

**COLLEGE OF SOUTHERN IDAHO
BOARD OF TRUSTEES**

December 17, 2001

**5:30 p.m.
TAYLOR BUILDING
ROOM 258**

AGENDA

MINUTES: (A) *Mike Mason*

TREASURER'S REPORT: (A) *Mike Mason*

PROPOSED CHANGES TO CSI EMPLOYEE HANDBOOK: (A) *Barbara Knudson*

**CSI FOUNDATION STRATEGIC PLANNING UPDATE:
(I) *Curtis Eaton, Char Sutton, Deb Wilson***

PRESIDENT'S REPORT: (I) *President Meyerhoeffer*

OLD BUSINESS

NEW BUSINESS

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
DECEMBER 17, 2001

CALL TO ORDER: 5:30 p.m. PRESIDING: LeRoy Craig

ATTENDING: Trustees: LeRoy Craig, Dr. Charles Lehrman,
Donna Brizee and Dr. Thad Scholes

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Robert Alexander, College Attorney
Dr. Jerry Beck, Vice President of Instruction
Dr. Curtis Eaton, Vice President of Planning and
Development
Dr. DeVere Burton, Dean of Instruction
Dr. Barbara Knudson, Dean of Human Resources
Randy Dill, Physical Plant Director
Ron Shopbell, Director of Dual Credit
Karen Baumert, Public Information Director
Doug Maughan, Herrett Center/Public Information
Director

CSI Employees: Char Sutton, Debra Wilson, Kathy Deahl
and Henry Jones

Visitors: None

Faculty Representative: Rosemary Fornshell

Times News: Julie Pence

MINUTES OF THE REGULAR SESSION OF NOVEMBER 19, 2001, were
approved as written on MOTION by Dr. Charles Lehrman.
Affirmative vote was unanimous.

TREASURER'S REPORT: The Treasurer's Report was approved on
MOTION by Donna Brizee. Affirmative vote was unanimous.

PRESIDENT'S REPORT:

1. Barbara Knudson presented policies on Reduction In Force
and Nepotism and Consensual Relationships. The Board
adopted the Reduction In Force Policy on MOTION by Dr.
Charles Lehrman. Affirmative vote was unanimous.

1. (Continued) The Board adopted the Nepotism and Consensual Relationships Policy on MOTION by Dr. Thad Scholes. Affirmative vote was unanimous.

The Board further authorized the administration to make administrative adjustments in both policies as needed.

2. Dr. Curtis Eaton reviewed the process being utilized to develop the new College of Southern Idaho strategic plan. He discussed feedback from community meetings in the Twin Falls and Jerome areas. These meetings had approximately thirty-five community members in attendance. Dr. Eaton noted that the development of the college into a four-year institution was not a priority for the community but that more higher education opportunities were an issue. He also said that the community meetings would be expanded to the outreach center areas.

Debra Wilson reported that the College of Southern Idaho Annual Report and Annual Campaign had been combined into one mailing. She noted that so far donations were on track and several large donations had been received. Ms. Wilson stated that the September 11th bombings and subsequent donations to victims had not had a negative impact on donations to the foundation.

Char Sutton outlined the status of the College of Southern Idaho strategic plan. She outlined the groups that had input and the four central themes that emerged.

The President noted that both Char Sutton and Debra Wilson are noted in the community for the quality of work they do for the college.

3. The President reviewed the following issues with the Board:

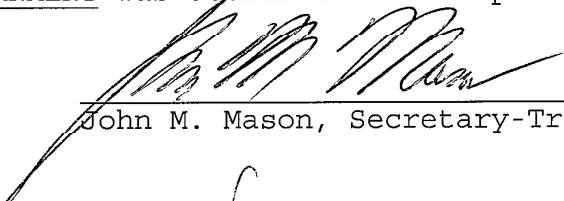
- Presidential Scholarships may be adjusted to meet Promise Scholarship match requirements. The President is planning to have discussions with the student services staff to determine the impact of the adjustment.
- We will seek a change in the Idaho Code section that limits the amount we can raise tuition and the amount of tuition we can charge.
- President Meyerhoeffler was in Boise last week and discussed financial issues with Governor Kempthorne. The Governor remains supportive of some change in the retirement system to assist us meeting the ten percent projected holdback next year.

