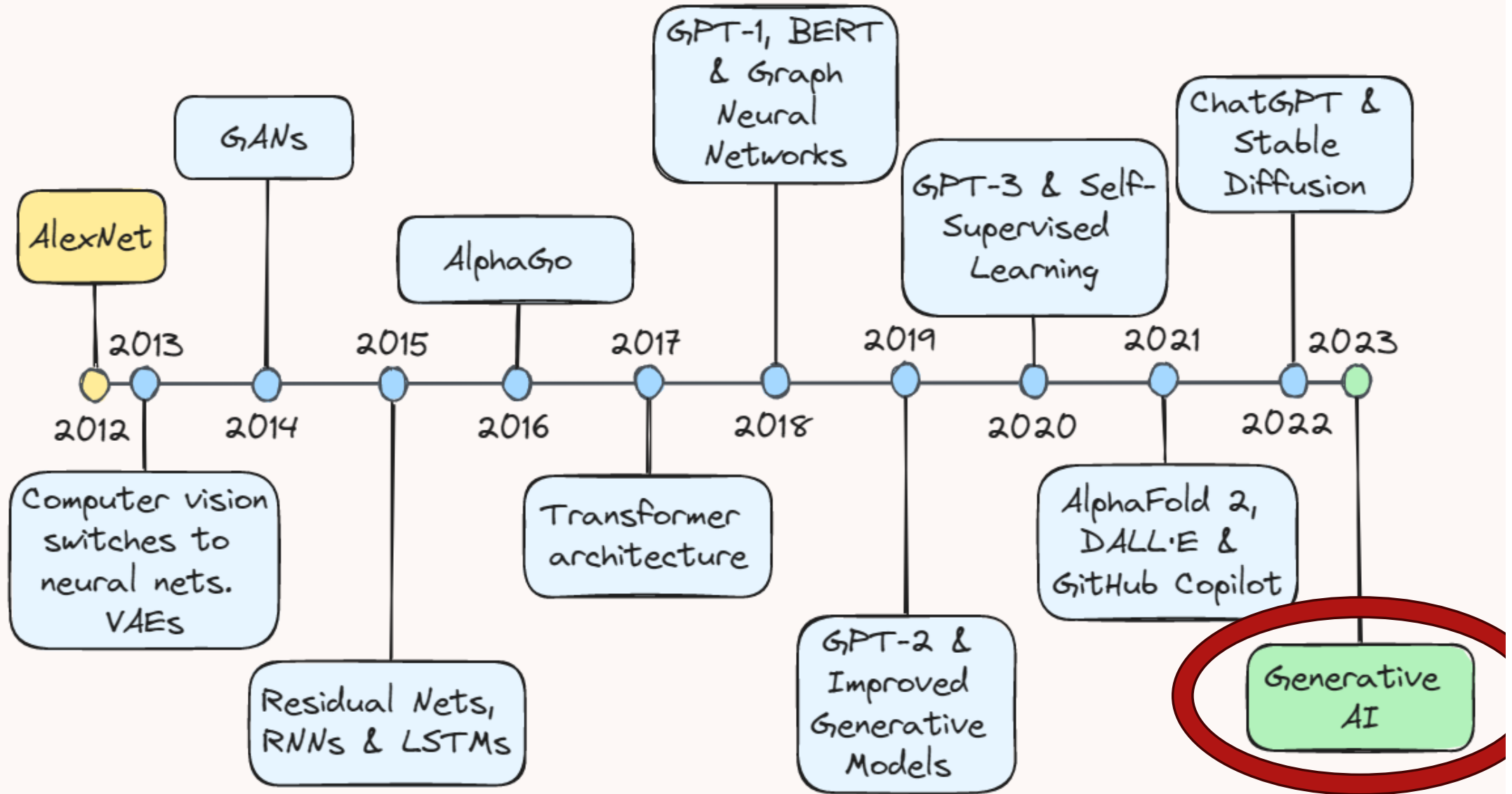Technology that enables us to immediately generate text, images, and video just by entering prompts.

