Mission statement: North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

4:00 p.m.

**EXECUTIVE SESSION***

Idaho Code Sections 67-2345(a), (b), (c), (f)

Ken Howard

6:00 p.m. Lake Coeur d’Alene Room

**RECONVENE BOARD MEETING**

**CALL TO ORDER**

- Pledge of Allegiance
  - Ken Howard
- Verification of Quorum/Introduction of Guests
  - Ken Howard
- Review Minutes
  - Ken Howard
- Public Comment**
  - Heather Erikson
- Celebrating Success: Footsteps
  - Ken Howard

**SPECIAL REPORT**

- Update on Dike Road Trees Study
  - Tim Kastning

**CONSTITUENT REPORTS**

- ASNIC
  - Benaiah Cheevers
- Staff Assembly
  - Nancy Edwards
- Faculty Assembly
  - Michelle Lippert
- Senate
  - Audry Bourne

**PRESIDENT’S REPORT**

- Joe Dunlap

**OLD BUSINESS**

- Tab 1: Second Reading: Revised Committees Policy #2.03.01 and Elimination of Loyalty Oath Policy #3.02.13
  - Mark Browning
- Tab 2: Second Reading: Credit Hour Policy #4.02
  - Lita Burns
- Tab 3: Second Reading: Live Broadcast of Board Meetings
  - Andy Finney

**NEW BUSINESS**

- Tab 4: Approve Head Start Grant
  - Beth Ann Fuller
- Tab 5: First Reading: Sabbatical Leave Requests for FY14-15
  - Lita Burns
- Tab 6: First Reading: Revised Faculty Employment Policy #3.02.08 & Transfer of Credit Policy #5.04.06.01
  - Lita Burns
- Tab 7: First Reading: Revised Policy 6.01 Employee Use of Facilities and Equipment & Revised Admissions Policy #5.01
  - Graydon Stanley
Tab 8: Approve Idaho Community College Consortium Mission Statement and Values

Ken Howard

INFORMATION ITEMS

Legislative Update

Mark Browning

BOARD CHAIR REPORT

Ken Howard

REMARKS FOR THE GOOD OF THE ORDER**

ADJOURN

* Executive sessions may be called for the purposes of considering personnel matters; conducting deliberations regarding labor negotiations or acquisition of an interest in real property; to consider records that are exempt from public disclosure; to consider preliminary negotiations involving matters of trade or commerce in which this governing body is in competition with another governing body; communicating with legal counsel regarding pending/imminently-likely claims; or to conduct labor negotiations.

** Remarks are subject to NIC Policy and Procedure 2.01.03. Copies are available from the President's Office.

UPCOMING EVENTS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>April 8</td>
<td>NIC Board of Trustees Retreat</td>
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<tr>
<td>April 22</td>
<td>Coeur d’Alene Tribal Council visit and campus tour</td>
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<tr>
<td>April 28</td>
<td>Human Rights Banquet (KCTFHR)</td>
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<tr>
<td>April 30</td>
<td>NIC Board of Trustees Executive Session and Board Meeting</td>
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<td>May 16</td>
<td>NIC All Employee Breakfast and Commencement Ceremony</td>
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<tr>
<td>May 20</td>
<td>Workshop: Post Falls City Council/NIC Board of Trustees – Post Falls City Hall</td>
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<tr>
<td>May 28</td>
<td>NIC Board of Trustees Executive Session and Board Meeting</td>
</tr>
<tr>
<td>June 23</td>
<td>NIC Board of Trustees Executive Session and Board Meeting</td>
</tr>
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</table>

CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Ken Howard called the meeting to order at 4:00 p.m. and verified that a quorum was present.

ATTENDANCE
Trustees: Todd Banducci
Ken Howard
Judy Meyer
Ron Nilson
Christie Wood

EXECUTIVE SESSION
Motion was made by Trustee Nilson, seconded by Trustee Wood, to go into executive session under Idaho Code § 67-2345(a), (b) to consider personnel matters. Roll call vote was taken as follows:

    Todd Banducci  aye
    Ken Howard    aye
    Judy Meyer    aye
    Ron Nilson    aye
    Christie Wood aye

At 5:50 p.m., a motion was made by Trustee Meyer to return to open session and seconded by Trustee Nilson. Chair Howard adjourned the meeting.

CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Howard called the meeting to order at 6:05 p.m. and verified that a quorum was present.

ATTENDANCE
Trustees: Todd Banducci
Ken Howard
Judy Meyer
Ron Nilson
Christie Wood

Also present: Joe Dunlap, President
Marc Lyons, Attorney for North Idaho College
Mark Browning, Vice President for Community Relations and Marketing
Graydon Stanley, Vice President for Student Services
Sarah Garcia, NIC Controller

Chair Howard led the board and meeting attendees in the Pledge of Allegiance. He then welcomed attendees and guests to the meeting.
APPROVAL OF MINUTES
Chair Howard called for any changes to the minutes from the January 22, 2014 and January 28, 2014 meetings and the February 11, 2014 workshop. There being none, the minutes were accepted, as presented.

PUBLIC COMMENT
The following individuals provided comment on the topic of the move of NIC’s athletic programs to the Northwest Athletic Association of Community Colleges:

Roger Stewart, James Duran, Ken Thompson, Charlie Miller, Lewis Watkins, Brittany Born, Don Sausser, Jack McNeel, Martin Goold, Carol Lindsay, Gayne Clifford.

NEW BUSINESS
Revised Committees Policy #2.03.01 and Elimination of Loyalty Oath Policy #3.02.13
VP Mark Browning presented revisions to the policy on the initiation of college policy explaining revisions include definitions of committee types. Trustee Banducci asked if it would be appropriate to include language regarding the formation of ad hoc committees at the discretion of the board. VP Browning responded that adding that language may erode some of the president’s authority. Chair Howard added that this is a first reading and it may be appropriate to make a motion for further revisions to the policy.

VP Browning went on to explain that the recommendation to eliminate the Loyalty Oath policy comes about because the policy has no application.

This was a first reading and no action was taken.

Credit Hour Policy #4.02
Dean Larry Briggs reviewed a newly drafted policy that is being proposed to ensure NIC is in compliance with the definition of a credit hour as stated in the US Department of Education Regulations and required by the Northwest Commission on Colleges and Universities.

This was a first reading and no action was taken.

Proposal for Temporary CTE Facilities at Workforce Training Center/Jacklin Land
Dean Mike Mires presented a proposal to site the Welding Program on land owned by the college adjacent to the Workforce Development Center in Post Falls for an estimated cost of $2.9 million. He explained this could be a short term or long term solution as the lease for the existing Welding Program facility expires mid-2016.

Trustee Nilson asked about the number of students currently being served and the number the proposed site and facility would serve. Mires responded that the program currently has 36 workstations and the proposed site would hold approximately the same number but can be expanded to serve approximately 56 students.

Trustee Banducci asked about the proposed timeline. Dale Hickman of H2A Architects responded that in order for classes to begin in fall of 2016, work should begin very soon.

Trustee Nilson asked if the concerns expressed previously on the topic of housing this program off-site had been addressed. Mires responded that although it would be ideal to house all the CTE programs together, this site proposal provides a location that will not be threatened by a lease ending and this site
affords sharing of resources and can be repurposed should the Welding Program move to a more permanent location.

In response to other questions from Trustee Banducci, Mires stated that there is space available at this location for academic credit classes, the college would likely leave the Outdoor Power Recreational Vehicle Program where it is currently located until a new CTE facility is built and that the 10 acre site in this proposal would likely be large enough to site all of the CTE programs.

**Live Broadcast of Board Meetings**
Andy Finney, coordinator of Learning Resources Technology provided several options for live broadcast of board meetings with estimated costs ranging from $7,250 to $9,510. He explained the personnel requirements and their impacts to the costs as well as the current subscribership of Time Warner cable customers and he stated that he does not recommend the live broadcast of board meetings.

This was a first reading and no action was taken.

**Moving Athletic Programs from SWAC to NWAAC**
Dr. Dunlap and Athletic Director Al Williams presented a proposal to switch the college’s athletic programs from the Scenic West Athletic Conference to the Northwest Athletic Association of Community Colleges. Dr. Dunlap explained that in light of an 11% decline in enrollment and the anticipation it will decline by another 10%, the college is facing a budget decline of approximately by $2.3 million for FY15. He went to explain that moving athletic programs to the NWAACC would provide more than $600,000 in savings through travel and grants in aid and it would allow the athletics department to operate within existing budgets. He explained that proposals for other reductions in the college’s operating budget will be presented in April with the full presentation of the FY15 budget.

Dr. Dunlap discussed statements he had received from various constituencies and individuals regarding the move to NWAACC including support from the College Senate, ASNIC, the college’s eleven division chairs, former president Bob Bennett, and results of an informal poll taken by Huckleberries Online as well as comments provided from individuals who are not in favor of the move.

Al Williams explained that NIC has nationally ranked athletic programs and the increasing costs of team travel have created a challenge for the department to remain within budget, and in light of needed college wide budget reductions, he proposes moving to the NWAACC. He added that if the college maintained its status with SWAC, we could not keep all nine sports programs and still remain within budget. He went to explain that before he was able to propose the move, he needed to ensure NWAACC would accept NIC and he stated that in order for recruiting to continue, the college must give NWAACC a decision soon.

Trustee Nilson asked if postponing the decision for 30 days, in order for the board to gain a better understanding of the proposal, would hurt the college’s ability to be in the NWAACC. Williams responded that it will cause a problem for the outdoor sports programs as some schedules are being developed now and recruiting by coaches and for prospective players would be put on hold. When asked if two weeks would cause a problem, Williams responded that NWAACC would be more understanding of that timeline.

Trustee Nilson made a motion for the board to schedule a special board meeting in two weeks in order to allow for more time for the board members to understand the proposal before making a decision. The motion was seconded by Trustee Wood who then expressed her hope to understand how the proposal
impacts the entire budget as well as her hope this will allow time for public input and for others to offer alternatives. Following this, the motion carried unanimously.

Trustee Nilson left the meeting at this time.

The discussion continued with Trustee Banducci asking about eligibility for post season play for outdoor sports teams if they're moved in time for the fall 2014. Mr. Williams responded that if players' rosters were not altered to where scholarship levels meet the restrictions of the Washington level schools in NWAACCC, then they could not compete in post season play.

Chair Howard asked if the move will include all sports. Williams responded that NWAAC will require all teams to transfer within three years. He added that golf, softball and soccer would move fall of 2014 and volleyball and basketball would move over by 2016. He added that wrestling would not have to move because NWAACC does not have wrestling as a conference sport.

Trustee Wood asked Marc Lyons that if wrestling is not subject to the same rules as the other sports and continues to compete nationally, will that have an effect on title IX. Mr. Lyons will investigate that issue.

Williams explained the differences in scholarships allowances between the NWAACC and NJCAA. Trustee Meyer asked for information about implications the move to NWAACC may have on the entire budget based on differences in scholarship allowances and other potential revenue.

Trustee Wood requested clarification about the actual hard costs associated with the short fall. Williams explained that when the college began charging tuition for credits above 12, the budget allocated for grants in aid wasn't adjusted for this additional cost, which left less funding for grant in aid scholarships. He added that increased costs to travel and other requirements outside the control of the college contribute to the shortfall.

The discussion continued briefly then closed with Chair Howard encouraging those with questions or comments to get them to the board.

Reschedule June 25 Board meeting
Chair Howard stated that Dr. Dunlap would not be in the area for the June 23 board meeting therefore the board was being asked to move the date of the meeting to June 23. Trustee Wood moved to reschedule the meeting to June 23. The motion, seconded by Trustee Meyer, carried with four votes.

OLD BUSINESS
Credit for Prior Learning Policy #5.04.07
Dean Mike Mires presented the policy for a second reading, highlighting some examples under which the policy may be applied in order for students to receive credit for prior experience or learning. Trustee Banducci made a motion to approve policy #5.04.07. The motion, seconded by Trustee Wood, carried with four votes.

At this time, Chair Howard called for a ten minute break.

Policy Review
Dr. Dunlap presented the revised Business Office and Facilities Operations Policy #2.03.02 for a second reading stating that changes are mainly grammatical and include a title change in the reference to the Vice President for Finance and Business Affairs. Trustee Meyer made a motion to approve Policy #2.03.02. The motion, seconded by Trustee Wood, carried with four votes.
Dr. Dunlap continued by presenting the recommendation to eliminate Financial Aid policy #5.03 for a second reading. Trustee Wood made a motion to approve the elimination of Policy #5.03. The motion, seconded by Trustee Meyer, carried with four votes.

At this time, Chair Howard read the college’s mission statement.

**CELEBRATING SUCCESS**

I-Best Coordinator Molly Kreyssler provided an update of the Continuous Enrollment Grant funded by the J.A. and Kathryn Albertson Foundation and she previewed a video created by the Foundation documenting the program.

Trustee Banducci took this opportunity to state that he would like to the board to hear an update on the college’s advising initiative.

**CONSTITUENT REPORTS**

**ASNIC**

Chair Benaiah Cheevers opened by asking his fellow constituent leaders to join him at the podium and he presented a statement to the board regarding trustee conduct during the January 22 and January 28 meetings.

Cheevers went on to report on activities students took part in over the past month including the addition of new senators, work on the ASNIC budget, several newly adopted board resolutions, upcoming student elections, a student survey regarding a student recreation center, a student leadership conference hosted by the Oregon Student Association, and a project to form a student association in the state of Idaho.

Chairman Howard stated that the board strives to proceed civilly and although it may cause some angst from time to time the trustees treasure the concept of freedom of speech.

**Staff Assembly**

Chair Nancy Edwards reported that during their last meeting, VP Browning provided the Assembly a legislative overview and discussed SB1254. She went on to report that during the last week, staff provided their feedback to Senate regarding the move of athletic programs from SWAC to NWAACC.

**Faculty Assembly**

Chair Michelle Lippert reported that following a special meeting in held in January, Faculty Assembly voted to reaffirm the college’s policy prohibiting guns on campus and to reject SB1254, and they passed a resolution affirming Lippert’s representation of faculty as chair of Faculty Assembly and the process by which she was elected and it also states that the Assembly protests the tenor and demeanor in which certain statements and comments were directed at constituent leaders, administrators and faculty at recent board meetings. The resolution goes on to point out that everyone has a common goal of the success of students and the institution and respectful dialog that acknowledges differences is essential to that success, and they request that board members show respect for faculty and Faculty Assembly’s elected representative. She went on to thank members of faculty for their work on the Tenure workshop and she thanked Chair Howard for the format utilized during the workshop. She closed by reporting on some of the discussion that took place at their February meeting.

**Senate**

Chair Audry Bourne reported on the status of policies and procedures currently under review in Senate.
PRESIDENT’S REPORT
Dr. Dunlap opened by encouraging everyone to attend the NJCAA National Wrestling Tournament scheduled over the coming weekend. He then reported on the success of the NIC Foundation employee giving campaign and reported on some other funding the college had recently received. He went on to report that the NIC Foundation is hosting their annual Bon Appetit fundraiser and stated that last year this event raised $48,000 for student scholarships.

Dr. Dunlap announced that JFAC’s PTE appropriation for FY15 includes an 8.4% increase and he highlighted NIC’s portion of that increase and stated that JFAC also approved a 2% change in employee compensation.

Dunlap closed by encouraging everyone to visit the faculty art show in the Boswell Corner Gallery February 24 to March 28.

INFORMATION ITEMS

Legislative Update
Vice President Browning reviewed pending education legislation and he provided an update on legislative appropriations.

Year-One Accreditation Report
Karen Ruppel provided highlights of the report prepared for submission to Northwest Commission on Colleges and Universities, stating that this report also provides response to certain recommendations noted by the Commission during their evaluation and visit last year.

BOARD CHAIR REPORT
Chair Howard reported that there will be a meeting of the Idaho Community College Consortium on March 12.

REMARKS FOR THE GOOD OF THE ORDER
There were no remarks.

The meeting was adjourned at 9:11 p.m.

__________________________________________________________________________________________

Board of Trustees Chair  Board of Trustees Secretary
CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Ken Howard called the meeting to order at 5:10 p.m. and verified that a quorum was present.

ATTENDANCE
Trustees: Todd Banducci
        Ken Howard
        Judy Meyer by phone
        Ron Nilson
        Christie Wood

Also present: Joe Dunlap, President
              Marc Lyons, Attorney for North Idaho College
              Mark Browning, Vice President for Community Relations and Marketing
              Graydon Stanley, Vice President for Student Services
              Sarah Garcia, NIC Controller

Chair Howard led the board and meeting attendees in the Pledge of Allegiance. He then welcomed
attendees and guests to the meeting and explained that the purpose of the meeting was for the board
to discuss and decide on the proposal to move athletic programs from the Scenic West Athletic
Conference to the Northwest Athletic Association of Community Colleges. He then reviewed the format
for the meeting.

PUBLIC COMMENT
The following individuals provided comment on the topic of the move of NIC’s athletic programs to the
NWAACC:

Benaiah Cheevers, Tony Norris, Mike Chapman, Devin Loy, Kimberly Tanner, Bryce Leavitt, John Ray,
Bruce Howard

Chair Howard thanked the public for their feedback. He then called for a motion.

Trustee Nilson made a motion to approve a move from the Scenic West Athletic Conference to the
Northwest Athletic Association of Community Colleges. The motion was seconded by Trustee Meyer.

