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)

6:00 p.m. Lake Coeur d’Alene Room
**RECONVENE BOARD MEETING**

**CALL TO ORDER**
- Pledge of Allegiance
- Verification of Quorum/Introduction of Guests
- Review Minutes
- Public Comment**
- Celebrating Success: Faculty Sabbatical Report (7 minutes)

**CONSTITUENT REPORTS**
- ASNIC (5 minutes) Richard Fortman
- Staff Assembly (5 minutes) Carol Jones
- Faculty Assembly (5 minutes) Erin Davis
- Senate (5 minutes) Chantel Black

**PRESIDENT’S REPORT** (10 minutes) Joe Dunlap

**OLD BUSINESS**
None.

**NEW BUSINESS** (20 minutes)
- Tab 1: ACTION: Appoint Clerk of Election Chris Martin
- Tab 2: ACTION: Request NIC Foundation Initiate a Capital Campaign to Augment Capital Reserve Fund Joe Dunlap
- Tab 3: First Reading: Revised Employment Policies Laura Hill
- Tab 4: First Reading: Revised Instructional Policies Lita Burns
- Tab 5: First Reading: Revised Administrative Policies Mark Browning
- Discuss Invoking Prayer at Board Meetings (5 minutes) Todd Banducci
INFORMATION ITEMS

Tab 6: NIC’s Annual Employee Training Program (EDGE) (10 minutes) Laura Hill/Erin Norvell
Tab 7: Community College Survey of Student Engagement (10 minutes) Graydon Stanley/Kylene Lloyd
Tab 8: CTE Facility Roundtable Meeting Report Chris Martin/Jim Coleman

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:

NIC Board Executive Session & Meeting September 24 – SUB – DRIFTWOOD BAY ROOM
NIC Board Executive Session & Meeting October 21 – SUB – LAKE CD’A ROOM
ACCT Annual Congress October 22-25 – Chicago
NIC Foundation Scholarship Celebration November 13 6 p.m. - SUB
NIC Board Executive Session & Meeting November 19 – SUB – LAKE CD’A ROOM
NIC Board Executive Session & Meeting December 16 – SUB – DRIFTWOOD BAY ROOM
Idaho State Board of Education Meeting December 17-18 – SUB (Dinner hosted by NIC evening of Dec 17)
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  
          Christie Wood  
          Ron Nilson

EXECUTIVE SESSION
Motion was made by Trustee Wood, seconded by Trustee Nilson, 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
    Christie Wood aye
    Ron Nilson    aye

At 6:40 p.m., a motion was made by Trustee Wood to return to open session and seconded by Trustee Meyer. Chair Howard adjourned the meeting.

____________________________  ______________________________
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
          Christie Wood
          Ron Nilson

EXECUTIVE SESSION
Motion was made by Trustee Meyer, 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
    Christie Wood aye
    Ron Nilson    aye

At 5:55 p.m., a motion was made by Trustee Nilson to return to open session and seconded by Trustee Meyer. Chair Howard adjourned the meeting.

CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Howard called the meeting to order at 6:10 p.m. and verified that a quorum was present.

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

Also present: Joe Dunlap, President
              Marc Lyons, Attorney for North Idaho College
              Mark Browning, Vice President for Community Relations and Marketing
              Lita Burns, Vice President for Instruction
              Graydon Stanley, Vice President for Student Services
              Sarah Garcia, NIC Controller & acting Vice President for Finance and Business Affairs

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 workshop held on May 27, 2014 and the meeting held on May 28, 2014. There being none, the minutes were accepted, as presented.

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

PRESIDENT’S REPORT
Dr. Dunlap stated that he would forego his report, in light of the potential for meeting duration.

NEW BUSINESS
President’s Contract:
Chair Howard commented that the board had had the opportunity to review the president’s contract for 2014-15 and discuss it with the president and he requested a motion to approve. Trustee Wood expressed appreciation for Dr. Dunlap’s leadership and his ability to hire an effective leadership team and she made a motion to extend Dr. Dunlap’s contract. The motion, seconded by Trustee Meyer carried with four votes in favor and one opposed.

4th of July Events/Parking:
Vice President Graydon Stanley recapped recent discussions regarding opportunities to partner with the chamber of commerce to provide event parking with opportunities for a revenue sharing. He added that the proposal for the 4th of July came too late for the college to negotiate, however the college is interested in pursuing other opportunities such as Art on the Green in August. He continued to state that the college is interested in managing event parking, in its entirety, as a way to generate revenue.

There was some discussion about the short notice on these types of requests and Chair Howard expressed his hope that, in the future, requests and their detail come to the college sooner, in order for the board to make more timely decisions about these opportunities.

Trustee Wood made a motion to refer requests for event parking to the administration to manage. The motion, seconded by Trustee Meyer, carried unanimously.

OLD BUSINESS
Career Technical Education Facility:
Chair Howard expressed his wish that the discussion on a Career Technical Educational facility work in order of location or site, first, the amount that the board would authorize the administration to spend, second, and financing methods, third. He went on to ask Dave Teater to report his findings on the Jacklin Land site.

Mr. Teater referred to the draft statement he had provided the board and he went on to report that the evaluation of the Jacklin Land shows that the site could be an alternative if the board decides not to permanently place a facility. He went on to state that the site does not provide any cost savings over the other sites his team had evaluated. He added that Jacklin has also offered facilities for storage or for student services.

At this time, each of the board members offered comment on the various sites being evaluated for the college’s career technical facility.

Trustee Nilson offered comment in support of the property on the Rathdrum Prairie near KTEC, including cost savings realized as a result of the willingness of the city of Rathdrum to waive impact fees and the potential for cost savings realized by resource sharing with KTEC.

Trustee Meyer began by thanking KTEC for what they have done and she expressed her concern for the age of the Jacklin facility. She went on to review her ranking of each of the sites under evaluation in
consideration of student success, including the appropriate mix of students, access to student resources, best persistence rates, best synergy with other college opportunities such as UI and LCSC, best synergy with KTEC as a feeder school for NIC programs, and best cross utilization of KTEC equipment. She went on to review her rankings in consideration of costs, including capital costs for student services facilities, operating costs, IT and technical support, classroom cross utilization, value to taxpayers and basic building costs. She finished by expressing her support of building the facility on the college’s main campus.

Trustee Wood commented on the relationship between the college and KTEC, pointing out that the college wasn’t included in the process undertaken to build KTEC and she expressed her hope for improvement in that relationship. She expressed her intrigue with the options for funding and the potential for a united front with the three school districts involved in KTEC, those cities and the legislature and she added her hope to eventually get student services collocated on the prairie property. She went on to express her concern with locating technical programs on the main campus and the college being land locked and she added that the college hadn’t involved the Fort Ground Homeowners Association in discussions about locating the facility on the main campus. She closed her comments in support of locating the facility on the prairie property.

Trustee Banducci asked Trustee Nilson to clarify that the KTEC Board will allow a board member from NIC a voting position on their board. Trustee Nilson responded that the item would be before the KTEC board at their next meeting.

Banducci went on to discuss the success of the college’s current off-site programs such as OPRV and he expressed his concern with the lack of space for a facility on the main campus. He stated that KTEC provides the opportunity for sharing resources and he expressed that technology is already in place at Riverbend as well as the availability of nearby classroom space. He added that he feels that KTEC has the most potential for corporate participation and that the site is not as remote as many believe. He closed by stating that his first choice is the KTEC site followed by Riverbend and the main campus.