CSI Trustees
December 17, 2001
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3. (continued) - The President advised students that we will have a significant tuition increase next year. North Idaho College plans to keep tuition and fees very close to our tuition and fees.

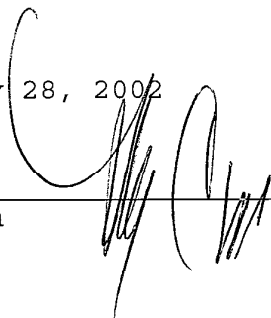
- The President advised the Board of expenditure reduction plans for the current year and next year. He told the Board that the administration would provide them a final plan to review.

ADJOURNMENT was declared at 6:17 p.m.



John M. Mason, Secretary-Treasurer

APPROVED January 28, 2002



Chairman

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

**REDUCTION IN FORCE (RIF) POLICY
EXEMPT AND NONEXEMPT EMPLOYEES**

The College of Southern Idaho highly values the contributions of employees and attempts to provide regular employment. However, in the event it becomes necessary for the College to reduce the work force because of economic conditions, reorganization, changes in needs or technologies, programmatic considerations, or other circumstances, this policy establishes procedures to ensure fair and equitable treatment. The decision to retain or separate an employee will follow from a fair and systematic consideration of the current and future needs of the College relative to the employee's skills, knowledge, performance and productivity. Length of service will be considered but may receive less weight in the determination, depending on the needs of the College.

PURPOSE

This reduction in force procedure for employees provides equitable treatment for the layoff of staff employees when reduction in force becomes necessary. A reduction in force decision should be reached only after measures such as attrition or a hiring freeze on vacant positions, limits on purchasing and travel, retirement options, and job sharing and work schedule alternatives have been considered.

A reduction in force (layoff) may take the form of elimination of jobs, reduction in percent effort, or reduction in salary. This policy is not to be used in the case where the employee is subject to termination for unacceptable conduct or performance problems and is currently on a performance improvement plan. It is important for units to manage unsatisfactory performance issues separately from the reduction in force process, although overall performance is a reduction in force consideration.

This policy applies to regular exempt and nonexempt employees working at least 20 hours a week. Employees classified as instructional personnel, as defined in the Faculty Handbook, shall be subject to those pertinent sections within the faculty handbook. Administrative employees classified as Director or above are not covered under this policy and are subject to employment decisions made by the President and/or the Board of Trustees. Positions funded by sponsored funding, such as grants, are considered a type of term employment, conditioned upon specific funding and may have a defined end date and are not subject to this RIF policy.

Termination due to a reduction in force will be considered a final separation from that position at CSI. An employee who loses his/her position during a reduction in force will have no recall rights to the same or similar position. Human Resources will provide assistance to place the affected employee elsewhere within the College, if a similar available position is vacant.

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3.03 NEPOTISM AND CONSENSUAL RELATIONSHIPS

CONSENSUAL RELATIONSHIPS (Added)

The College of Southern Idaho is committed to maintaining a working and educational environment that fosters appropriate and respectful conduct and communication between all persons within the College community.

Consensual romantic and/or sexual relationships between supervisors and employees and between instructors or staff and students involve power differentials and raise serious concerns about the validity of the consent, as well as concerns about conflicts of interest, abuse of power, and sexual harassment. What might appear to be consensual, even to one of the parties involved, may in fact not be so, when one of the individuals involved in the relationship is in a subordinate position to the other. Within this context, giving praise or criticism, providing performance evaluations, assigning grades, making recommendations for further studies or future employment, or conferring other benefits may diminish the student or subordinate's actual freedom of choice.

Consent by the student or employee in such a relationship is regarded as questionable, due to the fundamentally unequal nature of the relationship. Moreover, others may be affected by such behavior because it places the instructor or supervisor in a position to favor or advance a student or employee's interest at the expense of others.

Conflicts of interest may arise in connection with consensual romantic and/or sexual relationships between instructors, staff and students, or between supervisors and subordinates. Individuals entering into such relationships must recognize that:

- a. the reason for entering such a relationship may be a function of the power differential;
- b. where power differentials exist, even in a seemingly consensual relationship, there are limited after-the-fact defenses against charges of sexual harassment;
- c. the individual with the power of the relationship will bear the burden of accountability; and
- d. such a relationship, whether in a class or work situation, may affect the educational or employment environment for others by creating an appearance of improper, unprofessional, or possibly discriminatory conduct.