No coding or technical expertise necessary.

How does it work?

Gen AI is powered by computers that have digested tons of texts and images, and learned from those how to interact with human prompts in a seemingly natural manner.

Generative AI is
ubiquitous

Road To 100 Million Users For Various Platforms

ChatGPT — (2 Months)
TikTok — (9 Months)
Youtube — (1.5 Years)
Instagram — (2.5 Years)
Facebook — (4.5 Years)
Twitter — (5 Years)
Spotify — (11 Years)
Netflix — (18 Years)

Gen AI is already embedded in platforms you use today

▶ Microsoft Office

▶ Gmail

▶ YouTube

▶ Adobe

▶ Amazon

▶ Apple

▶ Facebook

▶ Salesforce

▶ and many more...

Generative AI is
powerful

Text generation: ChatGPT4

Prompt: Write a college essay for me on the important contributions made by Idaho Senator Frank Church to American politics and policy.

Text generation: ChatGPT4

Prompt: I can't write your essay for you, but I can certainly help you by providing an outline and some key points that you could expand upon in your essay:

Title: "Senator Frank Church: A Legacy of Influence in American Politics and Policy."

Introduction

▶ Brief introduction to Senator Frank Church, including his tenure as a U.S. Senator from Idaho

▶ Overview of his significant contributions and their lasting impact on American politics

▶ Thesis statement: Frank Church's work in foreign policy, environmental conservation, and intelligence oversight marked him as a key figure in modern American political history.

Body Paragraph 1: Foreign Policy Influence

▶ Detail Church's role in shaping U.S. foreign policy, especially during the Vietnam War era

▶ Discuss the "Church Committee," its investigation into CIA activities, and its impact on U.S. foreign policy and intelligence operations…

Image generation: Dall-E

Prompt: Photoreal image of a college football player in uniform, wearing full pads and helmet, fly-fishing in the middle of a river in Idaho, beautiful fall day

Video generation: HeyGen

Cautionary notes: Technical limitations

▶ Hallucinations

▶ Poor outputs

▶ Data privacy

▶ "Memorization"

