

COLLEGE OF SOUTHERN IDAHO
BOARD OF TRUSTEES MEETING

MONDAY, JUNE 17, 1996

PRESIDENT'S BOARD ROOM

5:30 p.m.

AGENDA

MINUTES

TREASURER'S REPORT

Budget Resolution

Bid: Music Instruments

OLD AND NEW BUSINESS

Discussion: 1% Initiative: *President Meyerhoeffer*

Strategic Planning--Performance Evaluation: *Dr. Joan Edwards*

HB 702: *President Meyerhoeffer*

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
JUNE 17, 1996

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

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

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Robert Alexander, College Attorney
Dr. Jerry Beck, Vice President of Instruction
Dr. Joan Edwards, Vice President of Planning,
Research and Development
Dr. Michael Glenn, Vocational Dean
Ron Shopbell, Director of Continuing Education
Jeff Duggan, Assistant to the President
Annette Jenkins, Public Information Director

CSI Staff: None

Visitors: Representative Ron Black

Faculty Representatives: Penny Glenn

Times News: Liz Wright

MINUTES OF May 28, 1996 were approved as written on MOTION
by Dr. Charles Lehrman. Affirmative vote was unanimous.

TREASURERS REPORT: Acceptance of the Treasurer's report was
approved on MOTION by Dr. Thad Scholes. Affirmative vote
was unanimous.

BIDS:

1. The Board awarded bids to the low bidders of various
musical instruments as listed on the attached page on MOTION
by Bill Babcock. Affirmative vote was unanimous.

Funding for this purchase is from budgeted
instructional funds.

PRESIDENT'S REPORT:

1. The Board passed a continuing budget resolution for July
and August of fiscal year 1997 on MOTION by Donna Brizee.
Affirmative vote was unanimous.

2. The Board approved the fiscal year 1997 meeting date schedule on MOTION by Dr. Thad Scholes. Affirmative vote was unanimous.

3. Dr. Joan Edwards discussed the College's methods to measure performance towards the goals set in our strategic plan. She noted that the focus of the State of Idaho was moving towards quantifiable plans with measured factors of success and accountability. The State plans quantify measures of success and reward agencies accordingly in the budget process.

The educational goal of the College is to utilize alternate delivery systems and technology in teaching to improve quality and access. Based upon this, the College has set a goal of increasing courses offered via alternative delivery systems from the current four percent to ten percent in fiscal year 1997.

Dr. Edwards also discussed the faculty retreat and noted that over eighty faculty attended.

4. Representative Ron Black discussed the One Percent Initiative with the Board. President Meyerhoeffer noted that the College would lose approximately five million dollars in revenue if the measure was implemented. LeRoy Craig expressed concern that the initiative could have a significant negative impact on the economy of the State.

The Board resolved to move forward in taking a firm and public stance in opposition to the One Percent Initiative as a result of its negative impact on public institutions, the economy and the taxpayers of the State. The Board accepted the resolution on MOTION by Dr. Chuck Lehrman. Affirmative vote was unanimous.

5. President Meyerhoeffer reviewed property tax relief legislation proposed last year during the legislature session. He also discussed an upcoming meeting between the community college presidents, community college board chairmen, the head of the Division of Financial Management and Governor Batt. The meeting is to discuss property tax relief for community colleges.

Representative Black discussed House Bill 702 and verified that it did not provide future inflationary increases. It was generally agreed that the College would give all of its support to one bill in an attempt to get it passed during the next legislative session.

LeRoy Craig, on behalf of the College and the Board, thanked Ron Black for his efforts in bringing community college property tax relief to the forefront of the legislature.

CSI Trustees

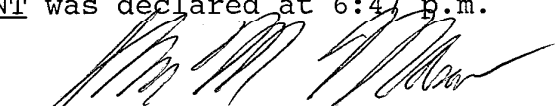
June 17, 1996

Page 3

6. The President and the Board commended Rodeo Coach Shawn Davis for winning the National Inter-Collegiate Rodeo Title. The College was awarded approximately \$22,000 in rodeo scholarship funds as a result of winning the national title.

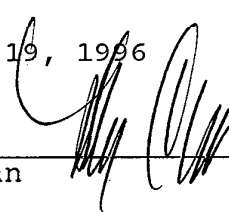
7. Annette Jenkins was named Volunteer of the Year for the Adult Literacy Program. The Board commended her for this outstanding achievement.

ADJOURNMENT was declared at 6:47 p.m.



John M. Mason, Secretary-Treasurer

APPROVED August 19, 1996



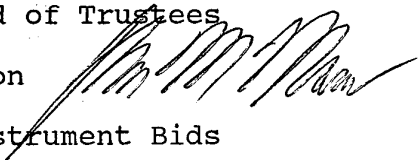
Chairman



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

June 11, 1996

To: President Meyerhoeffer and the College of Southern
Idaho Board of Trustees

From: Mike Mason 

Re: Musical Instrument Bids

We received responses from twelve bidders for various musical instruments. The bids were analyzed by George Halsell and LaVar Steel. A six page listing of all vendors and bid prices is available for your review upon request.

The listing of the low bidders, cost and instruments to be purchased is on the attached sheet. Based upon a review of the bids by Dr. Jerry Beck and the music department, I recommend that we purchase the instruments listed on the attached sheet from the vendors listed in the total amount of \$49,963.95.

Funding for this purchase is from budgeted instructional departmental funds.