When a romantic and/or sexual relationship develops between that individual having a position of authority over another within the college, the person in authority must remove themselves from any activity or evaluation that may reward or penalize the student or employee and must inform their supervisor about the situation. The supervisor will make suitable arrangements for the objective evaluation of the student's academic or employee's job performance. Prohibited activities include, but are not limited to, hiring, promotion, supervision, evaluation, determination of salary, grading, and advising.

Violations of the policy, if proved, will result in the imposition of corrective actions and/or disciplinary sanctions, up to and including dismissal from the College's employ.

Instructors and supervisors should be aware that conducting such consensual relationships with students or employees they supervise makes them liable for formal action. Complaints alleging sexual harassment, as defined by law, may be filed by either party of the consensual relationship or by an aggrieved party outside the relationship.

CSI is committed to a learning and working environment free from any kind of sexual harassment and/or intimidation. All employees will maintain professional and ethical relationships with students and with colleagues.

NEPOTISM POLICY (Added: 2/2000)

Persons who are employees of the College who also happen to be related by family or marriage or are living in the same household, shall not be placed in the same direct line of supervision under which one relative is responsible for supervising the job performance or work activities of another related person. In the event that persons who are currently employed by CSI, and are in the same line of direct supervision, become related by marriage, or are living in the same household, one of said persons shall be reassigned.

TACTICAL/OPERATIONAL PLANNING CONTINUES

"The short-term or intermediate-term, regular planning and budgeting activities dealing with administrative and operational activities that unfold within the overall strategic context of objectives established by strategic planning." The Society for College and University Planning

Reasons for Planning:

Potential into kinetic energy
Continuous Improvement
Institutional effectiveness



The Process: The innovative spirit of individuals harnessed for the Team

Teamwork
Teambuilding
Shared perspectives



End Products:

Descriptive
Visionary
Practical



STRATEGIC PLANNING MILEPOSTS

1. October 12, 2001 Boise State Decision Center with Steering Committee
2. October 23 & 24, 2001 Coordinating Committee to discuss Institutional Directions
3. Steering Committee Review
4. Meet with faculty & staff to discuss Institutional Directions
5. Meet with community members to discuss Institutional Directions
6. Pulse check with CSI Board of Trustees and Steering Committee
7. Meet with CSI students to discuss Institutional Directions
8. Process Committee begin draft Mission & Goals
9. Steering and Coordinating Committees and community review
10. Draft Plan for President
11. Final revision by Steering Committee and Coordinating Committee
12. Presentation of Plan, Implement & Assess

W e w o u l d l i k e t o h e a r f r o m y o u :

www.csi.edu/Support/pd/Siplanmain.htm
Taylor Administration Building
Room 120

Phone: (208) 733-9554 x2242
Fax: (208) 736-3015
Email: ceaction@csi.edu
csutton@csi.edu



Strategic Planning

College of
Southern Idaho

"We shall not cease from
exploration and the end of
all our exploring will be to
arrive where we started
and know the place for the
first time."