Chair Howard expressed his concern with the historic divisions between the college’s technical and academic programs, adding that the college has fought hard to eliminate those divisions and maintain common cultures between the two, and he stated that he’s concerned that this division may return should the technical programs be placed off campus. He went on to comment on the college’s image to organizations and employers coming in to the community and its role in providing opportunities to fulfill their needs. He stated that siting the facility on the main campus will help the cohesiveness of the training and the imagery the college provides, and he added that siting it off campus may not be a bad thing. He next called for a motion regarding the site location.

Trustee Meyer commented briefly on the positive impacts of siting the facility on the main campus and she made a motion to site the facility on the main campus. Chair Howard seconded the motion.

Trustee Nilson expressed some disagreement with aspects of Meyer’s ranking chart and commented on the synergies with KTEC.

Trustee Wood commented on Meyer’s assessment of KTEC and remarked on the success of the college’s current outreach and off campus sites.

Trustee Banducci concurred with Wood’s comments about the college’s off campus sites and added that this is an already established model.

The vote was as follows: One in favor and three opposed. Chair Howard did not cast a vote.
Chair Howard called for a new motion regarding the location of the facility. Trustee Nilson commented on opportunities available with the prairie property and he made a three part motion:
1 – Build the facility on the KTEC site.
2 – Limit the cost to $15 million.
3 – Utilize the $10 million available in the capital reserve fund with the remaining $5 million to be determined.

The motion was seconded by Trustee Wood who then expressed that there had been no discussion about the size of the facility and expressed concern about using the all of the capital reserve fund and she requested that there be some modifications to the motion.

Trustee Meyer remarked that she wants the motion limited to site only and that the board should have a separate discussion on facility size.

The vote was as follows: One in favor and three opposed. Chair Howard did not cast a vote.

Trustee Wood made a motion to site the facility on the prairie property nearby KTEC. Trustee Nilson seconded the motion. The motion carried with four in favor and one opposed.

Chair Howard requested board comment on the amount to authorize the administration to spend in resolving the college’s technical education issues. Trustee Meyer distributed a worksheet she developed showing the college’s available resources and potential soft and hard costs associated with a facility, stating she does not agree with using all of the capital reserve fund. There was some discussion about the number of programs to consider including in the facility plan. Chair Howard commented that the board should authorize the administration the amount to work with and allow them to resolve as much as they can within those parameters.

Trustee Nilson made a motion to authorize the administration to build a structure on the KTEC property, at a cost not to exceed $15 million, to accommodate the seven critical programs previously identified: Automotive Technology, Collision Repair Technology, Diesel Technology, Machining Technology, Millwright, Outdoor Power/Recreational Vehicle Technology and Welding. Trustee Wood seconded the motion.

A discussion took place regarding the status of the remaining technical education programs and Trustee Wood commented that she would like some flexibility in accommodating all seven of the identified critical programs at either the new facility or in vacated space on campus. The board asked Dr. Dunlap for his feedback regarding serving the seven programs in the proposed facility with the budget given. Dr. Dunlap responded that the administration will make every effort to accommodate all seven programs at the location selected with the budget given, and he added that the administration needs to look at equipment and program requirements in order to determine that they will all fit. He added that there may be opportunities for some program expansion in the Hedlund building should the seven identified programs not all fit in the new facility.

More discussion took place about prioritizing the programs for inclusion in the facility and Trustee Meyer expressed concern that the board was not allowing the administration the flexibility to determine which programs should be included in the facility.

Trustee Howard restated the motion on the table and expressed his concern with requiring the administration to resolve all seven programs at the new facility. He went on to say that he could support a motion that includes language for the administration to resolve all seven programs, giving priority to the property near KTEC. Following more discussion, Howard called for a vote, which carried with three in favor and two opposed.
Chair Howard asked for a motion regarding a method to fund the facility. Trustee Nilson made a motion to authorize the administration to commit $10 million from the capital reserve fund and explore options for the remaining $5 million. Trustee Banducci seconded the option. A discussion ensued during which Trustee Wood expressed her disagreement with committing all of the capital reserve for the next five to seven years because the college has other facilities and ongoing maintenance needs. She went on to say she would like to see more information about funding options and she wants the board to have more discussion at a later date. Trustee Meyer commented that the board still needs to have discussion about enrollment and she expressed concern with the amount stated in the motion. Trustee Banducci recommended utilizing a portion of the capital reserve to get the process started and discussing funding options later.

Trustee Meyer recommended putting off this vote until the August board meeting in order for the administration to bring back information on funding options.

Trustee Howard restated the motion on the table then expressed concern with leaving the source of the $5 million balance undetermined. He then recommended putting off the decision about funding options until August.

Dr. Dunlap stated that the FY15 budget includes $500,000 from the capital reserve to proceed with the planning and predesign for the project.

Following this discussion, Chair Howard called for a vote. The motion failed with one in favor and four opposed.

It was the consensus of the board to receive more information at the August board meeting. Trustee Wood requested specific information on judicial confirmation, tax anticipation notes and information from bond counsel.

BOARD CHAIR REPORT
Chair Howard reported that the board would be meeting soon with the Rathdrum City Council and he mentioned other upcoming events.

REMARKS FOR THE GOOD OF THE ORDER
Trustee Meyer made remarks about an upcoming meeting of the IBE. Trustee Wood expressed appreciation for the administration’s devotion to the college’s technical education facility. Trustee Nilson commented on the board’s decision on the technical education facility. Dr. Dunlap expressed the administration’s support of and commitment to the board’s decision on the technical education facility. Chair Howard congratulated the board on their decision and expressed that now the decision has been made, the project will move forward effectively.

The meeting was adjourned at 8:35 p.m.
CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Ken Howard called the North Idaho College Board of Trustees to order at 5:30 p.m. and verified that a quorum was present.

North Idaho College Board of Trustees in attendance: Todd Banducci, Ken Howard, Judy Meyer, Christie Wood, Ron Nilson

Mayor Vic Holmes called the Rathdrum City Council to order. Councilors in attendance: Councilor Fred Meckel, Councilor Paula Laws, Councilor Mark Worthen, Councilor Debbie Holmes.

Others in Attendance:
North Idaho College President Joe Dunlap, Rathdrum City Administrator Brett Boyer

DISCUSSION ITEMS
Discussion ensued about the board’s decision to locate its career technical education facility on the Rathdrum Prairie near KTEC. During the discussion, Trustee Nilson made a motion for the board to discuss project consultants at the next board meeting. The motion, seconded by Trustee Banducci, carried with three votes in favor and two opposed.

Following more discussion, Trustee Wood made a motion to amend Trustee Nilson’s motion and moved to have the board to schedule a special board meeting to address how the college should fund the career technical education project and who the board should hire as managing consultant for the project. The motion, seconded by Trustee Meyer, carried unanimously.

Dr. Dunlap provided the Council with an update on the college’s enrollment statistics and he and Chair Howard provided them with information about out of county tuition. General discussion ensued and the meeting was adjourned at 6:30 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 11:30 a.m. and verified that a quorum was present.

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

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
Christie Wood  aye
Ron Nilson  aye

At 12:00 p.m., a motion was made by Trustee Wood to return to open session and seconded by Trustee Meyer. Chair Howard adjourned the meeting.

CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Howard called the meeting to order at 12:05 p.m. and verified that a quorum was present.

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

Also present: Joe Dunlap, President  Marc Lyons, Attorney for North Idaho College

Chair Howard welcomed attendees and led them in the Pledge of Allegiance. He went on to explain that the board had left the financing options for the career technical facility uncompleted at the June meeting and explained that today’s meeting would cover that topic as well as the topic of management and contracting for the project.