CSI Instrument Purchase Recommendations
6/6/96

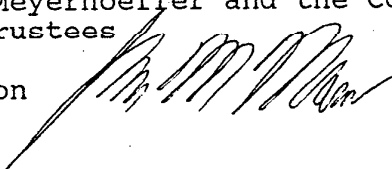
TOTAL COST:			\$49,963.95		
Pr.	Instrument	Make/Model	Best Cash	Vendor	Reasoning (Re. current instrument)
1	Clarinet, Bb	Yamaha YCL-34	\$450.00	Washington Music Center	Poor instrument, needs too much work
2	Clarinet, Bb	Yamaha YCL-34	\$460.00	Washington Music Center	Poor instrument, needs too much work
3	Saxophone, tenor	Yamaha YTS-52	\$1,425.00	Welch Music	Poor instrument, needs too much work
4	Flute	Emerson 6	\$399.00	Taylor Music	OK instrument, case shot
5	Flute	Emerson 6	\$399.00	Taylor Music	Do not own-need to have a second one
6	Oboe	Yamaha YOB-411	\$1,435.00	Washington Music Center	Poor instrument
7	Drums, conga	Toca 3810N/3811-3/4N	\$425.00	Welch Music	Large cracks
8	Temple blocks	Musser LE-102	\$185.00	International Music	Very worn and broken
9	Euphonium	Besson 968GS-1	\$2,795.00	Washington Music Center	Non-standard, very worn
10	Euphonium	Besson 968GS-1	\$2,795.00	Washington Music Center	Non-standard, very worn
11	Horn, F/Bb	Yamaha YHR-567	\$1,450.00	Welch Music	Very worn
12	Horn, F/Bb	Yamaha YHR-567	\$1,450.00	Welch Music	Very worn
13	Horn, F/Bb	Yamaha YHR-567	\$1,450.00	Welch Music	Very worn
14	Tuba, BBb	Sanders Imperial	\$3,450.00	Custom Music	Very worn, case shot
15	Tuba, BBb	Sanders Imperial	\$3,450.00	Custom Music	Very worn, case shot
16	Trombone, bass	Bach 50B30	\$1,711.00	Woodwind/Brasswind	Need independent, double-valve
17	Baritone, marching	Blessing M-300	\$656.00	Woodwind/Brasswind	Do not own-needed for sound projection
18	Baritone, marching	Blessing M-300	\$656.00	Woodwind/Brasswind	Do not own-needed for sound projection
19	Drums, tri-toms	Remo Elite Trio	\$425.00	Eckroth Music	Pieces only-needed for tom parts
20	Drum, bass, w/stand	Yamaha CB-636BFS7	\$930.00	Welch Music	OK instrument, stand shot
21	Sousaphone	Yamaha YSH-301WB	\$2,055.00	Washington Music Center	Do not own-needed for sound projection
22	Sousaphone	Yamaha YSH-301WB	\$2,055.00	Washington Music Center	Do not own-needed for sound projection
23	Oboe	Yamaha YOB-411	\$1,435.00	Washington Music Center	OK instrument, worn
24	Piccolo	Dean DP-10	\$295.00	Custom Music	Old one stolen
25	Saxophone, alto	Yamaha YAS-62	\$1,794.00	Washington Music Center	Very worn
26	Saxophone, alto	Yamaha YAS-62	\$1,794.00	Washington Music Center	Very worn
27	Bassoon	Kroner 350A	\$2,995.00	Custom Music	Not well in tune
28	Trumpet, Bb	Getzen 590	\$434.00	Washington Music Center	Substandard instrument
29	Vibraphone	Yamaha YV-520	\$1,700.00	Welch Music	Do not own-needed for vibraphone parts
30	Trumpet, Bb	Getzen 590	\$434.00	Washington Music Center	Substandard instrument
31	Drum, set	Pearl Export EX22D50	\$596.00	Woodwind/Brasswind	Very worn, parts no longer available?
32	Trombone, tenor, large	Bach 42B	\$1,160.00	Washington Music Center	Do not own-needed for trombone majors
33	Drum set	Yamaha YRC0182	\$2,250.00	Woodwind/Brasswind	Current set poor sound - per Jim Mair
34	Synthesizer	Ensoniq KT88	\$2,499.95	Welch Music	Very inadequate sound & features
35	Baritone horn, concert	Yamaha YBH-301	\$1,160.00	Welch Music	Do not own-needed for unique sound
36	Fluegelhorn	Besson Meha 60MFT	\$911.00	Taylor Music	Do not own-needed for unique sound



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

June 17, 1996

To: President Meyerhoeffer and the College of Southern Idaho
Board of Trustees

From: Mike Mason 

Re: Board Meeting Schedule

In order to comply with Idaho Code Section 67-2343 concerning the "Notice of Meeting" notification requirements, we need to publishing our annual meeting schedule in the newspaper each July. The proposed newspaper ad is listed below.

The Board of Trustees for the College of Southern Idaho has established the third Monday of each month as their regular meeting date. In the event that the third Monday is a holiday or conflicting with other events, the regularly scheduled meeting will be held the following Monday. The 1996-97 regular meeting schedule is as follows:

July 15, 1996	January 27, 1997
August 19, 1996	February 24, 1997
September 16, 1996	March 24, 1997
October 21, 1996	April 21, 1997
November 18, 1996	May 19, 1997
December 16, 1996	June 16, 1997

Information concerning specific meeting times and places may be obtained by contacting Mike Mason at 208-733-9554 ext. 2203.

The only conflicts are Martin Luther King day on January 20, 1997, Presidents day on February 17, 1997 and spring break which is currently scheduled to run from March 13 through March 17, 1996. All other Board meeting dates are on the third Monday of each month.



COLLEGE OF
SOUTHERN
IDAHO

BUSINESS OFFICE

NOTICE OF CHANGE OF MEETING DATE
FOR THE
COLLEGE OF SOUTHERN IDAHO BOARD OF TRUSTEES

THE REGULARLY SCHEDULED JULY BOARD MEETING HAS BEEN
RESCHEDULED FROM MONDAY, JULY 15, 1996 TO **MONDAY, AUGUST 19,**
1996. THE MEETING WILL BE HELD IN CONJUNCTION WITH THE
REGULARLY SCHEDULED AUGUST MEETING. THE MEETING WILL BE
HELD IN THE BOARDROOM IN THE TAYLOR BUILDING AT THE COLLEGE
OF SOUTHERN IDAHO AT 5:30 P.M.