Trustee Nilson opened the discussion by commenting that he understands the value of sports to a
school and believes in doing everything possible to assure the college does not lose athletic programs
or opportunities for students to compete. He stated that he feels that the administration has analyzed
the impact of the move and after hearing feedback from coaches, the athletic director and students he
feels the proposal is the right thing to do to sustain athletics and maintain the strength and future of the
institution.

Trustee Wood expressed her concerns that this proposal isn’t being analyzed within the established
budget process. She went on to state that she could support a move to another athletic conference if
the decision was made through a proper process, but she cannot ignore her fiduciary responsibility as a trustee by supporting this proposal without all of the budget information necessary to make the decision. She went on to state that she feels that this topic has pitted faculty, staff and athletics against one another. She then made motion to amend the original motion to include this decision in the overall budget process. Trustee Banducci seconded the motion.

Trustee Meyer asked for help in understanding the consequences of delaying the decision until July 1, 2014. Dr. Dunlap responded that a delay would mean that the athletic department will not be taking part in the budget reduction and some other area of the college will then have to shoulder that burden. He added that even if other resources are identified through taxes or tuition, and put into athletics then the net effect is that athletics receives a raise in their budget and others are taking a reduction. Trustee Meyer asked why athletics wouldn't be able to participate in budget reduction if they remain in the SWAC. Dr. Dunlap responded that when he announced that all areas of the college would be participating in budget reductions, he was informed by athletics that there is no room for any cuts in their budget without eliminating sports teams. Al Williams stated that scheduling, recruiting and scholarships for the coming year are on hold until a decision is made and with the current budget, the only solution is to eliminate sports programs.

Trustee Nilson expressed that the normal process was not following for a proper budgeting decision, however he feels that the enrollment and budget information the trustees have been provided to help in this decision isn’t going to change and the decision should be made now.

Trustee Banducci commented that the process is flawed and that the decision is being made too quickly. He went on to comment that the board does not have a full accounting of all revenues and expenses and this proposal should be folded into the overall budget process so that all information can be gathered. He further commented that there may be some initiatives that have not yet been explored and he feels there are some people whose positions about staying in SWAC have not been heard and closed by commenting that there is some potential funding from the state legislature and some legal issues such as Title IX that could impact the board’s decision.

Trustee Meyer asked if there could be any assistance through the booster club or other friends of the college that could tide the college over so the decision would not have to be made now. Williams responded that the shortfall is $200,000 to $300,000 and it wouldn’t be realistic to ask the Booster Club to help with that amount, nor would that help in the long term.

Al Williams commented that under his current budget, he cannot field the college’s nine athletic teams.

Trustee Meyer asked why the college is not able to stay in SWAC now since our enrollment is higher than it was the last time this topic came up. Williams responded that increased travel costs and a deficit in grant in aid funding are the two biggest reasons.

In a response to a question from Trustee Banducci, Williams stated that NWAACC would not allow the college to move a portion of our sports teams because they don’t want to set a precedent with other member schools and they compromised by allowing the college to transition all teams, except wrestling, over a two year period.

Chair Howard commented that this decision must be made with the entire college in mind. He expressed his disagreement with the comments made about the various areas of the college being pitted against one another. He stated that 140 emails were received after the board asked the public for feedback and he added that 120 were in favor of the move to NWAACC and the remainder were
against the move. He stated that to delay the decision will cause a problem for the other colleges we’re associated with as they attempt to set schedules and recruit. He feels that the time is appropriate for making the decision.

Trustee Wood commented that there has been no discussion about raising taxes or using other college funds because the college is not yet in its regular budget process.

The vote was taken on the amended motion to delay the decision until the budget approval. Roll call vote:

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<tr>
<td>Trustee Nilson</td>
<td>nay</td>
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<tr>
<td>Trustee Meyer</td>
<td>nay</td>
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<tr>
<td>Trustee Wood</td>
<td>aye</td>
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<tr>
<td>Trustee Banducci</td>
<td>aye</td>
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<tr>
<td>Trustee Howard</td>
<td>nay</td>
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The vote was taken on the original motion to move from the Scenic West Athletic Conference to the Northwest Athletic Association of Community Colleges. Roll call vote:

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<th>Trustee</th>
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<tr>
<td>Trustee Nilson</td>
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<td>aye</td>
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<tr>
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<td>nay</td>
</tr>
<tr>
<td>Trustee Banducci</td>
<td>abstain</td>
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<tr>
<td>Trustee Howard</td>
<td>aye</td>
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Following the vote, Chair Howard directed the administration to undertake the move in the best possible way. The meeting was adjourned at 9:40 p.m.
SUBJECT
Executive Session

BACKGROUND
From time to time the board will find it necessary to adjourn to executive session.

DISCUSSION
When an executive session is required, a number of specific steps must be taken. These steps are:
2. Cite one or more specific subsections in the code section.
3. Approve a motion to adjourn by two-thirds, roll call vote.
4. Take no action and make no final decisions in executive session.

COMMITTEE ACTION
Roll call vote of the members of the board of trustees with a two-thirds majority is necessary to adjourn to executive session.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
A motion under Idaho Code Section 67-2345 subsection:

____ Consider personnel matters [Idaho Code § 67-2345(1)(a) & (b)]
____ Deliberate regarding labor negotiations or acquisition of an interest in real property [Idaho Code § 67-2345(1)(c)]
____ Consider records that are exempt from public disclosure [Idaho Code § 67-2345(1)(d)]
____ Consider preliminary negotiations involving matters of trade or commerce in which this governing body is in competition with another governing body [Idaho Code §67-2345(1)(e)]
____ Communicate with legal counsel regarding pending/imminently-likely litigation [Idaho Code § 67-2345(1)(f)]
____ Communicate with risk manager/insurer regarding pending/imminently-likely claims[Idaho Code § 67-2345(1)(j)]
____ Conduct labor negotiations [Idaho Code § 67-2345(2)]

Moved by ________ Seconded by ________           Carried:   Yes _______ No ______
Roll call:    ___________ Banducci
             ___________ Howard
             ___________ Meyer
             ___________ Nilson
             ___________ Wood
SUBJECT
Revised Committees Policy #2.03.01; Elimination of Loyalty Oath Policy 3.02.13

BACKGROUND
Policy #2.03.01 on committees is a revision to an existing policy and recommended changes are shown in the attachment.

President’s Cabinet and Senate both approved the elimination of Loyalty Oath Policy #3.02.13

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
Request the board approve revisions to Policy #2.03.01 and approve the elimination of Policy #3.02.13.

Prepared by,
Shannon Goodrich, Sr. Executive Assistant
Policy Narrative

The committee structure of North Idaho College exists to promote participatory governance and collaborative management of specific college processes. Faculty, students, staff and administrators serve on committees to contribute ideas and opinions from a variety of perspectives. In doing so, members participate in collaborative decision-making and build consensus for positive change within the institution. The current committee structure, charges, and membership are maintained by the President’s Office and are available on the NIC website.

**Standing Committees**

College wide standing committees deal with long-term issues that affect employee and student groups broadly and have no foreseeable end-date (e.g. governance committees, councils, curriculum committees, operational advisory committees, etc.). Standing committees focus on strategic issues and key processes vital to the operations of the college and its future direction. Through these committees, constituent groups perform research, exchange information, deliberate, reach consensus, and make
recommendations to the college administration and through the president to the board of trustees. The establishment, and/or discontinuance of college standing committees require approval by the president and the Senate. In cases of disagreement, the board of trustees will make the final decision.

**Ad Hoc Committees of Standing Committees**

Ad hoc committees are formed at the discretion of the college president. Ad Hoc Committees are important, temporary committees created as needs arise, often responding to special, one-time issues or one-time events (e.g. task forces, steering committees, etc.). In the event that an ad hoc committee remains active for more than three years, it will be reviewed by the president and the appropriate vice president for consideration as a standing committee.

**Constituent Group Committees**

Constituent groups set up and govern their committees’ charges, membership, and procedures through the groups’ constitutions and bylaws, with the exception of specific committees designated by the college as standing committees. Constituent Group Committees can be permanent or temporary. As an important part of participatory governance, constituent groups are responsible for recommending members to college-wide standing and ad-hoc committees.
**Policy**

Policy # 3.02.13

Effective Date __________

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<td>Employees</td>
<td>Conditions of Employment</td>
<td>Loyalty Oath</td>
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**North Idaho College**

Policy Narrative

**LOYALTY OATHS**

No loyalty oath shall be required of any North Idaho College employee.
SUBJECT
Credit Hour Policy

BACKGROUND
The U.S. Department of Education Regulations: 34 CFR 600.2 and 600.24, mandate all accredited institutions comply with the definition of the credit hour as established (by the regulations). Northwest Commission on Colleges and Universities, in effort to meet federal requirements, now requires accredited institutions to provide evidence of:

1. the adoption of a policy on credit hour for all courses and programs at the institution;
2. the process the institution employees to periodically review the application of its policy on credit hour across the institution to assure the credit hour assignments are accurate and reliable; and
3. any variations in the assignment of credit hours to assure that these variations conform to commonly accepted practices and higher education.

The policy has been proposed to provide students with a concise definition of credit hour, provide internal consistency in all matters related to credit hour reviewing calculation and to meet federal and accreditation requirements.

DISCUSSION
The policy was drafted by Karen Ruppel, Faculty Coordinator, Assessment and Accreditation and has been reviewed by multiple entities on campus such as, Instructional Cabinet, Instructional Leadership Team, Curriculum Council, the Registrar, Faculty Assembly and the College Senate. Each group offered feedback and input to the draft of this policy.

COMMITTEE ACTION
The College Senate and President’s Cabinet recommend adoption of the policy.

FINANCIAL IMPACT
No identified financial impact

REQUESTED BOARD ACTION
Request the board approve Credit Hour Policy #4.02.

Prepared by
Lita A. Burns, PhD
Vice President for Instruction
Policy

Policy # 4.02
Effective Date: __________

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<th>(Impact Area - Dept Name)</th>
<th>(General Subject Area)</th>
<th>(Specific Subject Area)</th>
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<tr>
<td>Instruction</td>
<td>Curriculum</td>
<td>Credit Hours</td>
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**Author:**
Credit Hour Task Force

**Supersedes Policy #**

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**Legal Citation (if any):**
U.S. Department of Education Regulations: 34 CFR 600.2 and 600.24

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**North Idaho College**

Policy Narrative [Page 1 of 2]

North Idaho College credit-bearing courses are scheduled and conducted in compliance with federal regulations defining the credit hour. Academic credit provides the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships, and other experiential learning, and online education. This policy does not apply to faculty workload definitions.

1) **Definition of a Credit Hour.** For purposes of the application of this policy at North Idaho College, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. Evidence of student achievement is an institutionally established equivalency that reasonably approximates:

A. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for sixteen weeks (fifteen weeks of instruction and one week of finals) for one semester; or

B. At least an equivalent amount of hours and work over a different amount of time; or
C. At least an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

2) **Institutional Fulfillment of this Policy.** As required by 10 CFR Section 600.24 – Non-compliance, the Northwest Commission on Colleges and Universities (NWCCU) will evaluate the extent to which the college meets the federal definition by reviewing:

A. The adoption of this policy on credit hour for all credit-bearing courses and programs at the college;

B. The processes the college employs to periodically review the application of this policy across the institution to assure that credit hour assignments are accurate and reliable; and

C. Any variations in the assignment of credit hours to assure that these variations conform to commonly accepted practices in higher education.
SUBJECT:
‘Live’ TV Broadcasting of Board of Trustee Meetings

BACKGROUND:
The board requested that research be undertaken and information provided for the potential of taking the board meetings ‘live’ to television.

DISCUSSION:
Currently board meetings are recorded ‘live to tape’ and uploaded to the local cable outlets generally within a 24 hour period following meetings. They are also posted on the internet. The technology exists to bring board meetings ‘live’ to television on the local Time Warner cable system; however, acquisition of the necessary equipment is expensive and implementation of the equipment comes with additional costs. These additional costs include the wages for the local cable outlet personnel to ‘stand-by’ during the initial airing of board meetings to manually switch over the signal in the event of new technology failure. Additional NIC resources and personnel are required to ensure that a stable and sufficient network connection can be maintained during the ‘live’ transmission. Current subscribership of Time Warner customers is 20,000 out of the 120,000 residents in Kootenai County, which equates to 16.6% of the county population base.

COMMITTEE ACTION:
None

FINANCIAL IMPACT:
The costs associated with broadcasting board meetings “live” to television range from approximately $7,000 to $12,000 with an additional annual cost of $3,000 to $5,000.00.

REQUESTED BOARD ACTION:
Based on the cost of equipment, recurring costs, potential impact on personnel at respective cable TV outlets, and the small percentage of total Time Warner subscribership, it is not recommended that board meetings are broadcasted live to television.

Prepared by
Andy Finney
Coordinator of Learning Resources Technology
## 'Live' TV Broadcasting of BOT Meetings Cost Estimate

### Option 1

<table>
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<tr>
<th>Qty</th>
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<td>1</td>
<td>Incodex One P2P</td>
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<td>$4,995.00</td>
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Total: $9,510.00

(Requires sustainable bandwidth of 4-6 Mb/sec for SD or 6 Mb/sec+ for HD)
(*Minimum $1,800.00 - Could be as High as $5,000.00, depending on usage)

### Option 2

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<tr>
<td>2</td>
<td>Incodex One P2P</td>
<td>$4,995.00</td>
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<tr>
<td>2</td>
<td>Frozen Frame Detection Switch</td>
<td>$860.00</td>
<td>$1,720.00</td>
</tr>
</tbody>
</table>

Total: $11,710.00

(Requires sustainable bandwidth of 8-12 Mb/sec for SD or 12 Mb/sec+ for HD)

### Option 3

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<tr>
<td>2</td>
<td>PegVault SD</td>
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<tr>
<td>1</td>
<td>Valid Video Detection Switch*</td>
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</tbody>
</table>

Total: $7,250.00

(Requires sustainable bandwidth of 12 Mb/sec+ )
Programmable Delay of 2 mins to 1 hr.

* Auto-program switch only works for one site.

Prepared by: Andy Finney
Coordinator of Learning Resources Technology
SUBJECT

BACKGROUND
North Idaho College has served as the grantee for the North Idaho College Head Start since August 1, 1974. NIC Head Start is a school readiness program that provides education and support for young children and their families. NICHS has eight sites in all five northern counties, currently serving 277 children.

DISCUSSION
In accordance with the Head Start Act, North Idaho College Head Start Policy Council met and approved the NICHS grant application on March 21, 2014. The grant application must then be reviewed and approved by the NICHS Governing Body, which is the North Idaho College Board of Trustees. The NICHS grant application and the accompanying grant documents must be signed by the NIC BOT Chair and submitted to the Region X Office of Head Start no later than April 1, 2014.

FINANCIAL IMPACT
The Head Start grant is federal funding from The Department of Health and Human Services/Office of Head Start.

REQUESTED BOARD ACTION

Prepared by
Beth Ann Fuller
North Idaho College Head Start Director
North Idaho College Head Start
PY 2014-2015
CONTINUATION GRANT APPLICATION

Objectives and Need for Assistance

The Grant Planning Committee consisting of the Director, Component Coordinators and Fiscal Coordinator, Area Supervisors, Staff Development Committee representatives, Policy Council representatives, and key staff representing each site met on January 17th and February 28th, 2014; using this time to review, revise and craft the program's Mission, Vision, Values, the Strategic Plan and Strategic Initiatives.

The Grant Planning Committee considered program mission, vision, and values in the analysis of program services and development of program improvement include: PY 2013-2014 Self Assessment Reports and Program Improvement Plan, 2012-2013 PIR and Current Monthly PIR Reports, 2013 Wage Comparability Study, 2014 Parent Survey, Current Budget Expenditures (compared to trends and projections), an operational cost analysis, 2014 Community Assessment data, 2013/14 School Readiness Goals, child outcome data including CLASS scores, ChildPlus family outcomes data reports, TSGold child data reports and formal input from the Staff Development Committee, the Grant Planning Committee, Policy Council, and the Board.

The Grant Planning Committee worked to determine the strategy for reconciling increasing costs with available funding and allocating the grant while anticipating the application for return of governmental sequester funds, which for year 2013/14 resulted in approximately 5.27% cuts to the funding levels for the NIC Head Start continuation grant. In addition, we will apply a 1.3% Cost of Living Allowance (COLA).

Increases in operational costs for the program were due primarily to increases in health insurance premium costs (estimated 6%) at the grantee level.

This process of analyzing funding and services resulted in the program goals that served as the foundation for this grant proposal.

Additional Considerations:

- Continue to develop methods of delivering quality services with limited funding as well as to continue to look for alternative funding sources.
- Family well being continues to worsen with high paying jobs being replaced with low paying service jobs or unemployment, has an impact on the program. More children will be eligible. Need to increase access for parents to educational programs that enable them to acquire skills that net higher paying jobs.
- Staff turnover is low, although the Wage Comparability Study may indicate that the program is losing capacity to compete with the benefits offered by other entities. Additionally, school district wage scales provide for automatic longevity increases. Head Start depends upon COLA or other funding increases to
provide pay raises for staff after the top of the level for educational attainment has been reached for each job description.

- TANF and cost per child – must maintain parity with Head Start funding. Additionally, a potential threat exists if the State of Idaho decides it wants to use federal TANF funds in a way different than funding Head Start enrollment slots, or reduces the TANF funds available to Head Start.