Dr. Dunlap introduced Chris Martin, VP for Finance and Business Affairs, who briefly reviewed the financing options the board had previously considered including general obligation bonds, tax exempt lease financing and plant facility levy.
At this time college attorney Marc Lyons reviewed the purpose and process for judicial confirmation following a request from Trustee Wood. He explained that the courts will review the transaction to ensure that its purpose is for ordinary and necessary purposes and that it doesn't obligate the college beyond the current budget year. He stated that in his opinion, if the college decides to incur debt on this property without going through the bonding process, it will be difficult to obtain judicial confirmation. There was some discussion about the college’s ability to demonstrate that this project is ordinary and necessary. Mr. Lyons went on to add that another option for the board to consider would be a ground lease with the transaction reviewed by the courts for constitutional compliance.

VP Martin continued to review the administration’s recommendation which includes utilizing the current balance of the capital reserve and future tax revenue through 2017 or 2018. He stated that a tax anticipation note could be utilized for generating revenue in the capital reserve as expenditures create shortfalls later in the project. A discussion ensued about using the entire capital reserve. Trustee Wood commented that the board should determine a reasonable amount to maintain in the fund. Trustee Meyer commented that she would be comfortable using an amount from the college’s reserve fund balance. Following this discussion VP Martin commented that utilizing a portion of both the capital reserve and reserve balance could be an option. Following more discussion, Trustee Nilson made the following motion:

Commit $11.5 million from the capital reserve including the existing balance and tax revenue received through 2016 plus $2.5 million from the college reserve and $1 million through a tax anticipation note, at a later date, should capital funds fall short.

The motion, seconded by Trustee Wood, carried unanimously.

A discussion ensued about the development and management of the career technical education project. Dr. Dunlap proposed that prior to going out with an RFQ for a design build firm, and to continue the momentum in the pre-construction planning, that the college establish a roundtable of contractors and architects facilitated by Doug Nichols. He went on to state that the roundtable would help determine what $15 million will fund, additional requirements that the Foundation or other granting agency may help with, the standards for systems in the facility going forward and the development of criteria for the RFQ for a design build process. He commented that this roundtable would create a forum for local voices regarding construction, type, and standards for the facility and he added that those participating in the roundtable would not be excluded from the bid process. He outlined next steps including convening the roundtable and reporting to the board at the August board meeting and he add that ideally ground could be broken in the spring.

There was some discussion about the inclusion of two board members on the roundtable. Trustee Wood made a motion to direct President Dunlap to appoint two board members to the roundtable as liaisons to the board. The motion, seconded by Trustee Nilson, carried with three in favor and two opposed.

There being no further discussion, Chair Howard adjourned the meeting at 1:15 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
Appointment of North Idaho College District Clerk of the Election

BACKGROUND
The Kootenai County elections office and the North Idaho College district clerk of the election will provide election forms and information regarding the North Idaho College Board of Trustees election. Per Idaho statutes, declaration of candidacy forms are filed with the clerk of the political subdivision or district. The clerk of the political subdivision or district shall verify the qualifications of the nominees and shall, no more than seven (7) days after the close of filing, certify the nominees to be placed on the ballot. The clerk of the district will report the results of the election to the board of trustees.

DISCUSSION
A district clerk of the election should be officially appointed to coordinate the NIC Board of Trustees election to be held on November 4, 2014. The attached 2014 Local Election Calendar provides the timeline for the election process.

COMMITTEE ACTION
None

FINANCIAL IMPACT
None

REQUESTED BOARD ACTION
It is recommended that the board appoint Vice President Chris Martin as the North Idaho College district clerk of the election for the upcoming board of trustees election.

Prepared by:
Chris Martin
Vice President for Finance and Business Affairs
ELECTION CALENDAR FOR 2014

NOTICE IS HEREBY GIVEN: That the following taxing districts will be conducting elections in Kootenai County during the 2014 calendar year.

**Note:** Per Idaho Code 34-106, Elections may be held in March, May, August, or November for recalls or school district bond or levy elections.

<table>
<thead>
<tr>
<th>TAXING DISTRICT</th>
<th>ADDRESS</th>
<th>ELECTION DATE</th>
<th>DECLARATION OF CANDIDACY FILING DATE DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakeland Jt School District #272 Supplemental Levy</td>
<td>15506 N Washington St</td>
<td>March 11, 2014</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Rathdrum ID 83858</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kellogg Jt School District #391 Levy</td>
<td>800 Bunker Ave Kellogg ID 83837</td>
<td>March 11, 2014</td>
<td>N/A</td>
</tr>
<tr>
<td>Kootenai County Primary Election</td>
<td>1808 N 3rd Street Coeur d'Alene ID 83814</td>
<td>May 20, 2014</td>
<td>March 14, 2014</td>
</tr>
<tr>
<td>Kootenai County General Election</td>
<td>1808 N 3rd Street Coeur d'Alene ID 83814</td>
<td>November 4, 2014</td>
<td>March 14, 2014</td>
</tr>
<tr>
<td>North Idaho College</td>
<td>1000 W Garden Ave Coeur d'Alene ID 83814</td>
<td>November 4, 2014</td>
<td>September 2, 2014</td>
</tr>
<tr>
<td>Kootenai Shoshone Soil &amp; Water Conservation District</td>
<td>7830 N Meadowlark Way Ste C-1 Coeur d'Alene ID 83815</td>
<td>November 4, 2014</td>
<td>September 2, 2014</td>
</tr>
</tbody>
</table>

Declarations of candidacy are available at the respective taxing district offices or at the County Elections Office. These declarations are to be filed at the office of the taxing district.

For any questions please call the Elections Office at 446-1030 or the County Chief Deputy Clerk at 446-1652.

Signed: Pat Raffee  
Kootenai County Chief Deputy Clerk
SUBJECT
Request NIC Foundation Initiate a Capital Campaign to Augment Capital Reserve Fund

BACKGROUND
During the June 2014 board meeting, the board authorized the administration to construct a facility for the college’s career technical educational programs on the Rathdrum Prairie property near the KTEC High School at a cost of $15,000,000.

In July 2014, the board authorized the administration to finance the new facility utilizing $11.5 million from the capital reserve including the existing balance and tax revenue received through 2016 plus $2.5 million from the college reserve and $1 million through a tax anticipation note, at a later date, should capital funds fall short. Other capital projects under consideration include Joint Use Facility and Student Recreation Center.

Typical life cycle of a capital campaign is approximately 18-24 months.

DISCUSSION
The administration is interested in pursuing additional funding opportunities to help offset potential depletion of the Capital Reserve Account. NIC administration would like to formally request the NIC Foundation to consider initiation of a capital campaign to raise funds on behalf of the college for future capital needs.

FINANCIAL IMPACT
The administration anticipates that a capital campaign in conjunction with grant opportunities could raise an additional $5 million.

REQUESTED BOARD ACTION
Consider approval of the following motion: The NIC Board directs the NIC Administration to formally request the NIC Foundation initiate a capital campaign specifically to raise additional funds for projected capital projects and to augment the NIC capital Reserve Fund.

Prepared by,
Joe Dunlap, President
SUBJECT
First reading and ultimate approval of the following updated policies:
Policy 3.02.02 Establishment of New Positions
Policy 3.02.05 Employment of Related Parties
Policy 3.02.06 Probations, Promotion, Demotion, Transfer of Non-faculty Employees
Policy 3.02.07 Resignations, Layoffs & Terminations

BACKGROUND
Policies have been updated to reflect current practice due to process changes or changes in federal or state laws. Policy 3.02.02 Establishment of New Positions has been updated to correct typos and be more specific in scope and current practice. Changes were made to clarify process and reference to appropriate parties.