IF YOU HAVE ANY QUESTIONS CONCERNING THE BOARD MEETING,
CONTACT MIKE MASON AT 733-9554 EXT 2203.

John M. Mason,
Secretary/Treasurer



COLLEGE OF
SOUTHERN
IDAHO

June 26, 1996

Shawn Davis
Rodeo Coach and Instructor
College of Southern Idaho
P. O. Box 1238
Twin Falls, ID 83303-1238

Dear Shawn:

On behalf of the College of Southern Idaho Board of Trustees and administration, I want to congratulate you and your outstanding rodeo team on winning the National Inter-Collegiate Rodeo Title. It is an honor for each of you and for CSI. We are very proud of the way you represented yourselves and the college.

Best wishes on a great summer and good luck on your program next year.

Sincerely,

Gerald R. Meyerhoeffler
President

GRM:lf

Potential Fiscal Impact of 1% Initiative

Based on FY96 General Account Appropriations

<u>AGENCY/INSTIT/PROG</u>	<u>General Account</u>	<u>Potential Reduction</u>	<u>% Reduction</u>
OFFICE OF STATE BOARD	974,700	326,600	33.5%
SCHOOL FOR DEAF & BLIND	5,648,200	1,892,700	33.5%
VOCATIONAL EDUCATION	29,741,000	9,965,900	33.5%
COMMUNITY COLLEGES:			
College Southern Idaho *	5,348,250	1,792,100	33.5%
North Idaho College **	5,348,250	1,792,100	33.5%
Total Community Colleges	<u>10,696,500</u>	<u>3,584,200</u>	33.5%
COLLEGE & UNIVERSITIES:			
Boise State University	48,235,700	16,163,300	33.5%
Idaho State University	44,004,700	14,745,500	33.5%
University of Idaho	65,754,200	22,033,600	33.5%
Lewis Clark State College	9,175,100	3,074,500	33.5%
HERC/Systemwide Needs	2,175,000	728,800	33.5%
Total Coll & Univer	<u>169,344,700</u>	<u>56,745,700</u>	33.5%
AGR. RESEARCH & EXT.	18,885,600	6,328,500	33.5%
SPECIAL PROGRAMS:			
Forest Utilization	458,200	153,500	33.5%
Geological Survey	604,200	202,500	33.5%
Scholarships & Grants	2,002,900	671,200	33.5%
Museum of Natural Hist	441,800	148,000	33.5%
Small Business Centers	235,100	78,800	33.5%
Idaho Council for Econ Ed	53,900	18,100	33.6%
Total Special Programs	<u>3,796,100</u>	<u>1,272,100</u>	33.5%
HEALTH PROGRAMS:			
WOI Vet. Medicine	1,187,500	397,900	33.5%
WAMI Medical Educ.	2,352,900	788,400	33.5%
IDEP	509,300	170,700	33.5%
WICHE Health Educ.	634,100	212,500	33.5%
FAMILY PRACTICE	670,100	224,500	33.5%
Total Health Programs	<u>5,353,900</u>	<u>1,794,000</u>	33.5%
VOCATIONAL REHAB	3,054,200	1,023,400	33.5%
PUBLIC BROADCASTING	1,321,700	442,900	33.5%
STATE LIBRARY	2,302,700	771,600	33.5%
HISTORICAL SOCIETY	1,428,100	478,500	33.5%
Total Board Excl Dept & Pub Sch	<u>252,547,400</u>	<u>84,626,100</u>	33.5%
PUBLIC SCHOOLS:			
Dept of Education	4,159,300	1,393,700	33.5%
Public School Support	659,920,000	0	0.0%
	<u>664,079,300</u>	<u>1,393,700</u>	0.2%
TOTAL STATE BOARD OF EDUC	<u>916,626,700</u>	<u>86,019,800</u>	9.4%
ALL OTHER STATE AGENCIES	<u>423,707,600</u>	<u>141,980,200</u>	33.5%
TOTAL STATE GENERAL ACCOUNT	<u>1,340,334,300</u>	<u>228,000,000</u>	17.0%

*NIC could also lose 21% of their property tax support per Tax Commission.

*CSI could also lose 46% of their property tax support per Tax Commission.

FY96 General Account Appropriations taken from the 1996 Legislative Fiscal Report which reflects the FY96 holdback, supplementals and carry-over funds.

COLLEGE OF SOUTHERN IDAHO

GOALS AND INSTITUTIONAL OBJECTIVES 1994 to 1999

Each year new critical success factors will be considered and added, and those accomplished will be retired. Those which were not accomplished within the time frame expected, but which are considered still important, remain on the list with initial target dates.

1. **Quality:** The institution will continuously seek to offer programs relevant to student and community needs with effective instruction and services by highly qualified faculty and staff utilizing up-to-date instructional and management technology.

1992-1993 Institutional Objective: Complete certificate and degree programs will be offered at non-traditional times.--Jerry Beck--We will continue to emphasizing this.

1993-1996 Institutional Objective: Quality and the measurement of quality are to be a factor in every goal which follows--Everyone.

2. **Accountability:** The institution will develop a system to evaluate institutional effectiveness on an ongoing basis to be accountable to accrediting agencies and funding sources.

1995-97 Institutional Objective: Develop and implement a plan that provides for uniform and ongoing assessment of success in meeting the educational goals and objectives at CSI.--Mark Sugden

3. **Student Success:** The institution will improve its capability to serve the growing diversity among students [increased numbers of those who a.) require remedial work, b.) are more highly able students, and c.) are culturally diverse] through effective classroom instruction, improved student advising and comprehensive learning assistance programs, with the goal of improved academic success, retention, transfer and post-enrollment success.