- Lack of accessible public transportation may impact families' ability to obtain employment, obtain medical care, and generally participate in society. Head Start services helps to mitigate this lack for the time families are enrolled.

**Community Assessment Summary**

- Community Assessment data indicates a high rate of abuse and neglect, drug use, and domestic violence in Region 1 compared to the state as a whole. On an individual family basis there may be a need to increase home visits and/or educational opportunities for parents.

- Community Assessment data indicates that the majority of Head Start families do not use professional early care and education services to meet their child care needs. Recent changes in the Idaho Child Care Program (ICCP) increased the amounts of co-pay required of parents. ICCP and other child care grants are being jeopardized as cuts affect these services.

- The addition or expansion of any affordable, available, and accessible community resources such as parent-child cooperative groups would improve the likelihood of local children acquiring the skills to be ready to succeed in school.

- There is a lack of resources for safe child visitation, quality foster care, child sheltering needs.

- Increase in population in the Post Falls-Rathdrum-Hauser underscores program’s challenge to serve eligible children.

- Services to grandparents raising grandchildren are lagging behind the need for these relative care services.

- The Heritage Health Clinic in Coeur d’Alene and Rathdrum, the Benewah Health Center in Plummer, Kaniksu Community Health Center in Bonners Ferry, and the Community Health Center in Bonner County will help fill the gap for providing medical and dental services to low income families. Increases in numbers of uninsured and under-insured families will continue to stress these resources as well as other medical facilities. “Give Kids a Smile Day” promises to increase access to dental care for limited income children and their families. The Affordable Care Act may close the gap for insurance coverage for some however, access to health care will continue to be a significant barrier for low income families, especially for those families who fall under the poverty guidelines to afford insurance and the State of Idaho does not fund Medicaid for the parents.

**Unemployment**

Idaho’s current unemployment rate is 6.1%

Low wage earners, families who typically qualify for Head Start services, are the first to suffer in an economic downturn. One phenomenon we are noting in our region is the
relocation of wage earners to neighboring states to look for employment as industries such as mining and forestry disappear. Many wage earners in our area are seeking temporary, higher paying job opportunities on the pipeline in North Dakota. This is one of the factors that have contributed to the loss of population in Boundary and Benewah and Shoshone County has seen a loss of population due to this phenomenon and the loss of mining jobs.

**Child Abuse and Neglect and Foster Care Systems**

Other phenomenon of significant concern in Idaho is:

- Substantiated child abuse reports have significantly increased in Idaho. Our program has seen an increase in our Child Abuse and Neglect Reporting, most notably in Boundary County where Health and Welfare Offices have been closed and reports are being redirected to overworked CPS workers in Bonner County.
- Foster care placements, including kin care placements are increasing, along with reimbursements to foster homes that continue to lag behind the levels for the U.S. and neighboring states. This is reflected in our current 13/14 enrollment of 14% children that qualify as foster children.

**Early Care and Education**

Idaho currently provides no state-funded pre-K programs. This includes no state funding for Head Start or Early Head Start. The federal funding that exists is, and early special education programs are generally federally funded programs. Idaho does not require mandatory licensing for all child care settings. There is voluntary licensing for small family child care homes (facilities serving 6 or fewer children) and certification. Only facilities serving 12 or more children are required to be licensed, and the existing licensing statute is weak in comparison to other states. The Idaho STARS program provides incentives for child care providers to continue their professional development. Despite efforts to raise the number of low income children in high quality child care settings, there was no progress in raising the number of children whose families were receiving ICCP to gain high quality child care. One of the reasons cited is that the copays for ICCP are minimal which continues to be a barrier in limited income families being able to afford their portion of a quality program’s tuition. In November of 2013, ICCP raised the reimbursement rates for low income families. The effects of this change is anticipated to positively support low income families.

Research consistently shows that quality early childhood education programs are proven to cut crime and violence, and send children to school ready to learn, yet Idaho continues to languish in developing state programs.

**Infant/Child Health**

There is a general worsening trend for preterm births and low birth weight babies, though Idaho continues to rate better than the national average. Idaho immunization rates for 2 year-olds is 61% whereas the national average is 75%. This validated an intensive state effort to improve immunization rates despite the growth in Medicaid enrollment, Idaho’s uninsured rate continues to lag behind the U.S. rate. The gap in children’s health care coverage is particularly acute for low-income children. 10% of
children ages 0-6 are uninsured. Lack of health care in these early, formative years has a life-long impact. Currently, among our program participants, 91% of children have been connected with the Medicaid system, which indicates that the state of Idaho’s initiative to find and insure eligible children, and our Head Start’s commitment to helping families navigate the application process is working. Medicaid Redesign has shortened the application process time, created more coordination between Health and Welfare divisions, improved access to Food Stamps from several weeks to only a few days for eligible recipients and streamlined case reviews.

While most indicators illustrate a need for improved practice in Idaho, other indicators show promise and serve to encourage the many child champions whose hard work and persistence has created the progress that has been made.

Homelessness
In a State of Idaho 2013 Point-In-Time survey compiled January 30th, 2013, organizers identified 379 homeless people in our Region 1 service area. This year’s study included sheltered and unsheltered categories of homeless. In addition, labeled “precariously housed” homeless count included 154 individuals.

Resources
Region 1 has a range of resources available for children and families in the community. Counter intuitively, funding for state and federal agencies providing these services has been dramatically reduced and is further being threatened with increased cuts. Several human service agencies work cooperatively and there is commitment to continue to meet the demands that are made for assistance and resources. The increasingly diverse population of young children in Region 1 will continue to create and maintain the demand for Head Start services to be delivered in a community-partnership based manner. One bright star for our region is the current MCICHV grants available in both Kootenai and Shoshone Counties offering 3 separate models of infant/toddler home visiting programs for low income and/or at-risk families. Our NIC Head Start currently partners with over 40 local social service agencies, groups, or organizations. Our staff participates in Community Service Assignments that enhance the capacity for organizations to better understand the needs and develop protocol and services that help our families toward self sufficiency or with emergency food, clothing and shelter. This was noted as a specific strength in our 2013/14 Self Assessment.

While Region 1 Implications identified above applies to all five counties in Region 1, additional considerations by county are as follows:

Kootenai County
Homelessness
This year, the Coeur d’Alene School District identified approximately 330 students as homeless in their McKinney-Vento homeless count. The homeless liaison anticipates that 2014/15 school year numbers will rise to over 350. The circumstances by which families become homeless vary. There are families that fall under the stereotypical
picture of “homeless” – they’re dealing with mental illness, disability or addiction. But more and more don’t fit those categories.

Fortunately there appears to be help for homeless families among an informal network of service providers who talk regularly, share information and refer clients back and forth such as the Health and Welfare Region 1 Service Navigators who keep all informed through an elaborate email system of emerging resources.

St. Vincent de Paul of North Idaho is the largest homeless-serving agency in North Idaho, with 24 programs aimed at helping low-income and homeless people. St. Vincent operates a men’s and women’s shelter. They also operate warming shelters that are activated when the external temperatures dip to 20 degrees or below. Warming shelters in Kootenai County operated for 83 nights in 2013. NICHES supports the efforts of a Sunday soup kitchen operated by CdA Bible Church that feeds approximately 100 individuals weekly at our Harding Family Center.

According to St. Vincent’s 2010 Annual Report, 2910 unduplicated people, including 869 homeless children were served through over 16,584 services.

Heritage Health Clinics offer medical, mental health and dental services, and employs outreach workers among the homeless population. Heritage recently relocated to a larger facility and all health services are located under one roof and a satellite office has been established next to our Lakeland Center as well as new mobile health services.

Family Promise, a national organization that opened in North Idaho five years ago, operates a temporary homeless family network through local faith-based organizations that “host” families with children and help to remove barriers to homelessness. The rate of homelessness being the documented reason for qualifying for Head Start in our NIC program is currently at 19%. According to our parent survey and research, families feel we are adequately addressing the needs of our homeless families although resources are scarce. Of the families that indicated they were homeless in our survey, they expressed that we were given relevant and timely resources by Head Start again this year.

Working Poor
Additionally, parents who have managed to cling to jobs typically work for wages well below a living wage. Parents with limited education are more likely to work in low-wage jobs. In Kootenai, Bonner and Shoshone counties in particular, Head Start family wage earners often work in the service industry, due to the amount of the tourist and recreational activities in North Idaho.

- Parents working for low wages often lack sufficient capacity to pay for the basic needs of their children. Free and reduced lunch rates have climbed to over 50% percent of all school-age children. Increased use of child care subsidy and food stamps are further evidence that more and more Idaho families are struggling to meet their basic family needs. Extensive waiting lists for age and income eligible
children exist in our Kootenai County centers. Income eligibility is figured at the 100% level of the federal poverty guideline. While the geographic area that comprises the service area has not changed, the program’s ability to offer enrollment opportunities to eligible children and families has diminished in light of the increasing need for assistance. In an analysis of stressor factors that make families eligible, currently 15% of enrolled families are homeless at enrollment and only approximately 50% of families are achieving permanent housing despite extensive resource and referral efforts.

- Extensive waiting lists for age and income eligible children exist in our Kootenai County centers. Income eligibility is figured at the 100% level of the federal poverty guideline. While the geographic area that comprises the service area has not changed, the program’s ability to offer enrollment opportunities to eligible children and families has diminished in light of the increasing need for assistance. In an analysis of stressor factors that make families eligible, currently 15% of enrolled families are homeless at enrollment and only approximately 50% of families are achieving permanent housing despite extensive resource and referral efforts.

A closer look at trends in Kootenai County, particularly the Post Falls, Hayden, and Rathdrum areas, provide documented reasons for our program meeting the Head Start Performance Standard requirement that specifies that: In determining the recruitment area when it does not include the entire service area, the grantee must:

1. Select an area or areas that are among those having the greatest need for Early Head Start or Head Start services as determined by the Community Assessment; and

2. Include as many Head Start eligible children as possible within the recruitment area, so that:
   - The greatest number of Head Start eligible children can be recruited and have an opportunity to be considered for selection and enrollment in the Head Start program, and
   - The Head Start program can enroll the children and families with the greatest need for its services.

3. Fundamental to the considerations above is for the program to have sufficient enrollment slots to accommodate the children recruited.

4. Currently data clearly shows that there is a need for additional Head Start enrollment slots in the Coeur d’Alene, Post Falls and Hayden areas.

**Growing Population**

- Since 2000, families with children under 18 have grown about 14% in the Post Falls areas.
• Kootenai County has the highest populations of children ages 5 and under. Through July of 2012, Kootenai County has seen a population increase of 2.8% which Idaho is 1.8%.

Changes in Types of Households
• In Kootenai County, there are about 920 households where grandparents are raising their grandchildren. They represent 7% of the families in Kootenai County, and their numbers are increasing.
• About 39 percent of adult population in Kootenai County is not married, compared to 46% of adult population in U.S. When single individuals lose jobs, they don’t have a spouse’s income to rely on.

Increase in Single-Parent Households
• The number of single-parent households has more than doubled from 2,800 ten years ago to 5,900 today.
• One in four (25%) of Kootenai County families with children under 18 are single-parent households. Single-parent households typically have lower income and more vulnerability to unemployment than two-parent households.

Rising Housing Costs Take a Toll
• Since 2000, the average annual wage in Kootenai County has risen 4.3 percent, while housing costs have risen over 20 percent.
• In the Lakeland School District the location of the highest low-income areas are where we need additional Head Start Centers – Athol and Spirit Lake, ID.

Benewah County
In Benewah County the current population is only slightly higher than in 2000. The county lost population from 2003 to 2005; in the last five years the population has stabilized. The overall population change from April, 2010 to July, 2012 is down by 1.8%.

Free and Reduced Lunch data shows a high incidence of poverty for the rural areas surrounding St. Maries though the numbers of children are relatively low.

Additionally, teen births in Benewah County are higher than Idaho average which could indicate a need to ensure the availability of services for families who embrace this additional risk factor.

As a program we are seeing a reduced applied/waitlist for our St. Maries Head Start Center which directly correlates with census data in spite of aggressive recruitment efforts. This is a growing concern that we have addressed in our current grant proposal.


**Bonner County**

Bonner County, while having a relative low birth rate does have a high number of teen births. This, like Benewah County, could indicate a need to ensure the availability of services for families who embrace this additional risk factor.

The county also has a high poverty rate as compared to the State as well a high unemployment rate as compared to the State.

The high incidence of low-income areas in west Bonner County, Priest River and Idaho Hill, and east Bonner County, Hope and Clark Fork, indicate a need for additional Head Start Centers in these communities more accessible than the Sandpoint Head Start Center. The Sandpoint Head Start Center maintains full enrollment of age and income eligible children as well as an adequate waiting list. The population decreased by 1% from April 2010 to July, 2012.

**Shoshone County**

Shoshone County has lost population since 2003. Although there was a surge in early 2008 as people moved in to fill the jobs created by the re-opening of the mines. As the mines began closing in late 2008 and 2009 people again moved away. Public school enrollment data as well as Census data documents this loss. Additionally, demographic date indicates that the people moving into Shoshone County and settling there are primarily retirees. The population decrease as of April, 2010 to July, 2012 was .5%.

In spite of the increasingly lower number of children residing there, Shoshone County has the highest need index based on Kids’ Count Data. The reasons for this rating include a high child poverty rate, a relatively high unemployment rate, and higher child abuse and neglect reporting and data showing that one-fifth of the population has inadequate pre-natal care. This documents the need for a continued Head Start presence in the Silver Valley. Currently the Mountain States Early Head Start (MSEHS) program in our area received a Maternal Infant Early Childhood Home Visiting grant to serve additional families due to these factors.

**Boundary County**

Many of the services available to families and children in other counties in Region 1 are not available in Boundary County. For example, there is not an Even Start or Early Head Start program in Boundary County. There is only an outreach worker with Health and Welfare available for Child Protective Services through Bonner County, and Children’s Mental Health only operates once per week by appointment. The distances involved between remote communities in the county such as Good Grief and Moyie Springs coupled with the lack of public transportation create barriers for the low wage earning families living in the county.

However, even with 20 children being served we are experiencing a less that adequate waiting list due to these many economic factors with families moving out of the area for employment. From April 2010 to July 2012, Boundary has seen a 1.5% decrease in population.
Parent Survey Summary

- We are doing an excellent job making people feel welcome during enrollment. Families feel they are a partner in planning and participating in their child’s goal related activities.
- We are doing a good job of connecting families to community resources and following up to make sure they met the families’ needs.
- According to the 2014 NICHS Parent Survey, there is a need to continue and expand recruitment methods that have been identified as being the most effective. These include: posters at WIC and service providers; libraries; School Districts; Early Head Start; utilizing H&W mailings; with word-of-mouth being the number one referral source.
- Whatever center model families are participating in, either center based or combination models, seems to meet the needs for the families participating.

Self Assessment Summary

- North Idaho College Head Start considers its self assessment as foundational for the process of continued improvement. It is an important, integral part of our program. By committing sufficient time and resources to selecting self assessment team members, organizing the logistical aspects of the self assessment, preparing team members to gather pertinent information through observation, documents review, and interviews, and to submit useful reports, and finally, to analyze the results in the context of overall program monitoring and planning, we can assure that we meet our objectives of determining:
  - Is our program meeting all national Head Start Performance Standards and Head Start Act requirements?
  - Is our program responding effectively to the changing needs of children and families?
  - Is our program developing and refining systems to further improve outcomes for children and families?
  - Is our program on the path of continuous improvement?
  - Is our program continually refine our Training and Technical Assistance system to better meet the needs of staff and, Policy Council and Governing Board professional development to meet the needs of children and families?

Program Improvement Plan Summary (based on Self Assessment results)

Management systems:
1. Create a committee to annually review work plans.

Child Health:
1. Strengthen collaborations with health providers for accurate and timely health screenings.
2. Ensure preventative health screenings and assessments are in compliance.
3. Assist families in removing barriers to obtain complete oral health assessments for children.

Safety:
1. Address all items identified on annual State safety reports.

Family and Community Engagement:
1. Improve families’ connections to peers and community.

Child Development and Education:
2. Support families to eliminate barriers for chronic or sporadic attendance issues.
3. Implement dual language policy and procedures.
4. Implement the program’s Positive Behavior Guidance plan and Positive Behavior Intervention Supports (PBIS).

The final stage of the program’s data analysis was to evaluate the process to determine what can be done to ensure that program planning is a valuable opportunity to enhance the effectiveness and progress in meeting the program’s Strategic Plan Initiatives.

GEOGRAPHIC AREA and PROGRAM APPROACH

GEOGRAPHIC AREA
The geographic area in Region 1 consists of the five northern counties in the State of Idaho. Our proposed service area is defined by counties and further defined by following the local school district boundaries. There are no un-served counties within the region; however, there are un-served communities.

There are several social and cultural factors that contribute to the continuing need for Head Start services. There is empirical evidence from ChildPlus data indicating that as many as 50 percent of the parents in Head Start families work full-time or at more than one job or do shift work so one parent can care for the children. Some of these children are also left in the care of relatives or friends and may be receiving limited verbal interaction and very little stimulation in pre-literacy skills. These children will significantly benefit from Head Start services and would likely not otherwise approach kindergarten with age appropriate social and language skills. State data suggests that 51% of children enter kindergarten unprepared and academically behind.

Additionally, North Idaho College Head Start serves a predominately rural area. Children living in the relative isolation imposed by rural life do not have the opportunities to interact with their peers. The additional classroom days offered by a Center Base Model supports meeting this need.
The high numbers of children with disabilities enrolled in North Idaho College Head Start, particularly in Coeur d'Alene, and Sandpoint, suggest that the additional class days in a school district collaboration can provide children and parents with needed support toward IEP goals and school readiness.