Policy 3.02.05 Employment of Related Parties has been significantly revised to broaden the scope of “related parties” by addressing blood relatives, members of the same household or individuals in a closer personal relationship. The policy addresses the specific actions of these related parties in the recruitment, hiring and terms and conditions of employment. The policy requests that these relationships be reported to HR and further states that based on the situation, the college reserves the right to transfer one or both related parties to different positions to avoid the specific actions mentioned above.

Policy 3.02.06 Probations, Promotion, Demotion, Transfer of Non-Faculty Employees has been revised to eliminate the reference to “classified staff” only and broadens the definition to non-faculty staff which includes classified and professional employees. Reference to the supervisor performing a training assessment at least once every three months has been removed. This practice has not occurred for several years. Reference to the employee becoming a contract employee at the end of the probationary period has been removed as this is not the current practice. All professional employees receive a contract upon hire and classified employees receive an offer letter at the time of employment. The policy has been updated with minimal grammatical changes and small changes to reflect current practice and reference to departments and/or individuals.

Policy 3.02.07 Resignations, Layoffs & Terminations has been updated to again remove the reference to “classified employees” only and broaden the scope to non-faculty employees. The definition of resignation has been expanded slightly for clarification. Small changes to titles, individuals or departments were made to update to current practice. The reference to dismissal has been updated to current nomenclature and clarifying verbiage was added to the list of causes for termination. The reference to termination for physical or mental incapacity for performing assigned duties was removed to be in compliance with federal regulations.

DISCUSSION
These changes are necessary to update policies to reflect current practices, departments involved and federal regulations.
COMMITTEE ACTION
Policies were reviewed by the President's Cabinet as well as the Senate and recommended for first reading by the board of trustees.

FINANCIAL IMPACT
None.

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

Prepared by
Laura J. Hill
Executive Dir. of Human Resources
Policy Narrative

ESTABLISHMENT OF NEW POSITIONS

POSITIONS CLASSIFIED ON THE BASIS OF DURATION

1. Permanent Positions

   A permanent position is one that is established with the intent that it will continue indefinitely. Once established, it continues to exist, whether filled or vacant, until abolished.

   A. A permanent position may be a faculty position or a staff position.

   B. A permanent position may be full-time or part-time and it may be filled by an appointment that is temporary, probationary, special, or of fixed term, with or without tenure, or at the pleasure of the president or the board. It is the position, not the type of appointment, that is permanent.

   C. A position is designated as permanent solely on the basis of intent as to its duration, irrespective of duties, appointment, funding, or any other consideration.
2. Temporary Positions

A temporary position is one that is eligible for benefits and established for a definite period (usually for a period of three years or less). Typically, the duration corresponds to the period of a grant or fixed term contract. Irregular help, student help, and temporary instructional positions, though not necessarily established for explicit duration, are, for the purposes of this and related policies, not considered to be permanent.

AUTHORIZATION OF PERMANENT POSITIONS

The establishment of a permanent position must be approved by the board of trustees before any appointment or contractual commitment to fill the position is made.

1. Permanent positions are those included in the North Idaho College permanent salary base as distributed by the Business Office office of administrative services, and are assumed to have been approved by the board at the time distribution is made.

2. A request for the board's authorization of a new permanent position must include title, type, approximate salary, term of appointment, division/department or area of assignment, funding source, and brief description of the duties and responsibilities of the person appointed to the position. If a position is being deleted or re-allocated, the affected position should be identified by number, title, type, salary, division/department or area of assignment, funding source, and a brief statement of the reasons for modifying the duties and responsibilities associated with the position.

3. The board will consider authorization of a new position if there is adequate funding for its support - from outside sources, from deletion of an existing permanent position, or from the re-allocation of a number of part-time permanent positions, or if North Idaho College will suffer serious operational or financial difficulties if the position is not established.

AUTHORIZATION OF TEMPORARY POSITIONS

The president may establish authorize the establishment of a temporary benefit-eligible position. Irregular help, student help, and instructional assisted positions. There can be no commitment to continue a temporary position beyond the length of time specified when it is established.


**Policy**

Policy # 3.02.05

**Effective Date:**

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**Author:** Human Resources

**Supersedes Policy #**

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**Legal Citation (if any):**

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**North Idaho College**

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**Policy Narrative**

A North Idaho College employee may not function as a judge or advocate or immediate supervisor in specific situations involving members of his/her immediate family, such as the employee's spouse, child, parent, grandparent, brother, sister, mother-in-law, father-in-law, son-in-law, or daughter-in-law. Employees of North Idaho College should neither initiate nor participate in institutional decisions involving a direct benefit, such as initial appointment, supervision, retention, promotion, salary or leave of absence, to members of their immediate families. Exceptions to the policy may occur at the recommendation and approval of the appropriate vice president, the president, and the board of trustees.

It is the goal of the college to have employees treated fairly during their employment. As such, the college has implemented policies to reduce the potential for unfairness in the employment relationship between blood relatives, members of the same household or individuals involved in a close personal relationship (Related Parties). It is contrary to this policy for Related Parties to directly influence decisions related to the recruitment, hiring or the terms and conditions of employment of the other party. All employees must promptly report to Human Resources the status of any relationship that would qualify as a Related Party under this policy. The college reserves the right to transfer one or both of the Related Parties to different positions at the college so that neither party is in a position of decision-making authority or significant influence over the other for the terms and conditions of their employment. In order to avoid an actual or perceived conflict of interest, the college may take any employment action, including without limitation, transferring Related Parties to different positions, changing their job duties and, or terminating one or both parties from employment. The implementation of this policy should be carried out by the executive director of Human Resources and the appropriate vice president.
Policy Narrative  

PROBATION, PROMOTION, DEMOTION, TRANSFER OF NON-FACULTY CLASSIFIED-EMPLOYEES

PROBATION
Each classified employee, following initial appointment, promotion, or transfer, must successfully complete a six-month probationary period. In rare cases this may be extended up to an additional ninety calendar days. The probationary period must be completed within a single department in the position for which the probationary period was begun. An employee who is transferred or promoted during the probationary period must begin a new probationary period upon assignment to the new department of position.

The probationary period serves as a training period, providing the employee's supervisor an opportunity to assess the person's work performance and suitability for the position. The probationary period will also facilitate the formation of positive working relationships. The supervisor will perform a training assessment a minimum of two times, at least once every three months. A probationary employee whose performance is not satisfactory may be dismissed or returned to the previous position, upon the supervisor's recommendation, at any time before the completion of the probationary period.
1. **Dismissal Termination** - Normally, a probationary employee whose appointment is to be terminated will be given two weeks’ notice. Ordinarily, dismissal under these circumstances is not a basis for recourse to the grievance procedures.

2. **Return Transfer** - A probationary employee may be returned to a previous position provided the position is or can be made available and provided the supervisor of the former position approves the return.

   
   **After successfully completing the probationary period, an employee will become a contract employee.**

**PROMOTION**

An classified employee will be considered for promotion (appointment to a position at a higher pay rate) on the basis of past record, length of service, performance in the present position, and qualification to perform the duties of the higher position. A change in job description (new or existing) involving a new title and added responsibilities and duties is a promotion and entitles an employee to compensation accordingly. The promotion of an employee from one department to another does not require approval by the employee's present departmental supervisor.

**DEMOTION**

Demotion is the reassignment of an employee to a position with a lower pay rate. The demoted employee may be returned to a previously-contracted held position with no probationary period, or may be placed in a new position for which the employee has minimum qualifications. If the demotion involves assignment to a new position, the employee will have a six month probationary period.

A change in job description (new or existing) involving a new title and diminished responsibilities and/or duties require that compensation be adjusted accordingly. An employee may be demoted upon his/her own request, subject to the approval of the departmental supervisor.

