

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: S. Coordination of Academic Technology

October 2026

This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (the “institutions”).

1. Purpose

Digital technologies are a fundamental component of all postsecondary learning experiences in Idaho. As the role of technology in teaching and learning continues to evolve, Idaho’s higher education system benefits from coordinated approaches to implementing emerging technologies and managing potential disruptions. To advance interinstitutional coordination, this policy sets expectations for aligning technology-enhanced teaching and learning where possible. This policy also establishes a statewide Teaching and Learning with Technology Committee (TLTC) to assess and continuously improve the shared standards, definitions, and frameworks associated with this policy.

2. Definitions

- a. “Academic Technology” encompasses the digital tools, platforms, systems, and practices used to support teaching, learning, and assessment.
- b. “Accessibility” refers to the degree to which digital learning environments and educational content can be reliably accessed and navigated by all users, including people with disabilities, consistent with applicable state and federal law.
- c. “Capacity-Building Activities” are limited-scale implementations or pilots designed to gather data and inform broader adoption decisions about emerging technologies and practices.
- d. “Digital Learning Environments” combine academic technology, content, and practice into cohesive learning experiences accessible by internet-ready devices. Examples include learning management systems, digital course materials, websites, and mobile apps.
- e. “Emerging Technology” refers to new tools and techniques that have the potential to augment instruction, transform curricula, and improve learning experiences when successfully adopted.
- f. “Generative Artificial Intelligence” refers to artificial intelligence models that use machine learning and are trained on large volumes of data that can generate new content (Idaho Code § 33-7002).
- g. “Quality Assurance” describes the standards and practices implemented to maintain excellence and consistency in the design and delivery of teaching and learning through academic technology.

3. Quality Assurance

- a. Each institution must develop and implement a plan for strategically ensuring high-quality implementation and use of academic technology as well as the design and continuous improvement of digital learning environments. Plans must address the following areas:

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- i. Establish an institutional framework to support quality assurance in course design and instruction. This framework must define quality assurance standards for the entire institution and may be internally developed and/or adopted from a third party, allowing for unique institutional contexts to be addressed;
 - ii. Describe the organizational capacity to ensure the accessibility and effective design of content made available in digital learning environments;
 - iii. Describe training approaches, support resources, and organizational capacity to assist students in ethically and successfully using academic technology;
 - iv. Articulate strategies for professional development for faculty and staff related to the administration and ethical use of academic technology;
 - v. Articulate institutional standards for the responsible evaluation and ethical use of emerging technology, including generative artificial intelligence;
 - vi. Describe institutional standards, training, and support infrastructure to support cybersecurity and data privacy.
 - vii. Define a clear process for faculty and staff to explore emerging technology as capacity-building activities at an institution. This process should identify steps, stakeholders, timelines, and support for the review, approval, and implementation of emerging technology.
 - b. Whether through existing or new campus governance, institutions must regularly review and update their plans as needed and share updated drafts with the Board office staff.
 - c. Institutions must submit an annual report on the implementation and outcomes of their plans with Board staff in a format determined by the Executive Director or designee.
- 4. Shared Contracts and Agreements**
- a. When multiple institutions share specific technology solutions or practices, additional cost savings and support may result from consortium-like negotiations.
 - b. Institutions may request that the Office of the State Board of Education negotiate, facilitate, and maintain shared contracts and agreements on their behalf, in coordination with relevant institutional stakeholders including legal counsel.
 - c. Board staff will maintain current, fully executed copies of such contracts and agreements to aid recordkeeping and distribution. Fully executed copies must be distributed to each participating institution.
- 5. Statewide Coordination of Teaching and Learning with Technology**
- a. The Teaching and Learning with Technology Committee (TLTC) coordinates strategic conversations, shares best practices, and recommends statewide approaches that support innovative and thoughtful adoption of academic technology across institutions.

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- b. TLTC must include, at minimum, one Board-appointed representative from each institution (Institutional Representatives), one two-year faculty representative, one four-year faculty representative, one two-year student representative, one four-year student representative, one graduate student representative, and the Executive Director of the Board, or designee, who serves as chair.
- c. TLTC must meet at least annually to review the plans, reports, definitions, and standards associated with this policy or as directed by the Board including the program and course delivery definitions in Board Policy III.E.
- d. TLTC develops recommended guidelines, templates, or rubrics to support institutional plan development and reporting.
- e. TLTC maintains a statewide inventory of academic technology implemented at Idaho's postsecondary institutions and makes recommendations on funding allocations for state innovation grants and federal pass-through grants related to emerging technology.
- f. TLTC may form ad hoc workgroups and adopt its own committee procedures and bylaws.
- g. The role of TLTC is advisory, and the committee reports directly to the Council on Academic Affairs and Programs.