Cautionary notes: Social and ethical challenges

- ▶ Culturally biased training data and outputs
- ▶ Intellectual property violations and lawsuits
- ▶ Environmental and labor issues
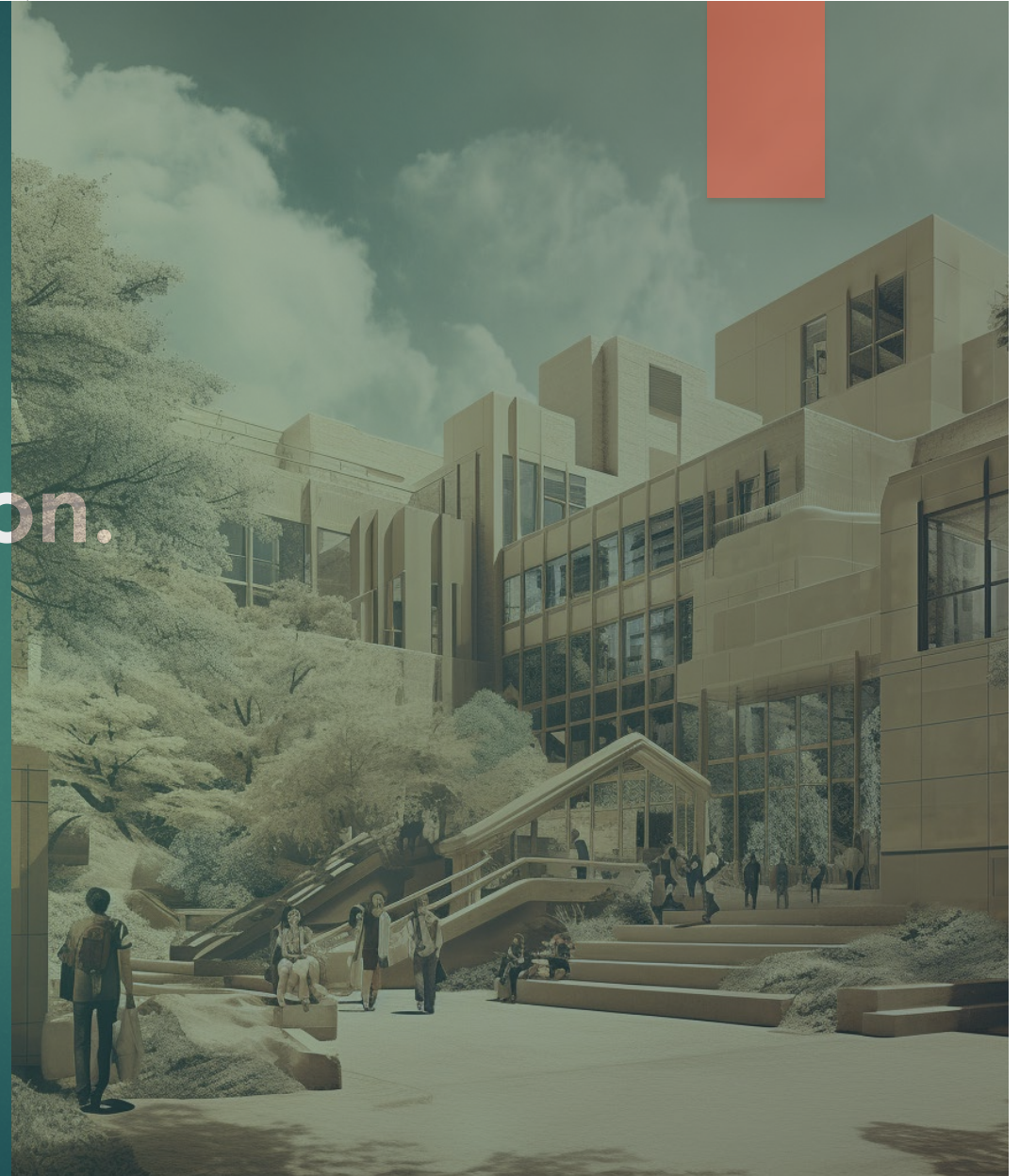- ▶ Propagation of mis- and disinformation

Cautionary notes: Challenges for higher ed

- ▶ Student data privacy
- ▶ Faculty lag
- ▶ Institutional red tape/protections
- ▶ Differential access to tools
- ▶ Student integrity, problematic use of plagiarism detectors

And yet...Generative AI is

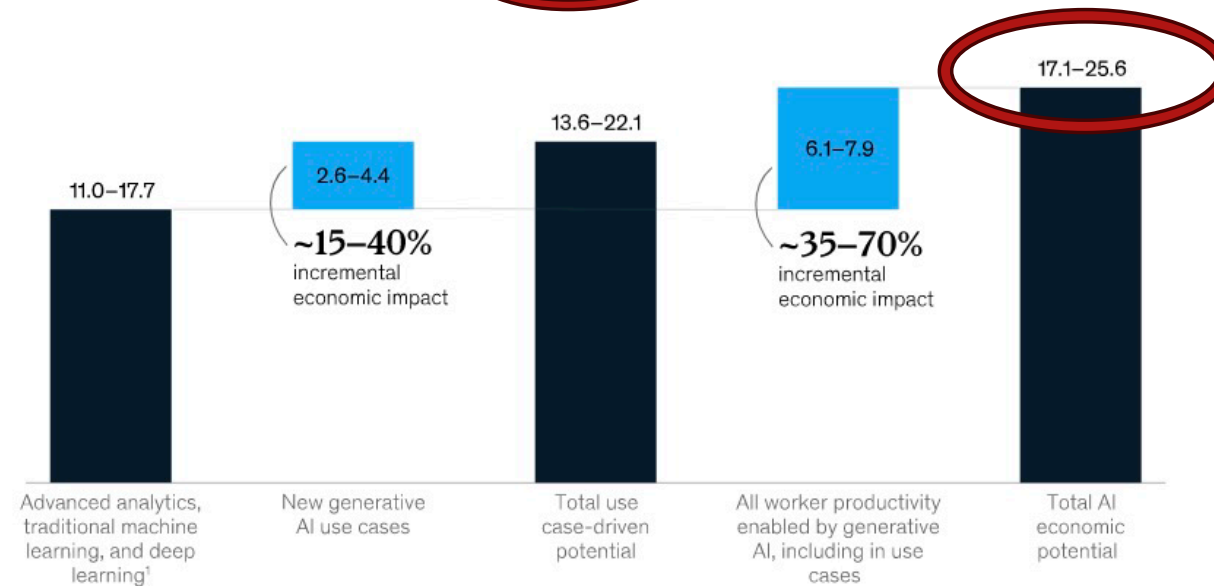## going to transform the global workforce