A departmental administrator/supervisor may recommend demotion of any employee for the following reasons:

1. The elimination of the employee's position because of lack of work or lack of funds.

2. The displacement of the employee because another employee who is entitled to the position returns to duty.

3. The failure of the employee to successfully complete the probationary requirements of a higher position.

4. Disciplinary action for causes listed in Separation of Classified Employees, but not for causes so severe that suspension or dismissal would be warranted.
**Procedure** - A departmental supervisor’s recommendation that an employee be demoted will be submitted through the vice president of the assigned work area with supporting training assessment, performance evaluations, and/or conflict resolution forms. corrective action forms. Upon concurrence between the vice president of the assigned work area, the departmental supervisor, and the executive director of human resources, an employee will be given written notice stating the reasons for the demotion. Normally an contract employee must be given written notice of demotion at least fifteen calendar days before its effective date.

Effect of Demotion on Salary - When an contract employee is demoted, the salary pay is adjusted reduced to a lower pay-grade as recommended by the appropriate vice president of Administrative Services. in conjunction with human resources. When a promoted employee is unable to successfully complete the probationary requirements at the higher position, the salary after demotion will normally coincide with the salary the employee was receiving before promotion.

**TRANSFER**

An classified employee who wishes to be transferred must apply for position openings through the director of human resources department. NIC employees selected to interview during the first stage will compete only with other NIC employees.

To transfer an employee to another department does not require the approval of the present departmental supervisor.

Effect of Transfer on Salary

A transfer normally is made at the advertised rate of pay. An employee may transfer at a rate of pay higher than advertised, but not higher than their current rate, if it is agreed to by the employee, the departmental supervisor, and the appropriate vice president of administrative services.

The transfer of an employee does not affect accumulated eligibility for vacation and sick leave.
Policy Narrative

SEPARATION OF CLASSIFIED-NON-FACULTY EMPLOYEES

RESIGNATIONS
Resignations or voluntary termination occurs when an employee resigns, retires, or fails to return to work after an approved leave of absence. Full-time classified employees who wish to resign should give at least two weeks written notice. Resignations submitted with less than the specified notice may be accepted with prejudice.

LAYOFFS
Employees may be laid off, in certain circumstances, upon concurrence among the departmental supervisor, vice president of the assigned work area, and the executive director of human resources. Layoffs may be necessary in the absence of sufficient work or funds, or in the event of a reorganization of a department that results in the elimination of one or more positions.

In cases of layoff the departmental supervisor must provide a minimum of two weeks written notice to the employee.

RECALL
If the position for which a laid off employee is qualified becomes available within twelve calendar months, the employee will be recalled. If the employee chooses not to return, then voluntary termination procedures will be initiated.
Classified Employees on layoff status may apply for other NIC employment, during stage one of the employment process. An classified employee may be rehired at a rate of pay other than advertised, if it is agreed to by the employee, departmental supervisor, and the appropriate vice president and the executive director of human resources.

**DISMISSAL, INVOLUNTARY TERMINATION OR SUSPENSION**

Dismissal, involuntary termination means termination of employment contract or non-renewal of contract, probationary employment. Suspension means refers to an enforced period of absence with or without pay for disciplinary purposes or pending investigation of charges made against an employee. Dismissal, involuntary termination or suspension are matters that may be considered under employee grievance procedures.

**GROUNDS FOR DISMISSAL, TERMINATION OR SUSPENSION**

Any classified employee may be dismissed, terminated, or suspended for any of the following causes reasons which may occur during the period of employment. This list is not intended to be all inclusive. Termination or suspension may occur for reasons not listed as deemed valid by NIC Administration:

1. Misstatement or deception of material fact in the application for NIC employment.

2. Failure to perform the duties and carry out the obligations imposed by NIC rules and regulations.

3. Inefficient, incompetent, or negligent performances of duties.

4. Failure to obtain or maintain a valid license or certification lawfully required as a condition for employment.

5. Physical or mental incapacity for performing assigned duties.

6. Reporting to work under the influence of alcohol or drugs.

7. Refusal to accept a reasonable and proper assignment from an authorized supervisor.

8. Any activity that has the purpose or effect of disrupting the working relationships between employees, employees and their supervisors, or employee groups.

9. Any activity that has the purpose or effect of disrupting the working relationships between NIC or NIC employee groups and non-NIC cooperating agencies, such as suppliers, other educational institutions, and state agencies.

10. Any verbal or physical conduct which has the purpose or effect of unreasonably interfering with an individual’s or group's work performance or creating an intimidating
hostile, or offensive work environment.

11. Habitually failing to report for duty at the assigned time and place, or to work the assigned scheduled hours.

12. Repeated misuse of sick leave.

13. Absence without notifying the appropriate supervisor.

14. Careless, negligent, or improper use/unlawful conversion of NIC property, equipment, or funds.

15. Unethical practices in an employee's official capacity at NIC, such as accepting personal gifts, favors, or bribes in exchange for undue influence or special advantages.

16. Unauthorized disclosure of confidential information from official records.


DISMISSAL TERMINATION WITH NOTICE
Whenever a departmental administrator, in conjunction with human resources, considers it necessary to dismiss terminate an classified employee, the employee will receive written notification clearly setting forth the specific reasons for the dismissal termination. Normally two weeks written notice will be given to classified employees, including those on probation. The two weeks written notice shall include accrued annual leave. A copy of the dismissal termination notice will be placed in the employee's personnel file.

DISMISSAL TERMINATION WITHOUT NOTICE
A departmental administrator, in conjunction with human resources, may dismiss terminate an classified employee without notice if physical/mental condition or negligent performance of duties jeopardizes the safety of NIC employees or property, such as being on duty under the influence of alcohol or drugs, impaired ability to operate equipment, or neglecting vital job responsibilities. The employee will receive written notification clearly setting forth the specific reasons for the dismissal termination. A copy of the dismissal termination notice will be placed in the employee's personnel file.

DISCIPLINARY SUSPENSION
A departmental administrator, in conjunction with human resources, may place an classified employee on immediate suspension, with or without pay. Such suspensions must not exceed thirty calendar days. The employee will receive written notification clearly setting forth the specific reasons for the disciplinary suspension. A copy of the suspension notice will be placed in the employee's personnel file.
SUSPENSION ON FELONY CHARGES
A departmental administrator, in conjunction with human resources, may place an classified employee on suspension, with/without pay, upon the issuance of an indictment for felony charges relating to conduct outside employment and upon notification of the employee when the felony charges directly affect the nature of the job or the employee's relationship with North Idaho College. Such suspension may remain in effect during the time such charges are pending. Full reinstatement of all benefits and salary to which the employee would have otherwise been entitled will be provided to the employee upon a subsequent finding that the charges or information were without grounds or were dismissed.

SUSPENSION FOR INVESTIGATION
A departmental administrator, in conjunction with human resources, may place an classified employee on suspension with or without pay, pending investigation of charges that, if substantiated, would constitute proper cause for dismissal. Under these circumstances, the employee may be suspended immediately without prior notice.

The employee will receive written notification clearly setting forth the specific reasons for the suspension. A copy of the suspension notice will be placed in the employee's personnel file.
SUBJECT
Revised Instruction Policies

BACKGROUND
Grading Policy 5.04 and Tenure Policy 3.02.09 have been reviewed as a part of the college’s comprehensive policy review process.

DISCUSSION
Minor changes have been made to the Grading policy. Procedural language was removed and a reference to the procedure was added.

Minor changes have been made to the Tenure policy. The committee membership has been further defined and includes term limits for membership. Language was added to ensure the dean position is included in the chain of command for communication and approval purposes.