Program waiting lists both current and an analysis of trends over the last three years, along with location information gathered from lists of food stamp participants and TAFI recipients for Region 1 provided by the Idaho State Department of Health and Welfare determined that program centers are located in reasonable proximity to the neediest families. Again, it is clear that there is a growing need for additional Head Start enrollment slots in parts of the service area. Additional centers are needed and could be readily filled in Kootenai County. This supports adding back all slots that were lost in Boundary and Bonner Counties in program year 2013/2014 (17 slots), specifically to Coeur d'Alene, which continues to have the highest waitlist. Several years of parent survey suggestions for convenient Head Start locations indicate Hayden and Spirit Lake/Athol as possible expansion sites.

Program Approach and Results or Benefits Expected

The program proposes to continue offering either the Center-Based program option or the Combination Model option at each of its 8 centers in Idaho’s Region 1. The staffing patterns and service delivery provisions are identified by county and by the centers located in each county as follows:

Head Start Performance Standard requirement that specifies that: In determining the recruitment area when it does not include the entire service area, the grantee must:

- Select an area or areas that are among those having the greatest need for Early Head Start or Head Start services as determined by the Community Assessment; and
- Include as many Head Start eligible children as possible within the recruitment area, so that:
- The greatest number of Head Start eligible children can be recruited and have an opportunity to be considered for selection and enrollment in the Head Start program, and
- The Head Start program can enroll the children and families with the greatest need for its services.

The following outlines the specific center locations, staffing patterns at each center, and outlines proposed changes:
Kootenai County

Harding Center (Coeur d’Alene)
Enrolled Children: 77

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<tr>
<td>1 – Center Supervisor (supervises Harding Center Staff, oversees collaboration with Coeur d’Alene School District 271)</td>
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<tr>
<td>2 – Family Advocates</td>
</tr>
<tr>
<td>4 – Classroom Teachers</td>
</tr>
<tr>
<td>4 – Part-time Assistant Teachers</td>
</tr>
<tr>
<td>1 – Cook</td>
</tr>
<tr>
<td>1 – Center Assistant</td>
</tr>
</tbody>
</table>

Combination Model
96 class days per year:
- 2 morning classroom sessions, meeting 3 times a week at 3.5 hours per session with 20 children in one of the 2 morning classrooms and 17 children in one morning session to meet the needs of 3 year olds.
- 2 afternoon sessions meeting 3 times a week at 3.5 hours per session with 20 children in each classroom session.
- The 3.5 hours per session meets the unique needs of the children in this collaboration with the Coeur d’Alene School District.
- Total of four class facilitated by the Classroom Teacher and assisted by the Assistant Teacher.*
  *classes facilitated jointly with the School District #271. Para-professionals and a floating Developmental Preschool Teacher to serve children with disabilities, meeting Head Start and child care licensing requirements.

Home Visits:
- 8 total: 4 per year for each enrolled family conducted in partnership with the family by the Family Advocate and 4 per year conducted by the Classroom Teacher.

Parent Training:
- A minimum of one formal parent training opportunity per month
North Idaho College Children’s Center
Enrolled Children: 10

<table>
<thead>
<tr>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Area Supervisor (supervises Sandpoint, Lakeland, and Head Start services provided at North Idaho College Children’s Center)</td>
</tr>
<tr>
<td>2 – Classroom Teachers provide educational services*</td>
</tr>
<tr>
<td>1 – part time Family Advocate provides family services</td>
</tr>
<tr>
<td>*NIC Children’s Center staff wages are not funded by Head Start.</td>
</tr>
</tbody>
</table>

Center-Based Model
128 class days per year:
- 12 morning classroom sessions, meeting 4 times a week at 4 hours per session, with 5 children in each classroom.
  *Classes facilitated by NIC Children’s Center Teachers.

Home Visits:
- 3 per year for each enrolled family conducted in partnership with the family by the Family Advocate and 2 per year conducted by the Classroom Teacher.

Parent Conferences:
- 2 per year for each enrolled family conducted by the Classroom Teacher.

Parent Training:
- A minimum of one formal parent training opportunity per month.

Post Falls Center
Enrolled Children: 60

<table>
<thead>
<tr>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Area Supervisor (supervises Post Falls and Shoshone)</td>
</tr>
<tr>
<td>3 – Classroom Teachers</td>
</tr>
<tr>
<td>3 – Part-time Assistant Teachers</td>
</tr>
<tr>
<td>1 – Family Advocate</td>
</tr>
<tr>
<td>1 – Part-time Family Advocate</td>
</tr>
<tr>
<td>1 – Cook</td>
</tr>
<tr>
<td>2 – Part Time Center Assistants</td>
</tr>
</tbody>
</table>

128 class days per year:
- 2 morning classroom sessions, meeting 4 times a week at 3.75 hours per session with 20 children each in each classroom.
- 1 afternoon session 4 times a week at 3.75 hours per session with 20 children in one classroom.
- Classes facilitated by the Classroom Teacher and assisted by the Assistant Teacher.
Home Visits:
- 3 per year for each enrolled family conducted in partnership with the family by the Family Advocate and 2 per year conducted by the Classroom Teacher.

Parent Conferences:
- 2 per year for each enrolled family conducted by the Classroom Teacher.

Parent Training:
- A minimum of one formal parent training opportunity per month.

**Lakeland Center**
Enrolled children: 40

<table>
<thead>
<tr>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Area Supervisor (supervises Sandpoint, Lakeland, and Head Start services provided at North Idaho College Children’s Center)</td>
</tr>
<tr>
<td>1 – Family Advocate</td>
</tr>
<tr>
<td>2 – Classroom Teachers</td>
</tr>
<tr>
<td>2 – Part-time Assistant Teachers</td>
</tr>
<tr>
<td>1 – Cook</td>
</tr>
<tr>
<td>1 – Part Time Center Assistant</td>
</tr>
<tr>
<td>1 Part Time Receptionist/Secretary</td>
</tr>
</tbody>
</table>

128 class days per year:
- 1 morning and 1 afternoon classroom session, meeting 4 times a week at 3.75 hours per session with 20 children in each of the 2 classrooms
- Classes facilitated by the Classroom Teacher and assisted by the Assistant Teacher.

Home Visits:
- 3 per year for each enrolled family conducted in partnership with the family by the Family Advocate and 2 per year conducted by the Classroom Teacher.

Parent Conferences:
- 2 per year for each enrolled family conducted by the Classroom Teacher.

Parent Training:
- A minimum of one formal parent training opportunity per month.
Shoshone County

Shoshone Center
Enrolled Children: 20

<table>
<thead>
<tr>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Center Manager (supervises center operations)</td>
</tr>
<tr>
<td>1 – Part-time Family Advocate</td>
</tr>
<tr>
<td>1 – Classroom Teacher</td>
</tr>
<tr>
<td>1 – Part-time Assistant Teacher</td>
</tr>
<tr>
<td>1- Area Supervisor (supervises Post Falls and Shoshone)</td>
</tr>
</tbody>
</table>

Center Based Model
128 class days per year:
- 1 afternoon session 3 times a week at 3.5 hours per session with 20 children in the classroom
- Classes facilitated by the Classroom Teacher and assisted by the Assistant Teacher.

Home Visits:
- 3 per year for each enrolled family conducted in partnership with the family by the Family Advocate plus 2 per year conducted by the Classroom Teacher.

Parent Conferences:
- 2 per year for each enrolled family conducted by the Classroom Teacher.

Parent Training:
- A minimum of one formal parent training opportunity per month.

Benewah County

St. Maries Center
Enrolled Children: 17

<table>
<thead>
<tr>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Center Supervisor/Family Advocate</td>
</tr>
<tr>
<td>1 – Classroom Teacher</td>
</tr>
<tr>
<td>1 – part time Assistant Teacher</td>
</tr>
<tr>
<td>1 – Cook /Janitor</td>
</tr>
</tbody>
</table>

Center Based Model
128 class days per year:
- 1 morning session 4 times a week at 3.75 hours per session with 17 children in the classroom
Classes facilitated by the Classroom Teacher and assisted by the Assistant Teacher.

Home Visits:
- 3 per year for each enrolled family conducted in partnership with the family by the Family Advocate plus 2 per year conducted by the Classroom Teacher.

Parent Conferences:
- 2 per year for each enrolled family conducted by the Classroom Teacher.

Parent Training:
- A minimum of one formal parent training opportunity per month.

Bonner County

Sandpoint Center
Enrolled Children: 50

<table>
<thead>
<tr>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Area Supervisor (supervises Sandpoint, Lakeland, and Head Start services provided at North Idaho College Children’s Center)</td>
</tr>
<tr>
<td>1 – Family Advocate</td>
</tr>
<tr>
<td>1 – Part time Family Advocate</td>
</tr>
<tr>
<td>3 – Classroom Teachers</td>
</tr>
<tr>
<td>2 – Part-time Assistant Teachers</td>
</tr>
<tr>
<td>1 – Cook</td>
</tr>
<tr>
<td>1 – Center Assistant</td>
</tr>
</tbody>
</table>

Center Based Model
128 class days per year:
- 2 morning sessions 4 times a week at 3.5 hours per session with 20 children in one of the classrooms and 10 children (in a collaboration classroom with 10 Lake Pend Orielle SD Developmental Preschool children-total 20).
- 1 afternoon session 4 times a week at 3.5 hours per session with 20 children in one classroom.
- Classes facilitated by the Classroom Teacher and assisted by the Assistant Teacher, a Lake Pend Orielle School District paraprofessional and a floating Developmental Preschool Teacher also provided by SD.

Home Visits:
- 3 per year for each enrolled family conducted in partnership with the family by the Family Advocate plus 2 per year conducted by the Classroom Teacher.

Parent Conferences:
- 2 per year for each enrolled family conducted by the Classroom Teacher.
Parent Training:
- A minimum of one formal parent training opportunity per month.

Boundary County

**Julien Bucher Early Learning Center**
Enrolled Children: 20

<table>
<thead>
<tr>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – part time Center Supervisor (supervises Julien Bucher Early Learning Center)</td>
</tr>
<tr>
<td>1 – Classroom Teacher</td>
</tr>
<tr>
<td>1 – Assistant Teacher/Family Advocate</td>
</tr>
<tr>
<td>1 – Part time Cook</td>
</tr>
<tr>
<td>1 – Center Manager (supervises center operations)</td>
</tr>
</tbody>
</table>

Center Based Model
128 class days per year:
- 1 morning classroom session, meeting 4 times a week at 3.75 hours with 20 children in the classroom.

Home Visits:
- 3 per year for each enrolled family conducted in partnership with the family by the Family Advocate and 2 per year conducted by the Classroom Teacher.

Parent Conferences:
- 2 per year for each enrolled family conducted by the Classroom Teachers.

Parent Training:
- A minimum of one formal parent training opportunity per month.
## NIC Head Start 2014-2015 Budget

### Funding Description

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Operations Grant - PA22</td>
<td>$2,203,733</td>
<td>$2,203,733</td>
<td>$0</td>
</tr>
<tr>
<td>5.27% addition to Grant due to Sequestration reversal</td>
<td>$122,598</td>
<td>$122,598</td>
<td>$0</td>
</tr>
<tr>
<td>PA20 T &amp; TA</td>
<td>$30,489</td>
<td>$30,489</td>
<td>$0</td>
</tr>
<tr>
<td>COLA</td>
<td>$30,242</td>
<td>$30,242</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Federal Funding</strong></td>
<td>$2,334,222</td>
<td>$2,387,062</td>
<td>$52,840</td>
</tr>
<tr>
<td>State TANF Funding</td>
<td>$106,999</td>
<td>$106,999</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Federal/State Funding</strong></td>
<td>$2,441,221</td>
<td>$2,494,061</td>
<td>$152,840</td>
</tr>
<tr>
<td>Harding Rental Income (projected)</td>
<td>$30,000</td>
<td>$25,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>USDA/CACFP (projected)</td>
<td>$150,000</td>
<td>$140,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Total Operating Budget</strong></td>
<td>$2,521,221</td>
<td>$2,659,061</td>
<td>$137,840</td>
</tr>
</tbody>
</table>

### Category Description

#### A. Personnel

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Salaries</td>
<td>$1,285,306</td>
<td>$1,440,000</td>
<td>$154,694</td>
</tr>
</tbody>
</table>

#### B. Fringe Benefits

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>FICA</td>
<td>$88,500</td>
<td>$98,000</td>
<td>$9,500</td>
</tr>
<tr>
<td>Worker's Comp</td>
<td>$11,800</td>
<td>$7,100</td>
<td>$(4,700)</td>
</tr>
<tr>
<td>PERSI Retirement</td>
<td>$123,000</td>
<td>$130,000</td>
<td>$7,000</td>
</tr>
<tr>
<td>PERSI Medical</td>
<td>$7,100</td>
<td>$7,400</td>
<td>$300</td>
</tr>
<tr>
<td>Health/Life Insurance</td>
<td>$340,000</td>
<td>$308,671</td>
<td>$(31,329)</td>
</tr>
</tbody>
</table>

#### C. Travel PA20

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Travel Out of Service Area</td>
<td>$3,000</td>
<td>$15,000</td>
<td>$12,000</td>
</tr>
</tbody>
</table>

#### D. Equipment/Furniture/Maintenance

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durables purchases</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

#### E. Supplies

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Supplies - Administration</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$-</td>
</tr>
<tr>
<td>Office Supplies - Program</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$-</td>
</tr>
<tr>
<td>Annual Online Software Subscriptions</td>
<td>$11,000</td>
<td>$11,000</td>
<td>$-</td>
</tr>
<tr>
<td>Supplies - Harding Center</td>
<td>$4,700</td>
<td>$4,700</td>
<td>$-</td>
</tr>
<tr>
<td>Supplies - Centers</td>
<td>$34,000</td>
<td>$34,000</td>
<td>$-</td>
</tr>
<tr>
<td>Food Services Supplies (USDA non-creditable)</td>
<td>$50</td>
<td>$-</td>
<td>$(50)</td>
</tr>
<tr>
<td>Other Supplies - Custodial/Cleaning</td>
<td>$10,000</td>
<td>$12,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Other Supplies - Postage</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$-</td>
</tr>
<tr>
<td>Other Supplies - Copier fees</td>
<td>$9,800</td>
<td>$11,000</td>
<td>$1,200</td>
</tr>
<tr>
<td>Staff Development/Training - PA 20</td>
<td>$-</td>
<td>$3,500</td>
<td>$3,500</td>
</tr>
<tr>
<td>CACFP/USDA Food</td>
<td>$112,925</td>
<td>$112,925</td>
<td>$-</td>
</tr>
<tr>
<td>Registered Dietician Contract</td>
<td>$4,500</td>
<td>$-</td>
<td>$(4,500)</td>
</tr>
</tbody>
</table>

#### F. Contractual

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Consultant/NIC Email Services</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$-</td>
</tr>
</tbody>
</table>

#### G. CONSTRUCTION

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>

#### H. OTHER CATEGORY

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Parent Services</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$-</td>
</tr>
<tr>
<td>Policy Council</td>
<td>$1,075</td>
<td>$3,000</td>
<td>$1,925</td>
</tr>
</tbody>
</table>

### Children Services

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIC Children's Center Child Services</td>
<td>$40,500</td>
<td>$40,500</td>
<td>$-</td>
</tr>
<tr>
<td>Medical (Other)</td>
<td>$4,000</td>
<td>$2,500</td>
<td>$(1,500)</td>
</tr>
<tr>
<td>Dental (Other)</td>
<td>$4,000</td>
<td>$2,500</td>
<td>$(1,500)</td>
</tr>
<tr>
<td>Nutrition (Other)</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$-</td>
</tr>
<tr>
<td>Mental Health/Psychological Services</td>
<td>$500</td>
<td>$500</td>
<td>$-</td>
</tr>
<tr>
<td>Disabilities Related Services (Other)</td>
<td>$500</td>
<td>$500</td>
<td>$-</td>
</tr>
<tr>
<td>Health Services Contract</td>
<td>$13,000</td>
<td>$-</td>
<td>$(13,000)</td>
</tr>
</tbody>
</table>
### NIC Head Start 2014-2015 Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Travel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Travel - mileage</td>
<td>$ 26,366</td>
<td></td>
</tr>
<tr>
<td><strong>Child Travel - Local Travel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabilities Pupil Transportation (Other)</td>
<td>$ 500</td>
<td></td>
</tr>
<tr>
<td><strong>Occupancy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harding Center - Mortgage</td>
<td>$ 25,000</td>
<td></td>
</tr>
<tr>
<td><strong>Rental/Lease</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lease - Shoshone</td>
<td>$ 15,000</td>
<td></td>
</tr>
<tr>
<td>Lease - Sandpoint</td>
<td>$ 16,400</td>
<td></td>
</tr>
<tr>
<td>Lease - Boundary</td>
<td>$ 18,780</td>
<td></td>
</tr>
<tr>
<td>Lease - Lakeland Center</td>
<td>$ 20,280</td>
<td></td>
</tr>
<tr>
<td><strong>Utilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone/equipment/ISP Providers</td>
<td>$ 33,000</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>$ 66,000</td>
<td></td>
</tr>
<tr>
<td><strong>Maintenance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility Maintenance &amp; Repairs</td>
<td>$ 24,000</td>
<td></td>
</tr>
<tr>
<td>Harding Center Maintenance/Repairs</td>
<td>$ 9,000</td>
<td></td>
</tr>
<tr>
<td>Custodial Service - Harding</td>
<td>$ 4,000</td>
<td></td>
</tr>
<tr>
<td>Custodial Service - Centers</td>
<td>$ 25,400</td>
<td></td>
</tr>
<tr>
<td><strong>Printing/Publications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>$ 1,000</td>
<td></td>
</tr>
<tr>
<td>Publications &amp; Subscriptions</td>
<td>$ 250</td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>$ 500</td>
<td></td>
</tr>
<tr>
<td><strong>Accounting Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Audit</td>
<td>$ 7,000</td>
<td></td>
</tr>
<tr>
<td>Payroll/Accounting - NIC</td>
<td>$ 16,000</td>
<td>$ 32,300</td>
</tr>
<tr>
<td><strong>Liability Insurance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liability Insurance General</td>
<td>$ 11,500</td>
<td></td>
</tr>
<tr>
<td><strong>Other Category</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel/Volunteer - Background Checks/Licensing (Other)</td>
<td>$ 1,000</td>
<td>$ 3,000</td>
</tr>
<tr>
<td>Memberships (Other)</td>
<td>$ 9,000</td>
<td>$ 9,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Computer Repairs/Supplies/Equipment</td>
<td>$ 18,000</td>
<td>$ 18,000</td>
</tr>
<tr>
<td><strong>Staff Development/Training - PA 20</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Travel/Lodging/PerDiem</td>
<td>$ 7,000</td>
<td></td>
</tr>
<tr>
<td><strong>Registration Fees, Presenter Fees</strong></td>
<td>$ 3,500</td>
<td></td>
</tr>
<tr>
<td>Academic Tuition/Fees</td>
<td>$ 5,489</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL funding allocation</strong></td>
<td>$ 2,521,221</td>
<td>$ 2,659,061</td>
</tr>
</tbody>
</table>

TOTAL Federal Match Requirement of 25% of Federal Funding: $ 558,556 $ 596,765
North Idaho College Head Start, providing services in the five northern counties of Idaho, is a federally funded program that promotes the school readiness of children ages 3 to 5 from low-income families by enhancing their cognitive, social and emotional development.