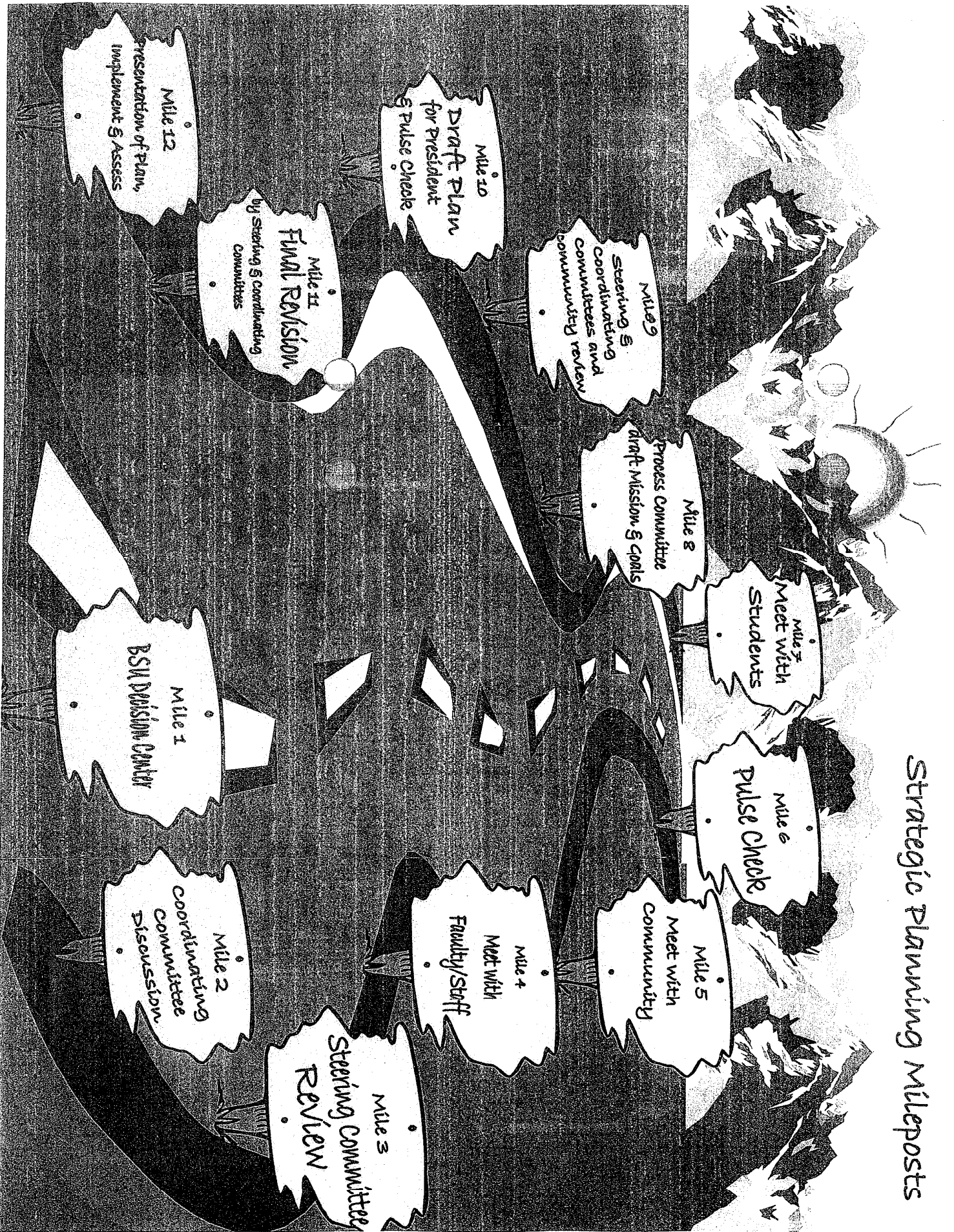
T.S. Elliott, Four Quartets



Fall 2001

Created by Camille
Barigor, Char Sutton

Strategic Planning Mileposts



I. Perform as an Innovative Institution.

- A. Student Access- all programs will have traditional and non-traditional start and stop times; Price will not be a barrier to entrance; quality will be compared to competitors
- B. Program Review- academic rigor for programs; optimize distance learning and dual credit; leading edge training for workforce development and corporate training; special populations' needs anticipated; effective/rigorous assessment review of classes and programs across the institution
- C. Technology- easy external access to broad based business and educational institutions and CSI employees
- D. Funding- CSI Foundation and grant development; develop a culture in the Institution for mining new and existing revenue opportunities
- E. Student Learning- Outcomes based while heeding what makes an educated person; leader in graduation rates, retention of students, and placement of graduates; computer savvy students and graduates
- F. Leadership- topnotch faculty and staff
- G. Culture of Diversity- students and staff representative of diverse external community

II. Service defines College Relationships.

- A. One-stop shopping for students; personalized but extensively supported electronically; define the customer; develop standards; internal and external surveys on quality of service
- B. Electronic and paper communications internally and externally will be extensive, user friendly, and exhibit best practices
- C. Person to person communications will reflect the "open door" policy