COMMITTEE ACTION
Both policies have been reviewed and approved by the College Senate and President’s Cabinet, and are now being presented to the board of trustees for a first reading.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
First reading and eventual approval

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

1. Final grades are reported as A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, W (withdrawal according to proper procedure), I (incomplete work of passing grade), S or P (satisfactory for designated courses), U (unsatisfactory for courses in which an S is given). S and U grades will be assigned in courses which previously used P and F grades. An S or P grade requires the equivalent of at least C (2.0) work.

2. In the computation of grade point averages, the following scale is used: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = .7, F = 0.0. Courses in which W, S, P, or U grades have been earned are not included in the calculation.

3. If an I (incomplete work of passing grade) is given during final grading the final grade must be issued by the published deadline.

GRADE CHANGES

A grade issued by an instructor is the prerogative of that instructor and normally may not be changed except to correct a recording error. Final grades may be appealed following the process identified in Procedure 5.04.
**INCOMPLETES**

An incomplete is assigned by an instructor only if the student has been in attendance and has done satisfactory work to within three weeks of the end of the semester (or proportional length of time for a course of less than a semester in length).

All incomplete grades must be removed within six weeks after the first class day of the following term, excluding the summer session.
Policy

Policy # 3.02.09
Effective Date: 12/16/98
Revised: 6/26/02
10/27/10

(Impact Area - Dept Name) Employees (General Subject Area) Employment (Specific Subject Area) Tenure

Author: Supersedes Policy #

Relates to Procedure # 3.02.09

Impact:

Legal Citation (if any):

North Idaho College

Policy Narrative [Page 1 of 5]

I. TENURE:

Purpose and Definition:

The intent of this policy is to provide the highest quality education to the students of North Idaho College by promoting a sound and stable educational environment in which there is a free exchange of knowledge and ideas.

The purpose of tenure is to protect Academic Freedom, recognized by North Idaho College in policy as the cornerstone of the educational process, and to recognize faculty members who have demonstrated effective teaching and academic preparation, effective performance of contractual responsibilities, continued professional growth, adherence to a professional code of conduct, and service in accordance with criteria established by the board of trustees.
Tenure is not awarded automatically to faculty but only upon recommendation of the Tenure Committee and explicit conferral by the North Idaho College Board of Trustees. The tenure policy and procedures encompass rights and responsibilities based on the principles of fairness and the provisions of due process.

Through tenure, NIC seeks to attract, select, and retain faculty members whose competence, qualifications, educational philosophy, dedication to their students, and commitment to the profession, best complement the educational mission of the department, the institution, and the discipline(s), thereby serving the broader interests of society.

Tenure at North Idaho College is awarded to full-time faculty members by the North Idaho College Board of Trustees in recognition of demonstrated proficiency. Tenure is defined as a reasonable right to continued employment except for the following: termination of employment for cause, as defined by the Termination of Tenured Faculty for Cause Policy; termination of employment as defined by the applicable NIC reduction in force policy; or release of tenure by virtue of voluntary retirement, resignation, or abandonment. In the case of tenured Professional-Technical faculty, the State Board of Professional-Technical Education administrative rules governing Post-secondary Program Reduction or Termination shall apply.

II. ELIGIBILITY TO APPLY FOR TENURE

A. Education and service requirement:

1. Full-time faculty members who have fulfilled the educational qualifications for faculty as specified in NIC Policy, and have completed three (3) continuous years of service in a tenure track position, are eligible to submit a portfolio application for tenure. An exception to the continuous years of service requirement may be allowed with approval from the Tenure Committee and the vice president for instruction (VPI). Faculty members whose contracts begin at a time other than fall semester will begin accumulating time toward tenure eligibility at the start of the next regular academic year.

2. The VPI may, subject to the agreement of the faculty member and appropriate dean and/or division chair, approve the substitution of other assigned duties to meet the teaching requirement, if the substitution is for one academic year (thirty credit hours) or less. Such assigned duties may include, but are not limited to, increased student advising, professional development, assistance to division chairs, curriculum development, or alternative course design.

3. The VPI will obtain the approval of the president if the substitution of duties to fulfill the teaching requirement is offered to fulfill more than thirty (30) credit hours. Such assigned duties may include, but are not limited to, increased student advising, professional development, assistance to division chairs,
curriculum development, or alternative course design.

B. Tenure-track status:

A “tenure track position” is defined as a full-time faculty teaching position designated as tenure track by the president, upon the recommendation of the vice president for instruction.

III. TENURE COMMITTEE

A. Membership and voting:

Each year the executive committee of the Faculty Assembly will select the voting members of the Tenure Committee from among tenured faculty. The Tenure Committee shall consist of at least five (5) but not more than eight seven (8) voting members, including the chair. Membership should provide the broadest representation of faculty possible; each division will be limited to one voting member. One non-voting member will be selected by the vice president for instruction from among the division chairs. This committee will report on its activities to the Faculty Assembly chair.

Membership Terms: Committee membership will be limited to a term not to exceed 5 years with the exception of the Chair. The Chair may remain on a sixth year to maintain continuity. Members will rotate off the committee in such a manner to insure there are a minimum of at least three members with three or more years of service.

B. Responsibilities:

The procedures for this policy describe the Tenure Committee’s responsibilities in facilitating the tenure process, which include the participation of faculty candidates, faculty evaluation teams (FETs), division chairs, and administrators.

IV. CONFERRAL OF TENURE

A. The tenure candidate bears the burden to prove eligibility for Tenure.

B. Portfolio and recommendations:

The tenure process shall be initiated by a qualified faculty member submitting a portfolio in support of tenure to the Tenure Committee. The Tenure Committee will provide a written recommendation for or against conferral to the VPI, who will forward a copy along with his/her recommendation to the president. The president will forward the recommendation of the Tenure Committee, and the recommendation of the VPI, together with the president’s recommendation, to the board of trustees.
C. Requirements for Conferral:

When considering whether to recommend conferral of tenure on a candidate, the Tenure Committee and VPI will consider whether or not the faculty candidate:

1. Experience: Has completed the minimum years of service;

2. Education: Meets and maintains the educational requirements for tenure as described in the NIC Faculty Conditions of Employment and Teaching Focus policies. If a candidate fails to continue to meet the educational requirements prior to the granting of tenure, then the opportunity to continue employment as a non-tenure track employee in a tenure track position must be unanimously agreed to by the candidate, his/her division chair, the appropriate dean, the VPI and the Tenure Committee;

3. Teaching Effectiveness: Demonstrates teaching effectiveness as determined through the faculty evaluation process as outlined in the Faculty Evaluation and Tenure procedures;

4. Professional Growth: Continues professional growth activities as determined and agreed upon between the faculty member, the division chair and/or the appropriate dean, and the VPI;

5. Contractual Responsibilities: Demonstrates effective performance of the duties and responsibilities outlined in the candidate’s contract for employment and the Teaching Focus policy;

6. Professional Ethics: Exhibits conduct consistent with professional ethics, integrity, collegiality, and in avoidance of conflicts of interest, described and defined by the Professional Ethics policy;

7. Continuing Performance: Provides reasonable assurance based on past performance that he/she will continue to meet the standards for tenure;

D. North Idaho College expressly disclaims all promises, assurances, or representations regarding conferral of tenure or employment security made by any individual at the college inconsistent with this policy and disclaims any possibility of tenure arising from any action other than an official conferral by the board of trustees.

V. DENIAL OF TENURE

If tenure is denied, a tenure candidate who remains eligible may apply again in the fifth year, upon approval by the Tenure Committee, the appropriate dean, and the
VPI, using the same process as outlined in the associated procedure. If tenure status is not conferred in the fifth year of service, the candidate's contract will not be renewed.