Head Start programs provide a learning environment that supports children's growth in:

- Language and literacy
- Cognition and general knowledge
- Physical development and health
- Social and emotional development
- Approaches to learning

We provide comprehensive services to enrolled children and their families, which include health, nutrition, social services and other services determined to be necessary by family needs assessments, in addition to education and cognitive development services. Head Start services are designed to be responsive to each child and family’s ethnic, cultural and linguistic heritage. Head Start emphasizes the role of parents as their child's first and most important teacher.
Program Statistics:

- 16% of the Children enrolled in Head Start had identified disabilities
- 14% of the Children enrolled in Head Start were homeless
- 13% of the Children enrolled in Head Start were foster children

Eligibility, Service and Unmet Service Needs for 2012-2013

<table>
<thead>
<tr>
<th>County</th>
<th>Low-Income Eligible</th>
<th>Federally Funded Enrollment Slots</th>
<th>TANF Funded Enrollment Slots</th>
<th>Actual Federally Funded Enrollment</th>
<th>Actual TANF Funded Enrollment</th>
<th>TOTAL ACTUAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benewah</td>
<td>126</td>
<td>17</td>
<td>0</td>
<td>19</td>
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<td>23</td>
</tr>
<tr>
<td>Bonner</td>
<td>214</td>
<td>57</td>
<td>0</td>
<td>70</td>
<td>0</td>
<td>69</td>
</tr>
<tr>
<td>Boundary</td>
<td>93</td>
<td>34</td>
<td>0</td>
<td>36</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Kootenai</td>
<td>606</td>
<td>152</td>
<td>14</td>
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<td>19</td>
<td>191</td>
</tr>
<tr>
<td>Shoshone</td>
<td>177</td>
<td>20</td>
<td>0</td>
<td>28</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Totals</td>
<td>1,216</td>
<td>280</td>
<td>14</td>
<td>340</td>
<td>19</td>
<td>359*</td>
</tr>
</tbody>
</table>

Eligibility, Service and Unmet Service Needs for 2012-2013

- 359 Children (335 Families) Served by NIC Head Start

Head Start Performance Indicators

- 319 children up-to-date on all age appropriate preventive and primary health care
- 336 children received dental examinations
- 328 children up-to-date on immunizations
- 203 children were transitioned to kindergarten
- 19,071 breakfasts; 30,797 lunches; 11,500 snacks were served

During 2012-2013 actual enrollment was maintained at 100% of funded enrollment each month.

Creative Curriculum Assessments

The assessments show growth of 235 children (52 three year olds and 181 four year olds) who completed the entire 2012-13 school year. These children were assessed on behaviors, knowledge, and skills that are most predictive of school success.

The assessment report includes measurements in six of the ten areas of development and learning. The chart below shows the percentage of children meeting or exceeding the development expectations for those six areas in the fall, winter and spring of the 2012-2013 program year.

Eligibility, Service and Unmet Service Needs for 2012-2013

<table>
<thead>
<tr>
<th>County</th>
<th>Low-Income Eligible</th>
<th>Federally Funded Enrollment Slots</th>
<th>TANF Funded Enrollment Slots</th>
<th>Actual Federally Funded Enrollment</th>
<th>Actual TANF Funded Enrollment</th>
<th>TOTAL ACTUAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benewah</td>
<td>126</td>
<td>17</td>
<td>0</td>
<td>19</td>
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<td>340</td>
<td>19</td>
<td>359*</td>
</tr>
</tbody>
</table>
North Idaho College Head Start educational opportunities for children and services to their families are made possible by funds received through the Department of Health and Human Services, Office of Head Start, United States Department of Agriculture (USDA) meal reimbursement, and Temporary Assistance for Needy Families, as well as rental income generated from the Harding Family Center, parent volunteer and community donations.

### Actual Expenses vs. Budgeted Expenses - July 2012 through June 2013

The annual audit conducted by Magnuson, McHugh & Company, P.A., in accordance with “Government Auditing Standards” issued by the Comptroller General of the United States, resulted in an "unqualified opinion with no findings"


#### Income

<table>
<thead>
<tr>
<th>Item Description</th>
<th>July '12 - 'June 13</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>4200 · Federal Grant</td>
<td>$2,356,415.36</td>
<td>$2,356,820.00</td>
</tr>
<tr>
<td>4205 · TANF Funding</td>
<td>96,018.04</td>
<td>106,999.00</td>
</tr>
<tr>
<td>4206 · USDA Reimbursement</td>
<td>130,132.92</td>
<td>150,000.00</td>
</tr>
<tr>
<td>5310 · Harding Center Income</td>
<td>34,539.52</td>
<td>27,000.00</td>
</tr>
<tr>
<td>5560 · Donations/Miscellaneous</td>
<td>4,539.90</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$2,621,650.97</td>
<td>$2,640,819.00</td>
</tr>
</tbody>
</table>

#### Expense

<table>
<thead>
<tr>
<th>Item Description</th>
<th>July '12 - 'June 13</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Personnel</td>
<td>$1,384,385.31</td>
<td>$1,375,000.00</td>
</tr>
<tr>
<td>B. Fringe</td>
<td>528,671.81</td>
<td>595,600.00</td>
</tr>
<tr>
<td>C. Travel</td>
<td>3,738.16</td>
<td>3,000.00</td>
</tr>
<tr>
<td>D. Equipment</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>E. Supplies</td>
<td>132,218.00</td>
<td>86,534.00</td>
</tr>
<tr>
<td>F. Contractual</td>
<td>50,839.21</td>
<td>66,500.00</td>
</tr>
<tr>
<td>G. Construction</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>H. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Staff Mileage, Program Vehicle Use, Parent Education, Information Systems Supplies, Maintenance and Repair, Memberships, Subscriptions, Miscellaneous, Policy Council, Advertising/Printing, Building Leases, Technology Consulting, Utilities, Communications, Insurance, Fiscal 385,491.73 360,671.00)

8100 · Professional Development 23,606.86 30,489.00

CACFP Food/Supplies 107,044.65 115,025.00

9352 · Medical Services for Children 5,650.01 8,000

**Total Expense** $2,621,645.74 2,640,819.00

Head Start Families and Community Volunteers generated the following non-federal match (in-kind) to federal grant dollars through volunteer time and donations: $631,828 representing 107% of the required amount.
### North Idaho College does not discriminate in any of its policies, procedures, or practices.
The college is an affirmative action/equal opportunity employer.

<table>
<thead>
<tr>
<th>Head Start Program</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harding Head Start</td>
<td>411 North 15th Street, Coeur d'Alene, Idaho</td>
</tr>
<tr>
<td>Julien Bucher Early Learning Center</td>
<td>6653 Chippewa Street, Bonners Ferry, Idaho</td>
</tr>
<tr>
<td>Lakeland Head Start</td>
<td>14797 North Kimo Court, Rathdrum, Idaho</td>
</tr>
<tr>
<td>Post Falls Head Start</td>
<td>106 West 9th Avenue, Post Falls, Idaho</td>
</tr>
<tr>
<td>Sandpoint Head Start</td>
<td>101 South Euclid, Sandpoint, Idaho</td>
</tr>
<tr>
<td>Shoshone Head Start</td>
<td>123 West Mission, Kellogg, Idaho</td>
</tr>
<tr>
<td>St. Maries Head Start</td>
<td>1230 Main Street, St. Maries, Idaho</td>
</tr>
<tr>
<td>NIC Children’s Center</td>
<td>1000 West Garden Avenue, Coeur d’Alene, Idaho</td>
</tr>
</tbody>
</table>

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual’s income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866)632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202)690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339; or (800)845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

USDA Child Nutrition Programs recognize the following protected classes: race, color, national origin, sex, age, and disability.
SUBJECT          TAB 5
Sabbatical Leave for the Academic Year 2014-15

BACKGROUND
Each year at this time, the board of trustees is presented with the name or names of faculty that have been selected for sabbatical leave, as well as information regarding the intended use of the sabbatical leave.

DISCUSSION
In accordance with Board Policy 3.04.08, Cheryl Cunnington, Laurie Olson-Horswill, and Alan Lamb have applied for one-semester sabbatical leaves at full pay.

Cheryl Cunnington’s proposal is related to developmental mathematics; Laurie Olson-Horswill’s proposal is related to Humanities 101, and Alan Lamb’s proposal deals with sustainability in sociology programs.

Detailed proposals for each sabbatical request are provided in the attachments, including letters of support. President Dunlap has reviewed each one and recommends board approval.

COMMITTEE ACTION
The Sabbatical Committee has recommended that the three sabbatical proposals be awarded during the 2014-2015 academic year.

FINANCIAL IMPLICATIONS
The teaching duties of each faculty member on sabbatical will be covered by letters of appointment or other mechanisms within the respective department to ensure continuity. I believe we will need approximately $12,000 to replace each faculty sabbatical (15 credits at $792 per credit).

REQUESTED BOARD ACTION
Pending funding availability, it is recommended that the board of trustees approve and grant sabbatical leave for Cheryl Cunnington for the 2015 spring semester, Laurie Olson-Horswill for the 2015 spring semester, and Alan Lamb for the 2014 fall semester, per Board Policy 3.04.08.

Prepared by
Lita Burns
Vice President for Instruction
Sabbatical Proposal for Spring 2015

Submitted by
Cheryl Cunnington
North Idaho College
November 15, 2013

MCSE Division
Mathematics Dept
MHS 148
Ext. 5907
CHERYL DENISE CUNNINGTON

6200 North Cezanne Drive
Coeur d'Alene, Idaho 83815
208.699.9317
cdcunning@nic.edu

EDUCATION

Gonzaga University, Spokane, WA
Masters of Arts in Teaching, Mathematics Education
June 1992
Thesis paper: Qualified Math Teachers --- Quality Education

Central Washington University, Ellensburg, WA
Bachelor of Arts, Mathematics Education
March 1986

Cottey College, Nevada, MO
Associate of Arts
June 1983

EDUCATION EMPLOYMENT HISTORY

North Idaho College
Mathematics Instructor
Mathematics for Elementary School Teachers
Contemporary Mathematics
Elementary Algebra
August 1998 to the present

Central Valley School District
Mathematics Instructor
Algebra
Pre-algebra
Geometry
Basic Mathematics – 7th, 8th, 9th grades
Algebra 2 – Trigonometry
Pre-calculus
September 1987 to June 1998

Math Department Coordinator Greenacres JHS
September 1993 to June 1998
SERVICE For NORTH IDAHO COLLEGE

Strategic Planning Committee 1998-2000
Grant proposal, awarded by NIC Foundation 2000
Course change proposal, approved by Curriculum Council 2001
Athletic Review Committee 2003
MSC coordinator 2004-present
FET for 3 tenure track faculty 2007-present
Pearson Math XL Conference 1/2010
Course Coordinator for Math 123 2009-present
Course Coordinator for Math 025 2011-present
Enrollment Management - Retention Committee 2012-13
Math Dept. Remediation Committee coordinator 2012-13

State Level Conferences
Governor’s Conference on Math and Science 2006
Accuplacer Placement Test review 4/2012
Complete College Idaho 10/2012
General Education Reform 10/2012
Remediation Task Force 4/2013
I am enrolled in the doctoral program for Educational Leadership in the College of Education at Idaho State University. I am very interested in using this degree to progress the reform of remedial mathematics education at NIC. I foresee that my doctoral project will be to implement changes that significantly impact student success in remedial mathematics and progress students toward college-level coursework and a college degree. I am applying for a sabbatical for the Spring semester 2015 to facilitate taking courses relevant to the Ed.D program.

Spring 2015 will be my fifth semester of coursework at ISU. Attached is a tentative timeline of the coursework for the NIC cohort enrolled in the Educational Leadership program. This schedule is intense to coincide with my teaching load of 18 to 21 credits per semester. Taking a semester off from teaching to take more courses and progress the planning and implementation of my doctoral project seems an excellent way to continue my momentum and effectiveness as a teacher and student. Success of the sabbatical would be measured in successful completion of at least 4 courses (12 credits) in the degree program in the Spring 2015 semester.

My intentions for my doctoral degree reflect the three core themes of NIC’s mission. 

**Student Success:** To provide access to an education environment that helps students attain their education goals. Almost 60% of students enrolled at NIC begin in remedial math courses. Our remedial math courses typically have a 50% attrition rate. Many students do not complete their degree program because of these roadblocks. Our remedial math program can be improved to better meet the students’ needs and educational goals. The research I have already read gives valuable information on reform of developmental mathematics programs. Time to research and implement strategies will certainly affect student success at our college.

**Educational Excellence:** To enhance quality educational opportunities which promote student success, teaching excellence, and lifelong learning. This doctoral program on Educational Leadership is causing me to examine effective leadership which in turn generates and values excellence in teaching. I am developing a core team of Math 025 instructors to collaborate and communicate best practices. As I become an effective leader, instructors become more diligent in best practice. Excellence in teaching is one of the most effective ways to impact student success.

**Community Engagement:** To enhance the quality of life for our students and communities. A student’s success in developmental coursework can be a huge boost to student self-efficacy. That momentum will carry students to greater heights in all facets of their lives. Celebrating student success is key in building community and encouraging students to persist in their education. ISU leadership courses promote celebrating success and working to build and strengthen community.
I teach developmental mathematics at NIC. I am coordinator of the Math 025 instructors. Having thorough understanding of effective leadership and education reform is essential in executing my responsibilities at this college. I have had little experience acting in a leadership capacity and understand that effective leadership is a deliberate process. I am also uninformed of much of the research done to advance remedial mathematics reform. Having some understanding of the research results will allow me to better lead reform at NIC. This sabbatical will progress me through the coursework that will develop my sense about leading and reformation. My expertise in these areas will benefit the institution and its constituents. I hope to see measurable results in student success.

The college has an interest in NIC employees completing this doctoral program for the level of expertise and leadership they will provide in the future. The cohort of students enrolled come from several levels of our college community. We are dedicated to NIC and committed to the pursuit of excellence. We will all be greater assets to the college on completion of this degree. Other stakeholders concerned with my specific pursuit of developmental mathematics reform include the entire mathematics department interested in effective teaching and student success at all levels; the State Board of Education with the Complete College Idaho initiative working to expedite students in their pursuit of a college degree; and finally the students themselves who are not interested in taking Math 025 four times before they are successful.

Thank you for this opportunity for improvement and program development. It is important that the college invest in an employee’s quest for excellence.
Name: Cheryl Cunningham

Courses prior to Fall 2013

Courses: 

Fall 2013

Courses: EDLP 7700 Change Strategies
        EDLP 8890 Seminar

Spring 2014

        EDUP 7703 Organization Develop

Summer 2014

Courses: EDUP 7721 Intermediate Stats
        EDUP 7739 Enrollment/Instr. *Cognate*

Fall 2014

Courses: EDUP 7705 Adv. Research Qualitative
        EDUP 7738 Assessmnt Aset

Spring 2015

Courses: EDUP 7732 Leadership Fac. Affairs
        EDUP 7733 Finance
Summer 2015
Courses:  EOLH 7735  CURT  **Elective**  **
          EDLIH 7734  ISSUES

Fall 2015
Courses:  EDLIH 7731  LAW
          EDLIH 7732  CURRICULUM

Spring 2016
Courses:  EDLIH 7730  HISTORY / PHIL
          EDLP 8801  CAPSTONE

Summer 2016
Courses:  EDLIH 7737  PRACTICUM
          **Cognate class TBD**

Fall 2016
Courses:  EDLP 8830  COMPEXAM

Spring 2017
Courses:

Comprehensive Exam Semester:  Fall 2016
Dissertation Defense Semester:  Spring 2018
November 15, 2013

To Whom It May Concern:

This letter is to support Cheryl Cunnington’s request for sabbatical leave for Spring 2015. Cheryl recently began the Educational Leadership doctoral program offered through Idaho State University and would be using her sabbatical to continue her work in this program. She plans to focus her studies on remedial mathematics reform.