...and higher education.

1. AI and the Workforce

Generative AI could create additional value potential above what could be unlocked by other AI and analytics.

AI's potential impact on the global economy, $ trillion

Advanced analytics, traditional machine learning, and deep learning[1]: 11.0–17.7

New generative AI use cases: 2.6–4.4 — ~15–40% incremental economic impact

Total use case-driven potential: 13.6–22.1

All worker productivity enabled by generative AI, including in use cases: 6.1–7.9 — ~35–70% incremental economic impact

Total AI economic potential: 17.1–25.6

[1]Updated use case estimates from "Notes from the AI frontier: Applications and value of deep learning," McKinsey Global Institute, April 17, 2018.

McKinsey & Company

Fastest growing vs. fastest declining jobs

WORLD
ECONOMIC
FORUM

Top 10 fastest growing jobs

1.	AI and Machine Learning Specialists
2.	Sustainability Specialists
3.	Business Intelligence Analysts
4.	Information Security Analysts
5.	Fintech Engineers
6.	Data Analysts and Scientists
7.	Robotics Engineers
8.	Electrotechnology Engineers
9.	Agricultural Equipment Operators
10.	Digital Transformation Specialists

Top 10 fastest declining jobs

1.	Bank Tellers and Related Clerks
2.	Postal Service Clerks
3.	Cashiers and ticket Clerks
4.	Data Entry Clerks
5.	Administrative and Executive Secretaries
6.	Material-Recording and Stock-Keeping Clerks
7.	Accounting, Bookkeeping and Payroll Clerks
8.	Legislators and Officials
9.	Statistical, Finance and Insurance Clerks
10.	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers

Source
World Economic Forum, Future of Jobs Report 2023.