VI. RETENTION OF TENURE

A. The terms “instructor” or “faculty member” or “full-time faculty teaching position” in this policy include “counselors” or other non-teaching employees faculty who were granted tenure under previous tenure policies. The tenure of such counselors, and other non-teaching faculty, will remain unaffected by any subsequent change to the tenure track status of the positions they occupy.

B. Leaves

1. Tenured faculty members on leaves for one year or less and approved by the VPI, such as sabbaticals, leaves without pay, or reassignment to partial or full non-teaching assignments, will retain their tenure.

2. Tenured faculty members on approved leave for more than one year must obtain permission from both the VPI and the president to retain tenure.

3. The authority to approve the retention of tenure during leaves may be delegated to an acting VPI, who will be appointed by the president in the VPI's absence.

C. Temporary part-time status

Tenured faculty members who request part-time status may retain tenure for a maximum of two (2) years, if approved by the VPI.
SUBJECT
Revised Policy # 2.01.06 Retention of Records
Revised Policy # 3.04.10 Campaigning for Public Office

DISCUSSION
Currently, North Idaho College Policy #2.01.06 details the institution's approach to records retention. Because of the rapidly evolving world of digital creating, sharing and storage of public documents, we recommend consideration of digital storage be utilized whenever possible and have revised our policy accordingly.

North Idaho College Policy # 3.04.10 calls for the ability of an employee to request a leave-of-absence for the purpose of campaigning for a public office.

In order to maintain the already established reporting structure of employee to supervisor to department head to vice-president, the following change is proposed:

Requests for leave-of-absence to be used for campaigning for public office will be considered by the board of trustees college president in consultation with the employee's supervisor and supervising member of President's Cabinet on an individual basis.

In as much as the North Idaho College Board of Trustees employs the president and the president in turn hires and supervises administrative staff, this change will bring the reporting and requesting protocol in alignment.

COMMITTEE ACTION
Both policies have been reviewed and approved by President's Cabinet and the College Senate.

FINANCIAL IMPACT
None.

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

Prepared by
Mark Browning, VP for Communications & Governmental Relations
## Policy Narrative

1. Internal operational notes, memorandums, and correspondence having only momentary significance need not be kept beyond one year.

2. External and internal correspondence concerning long range subjects or projects, agreements and contracts, etc. should be kept for a least five years, and longer if the subject of the correspondence indicates that such a period is desirable.

3. Minutes of the meetings of the board of trustees, college senate, and faculty assembly are to be sent on a regular basis to the college library.

4. Documents of probable historical value to a unit should be kept in appropriate permanent files.

5. Documents of probable historical value to North Idaho College should be transferred to the college library.

6. Digital storage of documents should be carefully considered and utilized when/where appropriate.
Requests for leave-of-absence to be used for campaigning for public office will be considered by the board of trustees in consultation with the employee’s supervisor and supervising member of President’s Cabinet on an individual basis.
SUBJECT
NIC Employee Development and Growth Education program (NIC EDGE)

BACKGROUND
While NIC is a leading educational services provider for the five northern counties, we neglect our responsibility to our own employees by not having even a basic centralized and coordinated training and development program in place that can meet the needs of not only the individual employee, but also meet the needs of NIC as one of the largest employers in the area. A new training program called the NIC Employee Development and Growth Education program (aka NIC EDGE), would provide programming for employee training and development opportunities year-round. The training and development opportunities will include both college-directed and self-directed offerings to benefit many areas of the institution.

DISCUSSION
There are three major issues that arise from the lack of a defined training and development program for employees that this program will seek to remedy:

1. The NIC workforce needs continued development to stay innovative and effective.
2. Training and development opportunities at NIC are not centralized or tracked in a meaningful way.
3. “Mandatory” trainings are difficult to coordinate, enforce and track.

The EDGE program will be based on a set of six competencies, which are: Organizational Effectiveness, Professional Excellence, Communication, Customer Service, Inclusivity, Leadership and Supervision.

FINANCIAL IMPACT
Given the budget challenges facing the institution, it would be the goal in the first year of the NIC EDGE program to do as much ‘in-house’ as is reasonable. The existing human Resources department budget would cover costs of the program in FY15.

Future costs to consider after the first year:
• Internal staffing costs
• Outside facilitator costs
• Tracking software licensing costs

REQUESTED BOARD ACTION
This is an informational item and no action is required.

Prepared by
Erin Norvell, Employment and Training Coordinator
SUBJECT
CCSSE (Community College Survey of Student Engagement) Survey Results for 2014

BACKGROUND
NIC began participating in the CCSSE national survey in 2013, so this was our second year of involvement. Attached is the 2014 highlight report, but we will also look at the results of the 2013 survey.

DISCUSSION
The Survey highlights will be covered at the BOT meeting, and if there are follow up questions on the actions being taken based on these results, those will be addressed by the vice presidents.

COMMITTEE ACTION
None.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
This is an informational update only. No action is required.

Prepared by
Kylene Lloyd, Student Services Data & Information Analyst
Community College Survey of Student Engagement

North Idaho College

2014 Key Findings

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Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2014 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey data are also highlighted.

Promising Practices for Student Success

In each annual administration, CCSSE has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2014 special-focus items are part of an ongoing national research project focused on community college students’ participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the CCSSE special-focus items; related items on the faculty survey (CCFSSE), which explore the extent of faculty members’ use of the identified promising practices in their teaching; and institutional data collected from the Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions.

This data collection will provide empirical confirmation of promising educational practices in community colleges, quantification of the extent to which those practices are part of the current experience of our students, and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution’s CCSSE benchmark scores by students’ enrollment status.
The CCSSE benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students’ college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of CCSSE and SENSE Data,” available at www.cccse.org.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2014 CCSSE Cohort (2012-2014) throughout all reports.

CCSSE Benchmarks

★ Active and Collaborative Learning
Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

★ Student Effort
Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

★ Academic Challenge
Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

★ Student-Faculty Interaction
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ Support for Learners
Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about CCSSE benchmarks, please visit www.cccse.org.

Figure 2

<table>
<thead>
<tr>
<th>Benchmark Scores</th>
<th>2014 CCSSE Cohort</th>
<th>2014 Top-Performing Colleges*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>48.6 50.0</td>
<td>60.3</td>
</tr>
<tr>
<td>Student Effort</td>
<td>48.3 50.0</td>
<td>58.6</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>49.2 50.0</td>
<td>57.4</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>49.3 50.0</td>
<td>59.1</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>42.9 50.0</td>
<td>60.2</td>
</tr>
</tbody>
</table>

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.
Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding CCSSE data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2014 CCSSE Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2014 CCSSE Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college’s goals; thus, it is important to review all institutional reports on the CCSSE online reporting system at www.cccse.org.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2014 CCSSE Cohort. For instance, 67.8% of North Idaho College students, compared with 64.4% of other students in the cohort, responded often or very often on item 4d. It is important to note that some colleges’ highest scores might be lower than the cohort mean.

Figure 3

Table 1

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Effort</td>
<td>4d</td>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>4r</td>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>6c</td>
<td>Number of written papers or reports of any length</td>
</tr>
<tr>
<td>Student Effort</td>
<td>10a</td>
<td>Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)</td>
</tr>
<tr>
<td>Student Effort</td>
<td>13d1</td>
<td>Frequency: Peer or other tutoring</td>
</tr>
</tbody>
</table>

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, *5 to 10*, *11 to 20*, and *more than 20* responses are combined.