Even though she only started the program this fall, she has already discussed with me some of the research and ideas she has come across as part of her class requirements. As a result of this work, she will be piloting a “core team” concept for our Math 025 instructors this coming spring. Cheryl has a passion for effective teaching and student success and I believe her work in this doctoral program will be a significant benefit to the math department as we continue to explore and move forward with our remedial math redesign.

Sincerely,

Angela Earnhart

Division Chair
Math, Computer Science & Engineering
North Idaho College
MEMORANDUM

TO: Sabbatical Committee
FROM: Graydon A. Stanley, Vice President of Student Affairs
DATE: November 15, 2013
SUBJECT: Recommendation of Cheryl Cunnington

It is truly my pleasure to recommend Cheryl Cunnington to you. Cheryl has applied for sabbatical leave during spring semester, 2015 to continue work on her Doctoral degree in Higher Education Leadership from Idaho State University. I have become acquainted with Cheryl over this past year and in my interactions with her, I am consistently impressed with her skills, her abilities, and her character.

I am a student in the doctoral program that Cheryl is enrolled in, so I have been able to directly observe her engagement and interaction with instructors and fellow students. I have also partnered with her on projects to research and present in our classes. Her preparation for class is outstanding and her participation is always thoughtful and insightful. In addition to our coursework, Cheryl and I have many opportunities to discuss policies, practices, and programs at North Idaho College and in higher education, in general. I highly respect her knowledge and experience as a seasoned instructor and have learned much from her. As my background is also in mathematics, we’ve had particularly interesting discussions regarding remediation and sequencing of curriculum. Cheryl demonstrates a strong commitment to her students, to her discipline, and to the institution. I have always found her views and opinions to be well founded and she can support them through her extensive experience.

In addition to her experience in the classroom, I know that Cheryl has participated actively on campus committees regarding enrollment and retention. Cheryl joined the NIC team at a Complete College Idaho training in Boise and shared her expertise there and in subsequent meetings back on campus.

I am most impressed with Cheryl’s passion for her students’ success. She has a reputation for being an outstanding instructor and I’ve encountered many students who credit her for their success in a difficult course. She has a deep commitment to North Idaho College and this community and I believe that her future shows great promise as an educational leader here.

I strongly recommend and endorse Cheryl for approval of her application for sabbatical leave. The investment in her continuing education and the support of her efforts will prove to have many returns for North Idaho College and our students. Please let me know if I can provide any additional information.
Laurie Olson-Horswill
Sabbatical Application, November 2013

Introduction:

The purpose of this sabbatical proposal for 2014-2015, in the words of NIC’s Policy and is Procedure 3.04.08 is “To pursue related research or publication related to the instructor’s teaching area(s).” This sabbatical leave would unite my interests in English and Humanities and would benefit my own professional development and my students’ learning experiences. The following proposal is organized in the order recommended by the Procedure:

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I. Resume ........................................... 2-4
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   B. Goals ....................................... 5-11
   C. Activities and Timeline .................... 11-12
   D. Assessment and Documentation .......... 12
III. Detailed Description ......................... 12-13
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    B. Knowledge in Disciplines ................. 13
    C. Teaching Responsibilities ................. 13
    D. Benefits to NIC ............................ 13
IV. Supportive Documentation ................. 13+
    A. Letter from Sherry Simkins ............. Attached
    B. Letter from Lloyd Duman ................. Attached
    C. Description of Colleague Support ...... 13
I. The applicant's up-to-date resume or CV which includes a summary of his/her relevant professional work and activities.

Laurie Olson-Horswill

Education:

   Doctor of Philosophy in Education with emphasis on English, curriculum and instruction.
Gonzaga University. Spokane, WA. .................................................. Aug. 1996.
   Graduate studies in English, education, and counseling psychology.
   Bachelor of Arts in English, minor in history. Graduated summa cum laude.
   English studies.

Current Experience:


Instructor:


Service and Leadership:

Assistant chair, English department. 2008 - present. Organize program assessment with department professional development and assessment workshops, coordinate hiring process for part-time faculty and assist in hiring process for full-time faculty, observe and work with part-time instructors, represent department on committees, represent department on regional composition discussions with area colleges and universities, assist with curriculum development, assist with curriculum in the humanities and interdisciplinary studies, help with planning and goal-setting, assist with program reviews, facilitate discussions of textbooks and online course development, attend state-wide annual meetings of English department chairs.

Idaho State Board of Education Arts and Humanities Committee. Fall 2013 - present. Participant on state-wide humanities effort to develop state-level outcomes and rubrics for Arts and Humanities.
Curriculum Council Representative. 2011-present and Fall 2004. Represent English, Modern Languages, Interdisciplinary Studies, College Skills (until spring 2013), and Humanities departments. Developed and maintain web sites for communication.
Strategic Plan, General Studies Faculty Representative. Spring 2012. One of two faculty members
appointed to participate in development of NIC’s Strategic Plan.

Humanities and Interdisciplinary Studies combined program review and curriculum coordination, 2011-12. Wrote review and facilitated process for department. Led effort to create new associate’s degree in humanities. Help to coordinate both programs’ curriculum development.

Interdisciplinary studies program chair. 2008 – 2010. With directors and faculty at University of Idaho and Lewis Clark State College in Coeur d’Alene, facilitated development of new curriculum, and associate’s degrees, and bachelor’s degrees.

College Senate Chair, 2009-2010. Managed Senate’s activities and gave monthly reports to Board of Trustees. Coordinated process of revising sensitive faculty-related Tenure, Remediation, Evaluation, Termination, and Reduction in Force policies, working with faculty, staff, administrators, and college attorneys.


Service-learning faculty coordinator. 1998 – 2002. Facilitated program, trained faculty, visited and communicated with community agencies and regional colleges’ service-learning programs, wrote press releases, developed web site, helped to develop two video productions, conducted research to assess service-learning’s impact on students in English, Sociology, and Environmental science, received NIC Foundation grant for collaborative project.

Faculty Instructional Development Council Chair. 2006-2007. Revised professional development policy and facilitated professional development opportunities.

Faculty Assembly, Vice-chair. 2001 – 2002. Participated on faculty executive committee and delivered reports to Board of Trustees.

Committee Member:


Search committee member for Vice President for Instruction. 2007-2008.


Violence in the workplace committee. 1999.


Workshop Leader:

Instructor of Record for NIC and University of Idaho Interdisciplinary and Humanities Seminar for NIC faculty development. Spring 2010.


Co-presented at Spokane Falls Community College on service-learning with Alan Lamb, Jan. 2000.

Co-led General Education Workshop for faculty across the curriculum with Joyce Lider, Spring 2000.
Professional Accomplishments, Publishing, and Conferences:


Attended Writing Program Administration regional conference, Spokane, WA. Fall 2011.


Received Faculty Achievement Award, North Idaho College. May 2003.

Awarded two technology grants for English and Humanities classrooms, funded by the North Idaho College Foundation. Dec. 2002.

Published Article entitled “Writing Groups Online,” in *Teaching English in the Two-Year College*. Fall 2002.


Participated in Conference on College Composition and Communication Special Interest Group panel on service-learning, Chicago, IL. Apr. 1998.

Attended Campus Compact for Community Colleges Conference. Scottsdale, AZ. May 1997.

Relevant Past Experience:

Writing Center Assistant. Summer 1996.

II. A detailed plan of what the applicant proposes to do while on sabbatical leave.

A. One paragraph description of the intended project (abstract).

The focus of this sabbatical proposal is on English and Humanities, the two main departments in which I teach. If I am granted the leave, I intend to spend time creating a number of projects in both written and video form that will benefit my students and help me to expand my knowledge and abilities within these fields. In particular, since the humanities program unites faculty from a range of departments, I would like to assist by helping to preserve its history and clarify its future. In my educational background, teaching, and research, I have always tried to create interdisciplinary connections. For instance, my doctoral work was interdisciplinary, emphasizing English language arts, visual art, service-learning, and human rights; my American literature course online incorporates not only the historical literature but also a consistent backdrop of visual art and music through time; and my composition students conduct field research, including interviews with community members and service-learning when possible, to connect their research and writing to the real world. Consequently, to help me to expand my range of teaching options and to develop my Humanities teaching more specifically, this sabbatical leave will allow me to pull together a range of research and writing activities that will develop resources and materials for a web site, a textbook, and a video that will directly benefit our humanities program and students.

B. Goals and objectives of the leave.

During this sabbatical leave, I plan to create the following online, written, and video projects:

1. A custom textbook for my humanities students and any other instructors’ students.

No truly good Humanities 101 textbook exists for the way that we teach the course at NIC, which integrates a wide range of genres of the humanities, including literature, music, and visual art in various forms, such as poetry, architecture, and theater—all of which change each semester depending on what is happening in our wider community. A few of us instructors use publishers’ textbooks for a solid foundation for teaching the main genres, but they are extremely
expensive (in the $125 range). During the past ten years, the textbook I have used increased in price from around $55.00 to $120.00. I succeeded in reducing the price by customizing and cutting the book in half, using only the chapters we discuss, with the resulting custom text priced at $85.00 in our bookstore. A text used by another instructor is around $130.00, and several other instructors piece together a collection of handouts from various texts, which I have tried, but student evaluations say they prefer a clear foundational text to guide them, since the course covers such an incredible array of areas of study. The Humanities program’s “Five Inquiry Questions” (or IQs) is another resource that has grounded our program for many years, and these IQs are still relevant, but they need to be revised, updated, and made more consistent.

Because I have taught the class for almost ten years and have a good grounding in what students need to learn, along with experience in a range of textbooks, readings, and our department’s resources developed over the years, I have a strong plan for a streamlined and usable custom textbook. The result will be either a paper version (for which I will not receive royalties) that I could enlist a publisher to help to create or else a free online resource that I would create. Before deciding, I plan to investigate the options further, since an English 101 textbook that we developed through a publisher two years ago is successful but more costly that we anticipated. I am leaning toward writing my own chapters and providing changeable links to free online readings and historical resources in the public domain, all of which would be provided online for easy student access and paper savings. The book may also be useful to other instructors, since I would include their recommendations for readings and assignments.

The chapters would include 1) clear explanations of how to approach the humanities genres with terminology and examples, 2) original texts that many of us instructors use, gaining any necessary permissions, 3) free online and public domain resources, and 4) discussion questions and optional assignments.

A section on our region’s history and art will be especially enjoyable to pull together in a clear way. Our Spokane field trip has many good resources (see below), and Coeur d’Alene’s
human right history are both very important to collect and present in a coherent explanation with linked resources. Having time to select, organize, and write about these subjects would be meaningful to me and to students. It may also help to train future instructors to teach in the humanities department.

2. A “virtual field trip” created in online resources and a video.

Every semester for the last twenty years or so, the Humanities classes have traveled to Spokane for an in-person experience of the arts. Spokane’s historic art and architecture become the main focus of the trip, with highlights that include the sculpture walk at Riverfront Park and an organ concert at St. John’s Cathedral. Student evaluations consistently rate this field trip as a meaningful learning experience.

One problem with this trip, however, was illuminated by our last Program Review in 2011, which I coordinated under the guidance of the division chairs at that time, Max Mendez and Lloyd Duman. Our reviewers were Doctors Katherine Aiken, U. of I.’s Dean of the College of Letters, Arts & Social Sciences; Mary Flores, L.C.S.C.’s Division Chair of Humanities and now Dean; and Grant Smith, E.W.U. Professor of English and Humanities Coordinator. As they discussed NIC’s program with a group of our students, they said that students were enthusiastic about the course and the field trip, but in a few instances, students with disabilities had trouble managing the trip’s fast pace or hearing what instructors were saying as we moved from place to place in large groups. Moreover, students wished the field trip was more than one day, since we were rushed to cover such a wide range of experiences.

As a result, the reviewers suggested that we develop some type of “virtual” field trip, both to provide disabled students with experiences that they may be unable to have otherwise and to give supplementary learning activities to the students who attend. This type of project, however, requires serious time to develop. Since then, I have accumulated many photographs and some simple video footage from a few field trips, but assembling them, filming other instructor’s on the trip (when I do not have my own students to teach), interviewing faculty and students, and
creating a video of the experience requires more time than I have available for course preparation. I am capable of creating videos for YouTube or Vimeo, since I have created short films for other uses, but I would need the time.

In addition to images and video, assembling a range of instructors’ resources on the field trip would be useful to all Humanities instructors and students. A one-stop web site, created through Expressions web on NIC’s courses directory (which I have available already for my classes), would be useful to all and could be linked to other instructors’ sections of the class.

3. An online version of Humanities 101.

A natural off-shoot of this process of creating a new textbook and virtual field trip would be to design an online version of the course. I have been teaching online since NIC first began online courses in 1997, and I have developed a number of English courses. In the past, both George Ives and Bob Bennett taught fully-online versions of the Humanities 101, but both said the subject and its highly interactive and experiential nature did not lend itself well to online delivery. In response, Gerard Mathes now offers a hybrid version of the course, which he teaches partly in person and partly online. This option is valuable, but our program reviewers suggested that we try to create a fully online version as well.

With the appropriate resources and our current technological options, an online course may be more possible now than when offered in the past. With more virtual experiences available through online museums and other resources, with Blackboard Collaborate and other interactive software, and with options for attending in-person events within the communities where students live, an online experience could almost live up to the goals of a face-to-face course. Once again, I would need to have time to develop this course, since the range of subjects covered and
expectations for student participation is truly more extensive than developing, for instance, an online version of American Literature.

4. **A consolidated history of the Humanities program and its array of course materials created over the last twenty-some years at NIC.**

Our Humanities program has a rich and deep history, beginning with a group of instructors in the late 1980s from a number of different disciplines who created what they called the "Humanities Network." From these conversations, they wrote and received a significant grant from the National Endowment for the Humanities in 1991, which included an interdisciplinary faculty seminar called the "Faculty Colloquium: On Truth and Knowledge." This event brought together faculty as diverse as Pat Lippert in Philosophy, Gerard Mathes in Music, and Bob Murray in Biology. From this seminar the Humanities program and 101 course were created. Since then, the program has continued the tradition of uniting faculty from a number of departments, blending literature, history, art, music, theater, and philosophy in a range of thematic studies.

Extending the work of the earlier humanities network, to create the interdisciplinary studies program, I was assigned in 2008 by our Vice President for Instruction at the time, Kathy Christie, to be the faculty coordinator for creating an Interdisciplinary Studies program in conversations with leaders at the UI and LCSC in Coeur d'Alene. The result was a three-campus collaboration and bachelor's degree program. I have continued to help with the curriculum of this program and the humanities program in my role as an assistant division chair for English.

These humanities and interdisciplinary studies programs have encouraged the continued practice of promoting faculty professional development to broaden and deepen their thinking.
about connections among disciplines and to study best practices in interdisciplinary teaching and learning. Faculty members have designed faculty seminars in 2001, and 2004, with the most recent in 2010. I facilitated this last seminar as a credit course through UI, which a group of faculty designed and focused on the theme of “Creative Geographies.” Examining our “place” here in this region, faculty from a range of disciplines visited seven different guest speakers, including an architect, a musical composer, a Nez Pierce tribal historian, a geographical information systems specialist, a philosopher, and an interdisciplinary specialist. The faculty participants developed projects that incorporates multidisciplinary ways of teaching and learning. This is the type of professional development experience that inspires instructors to think beyond the boundaries of their subject areas to enrich their classes.

From these experiences and a 2011 program review that combined both departments, I know that it is a challenging process to keep the history of the humanities program alive while at the same time innovating into the future. Since we instructors come from a number of departments on campus, no individual faculty member works full-time in the department, and we often belong to two divisions; as a result, no faculty person is really “in charge,” which is how we want it to be, since the program depends on creative collaboration. Nevertheless, we need to have a way to record our history, discuss our approaches, and plan for the future. I am hoping to consolidate our scattered history, diverse assignments, and collections of ideas for the sake of continuing the program and passing on this group of faculty’s knowledge with a collective vision.

5. A fictional screen play to further my own professional development and writing.

The above plans are all related to my teaching. Beyond these activities, I also need to color outside of the lines, expand my abilities, and practice the subjects that I teach. As a writing teacher, I need to write. As a humanities teacher, I need to have opportunities to explore and to express my own creativity. In addition, I teach my humanities students about film, and they attempt to write short scenes in screenplay form as a group assignment, so I would like to practice what I teach by pushing my own imagination and writing skills in this creative direction.

If granted this sabbatical leave, while working on the other pieces of the project, I plan to learn more about film as literature by writing a draft of a screenplay. Movies are a great way to
communicate and have become the general public’s preferred literature. Most of what I write, on the other hand, tends toward curricular projects, articles for a few journals, campus-oriented products, or grant proposals. In several instances, I have participated in the creative work of writing and producing documentary videos, which I have enjoyed. I would like to explore this interest further, this time drafting a fictional story and screenplay from an idea that I have been constructing in notes over the past few years. It’s a good story that needs to move out of my mind and into words on a page or images on screen. I may not finish it in one semester, but writing a draft will be good progress.