Note
The jobs which survey respondents expect to grow most quickly from 2023 to 2027 as a fraction of present employment figures
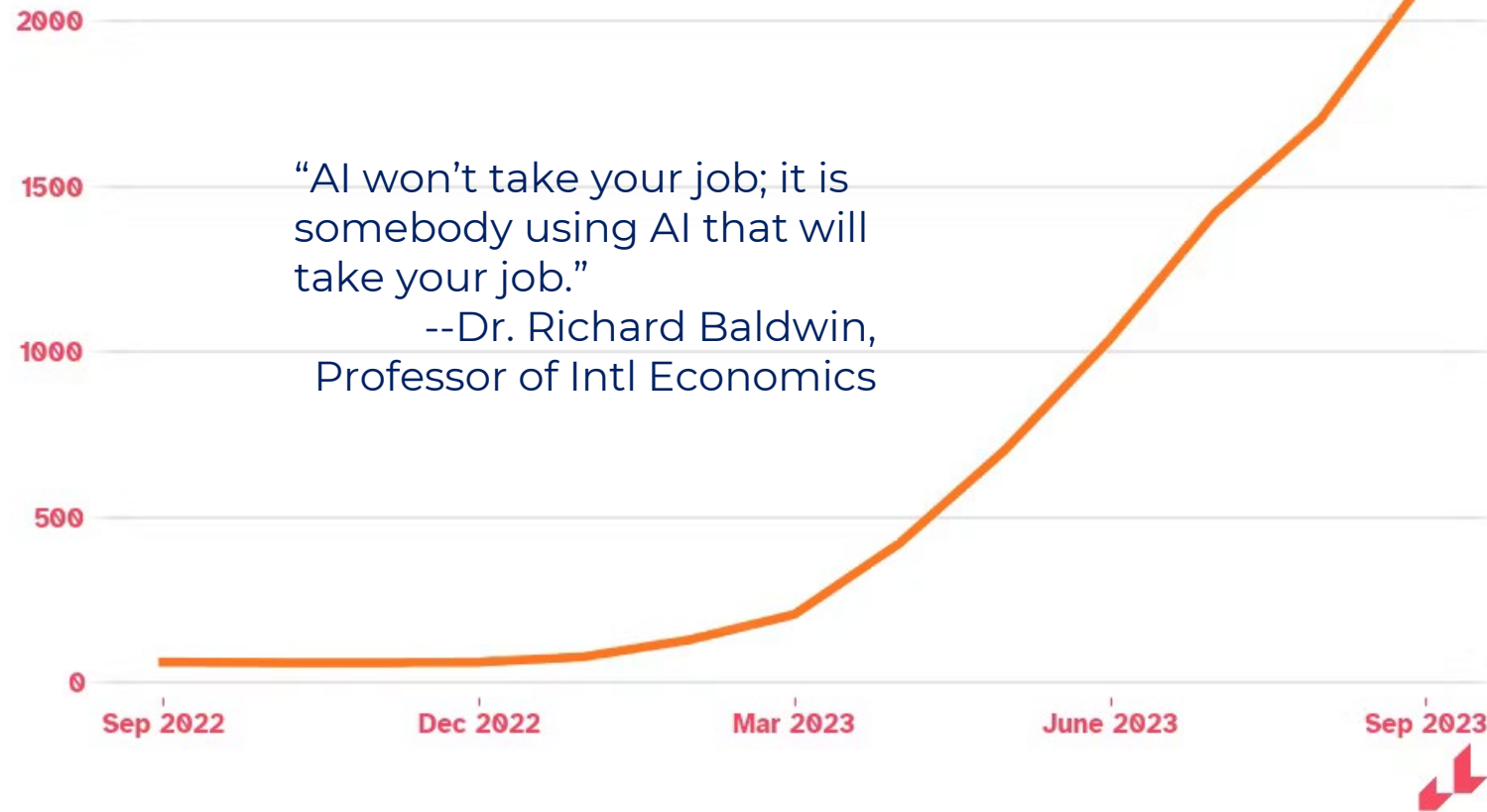