1996-97 Institutional Objective: Within each networked building, provide computer access to all faculty who desire a personal computer for degree audit.--Jerry Beck

1995-1998 Institutional Objective: Increase faculty and student understanding of Learning Disabilities and increase availability of services.--Nancy Jonsson

1995 Institutional Objective: Pilot Freshman Orientation as a one credit course.--Penny Glenn, Pat Seleyo

1995-97 Institutional Objective: 1) To raise campus awareness for the value of diversity and offer training opportunities. 2) To support the well being and success of all participants in a multicultural community enhancing communication styles, teaching practices and materials. 3) To increase recruitment and retention of culturally diverse students and other historically underrepresented students through support services. 4) To create healthy partnerships with public schools and other agencies to support multicultural understanding and success in school.

4. **Faculty and Staff Development:** The institution will seek to provide increased opportunities for participation of all employees in staff development activities to enable faculty and staff to meet changing student and community needs and utilize new technology.

1994-1999 Institutional Objective: Develop a Faculty/Staff/Administration Advancement System which has professional development as an element of reward.--Rosemary Barta/Bill Studebaker

1994-1996 Institutional Objective: Focus on a yearly theme to create learning communities-- Use of multimedia in the classroom 94-95, Accessing electronic data sources for advising 95-96 and 95-96 teaching/learning styles.--Rosemary Barta

1994- Ongoing Institutional Objective: Infuse multi-cultural and multi-ethnic perspectives in all focus themes.--Jan Mittleider

1995-1997 Institutional Objective: Increase access to professional development for faculty, staff and administration--Rosemary Barta/Joan Edwards

5. **Adequate Funding:** The institution will seek alternative ways to expand their resource base by developing potential sources of grants and foundation funding, and to carry out our mission more effectively and efficiently.

1994-1999 Institutional Objective: Departments will develop plans usable to seek internal and external funds for use of computer simulations and computer aided instruction where effective.-
-Department Chairs requesting external financial support for same

6. **Comprehensive Mission:** The institution will ensure the educational needs of the community and business are responded to within available resources to foster economic growth.

1995-1998 Institutional Objective: Negotiate more four-year programs to substantially reduce the percentage of Magic Valley residents having to travel for a four-year degree and increase the number of programs students can complete here in a reasonable time.--Jerry Meyerhoeffer

7. **Facilities and Resources:** The institution will plan and utilize the facilities and resources in a manner consistent with our student-success centered philosophy.

1994-1996 Institutional Objective: The expertise and technology will be made available for the campus networking of computers to facilitate the student success factors for advising.--Ken Campbell

1994-96 Institutional Objective: The College will develop an Instructional/Technology Support Center to provide assistance to faculty learning and using new teaching technology and methods.--Jerry Beck/Joan Edwards

1995-1998 Institutional Objective: Establish a technology service center to coordinate technology on campus (including radio station, TV station, multimedia lab etc.)--Jerry Meyerhoeffer

VISION 2000

A position paper prepared by the College of Southern Idaho Administration
Joan Edwards Facilitator and Recorder

As the 21st Century approaches, the changes which are being brought about in every walk of life by technology are astounding. For many, it has resulted in more efficient and effective ways to conduct business, for others it means not having a business.

At the College of Southern Idaho, we have prided ourselves in leading higher education trends in our response to our community and in innovative delivery. As we hear talk of the virtual university and conduct forecasting exercises, we realize that the pace of change has become so rapid that we need to move swiftly to keep up and to remain competitive.

This fact and the first draft of the State Plan for Higher Education prompted the Administration to draw together to do some brainstorming about our future. The main focus of the discussion was around the development of alternative delivery systems. Alternative delivery systems are defined to be any mode of delivery that is time and place independent, or that is not the traditional on-campus strictly lecture mode. This includes but is not exclusively the electronic delivery and communication modes, whether on or off campus.

The discussion drew out several questions which needed to be answered. One conclusion that came from the discussion is that any change will have to involve the entire institution in planning and implementation to be successful. With that in mind, preliminary plans were made to develop more communication channels to open up the opportunity for input and interchange. The first step in starting the conversation, the group felt, was to communicate the group's responses to the questions which arose. With that intent, the following is a list of the questions and a summation of the answers and consensus for each.

1. How will we decide the most effective delivery systems to use for external transmission?

With the rapidly changing options available for electronic delivery systems for education, we feel it is prudent to develop a mix of capabilities and not focus on one best way. Given that, decisions will be made on a course by course basis on the following two criteria.

- Can the course use an alternative delivery system and maintain quality?
- Is it cost effective or do we need to consider it even if it is not presently cost effective to maintain our competitive stance in the market?

The decisions about the alternatives will be made with a team approach involving faculty and administration, with faculty providing the opinion on maintaining quality, and administration sharing cost factors.

Administration will develop and share their priorities for development of specific delivery systems on an ongoing basis (with understanding that this moving target may necessitate rapid changes in priorities) Input from faculty will be sought in developing those priorities.

This focus on priorities needs to be done so that projects can be completed to a level of efficiency before launching new initiatives. i.e.: The campus network needs to be a first priority because it is a basis for developing other delivery systems.

How broad a market will we seek with the new delivery systems?

Our primary delivery area includes the 8 county district.

Our secondary market includes any area which can be effectively served with the infrastructure and courses which were developed to serve our primary service area.

What percentage of our total educational enterprise will be delivered by these means?

Goal: By FY 97, a minimum of 10% of our courses will be taught via alternative delivery systems. (Currently, nearly 4% is delivered by such modes)

What changes will need to be made within the institution to foster the new vision?

- Increased faculty and staff development opportunities
- A budget which allows more flexibility in reallocating resources between teaching and program development, and allows for contingency planning based upon availability of funds.
- New hires will be required to have experience and/or expertise in alternative delivery systems, or demonstrate an eagerness to learn.