Films combine the genres of the humanities, including stories, visual art, music, theater, and technology in an incredibly challenging art form that will test my mind and wake me up. That’s what a sabbatical should do. We all need professional development to explore the subjects we teach in more depth, passing on our learning to our students.

C. Leave activities and timelines.

I have no preference in which semester I would take a leave, either fall 2014 or spring 2015, although I will lay out the plan as if it were a spring sabbatical. If it were in spring, I would know whether or not the online class would be an option for fall, and my work could spill into the summer.

- **First phase, January**: Collect and organize all Humanities program historical documents and materials. Consult other humanities instructors, past and present, about contributions to the history and to the textbook. Investigate publishers’ options and bids for getting permissions for specific materials, compared with creating a web text resource. Begin writing textbook chapters. As a continuous project, work on screenplay.

- **Second phase, February-April**: Sift through images and video on the field trip, interview faculty on camera, attend Humanities field trip when it occurs that semester with camera in hand to fill in gaps. Collect necessary permissions from those who might appear on the video. Revisit sites as necessary to film each part of the trip. Continue developing textbook and screenplay.
• **Third phase, February-May**: Using materials gathered from the history and for the textbook, develop related pages and activities for an online class. Work on video, textbook, and screenplay.

• **Fourth phase, May and possibly onward**: Refine all projects. By the time I return to campus, the textbook, video, and online materials should be available for my classes. The online version of the class will depend on whether or not we need to offer a section. The screenplay should be drafted, though the creative process is challenging to corral, so I imagine it to be a continuing process that gets a solid start during the leave.

**D. Assessment/documentation methods.**

The method for assessing whether or not I have achieved my goals is whether or not I complete these projects. Since what I intend to accomplish has concrete results, my work will be visible. Mainly, I will pass on what I have created to the humanities department faculty.

**III. A detailed description of:**

**A. How the project contributes to the mission of the college.**

This proposed sabbatical would relate directly to NIC’s Mission Statement, Vision, and Values. At the heart is “student success,” since an inexpensive, clearly-connected textbook, video, and online resource would be designed for students.

Within “educational excellence,” the entire statement is relevant: “High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.” To develop the humanities program and my own teaching and to continue to be a passionate teacher, the time to organize, collaborate, and create would be extremely valuable.

Finally, encouraging “community engagement” and “cultural diversity” are integral, since the humanities is all about raising students’ consciousness about their connections to their world, especially to their region and local community’s history.

**B. The need for new or additional knowledge in the applicant’s field or discipline.**

My own teaching of humanities and writing classes would be inspired by this work. The
longer we teach, the better we may become at some of the complex requirements of our work, and we continue to innovate, but having the time to develop something beyond the ordinary is motivating. The teaching-related products I am planning to create will be practical and will require considerable research, organization, writing, and creativity, and the screenplay will be a way to create something "new" in my field. The humanities as a field is anchored by the arts, so the opportunity to create will be enlightening. In all, investigating the wide range of resources in the humanities and collaborating with department members may result in new energy and a collective vision for our future program.

C. How the project connects to the applicant's teaching responsibilities.

All of my classes will benefit, from Humanities 101 to my composition and literature courses, since I will be practicing what I teach by reading, researching, writing, and creating.

D. How the project benefits the institution.

The direct benefits to the institution are in the consolidated history of the program, the virtual video, the humanities text for students, a potential online course, and a more developed instructor who will pass on the results to students and colleagues.

IV. Supportive documentation:

A. Recommendation from the division chair(s) (attached)

B. A detailed description of colleague and administrative support the project has from others.

Both division chairs and the current faculty members of the humanities department are supportive of this proposal. The faculty have not committed to using the textbook, since no one has seen the results, but they are supportive of my intention and have told me they are ready to share resources. They have also articulated the need for collecting the history and materials of the department for the purpose of preparing new faculty. They are appreciative of the effort to consolidate resource materials for the Spokane field trip. The class requires constant preparation, change, and creative thinking, so we are a group of faculty committed to creative and collaborative teaching.
Date: November 14, 2013

To: Sabbatical Committee

From: Sherry Simkins, Division Chair of Communication, Fine Arts, and Humanities

Re: Laurie Olson-Horswill Recommendation for Sabbatical

It is my honor to write this letter of recommendation for Laurie Olson-Horswill’s sabbatical. Ms. Olson-Horswill is a respected and talented Humanities Instructor in the Communication, Fine Arts, and Humanities Division. In the next few paragraphs, I will outline why she should be awarded a sabbatical and why this proposal will benefit the students, department, division and campus.

Ms. Olson-Horswill has been teaching at NIC for over 15 years. In particular, she has been teaching Humanities classes for 10 years. She is perhaps one of the most engaged and passionate instructors we have on campus. Her dedication to the discipline of Humanities is evident in not only her sabbatical proposal, but her continued commitment to the department. She coordinated the 2011-12 Humanities and Interdisciplinary Program Review, developed Humanities as a program of study/degree emphasis option for students, and organized several Humanities seminars and workshops. This past year she has worked tirelessly as a Humanities General Education Reform representative at the state level. She provides a valued voice of advocacy for all that Humanities encompasses.

I am particularly excited about what this sabbatical would mean to students. Two pieces of this proposal stand out to me as particularly beneficial to that population. Ms. Olson-Horswill’s desire to make HUM 101 an online course would be a tremendous undertaking given the interdisciplinary and ever-changing world of Humanities. An online course would allow students to benefit regardless of their current location. By creating an online course, she would be furthering the college mission of “Student Success,” by providing “access to an education environment that helps students attain their educational goals.” Further, the Humanities fieldtrip to Spokane is an enriching and capstone experience for students which certainly leads to the college mission of educational excellence and community engagement. It would be an injustice to have students not able to fully participate that are limited by physical disabilities. As such, it is paramount that a video tour be developed. A sabbatical is necessary to allow for the quality development of both the online class and video tour.

This sabbatical would most certainly benefit the department and the division. Because of the unique nature of the Humanities department, it is important to record the history. The preservation of the
history will help ensure that the original intent and scope of this department is maintained which is truly interdisciplinary and collaborative. Instructors in this department currently cross two distinct divisions, but this class has the potential to have instructors across all divisions teaching it. Consequently, this also leads to a need for consistency not only in the history but in the classroom. The development of a textbook that fits NIC's unique approach is paramount. As a Division Chair, I envision this textbook as a means of creating a common experience for both instructors and teachers in the discipline.

Laurie Olson-Horswill's sabbatical proposal aligns with the college mission and would allow us to provide a richer experience to students. The outlined activities cannot be accomplished in a timely and quality manner unless she is granted this opportunity for leave. Again, because of the reasons I have stated in this letter I am privileged to be able to recommend without hesitation that Ms. Laurie Olson-Horswill be awarded a sabbatical.

Warm Regards,

Sherry Simkins
Division Chair
Communication, Fine Arts, and Humanities
November 13, 2013

Sabbatical Review Committee
North Idaho College
1000 W. Garden Ave
Coeur, d’ Alene, ID 83814

Re: Recommendation for a Sabbatical for Laurie Olson-Horswill

Dear Review Committee,

I strongly support Laurie Olson-Horswill’s request for a sabbatical for the 2014 – 15 academic year.

Laurie has taught full-time at North Idaho College for seventeen years. She is our Assistant Chair, directing the composition program; she teaches composition, literature, and humanities, both online and face-to-face. She also spends time consulting in our Writing Center.

As you can see from her proposal, Laurie is interested in working on several projects for humanities, namely a custom text and an online Humanities 101 course.

I believe Laurie’s experience teaching humanities and on-line courses will be particularly useful in that she has the technical knowledge to both find and use the most up-to-date resources in order to complete these projects.

Thank you for offering such opportunities for our faculty.

Sincerely,

Lloyd Duman, Chair
English, Modern Languages, and Interdisciplinary Studies
(208) 769-7713
Alan Lamb – Fall 2014 Sabbatical Leave Proposal

Sustainability in the Curriculum
ALAN LAMB

Fall 2013

Home Mailing Address:  
P.O. Box 622  
Sandpoint, ID 83864  
Tel. 208-661-5010

Professional Address:  
North Idaho College  
1000 W. Garden Ave.  
Coeur d'Alene, ID 83814  
Tel. 208-769-3453

EDUCATION:

1987 to 1991. Ph.D.—ABD (Sociology), Washington State University WA. ABD status obtained Spring 1989 (tested areas were Social Organization and Environmental Sociology). Dissertation remains incomplete.

1987. MA (Sociology) magna cum laude, Humboldt State University CA. Thesis: "Environmental Sociology: Paradigmatic Subservience and Its Future."

1980. BA (Anthropology, minor in Native American studies), Humboldt State University CA.

ADDITIONAL CERTIFICATION/TRAINING/EDUCATION:

Fall 2013. Introduction to CERT (Community Emergency Response Teams) training.

Fall 2013. Blackboard Collaborate for "Live-Online" Instruction workshop.


Spring 2012. Completed Blackboard Learn online learning training, North Idaho College

Fall 2012. Completed Blackboard Learn online learning training, Lewis-Clark State College

Spring 2009. Completed Angel Online Learning platform training to be a faculty mentor on NIC’s transition from WebCT to Angel


Spring 2004. Attended Chair Academy
Spring 2002. Attended Chair Academy

Spring 2000. Attended Chair Academy

Fall 1997. Outcomes assessment training at NIC.

Fall 1997. "Oral History and Story Telling" 4 credit graduate anthropology course from the University of Idaho

Summer 1997. Visited a number of archaeological sites in Saudi Arabia. Met with anthropology faculty at the University of Ryadh.

Fall 1998. Started first online class at NIC using WebCT.

Spring 1998. Completed training for teaching online classes (grant funded for both NIC and LCSC).


Spring 1996. "Comparative Religions" and "Native Peoples of the Pacific Northwest" graduate Anthropology courses from the University of Idaho.

Spring 1992. Completed Red Cross training to be a HIV/AIDS educator.

Summer 1987. Visited numerous archaeological sites in Egypt.

Fall 1986. Assisted in site excavation near Vancouver, British Columbia (volunteer capacity).


**TEACHING/PROFESSIONAL EXPERIENCE:**

Spring 1995 to present. Instructor of Anthropology/Sociology, North Idaho College. Courses taught: Introduction to Sociology; Introduction to Social Problems; Cultural Diversity; Introduction to Social and Cultural Anthropology; Introduction to Physical Anthropology; Introduction to Archaeology and World Prehistory; Native People of North America; Society and Technology; The Canyon Classroom; Introduction to American Indian Studies.

Spring 1998 to present. Adjunct faculty with Lewis-Clark State College. Courses taught include Wilderness: Values and Research Methods.
July 2006 to June 2007. North Idaho College Outreach Coordinator, co-director of dual credit.


Spring 1993 to March 1994, part-time consultant to the State of Alaska, Division of Family and Youth Services, duties include statistical analysis of disproportionate incarceration of minority youth, particularly Native Alaskan/Native American youth, reports to committee on Juvenile Justice Prevention.

Fall 1993. Instructor, Research Methods. Taught a student independently under a contract with Antioch University, Ohio.

Fall 1991 to May 1994. Assistant Professor of Sociology, University of Alaska Southeast. Courses taught: Introduction to Sociology; Social Problems; The Family; Social Psychology; American Minority Groups; Introduction to Research Methods; Statistics for the Social Sciences; Communities; Environmental Sociology; Sociology of Religion; Theories of Sociology; and Service-Learning courses.

Summer 1991. Instructor, Antioch University (through Heritage Institute, Washington State). Courses taught: Small Towns in America; and Environmental Problems of the Pacific Northwest.


Spring 1988 to Fall 1990. Research associate with the Rural Economic Assistance Project through the Washington State University Cooperative Extension Service. A joint project in association with the Partnership for Rural Improvement and the Washington State Department of Community Development, we primarily worked in 5 economically depressed rural communities in various Washington state locations. My responsibilities included creating survey questionnaires, directing surveys, conducting interviews, analysis of data, writing of research reports, and project evaluations.


**Teaching Interests:**

I have a broad range of teaching interests including the areas of social organization (both complex and community studies), environmental sociology/human ecology, Native People of North America, general anthropology and sociology, contemporary social problems, research methods, race and ethnic relations (particularly Native-American studies), and service-learning. I can also teach in the areas of family, religion, society and technology, urban sociology, demography, social psychology, theory and statistics. I am a dedicated teacher and enjoy teaching.

**Community/University Service:**

Fall 2013. Member of Teaching Focus Policy Review Committee

Fall 2013. Chaired Grievance Committee

Fall 2012 to present. FET faculty mentor for Maureen Steinel, Sociology.

Fall 2012 to present. FET faculty mentor for Brad Codr, Anthropology.

Fall 2012 to present. Member of Diversity Steering Committee

Fall 2012 to present. Chair of American Indian Advisory Committee

Fall 2008 to Spring 2012. FET faculty mentor for Kathy Lewis, American Indian Studies.

Fall 2008 to Spring 2012. FET member for John Trombold, English

Fall 2008 to Spring 2012. Chair of the Diversity and Human Rights Steering Committee, North Idaho College.

Fall 2007 to present. Co-chair of the 9 Point Agreement Committee (between the Coeur d’Alene Tribe and North Idaho College), North Idaho College

Fall 2008 to Spring 2011. Program committee member with the Human Rights Education Institute in Coeur d’Alene.

Spring 2008 to Spring 2012. Chair of the NIC Diversity and Human Rights Steering Committee.

Spring 2008 to Fall 2008. North Idaho Colleges academic representative on 5 college/university Memorandum of Understanding regarding working with American Indian higher
education issues (institutions included North Idaho College, Northwest Indian College, Lewis-Clark State College, University of Idaho, and Washington State University. Member of the Native American Collaborations Committee.

Spring 2005. NIC Hybrid Course Committee.

Spring 2004 to present. NIC representative for Associate Trainer/University Partner foster care pre-adoption training grant.

Fall 2002 to Fall 2007. Member of NIC Outcomes Assessment Committee

Fall 2001 to present. Member of NIC Flexible/Modular Contract Committee

Fall 2001. Served on joint NIC-LCSC committee to hire a shared NIC-LCSC social work instructor.

Spring 2001 to Spring 2003. Member of the Accreditation Executive Committee for North Idaho College. Duties included leading the development of the faculty standard report, helping edit all accreditation standard reports and overall accreditation document with other Accreditation Executive Team members.


Summer 2000 to Spring 2001. Served on the NIC Vice-President for Student Services hiring committee.

Fall 2000 to present. Member of NIC Diversity and Human Rights Steering Committee (formally NIC Diversity Committee). Currently Chair of this committee.

Fall 1999 to present. Chaired numerous NIC full-time faculty hiring committees for Social and Behavioral Sciences Division.

Fall 1999 to Spring 2000. Member of NIC/Coeur d'Alene Tribe Longhouse Cultural Center Committee.

Fall 1999 to present. Member of NIC/Coeur d'Alene Tribe Story Tour Committee.

Fall 1999 to Summer 2006. Member of NIC Instructional Council.

Fall 1999 to Spring 2004. Member of the NIC Strategic Planning Committee.

Fall 1999 to Spring 2002. Member of NIC Curriculum Council

Fall 1998 to Spring 1999. Vice-Chair NIC Faculty Assembly

Fall 1997 to Spring 1998. Member of the NIC Diversity Events Committee
Fall 1997. In conjunction with North Idaho College and the Museum of North Idaho, hosted and assisted in getting funds for Honoria for lecture panel series presented by the Coeur d'Alene tribe.

Fall 1997. Popcorn Forum presentation to eighth and eleventh grade students and NIC Public Forum TV program. Character role-played Ben Franklin at the constitutional convention of 1787.

Fall 1997, developed survey to assess where North Idaho faculty are at in terms of incorporating North Idaho College's general education abilities into their courses.


Spring 1997 to Fall 1997. Service Learning Faculty Liaison.

Fall 1996 to Fall 1999. Service Learning Advisory Committee.

Spring 1996 to present. American Indian Studies Program Advisory Committee (previously called Native American Advisory Committee).

Spring 1996. Served on committee to hire new North Idaho College library director.


Fall 1993 to May 1994. Co-director, UAServe Service-Learning Center. During this time I have worked with Joan Ennis (student and key player in getting service-learning established at UAS) and Bruce Gifford (Regional Director of Student Services) on trying to formally establish "service-learning" at UAS. Beginning Spring 1994, UAServe, the University of Alaska Southeast Service-Learning Center, was officially given office space to begin operations. At that time, I served as one of the co-directors of UAServe. Students in my Spring 1994 communities class worked with various agencies and programs, assisting them in looking at their service-learning potential. I am committed to the education of students, and feel service-learning to be an exciting new pedagogy for enhancing students' education while acquiring practical experience.

Fall 1993. Helped coordinate 2 community-wide meetings on service-learning and volunteerism. One, a workshop, was attended by 35 local agencies and organizations.

Fall 1993 to May 1994. Advisory Board of ALHIV. American Red Cross training as
HIV/AIDS/STD educator. Have given presentations to S.A.G.A. (Southeast Alaska Guidance Association/SeIVe Alaska Youth Corp) and University of Alaska Southeast Students.