III. Enter into Productive Partnerships.

- A. CSI will expand partnerships with K-12; effective interaction with and recruitment from local high schools
- B. CSI will expand partnerships with other Higher Education institutions; will broker needed programs from the best national source; serve as South Central Idaho's hub for higher education
- C. Establish a cost effective outreach campus model to provide access to educational and support services available on the main campus; provide four-year programs; emphasize quality, success and community involvement to gain support from non district counties
- D. Nationally recognized for development of Community/Institution partnerships
- E. Economic Development- CSI will reduce unemployment in the region; share a common vision with Magic Valley Community in attracting new business; lead institution for providing economic development in the region
- F. Internal Collaboration- shared resources between technical and academic programs
- G. External Community Relations- stronger community relationship; state of the art training and education for community needs; relevant community outreach programs; responsive to changing job markets; business and industry partnerships; first-rate industry training

CSI Strategic Planning Community Town Hall

December 14, 2001—Taylor 277

Meeting Outcomes

- Participants will have had an opportunity to contribute their ideas, observations, and advice regarding the future strategic themes of the College Of Southern Idaho.
- The Institutional Planning & Development office will use the input of the community in the development of the College's strategic plan.

Agenda and Activities

Start Time	Agenda Item	Activities/Process
1:00 p.m.	Introductions and Meeting Overview	Present purpose of meeting, brief summary of planning process to date, agenda overview, housekeeping items (Curtis).
1:15 p.m.	Introduction to Strategic Planning	Provide context for today's gathering as part of the College's strategic planning process, i.e. the importance of listening to our community as a community college.
Break into small groups of 5 or 6 people.		
1:25 p.m.	Creating a Practical Vision	Brainstorm images: Imagine yourself in Twin Falls five years from now and something has happened to cause the College Of Southern Idaho to disappear. 1) <i>What would the community lose as a result of the disappearance?</i> 2) <i>What would you professionally or your professional colleagues lose as a result of the disappearance?</i> 3) <i>What would you, your family, or your friends lose as a result of this disappearance?</i>
	Organize the Images	Cluster the images into as few as possible (at least 3 and no more than 5).
	Small Group Reports	Select a person to report the group's images. This reporting will be recorded in writing.
Shift groups		
1:55 p.m.	Continue Creating a Practical Vision	1) <i>What do you think the College should do more of?</i> 2) <i>What do you think the College should do less of?</i>
	Organize the Images	Cluster the images into as few as possible (at least 3 and no more than 5).
	Small Group Reports	Select a person to report the group's images. This reporting will be recorded in writing.
Shift groups one more time		
2:25 p.m.	Continue Creating a Practical Vision	General planning categories are beginning to be developed in the planning process for the College... <i>Do you think there are any others?</i>
	Organize the Images	Cluster the images into as few as possible (at least 3 and no more than 5).
	Small Group Reports	Select a person to report the group's images. This reporting will be recorded in writing.
2:55 p.m.	Next Steps	Talk about what will happen next (Curtis).

2 yrs = 25% ↑ in enrollment

Community Meeting Summary

Twin Falls, Idaho – Friday, December 14, 2001

We invited more than 60 people from community organization's lists. The organizations included AARP and cattle associations, art and music groups, Chambers of Commerce, city and county officials from Twin Falls and Jerome Counties, and many others. Forty said they would attend. Thirty-five actually attended.

In the introductory comments, the attendees were told that CSI takes very seriously the word "community" as a part of its category name: Community College. The attendees were grouped into sections of five to six people each to discuss the topics presented to them. A spokesperson for the small working groups reported that group's ideas and opinions for each topic. All ideas were recorded for post-meeting synthesis. Attendees were asked to leave contact addresses and phone numbers if they wanted to receive follow up information. Almost all did so. All session evaluation forms submitted (about 26) were positive. Most were very complimentary of the College asking for Community input.

The two-hour session was divided into three sections with the small groups being asked to discuss and report out before moving on to the next section. Many common ideas were expressed.