What will those delivery systems be?

Courses will be developed which are adaptable to multiple delivery systems to be prepared to respond quickly to changes in technology. Those systems include in-class use of multimedia, telecommunications of all sort--two way interactive microwave, computer generated, correspondence, faculty adapted canned programs, telephone supported, etc., etc., etc.

How will faculty be involved in developing this initiative?

Faculty will be involved in the planning and provided the information needed to allow informed participation.

We will develop a system which rewards development, implementation and evaluation of new processes. Those rewards will be recognition of initiative by providing the resources necessary for proposed projects to be undertaken, and recognition of achievement through in-house communication channels and possibly increased remuneration.

To involve faculty and staff in the planning and to focus resources on the project, a proposal process will be developed with faculty input which will allow new ideas to be considered for funding and implementation. With faculty given the opportunity to put forth their good ideas and creative energy, they will lead the institution in our efforts to meet the future.

It is anticipated that faculty will want resources to develop their own, or to purchase and adapt programs which are on the market. The administration is committed to providing resources to help faculty improve access for students and to learn new and innovative ways to deliver their quality instruction.

What resources will faculty need to be effective in developing new delivery modes?

First we need to ask them that question.

Our expectation from experience is that they will need time, access to technology, development opportunities, flexibility in budgeting, and instructional materials.

The proposal process will be developed based upon the faculty's input of needs.

How will we reallocate resources to allow us to be competitive in the new market?

Recognizing the urgency of this initiative has prompted leadership to seek ways to make additional institutional funds to be available to fund faculty/departmental proposals. This commitment can increase a second year based upon productivity within FY 97.

The capability to provide reward for performance beyond the contracted teaching responsibilities will provide a venue to recognize outstanding faculty and staff. A tough funding year when there is this need for resources dictates that most of these resources are re-allocated, not new money.

We will, however, request of the Foundation to make it one of their priorities to seek funds to support this vision.

Since time is one of the most precious resources for all of us, we are prepared and willing to change our basic "seat time" configuration, to base credit on learning outcomes (competency based) within the constraints of our governing/accreditation/funding agencies. This means that if we can figure out a way to impart a credit's worth of knowledge and understanding in less than 15 hours, and it can be clearly demonstrated, then the time saved can be used for further development.

We are in a period when our learning curve is very steep because of the competitive constraints. This means that we will all be working diligently to develop systems/methods which may later buy us time. We have even discussed such things as the merits of putting a CSI computer in a faculty's home so that she or he can have the quiet time to create and develop.

All of these ideas can be explored when a faculty member or group develops a proposal for the funds available. As the budget takes shape later in the spring, it will be possible to announce the amount that people can vie for. The process for making application is a process yet to be worked out cooperatively with faculty and staff.

Is our work atmosphere conducive to success?

The four elements which appear to be vital in our success are

- Time
- Teams
- Dollars
- Vision

If we include representatives from all constituencies within the institution in responding to and helping us to further refine this vision, it should become "ours" and not "theirs." If we provide the opportunity for our people to develop teams to propose changes and allocate dollars and time to development, a productive atmosphere is likely to develop. The presence of a cooperative spirit on everyone's part will create a conducive atmosphere.

White Paper

Faculty Vision 2000

Introduction

The College of Southern Idaho, like almost every institution and organization functioning in the 1990's, is experiencing a period of increased demand for changing practices. In response to the need to evolve, several planning activities have taken place during 1996.

One of the first activities was a planning process involving administration from which a white paper was created entitled "Vision 2000." The paper was an effort to communicate the intent of administration to assist faculty in their efforts to create technologically effective methods of delivery of education.

Faculty Retreat

The next activity was an all-faculty retreat held May 14, 1996. The exercises during that meeting of over 80 faculty included development of a summary of repeated themes on the following two questions:

- What should learning be like at CSI in the year 2000
- What should teaching be like in the year 2000
- What should a technologically effective environment for learning be like at CSI in the year 2000?

After groups of ten recorded their answers on group memory tablets, group facilitators reported the results to the group as a whole. While the faculty ate lunch, the facilitators and records worked with the reports to identify repeated themes across the groups.

Identifying Greatest Challenges

When the meeting reconvened, individuals were given the opportunity to identify the five issues which they felt would provide the greatest challenge to the institution and to identify the institutions strengths. This further focused the issues facing the College.

Following is a summary of the items which were identified by the highest number of votes as being issues in each of the general categories:

What should Learning be like at CSI in the year 2000?

Increased technology in traditional classroom setting.

Increased student responsibility, empowerment, and choices.

Learn how to learn - do critical thinking for life long learning.

What should Teaching be like at CSI in the year 2000?

More technology in traditional classroom setting.

More teacher education on effective use of new technology.

Time and resources for teachers to learn about technology.

We need to maintain the human element in teaching (how is another session).

Maintain quality in education.

What should a technologically effective environment for learning be like at CSI in the year 2000?

Students and teachers should be comfortable with new technology.

Increased access to technology for students and faculty.

Increase technological support services.

Maintain standards for academic honesty and integrity relating to changes imposed by technology.

We need to evaluate the values we need to maintain as we decide what technology to use.

Proposals for Change

The final exercise was called "If I were in charge". Individuals were asked to develop proposals of solutions for the identified challenges. These proposals were passed to each of the other participants in the original groups of ten and individuals either initialed them as good ideas, or make comments about what they would change to make them endorsable.