Fall 1993 to May 1994. Advisor, Wooch Een (Native American Student's Club). Assisted the club in sponsoring a Totem Pole raising at the University. This event was attended by elders from many Southeast Alaska native communities.

Fall 1993. Moderator of panel discussion on enhancing multi-cultural diversity at the University.

Fall 1993. Moderator for discussion on service-learning at the 1993 University of Alaska Southeast Faculty Convocation.

Fall 1993. Service on committee to hire new computing center director.

Spring 1993 through Summer 1993. Served on committee to evaluate UAS's paralegal program. Part of my duties included providing data on student job success by surveying paralegal program graduates from the past 7 years. I then analyzed the data and aided in evaluation of the program.


Fall 1992. Moderated discussion with Russian Sociologist on problems facing the indigenous peoples of North Russia.

Fall 1991 to Spring 1992. Writing Across the Curriculum committee; Bachelors of Liberal Arts Laws committee; Graduate Student committee.

Spring 1990. Attended a 2-day workshop on 'Integrating Critical Thinking in the Curriculum' featuring Dr. Lucy Cromwell of Alverno College at Wright State University in Ohio.

Awards/Certificates:


May 2005. Certificate of Appreciation for 10 years of service at NIC.

May 2000. Certificate of Appreciation for 5 years of service at NIC.


April 2000. Service-Learning Regional Recognition Event Outstanding Faculty Award.

May 1999. NIC Faculty Achievement Award.

Alan Lamb – Fall 2014 Sabbatical Leave Proposal

Sustainability in the Curriculum

Abstract:

In the spring of 2012 I attended a sustainability conference in Spokane. This energized me to get back to the “roots” of my graduate training dealing with Environmental Sociology, including environmental awareness and sustainability issues. Strengthening my decision to do this, the most recent Chair Academy Conference had sustainability as its focus (“Sustainability Through Leadership”), indicating that it is an issue of national importance in higher education. Since then, I and others in our department have incorporated sustainability into our Introduction to Sociology (Soc 101) curriculum. However, in the process of incorporating sustainability into my Soc 101 curriculum, I have discovered that the available readers in sustainability are not as useful for sociology courses as I would like them to be. A discussion with my other full-time sociology colleagues revealed that they too felt the same way about the reader we had chosen even though it was the best we could find. For these reasons, I propose a sabbatical putting together a “Sociology Sustainability Reader” geared toward our sociology courses and the creation of a “Sustainability in the Curriculum” website as a resource for faculty. The reader would include ideas for incorporating materials into the curriculum through various stages of the course and sample lesson plans. In addition, I see applicability to other sociology courses including Social Problems (Soc 102), Cultural Diversity (Soc 103), and Race and Ethnic Relations (Soc 251), with additional curriculum suggestions and lesson plans for these courses. My full-time sociology colleagues support me in this endeavor as they also see a need. Ultimately, the goal is to get the reader published for use by colleagues in other institutions as well as our own.

Goals and Objectives of Leave:

(1) Engage in productive dialogue with colleagues both at NIC and other institutions regarding “best practices” for incorporating sustainability into the sociology curriculum and the development of sample lesson plans.

(2) Research and collect readings appropriate to a sociology sustainability curriculum.

(3) Develop sustainability curriculum for Introduction to Sociology courses, following the typical development of ideas, content, and materials of a traditional Introduction to Sociology course.

(4) Develop sustainability curriculum for additional sociology courses and potentially for other social science courses as well.

(5) Publish a “Sociology Sustainability Reader.”
(6) Design and author a corresponding website entitled “Sustainability in the Curriculum” which will feature discipline-specific models of sustainability, including examples and professional development resources, the first of which will be sociology.

Leave Activities and Timelines:

*Late August and September 2014:* Visit with my colleagues at North Idaho College, Lewis-Clark State College, the University of Idaho, Spokane Falls Community College, Gonzaga, and other institutions, discussing sustainability in the sociology curriculum, brainstorming ideas, curriculum, sample lesson plans and collecting ideas on what are felt to be good articles for a reader.

*Late September:* Discuss publishing options with different publishers, including soliciting information regarding their requirements/interest in publishing the reader/etc.

*October:* Research and collect readings appropriate to a sociology sustainability curriculum, soliciting permission to use them in an edited collection.

*November:* Put together the reader, including articles, curriculum, and sample lesson plans.

*Late November and early December:* Have a finished reader, share with colleagues for feedback and suggestions. Begin work on a college website for Sustainability in the Curriculum.

*Late December:* Start the publishing process.

*Late December and early January:* Have a working website.

Assessment/Documentation Methods:

(1) The finished product of a Sociology Sustainability Reader.

(2) An up and running college Sustainability in the Curriculum website.

(3) Feedback from colleagues on the reader.

(4) Review the efficacy of incorporating sustainability into the curriculum through student, course and program review evaluations.

Contribution to the Mission of the College.

The proposed sabbatical fits in quite well with North Idaho College’s value of Stewardship and the promotion of a sustainable future. The topic of sustainability is a national and international focus and it is important to begin engaging our students in the dialogue. In addition, as indicated in last year’s Chair Academy Conference, this is something that all institutions of higher education need to be working on now, not in the future.
New or Additional Knowledge in Field:

Meeting with colleagues from this institution and different institutions and discussing sustainability in the curriculum is a learning opportunity for me as well as for my colleagues. This could start an open dialogue on sustainability between different colleges, further educating faculty, staff, and students on sustainability and its importance.

Sustainability articles, curriculum development, and the development of sample lesson plans will contribute to my knowledge on sustainability and to the collective knowledge of peers in the social sciences at NIC. Extending my research into other social sciences will further that knowledge, maximizing the benefit by sharing it with even more students.

Connection to Teaching Responsibilities:

My proposed project has a direct connection to teaching because it is intended for incorporation of sustainability curriculum into Introduction to Sociology and potentially other courses throughout the semester.

Benefits to the Institution:

The most obvious benefit is facilitating the addition of sustainability into the curriculum, leading North Idaho College into the forefront of national efforts in Higher Education across the nation. The “Sociology Sustainability Reader” will provide a model for all sociology instructors for consistently incorporating sustainability into their curriculum. In addition, this will help ease the transition into incorporating sustainability into the curriculum for new faculty and will assist adjunct instructors in teaching sustainability consistent with what is being taught by full-time instructors.

Other Considerations:

Costs:

Gas spent on going to other institutions and occasional lodging and food costs, which I will be fully paying for.

Other than paper and time, I don’t anticipate any other substantial costs.

Support of Proposal by Others in Department:

See attached documents indicating support.
To the North Idaho College Sabbatical Committee,

Alan Lamb has applied for sabbatical leave for the fall of 2014 to create sociology curriculum around the topic of sustainability. Alan’s proposal is both timely and ambitious and reflects significant work that sits outside the scope of typical curriculum development work conducted by faculty at NIC. The issue of sustainability is a critical and relevant topic for students, our community and our nation and Alan’s vision of creating a sociology reader and website would create a framework for instructors and students to engage in dialogue and research around this important topic.

I wholeheartedly support Alan’s request for a sabbatical leave and am genuinely excited about the many potential uses of his proposal. I am especially enthusiastic about the regional approach he is suggesting in working with other institutions of higher education, and can see how NIC could emerge as leader in our area.

Sincerely,

Carol Keogh Lindsay
Chair, Social and Behavioral Science Division
North Idaho College
To The Sabbatical Leave Committee,

I am writing this letter in support of the proposed sabbatical leave by my colleague, Alan Lamb. As a full-time Sociology Instructor at North Idaho College, I realize the importance of incorporating a sustainability component into the courses I teach. I have been actively searching for appropriate sustainability materials to implement into my courses. This is quite challenging as there are not many options available through publishers to choose from.

Alan continuously exhibits expert knowledge on the subject of sustainability. I fully support his sabbatical to complete a sustainability reader which I will incorporate into my Sociology courses at NIC. Moreover, the topic of sustainability is not only appropriate in Sociology courses, but is practical in a wide variety of disciplines such as Business, Engineering, and so forth. A comprehensive reader published by a fellow faculty member will only enhance the opportunity for students to learn more about this subject.

Finally, part of Alan's proposed plan for sabbatical is to create a sustainability curriculum development website for faculty to utilize. This provides faculty with an excellent opportunity to learn more about the topic to incorporate into course material. I am especially excited about this idea as part of my future professional development.

Please feel free to contact me if you have any questions.

Sincerely,

Maureen Steinel
Sociology Instructor
North Idaho College
1000 West Garden Avenue
Coeur d'Alene, ID 83814
208-769-3314
Sabbatical Leave Committee:

I am writing this in support of Alan Lamb's request for sabbatical leave in fall 2014. I am certain that this leave will benefit the Sociology department immensely. The goal of writing and putting together a sustainability reader that incorporates into the sociology curriculum directly will not only benefit the faculty, but also, the students as we incorporate the ideologies of sustainability and the social world as being tied together inextricably. Our environment is part of us and we a part of it and I believe Alan's goal to put a reader together that will closely link that to our classes in sociology will be of great benefit.

Sincerely,

Jakki East-Peters
Sociology instructor
North Idaho College
SUBJECT
Revised Faculty Employment Policy #3.02.08 & Transfer of Credit Policy #5.04.06.01

BACKGROUND
Faculty Employment:
Consistent with the comprehensive review of college policies, policy #3.02.08 has been reviewed and revised. The revisions were minor, editorial changes; there were no substantive changes to the policy. The policy changes have been reviewed and endorsed by Faculty Assembly, the College Senate and President’s Cabinet and are now being presented to the board of trustees for approval.

Transfer of Credit:
During the recent Northwest Commission on Colleges and Universities (NWCCU) accreditation site visit, North Idaho College received the following recommendation: “The evaluation committee recommends that the institution develop, publish widely, and follow an effective and clearly stated transfer-of-credit policy that maintains integrity of programs while facilitating efficient mobility of students between institutions when completing the educational programs.” The recommendation addressed Standards 2.A.14 and 2.A.16. The policy being presented at this time was written to comply with the recommendation and to provide students with a clear understanding of how transfer credits are received at North Idaho College.

DISCUSSION
These policies have been reviewed and endorsed by the college Senate and President’s Cabinet and are now presented to the board of trustees for a first reading.

FINANCIAL IMPACT
There is no financial impact to the institution.

REQUESTED BOARD ACTION
This is a first reading and no action is required at this time.

Prepared by
Lita A. Burns
Vice President for Instruction
Policy Narrative

North Idaho College is proud of its faculty and the accomplishments of its graduates. A quality education for North Idaho College students requires that faculty be well prepared. To qualify for employment at North Idaho College normally requires a master's degree in the academic subject matter for which the faculty opening exists. In exceptional circumstances a faculty member may be employed on a probationary basis without a master's degree in his/her academic subject matter area, but will be required to make substantive progress toward its completion during each year of the probationary period.

No faculty member teaching in an academic subject matter area (non-vocational/technical programs) may be granted tenure or tenure renewal without having earned from an accredited institution, a master's degree from an accredited institution in the subject matter area for which he/she has primary instructional responsibilities. An instructor with demonstrated academic or professional competencies in a subject matter area other than the one in which he/she has a graduate major may teach in that area as a secondary instructional responsibility, but should not assume primary instructional responsibilities unless or until fifteen (quarter) graduate credits or ten (semester) graduate credits have been earned in that subject area. Qualifications for vocational faculty appointment are defined in the current Idaho State Plan for Vocational Education.
Policy Narrative

North Idaho College may consider accepting transfer credits if the credits earned for coursework were completed at colleges and universities accredited by the following regional accrediting agencies: New England Association of Schools and Colleges; Middle States Commission on Higher Education; North Central Association of Colleges and Schools; Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools; and/or Western Association of Schools and Colleges.

The Admissions Office is responsible for determining transfer course equivalencies according to the accompanying procedures. North Idaho College reserves the right to accept or reject credits earned at other institutions of higher education.
**SUBJECT**
College Policy Revisions

**BACKGROUND**
As part of a thorough review of college policies begun this past fall, President’s Cabinet and Senate have collaboratively developed and approved revisions to Admissions Policy #5.01 and Policy #6.01 Employee Use of Facilities and Equipment. The revisions in both policies were made to ensure alignment of policy and practice and require approval of the board of trustees.

Revisions to Policy #6.01 Employee Use of Facilities and Equipment were made primarily to address the use of mobile and portable electronics and the use of equipment in preparation for college utilization.

Revisions to Admissions Policy #5.01 address changes made at the federal and state levels with regard to the acceptance of home school transcripts verifying the students’ graduation. The policy also addresses the federal change in Ability to Benefit.

**FINANCIAL IMPACT**
None.

**REQUESTED BOARD ACTION**
This is a first reading and no action is required at this time.

Prepared by
Graydon Stanley
Vice President for Student Services
POLICY

Policy Narrative [Page 1 of 2]

EQUIPMENT

The personal use of college equipment by employees is not allowed only in the following circumstances:

1. Exceptions to this policy: Equipment that is purchased and/or maintained by the college for the purpose of rental to students, employees and the community may be used accordingly.

2. Personal electronics that are issued to an employee under the expectation that the equipment will remain in the employee’s possession for an extended time (e.g., office computers or computing equipment, office telephones, laptop computers, cell phones, etc.) will be primarily used for college business, but incidental and occasional personal use is allowable when such use is not in violation of other pertinent NIC policies (e.g., policies on computer use and electronic mail) and does not interfere with college business.

3. Other equipment may be used by employees when necessary to prepare for their college duties after obtaining permission of the appropriate supervisor, supervising President’s Cabinet member and the completion of a check-out receipt. The extended temporary use or storage of college-such equipment off campus will be allowed with the
supervisor’s supervising President’s Cabinet member’s permission. Written notification of such use or storage shall be given to the business office.

FACILITIES

Facility use must be coordinated with the appropriate person or committee responsible for facility scheduling. When facilities are used for personal business, employees must pay the appropriate rental fee. Facilities use shall in no way interfere with regular college business. Facilities may not be used for the permanent or continuous storage of personal property not used for official college business. Any property continuously in or on college property (excepting personal items within the employee’s workspace) is presumed to be college property unless marked PERSONAL PROPERTY OF. College insurance does not cover personal property kept in or on college property.
North Idaho College accepts any student meeting minimum qualifications who can benefit from the credit-granting programs offered by the college. Eligibility and admissions requirements for all degrees are published in the college catalog.

**DEFINITIONS**

**A. Degree-Seeking/Certificate-Seeking Students** (matriculated students)

An official transcript diploma from an accredited high school or home school showing the date of graduation or a GED is required to gain admission to the college as a degree seeking student.

**B. Non-High School Graduates** (matriculated students)

A non-high school graduate (or a student who graduated from a non-accredited high school or home school) may be admitted as a regular matriculating student...
upon passing the high school level General Education Development (GED) tests or scoring at the ability to benefit levels on the COMPASS assessment test. Score minimums are determined by the State Board of Education and are listed in the current college catalog.

C. **Non-Degree/Non-Certificate Students** (non-matriculated students)
As an alternative education path for those who choose not to progress towards a degree, students may enroll in courses for their personal enrichment. Applicants under the age of 16 may contact the Admissions Office for special admissions consideration.

D. **Dual Enrollment Students**
The Dual Enrollment program is available to academically-prepared students who are at least 16 years of age, have completed at least 50% of their high school requirements, and would like to complete courses at NIC concurrently. Eligibility requirements are published in the NIC college's catalog.

E. **International Students**
North Idaho College welcomes the enrollment of qualified international students. The college encourages meaningful participation in the education, social, and cultural activities of the local community. Therefore, the college reserves the right to limit the number of students admitted from any one foreign country to allow for a diversified student body.

F. **Senior Citizens**
Applicants 60 years of age or older, not seeking a degree or certificate, will be classified as senior citizens and may enroll in NIC credit courses at a discounted rate. The rate is published in the NIC catalog. Special fees will be charged at full price.

Procedural note: Current admissions procedures are updated and published in the college catalog.
SUBJECT
Idaho Community College Consortium Mission Statement and Values

BACKGROUND
In 2011, Idaho’s three community colleges formed a consortium made up of the board chairs and presidents of each of the three institutions. As they strive to work in a united effort to meet the educational needs throughout the state, it was determined that having a unified voice and a statewide mission is important.

In order to develop an appropriate statewide mission for the community colleges, an internet search was conducted of all 50 states to survey their community college missions. In addition, the missions of the three Idaho community colleges were reviewed as were those of the American Association of Community Colleges (AACC) and the Association of Community College Trustees (ACCT).

FINANCIAL IMPACT
There is no financial impact to the college.

REQUESTED BOARD ACTION
Request the board of trustees approve the mission statement and values presented at attachment A in order for the ICCC to formally adopt them at the statewide level.

Prepared by
Joe Dunlap, Ed.D., President
Idaho Community College Consortium Mission Statement and Values

March 2014

Mission Statement for the Idaho Community College Consortium:

The Community College Trustees of Idaho will cooperate in promoting, representing, supporting, and serving the community colleges to ensure the highest quality of education and training to students and the communities they serve.

Values Statements for the Idaho Community College Consortium:

The Community College Trustees of Idaho will:

- Continually strive for a common community college voice while preserving local autonomy;
- Demonstrate cooperation;
- Promote student access;
- Promote and measure student success;
- Be fiscally responsible;
- Proactively and responsively provide high quality educational and training programs;
- Proactively and responsively develop economic and workforce opportunities;
- Promote the role and mission of community colleges; and
- Embrace diversity.