For Item 10a, *11 - 20*, *21 - 30*, and *more than 30* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.
Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2014 CCSSE Cohort. For instance, 37.7% of North Idaho College students, compared with 52.7% of other students in the cohort, responded quite a bit or very much on item 9c. It is important to note that some colleges’ lowest scores might be higher than the cohort mean.

Table 2

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support For Learners</td>
<td>9c</td>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
</tr>
<tr>
<td>Support For Learners</td>
<td>9d</td>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
</tr>
<tr>
<td>Support For Learners</td>
<td>9e</td>
<td>Providing the support you need to thrive socially</td>
</tr>
<tr>
<td>Support For Learners</td>
<td>13b1</td>
<td>Frequency: Career counseling</td>
</tr>
<tr>
<td>Student Effort</td>
<td>13h1</td>
<td>Frequency: Computer lab</td>
</tr>
</tbody>
</table>

Notes:

For Item(s) 9, quite a bit and very much responses are combined.

For Item(s) 13, sometimes and often responses are combined.
2014 CCSSE Special-Focus Items

The Center adds special-focus items to CCSSE each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2014 special-focus items continue to elicit new information about students’ experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results from the first five promising practices items for your college and the CCSSE promising practices respondents are displayed across pages 6 and 7.

Figure 5: During the current term at this college, I completed registration before the first class sessions(s).

![Figure 5: Registration Frequency](chart)

<table>
<thead>
<tr>
<th>Response</th>
<th>North Idaho College (N=552)</th>
<th>2012-2014 Promising Practices Respondents (N=395,909)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: I was registered for ALL of my courses</td>
<td>90.8%</td>
<td>89.2%</td>
</tr>
<tr>
<td>Mostly: I was registered for MOST of my</td>
<td>7.1%</td>
<td>6.4%</td>
</tr>
<tr>
<td>courses before the first class session(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partly: I was registered for SOME of my</td>
<td>1.3%</td>
<td>2.4%</td>
</tr>
<tr>
<td>courses before the first class session(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No: I was NOT registered for ANY of my</td>
<td>0.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>courses before the first class session(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is:

![Figure 6: Orientation Frequency](chart)

<table>
<thead>
<tr>
<th>Experience</th>
<th>North Idaho College (N=548)</th>
<th>2012-2014 Promising Practices Respondents (N=394,279)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I took part in an online orientation prior to</td>
<td>11.6%</td>
<td>12.3%</td>
</tr>
<tr>
<td>the beginning of classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I attended an on-campus orientation prior to</td>
<td>54.3%</td>
<td>42.5%</td>
</tr>
<tr>
<td>the beginning of classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enrolled in an orientation course as part of</td>
<td>5.7%</td>
<td>8.3%</td>
</tr>
<tr>
<td>my course schedule during my first term at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>this college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was not aware of a college orientation</td>
<td>11.4%</td>
<td>19.2%</td>
</tr>
<tr>
<td>I was unable to participate in orientation due</td>
<td>17.1%</td>
<td>17.8%</td>
</tr>
<tr>
<td>to scheduling or other issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

Figure 8: During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

Figure 9: During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).
The Community College Faculty Survey of Student Engagement (CCFSE) results displayed below reveal the proportion of full- and part-time faculty members that are involved in teaching or facilitating organized ‘learning communities’ (two or more courses that a group of students take together), structured experiences for new students (sometimes called a ‘freshman seminar’ or ‘first-year experience’), and student success courses (such as a student development, extended orientation, study skills, student life skills, or college success courses). Additionally, these results can be viewed alongside the corresponding CCSSE special-focus item results featured on page 7 to reveal a more complete picture of how students and faculty are participating in the same promising practices. For colleges that did not administer CCFSE, cohort respondent data are provided.

Figure 10: During the current academic year at this college, have you been involved in teaching or facilitating a(n)

Table 3

<table>
<thead>
<tr>
<th>Response</th>
<th>Organized learning community</th>
<th>Structured experience for new students</th>
<th>Student success course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time faculty (N)</td>
<td>Part-time faculty (N)</td>
<td>Full-time faculty (N)</td>
</tr>
<tr>
<td>Did teach or facilitate</td>
<td>2,722</td>
<td>1,357</td>
<td>3,019</td>
</tr>
<tr>
<td>Did not teach or facilitate</td>
<td>14,252</td>
<td>14,316</td>
<td>13,955</td>
</tr>
<tr>
<td>Total</td>
<td>16,974</td>
<td>15,673</td>
<td>16,974</td>
</tr>
</tbody>
</table>

*Updated
Memorandum

Date: August 19, 2014
To: Dr. Joe Dunlap, President North Idaho College
From: Doug Nichols, CSG
Dave Teater, Teater Consulting
Jim Coleman, Coleman Engineering, Inc.
Greg Thomas, Thomas Consulting

Subject: CTE Facility Cost Modeling

Dr. Dunlap:

On August 7, 2014 we assembled subject matter experts and representatives from the NIC board of trustees, college administration, and the design, construction and engineering industries to discuss the standard of quality and likely cost of a new CTE facility for North Idaho College. The participants in that meeting developed the following standards of quality, in the form of predicted useful life, for the new facility:

- Building superstructure: 50 years
- Mechanical systems (HVAC): 30 years
- Electrical infrastructure: 30 years
- Communications/Data: 5-7 years
- Site Paving: 20 years
- Site Hardscape: 30 years

The group discussed the cost of each major building system contemplated to be included in the new building. Much of the cost input was based on recent private sector construction projects (such as local auto dealerships) in the Coeur d’Alene area. In most cases, it became apparent that the historic costs of such private sector buildings was lower than comparable costs for higher education buildings in the region.

In considering how to deal with the cost differential between local private construction projects and higher education school buildings, we have come to the following recommendation. We think the most comparable building to the anticipated CTE facility is the existing KTEC building. The standard of quality of KTEC is similar to the quality listed above with the exception of the HVAC systems. KTEC HVAC is a geothermal system which provides heating and cooling to all spaces in the building. We feel KTEC is the
best local comparable from which to spring. We propose that NIC use the cost of KTEC as the basis for cost modeling of the CTE building as adjusted below:

- KTEC initial project cost (hard + soft costs): $9,500,000
- KTEC HVAC Geothermal System Premium ($180,000)
- KTEC donated materials and labor (estimated): $600,000
- Subtotal KTEC initial project cost with donations: $9,920,000
- Escalation @ 3% annually compounded for 4 years: $1,245,000
- KTEC cost projected if built in 2016: $11,165,000
- KTEC occupied area (not including mezzanines): 54,000 sf
- KTEC mezzanine area: 8,000 sf
- KTEC occupied area project cost/building sf in 2016 dollars: $206.76/building sf
- KTEC blended area (includes mezzanine @ 30% cost factor) project cost/building sf in 2016 dollars: $197.03/building sf

Factors Unique to the CTE Facility

- KTEC included approximately 10,000 sf of covered storage. The CTE building is programmed to have approximately 30,000 sf of covered storage resulting in an increased cost compared to KTEC of approximately $500,000 with soft costs: $5.00/building sf

- Unlike KTEC, all the CTE students will drive to the site, requiring a one-to-one parking ratio for 350 cars. There is potential for sharing parking with KTEC. Therefore, it is recommended that the CTE project be planned for 250 parking spaces with provisions for expansion. If the additional parking is required it will result in an increased cost of approximately $187,000 with soft costs: $1.87/building sf

Resultant Project Cost (Hard + Soft Costs)/Building sf for the CTE Facility: $203.90 - $213.63

In addition to the above amount, it is recommended that NIC set aside a “pre-design contingency factor” of at least 15% to acknowledge the fact that the above estimates are not based on any project design. The college should have a detailed cost estimate done at the end of schematic design to confirm the applicability of the above estimates.