The themes which were repeated in these proposals were as follows:

- Full time technical assistance would be made available to faculty to support their efforts to learn and implement various electronically enhanced modes of education. These proposals varied in the kind of technical expertise that the assistant would possess, the number of support personnel needed, where they would be located, and the services that they would offer.
- Organized faculty training would be made available in a variety of formats: peer mentors, classes/workshops, release time for independent study, and support of electronically delivered instruction.
- The College would offer access to technology through a variety of modes: laptop computers that they could take home, use in their offices in docking stations, and connect to projection systems in classrooms equipped with projection systems; opportunities to lease computers for the home, or loan programs.
- The College would provide access to e-mail and internet
- Special time would be set aside for faculty interaction, for instruction on use of technology, and for research and discussion and for curriculum enhancement. Suggestions for this time included 12 month contracts for those who applied, use of special "down" days like the day before Thanksgiving (?), partial release from teaching load, cultivation of part time faculty to allow cost effective release time of full time faculty, and payment for overtime.
- A system of faculty reward was included in several proposals which involved evaluation of teaching methods and increased compensation for those faculty who had adopted electronically enhanced methods of delivery.

Faculty and Administration Shared Vision 2000

Campus Implementation of Technology Assisted Instruction

I. Introduction

After an initial white paper from the administration to define their vision for the year 2000, planning took place with faculty to expand and further delineate that vision and provide strategies for accomplishing the intent of a shared vision.

Specifically, the earlier paper addressed development of alternative delivery of education with the use of technology. That document gave the following definition:

Alternative delivery systems are defined to be any mode of delivery that is time and place independent, or that is not the traditional on-campus strictly lecture mode. This includes but is not exclusively the electronic delivery and communication modes, whether on or off campus.

An all-day faculty retreat took place in May, with varying preplanning activities taking place in departments preceding the retreat. A white paper on the results was presented to the administration to assist in development of strategies to assist faculty with their plans and aspirations. Subsequent discussions have focused on how administration can provide the resources to faculty to enable them to include technology in their teaching strategies. These discussions lead to conclusions which formed the guiding principles which provide the underpinnings for further planning. These guiding principles are:

- Development of our professional expertise is an ongoing, and not easily compartmentalized process. A great deal of our professional development takes place in our homes on our own time.
- Many also need structured, organized time to learn new technology skills.
- We are all most likely to learn a new skill if we have the technology at our disposal on our own time and choice of place, and know that if we learn a new skill that the technology will be in place in our work site to exercise those skills.
- We are more comfortable with technology that we use on a daily basis rather than that which is available to us only for the short period of time when we are actually in the classroom.
- Those who are not as intensely into the technology would likely be interested in trying it out if they had a strong support system and classrooms where the technology is available.
- There is a broad range of technological expertise on campus, and we should be allowed to work into a level of proficiency in a logical, sequential progression--learn to walk before we run, then fly.
- The commitment by the institution to provide technology for faculty should recognize these various levels of expertise, and allocate resources in a manner which will most immediately impact students, yet assist those who have miles to go before they are able to impact students.

II. Goals

Given these guiding principles, the administration is exploring the following as appropriate goals to address the challenge of incorporating technology into the classroom:

1. 10% of the classrooms on campus will be fully equipped with multimedia capability, including the laptop computers and projectors by the year 1997.
2. Every classroom on campus will be equipped at least with a multimedia projection system by the year 2000.
3. Faculty will have the option of having a laptop computer which they can use in a docking station in their offices, take home, and connect to the multimedia projector in the classroom by the year 2000.
4. Minimum standards will be established each year for instructional and student computer labs as the market demands modernization
5. Instructional support will be made available to assist faculty learn new methods to deliver quality education with electronically enhanced methods.

III. Implementation Strategies

Focus of resources in this direction has already begun. However, it is recognized that these resources need to be further focused to those activities which will most immediately effect students. Therefore it is proposed for discussion that the following alternatives be provided to faculty to help them either to become computer literate, to begin development of technology involved teaching (beyond the overhead projector and VCR), or to implement the programs/skills that they currently have.

These options involve a combination of outright purchase by the institution for faculty, loans to faculty and staff, or sharing of current technology . These options are best understood by scenarios with an understanding that there may be a mix or match of elements in each scenario.

Scenario #1

The faculty member is ready to begin development of multimedia of other computer assisted instruction in their classroom. He or she is willing to sign a contract saying that a minimum of a negotiated percentage of his or her classroom instruction will be delivered the next year using one of these methods. The institution purchases a multimedia capable laptop computer for this faculty member which he or she may take home or wherever the equipment is needed to learn and develop strategies. The faculty member makes available any new technology that they may have in their offices to faculty at the next level of readiness for use in his or her home. The faculty with the laptop can then use this machine to take into the projector supplied rooms to teach. Accomplishment of the agreed upon delivery of instruction will result in appropriate increase in salary for the extra effort.

Scenario #2

This faculty member is not yet at a comfort level with the technology to be willing to commit to delivery of tech-based instruction in the classroom. However, he or she does have basic computer skills and needs the technology at home to be able to practice and learn new techniques. This person will be allowed to take the multimedia capable (may need upgraded) units home which were provided by faculty in Scenario #1 when they obtained the laptop. Faculty in Scenario #2 and the next logical folks to move into Scenario #1 when they develop a comfort level with their abilities. If they wish to own the computers themselves, they also have the option of taking advantage of the low-interest loans and group buying for purchase of their own technology. Contracts will also reflect increases for faculty who agree with their department chairs to participate at this level.

Scenario # 3

This faculty person does not as yet have the knowledge of electronic delivery to feel comfortable in scenario #2. They have not learned Windows or a basic word processing software. The institution wants to support the professional development of this person by making available a low (or no) interest loan for the purchase of technology. It will be possible for this person to work up through the scenarios either sequentially, or by jumping to #1 as soon as there is enough of a comfort level to commit certain outcomes by contract. Some recognition of participation will be reflected in the person's contract.

Scenario #4

This faculty person has no interest in learning methods for electronic delivery of enhancement of education. No resources will be made available to him or her, nor will there be an increase in contracted pay.