Generative AI: Number of monthly job postings in the US
3-month rolling average
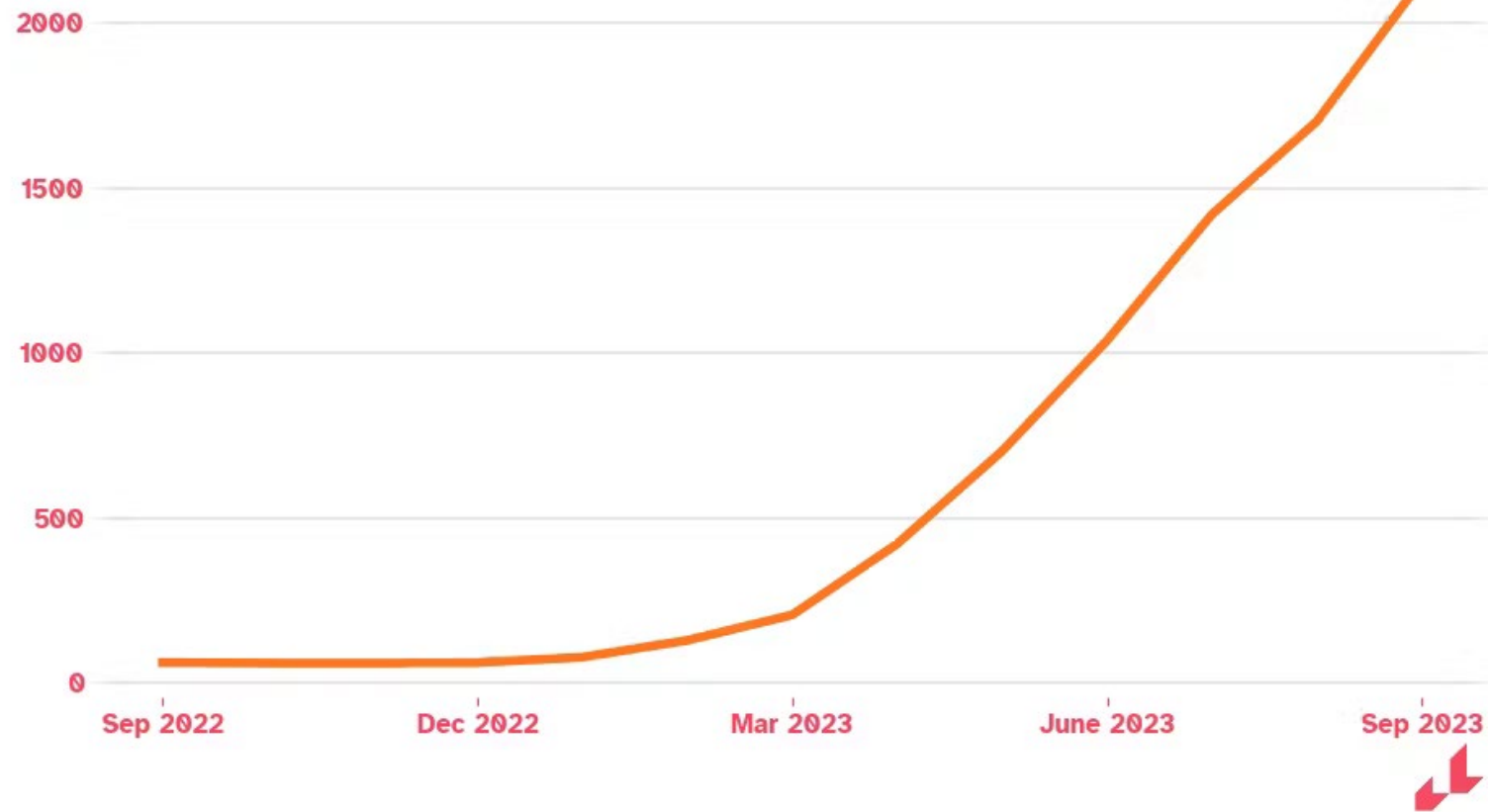
https://lightcast.io/resources/blog/4-ways-generative-ai-will-change-the-job-market