Section I

Imagine yourself in Twin Falls five years from now and something has happened to cause the College of Southern Idaho to disappear from the community. 1) What would the community lose as a result of this disappearance? 2) ... you professionally or your professional colleagues ... and 3) ... you, your family, or your friends...? The most common answers were:

1. Community: cultural diversity, community anchor/focus/center/heart, educational opportunities, economic/cultural/educational opportunities and development, center for economic development, community synergy, youth would migrate out of the area, economic vitality, access to higher education, athletic events, arts/cultural events.
2. Professionally: economic development, training opportunities, loss of resources, leadership training, leadership, advancement opportunities, workforce education, loss of training facilities, resource for employee training, continuing education unit training, training youth, facilities, access to subject matter experts, well trained employees, opportunities for training and inservice, arts and humanities resources.
3. Personally: youth migrating out of the area, enrichment/educational/continuing education/life long learning opportunities, economic development, community focus, exercise facilities, a diversity connection, entertainment/culture/arts events, good friends, symbol of community pride, quality athletic events, beautiful grounds and green space.

Section II

What do you think the College of Southern Idaho should do 1) more of, 2)...less of? The most common answers were:

1. More of: closer connections to the high schools and ARTEC for a Technical Center, higher education opportunities, parking spaces, just in time training, wider choice of classes, cooperation with four-year institutions and extended degree opportunities, marketing of existing programs, short-term training, recruit new industry, training that will improve the skill sets of community, workforce training, curbing and sidewalks on Washington Street, pedestrian friendly on Falls Avenue, expand distance learning with four-years beyond Idaho to include graduate and post graduate opportunities, K-12 integration in years 13 and 14 (pathways), expand class times, campus housing, drug and alcohol awareness, defer costs to students/scholarships, cultural opportunities, student union integrated with a community center, brokering of higher education, technical training, facilities available to community at less cost, encourage free speech and

diversity of thought, weekend classes, active role for trustees, library access, resources and services, wider bachelor's degree offerings, computer science and mathematics degrees, advanced degrees in business, more health science educational opportunities beyond technical certificates and associates degree.

2. Less: water in the parking lots and the tennis courts, reliance on property taxes, traffic congestion, duplication of courses across programs, sharing of CSI land, focus on uniformity (increase diversity), focus on athletics, hiring from within, cease opposition to the Fillmore extension, CSI should do less of nothing that it already does.

Section III

Attendees were give a copy of the themes as recently revised by the Steering committee.

Considering the four themes that are developing in the CSI strategic planning process (innovation, service, partnerships, utilization of resources) comment on whether they are useful and "on target" or not, whether there should be additional themes to cover directions not represented; and any refinement of the themes you would suggest.

Basically the larger group was enthusiastic toward the four theme topics and had minor fine-tuning suggestions. The suggestions included:

- Perform as an Innovative Institution
 1. Program Review should include improved articulation of content from courses at CSI to other four-year institutions to minimize students having to duplicate courses.
 2. Program Review: needed programs defined by student numbers and by request.
 3. Develop pre-engineering program that articulates beyond CSI.
 4. Funding might include development of an alumni association.
 5. Funding: work with the legislature to decrease property taxes to residents while retaining our local board and control.
 6. Student Access: does this mean open entry, open exit or all programs?
 7. Leadership: should say topnotch faculty, staff and administration.
 8. Provide a forum for open community dialogue regardless of controversy or special interest group pressure.
- Enter into Productive Partnerships
 1. Partnerships should be expanded to include other guidance-based organizations including the Boys & Girls Club and YMCA.
 2. Partnerships should include not only the identification of new partners, i.e. Dell Computers, but recruitment and expansion to existing industry/business in the area (improved workforce training).
 3. Expand partnerships to include postsecondary through postgraduate.
 4. K-12 partnerships should include career counseling (pathways).
 5. Economic Development: instead of focusing on reducing unemployment, focus on increasing the diversity of and the expansion of employment opportunities for the community through the attraction of new business/expansion of existing businesses.
 6. Consider limiting outreach in funding crunches.
 7. Place a higher emphasis on higher education partnerships rather than K-12.
- Fully Develop all Resources
 1. Human Resources: In order to recruit employees to fill those positions being vacated by retirements, CSI may have to adjust its starting salaries.
 2. Professional Development and Renewal could include faculty research. Also contemporary education for faculty for 2001 and beyond.

The College will ensure that there is full compliance with EEO commitments, laws, and College policy when implementing a reduction in force. Race, color, gender, sexual orientation, age, religion, creed, national origin, marital status, Vietnam Era veteran status, disabled veteran status, or disability are never a consideration in identifying an employee for reduction in force.