Scenario #5

This support staff person in a department has been designated by one or more faculty as the person most likely to help develop multimedia materials for those faculty. A laptop pool will be developed at a 5 to 1 computer ratio to allow these staff people to take the technology home and to prepare the faculty person to use either one of the fully equipped multimedia classrooms, or to use the laptop with the projector rooms if the laptop is not over scheduled.

Caveats

It is difficult to know how many faculty and staff will respond to this offer and, therefore, to know how to budget for this plan. It is only after these options are negotiated that administration will know how fully they can come through with these offers. The activities may have to be budgeted for as resources become available.

Various versions of these scenarios can be negotiated for those who have already used their own resources to become computer literate and have their own technology. It may, for example, be possible to upgrade some of the technology that faculty currently have to make it usable for development and for the classroom. Or, if their technology is very current, they may negotiate to obtain the new technology when theirs becomes dated, but still develop a contract to deliver which assures contract remuneration and later purchase of new technology. This would help the College spread their resources more easily over the next few years.

REPORT

Faculty Reading of Technology Grant Application

Introduction

The very difficult job of evaluating and recommending funding for the technology grant applications was concluded by a committee of six faculty. Those recommendations were then analysed for budgetary considerations by the administrative team to determine if funding was already budgeted for some of the items requested.

The committee met as a group after scoring each grant individually and discussed the variances they had in scores. The various elements emphasized in the application guidelines were reviewed and applied in the discussions.

One especially important element in the thinking of the committee was that those applications which had the strongest plan for spreading the expertise gained by implementing the project should be placed highest on the funding list.

It was also noted that each and every one of the proposals had very fundable elements, were there enough dollars.

The committee determined to give as much as they could to as many of the applicants as they could to encourage forward action. Therefore, very few applications (mostly the very small ones) were recommended for all that they requested.

Specific Funding Recommendations

PROJECT	PROJECT DIRECTOR	REQUESTED	GRANTED
1. Diffusion of Instructional Technology Across Campus to Enhance Curriculum	Rick Parker	\$27,590	\$15,000
2. Computer-Assisted Learning for the Life Sciences	Mark Sugden	\$18,900	\$12,900

Potential State General Fund Impact of the 1 Percent Initiative¹

(In millions of dollars)

This scenario describes the potential impact of the initiative as if:

- It had been in effect in FY1996 (since that's the last year for which we have complete data for property tax revenues and the State General Fund).
- Property tax revenues lost by school districts were replaced by State General Fund revenues (as is required by the initiative).
- No state-level tax increases were initiated to replace lost property tax revenues.
- All State General Fund agencies and programs except public school support absorbed the same share of budget cuts.

Total FY1996 ² General Fund Budget	\$1,340 million
Minus Public School Support	-660 million
Portion of General Fund Budget to Absorb 1 Percent Cuts	\$680 million

Estimated amount of lost school district property tax revenue to be replaced by General Fund monies ³	\$228 million
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Estimated percent of cuts to impacted agencies and programs	33.5%	(= 228/680)
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Impact on Community Colleges³

In addition to losing the above percentage of their State General Fund revenues, the community colleges would have lost the following amounts of property tax revenues if the initiative had been in effect in FY1996.

CSI: A loss of \$1.7 million out of total property tax revenues of \$3.7 million, or 46%.

NIC: A loss of \$1.2 million out of total property tax revenues of \$5.8 million, or 21%.

Impact on Non-School Local Governments³

Although the 1 Percent Initiative requires the state to absorb school district revenues lost due to property tax cuts, it does not require the state to absorb the cuts for other non-school-district units of local government. According to the State Tax Commission, the loss to non-school local governmental units would have been an estimated \$75 million in FY1996, which includes the estimated loss of \$2.9 million in property tax revenues by the two community colleges.

¹ State budget figures come from the 1996 Idaho Legislative Fiscal Report. This reports FY1996 General Fund appropriations, reflecting the holdback and supplemental appropriations.

² The most recent property tax figures available are for FY1996. In order to ensure accuracy in calculating the potential impact of the 1 Percent Initiative, General Fund Figures for FY1996 must also be used, even though FY1997 appropriations figures are available.

³ All property tax calculations are based upon the findings of the Idaho Attorney General's Opinion 96-3 and use Idaho State Tax Commission data. The \$228 million tax shift from property tax to state funding includes the following public school property tax levies: \$149 million for public school maintenance and operations (M&O); \$50.5 million overrides; \$18.5 million plant facilities; \$5.3 million emergency; \$4 million tort and liability; \$0.3 million tuition; and \$0.2 million COSA.

HOUSE BILL NO. 702

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Daily Data Tracking History

H0702.....by EDUCATION
COMMUNITY COLLEGES - Amends existing law to increase the distribution from the State Liquor Account to the Community College Account and to decrease the maximum mill levies community college districts may impose.

02/07 House intro - 1st rdg - to printing
02/08 Rpt prt - to Educ
02/27 Rpt out - rec d/p - to 2nd rdg
02/27 2nd rdg - to 3rd rdg
02/29 3rd rdg - PASSED - 58-9-3

AYES -- Alexander, Alltus, Antone, Barraclough, Baumann, Bell, Bivens, Black(15), Black(34), Black(23), Crane, Deal, Erhart, Field(13), Field(20), Geddes, Gines, Gould, Gurnsey, Hansen, Hofman, Hornbeck, Jaquet, Johnson, Jones(9), Jones(22), Kempton, King, Kjellander, Larsen, Linford, Loertscher, Loosli, Lucas, Mader, McKeeth, Meyer, Miller, Mortensen, Newcomb, Pietsch, Pischner, Pomeroy, Reynolds, Richman, Ridinger, Robison, Sali, Steele, Stoicheff, Stone, Stubbs, Sutton, Taylor, Tilman, Tippetts, Vandenberg, Mr Speaker
NAYS -- Barrett, Bruneel, Christiansen, Crow, Dorr, Kellogg, Schaefer, Wilde, Wood