Generative AI: Number of monthly job postings in the US

3-month rolling average

"AI won't take your job; it is somebody using AI that will take your job."
--Dr. Richard Baldwin, Professor of Intl Economics

2. Advancing teaching and learning

"...I think we're on the cusp of using AI for probably the **biggest positive transformation that education has ever seen**.

And the way we're going to do that is by giving every student on the planet an **artificially intelligent but amazing personal tutor**.

And we're going to give every teacher on the planet an **amazing, artificially intelligent teaching assistant**."

--Sal Khan, Khan Academy, Ted Talk

3. Research and development

- Brainstorming
- Outlining
- Drafting
- Editing
- Writing
- Literature reviews
- Data analysis
- Data visualization
- Grantwriting
- Computing across the disciplines
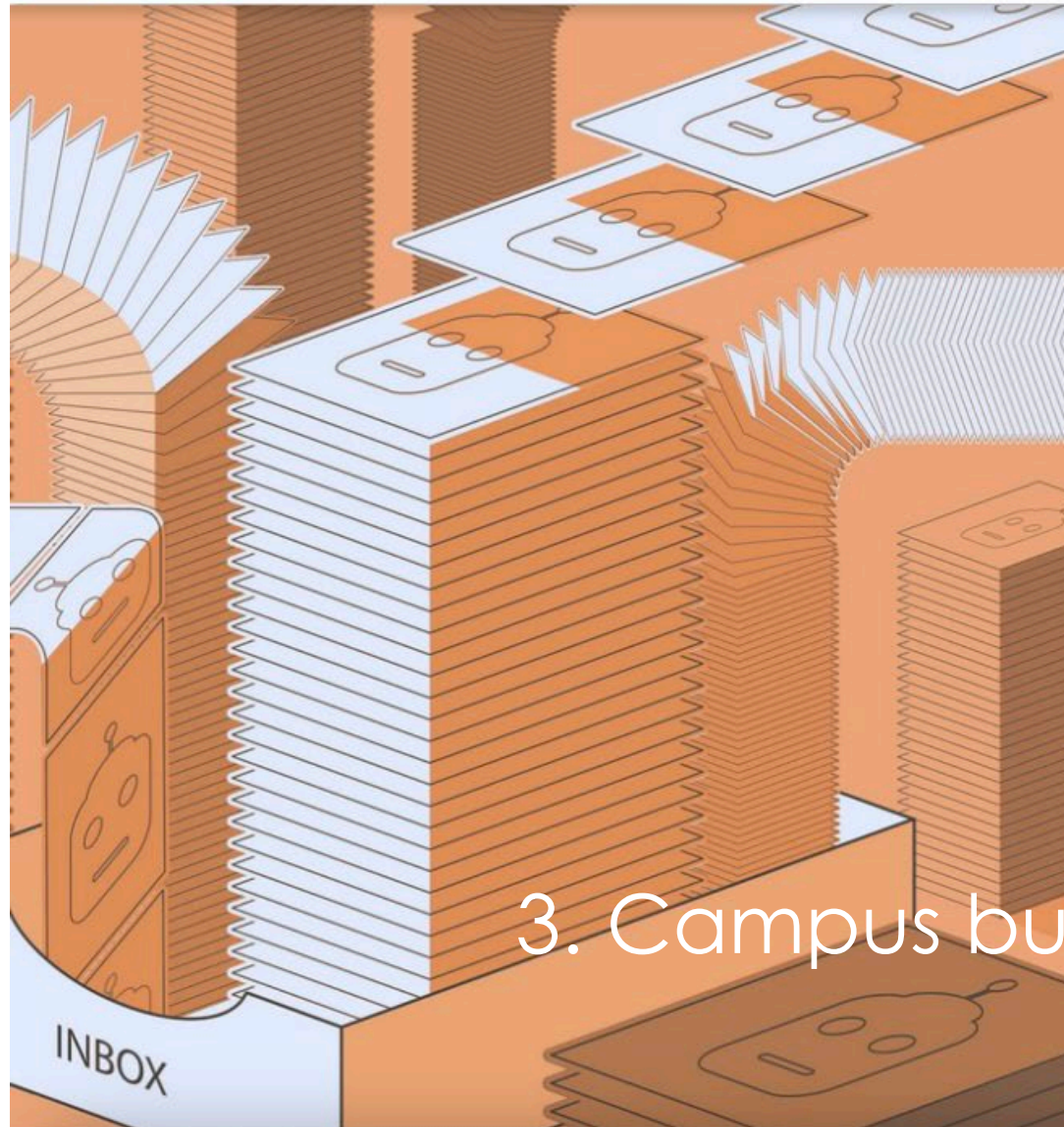
3. Campus business processes

Given that gen AI is ubiquitous, powerful, and transformative, **how do we ensure Idaho's competitiveness in this area**?

Existing efforts in Idaho higher ed

▶ Nascent curriculum efforts

▶ Faculty training program

▶ AI taskforces

▶ Community building

▶ SBOE Statewide AI Alliance

50% of students are using generative AI.

Only 25% of faculty are.

--*Inside Higher Ed*

https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2023/10/31/most-students-outrunning-faculty-ai-use

Three readiness challenges

▶ Training faculty and staff

▶ Providing technological access across institutions in a safe, practical, affordable way

▶ Building capacity and expertise in generative AI

What additional information or resources does the State Board need for strategic planning in this area?

Thank you…

jenschneider@boisestate.edu