REDUCTION IN FORCE COMMITTEE

The President and his Administrative Council will serve as the Reduction in Force (RIF) Committee. The committee will determine the work and positions that are affected. This committee will counsel departments on exploring alternatives to an imposed reduction in force, explain proper procedures for applying the reduction in force policy and recommend exceptions to this policy.

PROCEDURES

Determining Priorities for Reductions.

When a campus-wide reduction in force is ordered, the Reduction in Force Committee will designate in which departments or functions the reductions will occur. The President may elect to combine small offices, or include the entire campus in some classifications to allow more equity in the process. A reduction in force decision requires a thorough evaluation of the need for particular positions and the relative value of specific employees so that the college can provide the highest level of service possible with a reduced work force.

When conditions necessitate a reduction in force, it will first be determined if any work functions or activities can be eliminated. If so, the job of the individual(s) performing the work functions or activities will be terminated and the individual may be separated from service at the College.

If work functions or activities cannot be eliminated, an employee will be subject to reduction in force by job classification on the basis of current and future needs of the College and on the employee's skills, knowledge, performance and productivity, length of service (up to 10 years), and extenuating circumstances. However, when a reduction in force creates or elevates an operational requirement, an employee's unique operational qualifications or skills for the position(s) remaining after reduction will be considered.

The individual(s) making the determination shall prepare a written report that outlines the reasons supporting a reduction and the function(s) to be altered/eliminated. Before announcing or implementing an elimination of work or reduction in force that results in the termination of an employee, the affected area or department will review its written report, including position and classifications, names of employees to be terminated, reason for reduction in force and assessment of the reduction in force's impact on EEO profile, including adverse impact analysis, with Human Resources. Written documentation relating to the identification of an employee for reduction in force must be retained for three years.

The President has final approval of all RIF plans.

RIF Notification

An Administrator or supervisor, along with the Dean of Human resources, will notify the employee as far in advance as possible, but an employee must be notified a minimum of two weeks prior to the termination date.

The department, along with Human Resources, will determine if the notice period is a working period or paid administrative leave. An employee who has received notice of a reduction in force may leave the College without advance notice. For purposes of salary and record keeping, the date of departure will then become the termination date.

Affected employees who continue to work during the notice period will be given time off for job counseling and job interviews. HR will assist in providing job search information and assistance to the affected employee.

Each employee terminated by a reduction in force will also receive written notification. The notice must include the reasons for the separation (such as economic, program changes), separation dates, direction for obtaining benefit information, eligibility for unemployment insurance benefits and appeal rights.

Appeal

If an individual who has been notified of layoffs has reason to believe the action was not in accordance with this policy, he/she has ten (10) working days from the date of layoff notification to appeal the decision to Human Resources using the Grievance Process as outlined in the Employee Handbook.

BENEFITS

An employee terminated because of a reduction in force will receive payment for accrued vacation and compensation time (non-exempt employees only) in accordance with College policy.

No payment will be made for sick leave. Sick leave balance at the time of layoff will be restored in the employee is rehired by the College within twelve (12) months to a regular position.

All College benefits will be continued through the remainder of the calendar month in which the layoff occurs.

Health insurance coverage will be handled in accordance with College policies and all applicable laws. Medical, dental, and vision insurance plans may be continued in accordance with COBRA, which in general allows for coverage continuation for 18 months beyond the termination date at the expense of the staff member.

Retirement plan benefits will be provided according to the terms of the retirement plans.

Staff members terminated as a result of reduction in work force may be eligible for unemployment insurance benefits.

A CSI employee who is receiving tuition benefits for the employee and/or spouse prior to the day of separation will continue to receive the benefit through the end of the semester in which the separation occurs. The College will honor an approved tuition benefit request for the staff member's dependents during the remainder of the academic year for which the student is currently enrolled.

Employees who leave the College in good standing will be eligible for rehire. Past performance will be considered when a former employee applies for rehire. Employees who return to active status within one year will retain the hire date in effect during the previous consecutive service providing the staff member has completed at least two consecutive years of regular employment with CSI immediately prior to the separation and the gap in regular employment must have begun after the effective date of the policy.