Absent and excused -- Cuddy, Flandro, Judd
Floor Sponsor - Black(23)
Title apvd - to Senate

03/01 Senate intro - 1st rdg - to Fin
03/08 Rpt out - to St Aff

Bill Text

H0702

|||| LEGISLATURE OF THE STATE OF IDAHO ||||
Fifty-third Legislature Second Regular Session - 1996

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 702

BY EDUCATION COMMITTEE

AN ACT

RELATING TO FUNDING FOR COMMUNITY COLLEGES; AMENDING SECTION 23-404, IDAHO CODE, TO INCREASE THE FUNDING TO THE COMMUNITY COLLEGE ACCOUNT AND TO DELETE FUNDING TO THE GENERAL ACCOUNT; AMENDING SECTION 33-2111, IDAHO CODE, TO REDUCE THE LEVY AND TO MAKE TECHNICAL CORRECTIONS; AND TO PROVIDE EFFECTIVE DATES.

It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 23-404, Idaho Code, be, and the same is hereby amended to read as follows:

23-404. DISTRIBUTION OF MONEYS IN LIQUOR ACCOUNT. (1) The moneys received into the liquor account shall be transferred or appropriated as follows:

(a) An amount of money equal to the actual cost of purchase of alcoholic liquor and payment of expenses of administration and operation of the dispensary, as determined by the superintendent and certified quarterly to the state controller, shall be transferred back to the dispensary; provided, that the amount so transferred back for administration and operation of the dispensary shall not exceed the amount authorized to be expended by regular appropriation authorization.

(b) From the balance remaining after transferring the amounts authorized by subsection (a) above:

(i) One million two hundred thousand dollars (\$1,200,000) shall be transferred annually to the alcoholism treatment account, which is hereby created in the trust and agency fund;

(ii) ~~Three~~ **Five million two hundred forty-five** thousand dollars (\$300,000) ~~(\$5,245,000)~~ shall be transferred annually to the community college account, created by section 33-2139, Idaho Code;

(iii) One million two hundred thousand dollars (\$1,200,000) shall be transferred annually to the public school income fund, as defined in section 33-903, Idaho Code; **and**

(iv) *Four million nine hundred forty-five thousand dollars (\$4,945,000) shall be transferred annually to the general account in the state operating fund; and*

(v) Six hundred fifty thousand dollars (\$650,000) shall be transferred annually to the cooperative welfare account in the dedicated fund.

(c) Forty percent (40%) of the balance remaining after the transfers authorized by paragraphs (a) and (b) above have been made is hereby appropriated to and shall be paid to the several counties. Each county shall be entitled to an amount in the proportion that liquor sales through the dispensary in that county during the state's previous fiscal year bear to total liquor sales through the dispensary in the state during the state's previous fiscal year, except that no county shall be entitled to an amount less than that county received in distributions from the liquor account during the state's fiscal year 1981.

(d) Sixty percent (60%) of the balance remaining after the transfers authorized by paragraphs (a) and (b) above have been made is hereby appropriated to and shall be paid to the several cities as follows:

(i) Ninety percent (90%) of the amount appropriated to the cities shall be distributed to those cities which have a

liquor store or distribution station located within the corporate limits of the city. Each such city shall be entitled to an amount in the proportion that liquor sales through the dispensary in that city during the state's previous fiscal year bear to total liquor sales through the dispensary in the state during the state's previous fiscal year, except that no city shall be entitled to an amount less than that city received in distributions from the liquor account during the state's fiscal year 1981;

(ii) Ten percent (10%) of the amount appropriated to the cities shall be distributed to those cities which do not have a liquor store or distribution station located within the corporate limits of the city. Each such city shall be entitled to an amount in the proportion that that city's population bears to the population of all cities in the state which do not have a liquor store or distribution station located within the corporate limits of the city, except that no city shall be entitled to an amount less

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than that city received in distributions from the liquor account during the state's fiscal year 1981.

(2) All transfers and distributions shall be made periodically, but not less frequently than quarterly but, the apportionments made to any county or city, which may during the succeeding three (3) year period be found to have been in error either of computation or transmittal, shall be corrected during the fiscal year of discovery by a reduction of apportionments in the case of over-apportionment or by an increase of apportionments in the case of under-apportionment. The decision of the superintendent on entitlements of counties and cities shall be final, and shall not be subject to judicial review.

SECTION 2. That Section 33-2111, Idaho Code, be, and the same is hereby amended to read as follows:

33-2111. TAXES AND OTHER FINANCIAL SUPPORT FOR JUNIOR COMMUNITY COLLEGES. For the maintenance and operation of each junior community college, in addition to the income from tuition paid by students as hereinbefore provided, the board of trustees may levy upon the taxable property within the district a tax not to exceed sixteen ~~sixteen~~ **eleven** hundredths percent (.1 ~~6~~ **1** %) of the market value for assessment purposes on all taxable property within the district. Such levy shall be exempt from the limitation imposed by section 63-923(1), Idaho Code.

The tax levy determined by the board of trustees, within said limit, shall be certified to the board of county commissioners in each county in which the district may lie, not later than the second Monday in September of each year. No levy in excess of ~~sixteen~~ **eleven** hundredths percent (.1 ~~6~~ **1** %) of the market value for assessment purposes on all taxable property within the district shall be made unless a supplemental levy in a specified amount be first authorized through an election held, as provided in sections 33-401 through 33-406, Idaho Code, as if the junior community college district were a school district and approved by a majority of the district electors voting in such election. Such supplemental levy shall be exempt from the limitations imposed by section 63-923(1), Idaho Code.

SECTION 3. Section 2 of this act shall be in full force and effect on and after January 1, 1998. Section 1 of this act shall be in full force and effect on and after July 1, 1997.