**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 Section 74--206(1)(c)*

6:00 p.m.
**CONVENE BOARD MEETING/CALL TO ORDER**
- Pledge of Allegiance
- Verification of Quorum/Introduction of Guests
- Review Minutes
- Public Comment**
- Celebrating Success: Institutional Optimization

**PRESIDENT’S REPORT**

**OLD BUSINESS**
- Tab 1: SECOND READING: Board of Trustees Meeting Calendar FY17
- Tab 2: SECOND READING: Revised Professional Consulting Policy #3.02.12
- Tab 3: SECOND READING: Title IX Policy #3.03.06
- Tab 4: SECOND READING: Revised Prior Felonies Policy #5.15
- Tab 5: SECOND READING: Elimination of Sexual Harassment Policy #3.03.01

**NEW BUSINESS**
- Tab 6: Approval of Head Start Grant for Increased Dosage and Duration
- Tab 7: Approval of Head Start Job Descriptions
- Tab 8: Approve Commemorative Gift Naming Structure for CTE Facility
- Tab 9: Appoint Clerk of the Election
- North Idaho College Trustee Zones

**INFORMATION ITEMS**
- CTE Facility Update
- Institutional Master Plan

**BOARD CHAIR REPORT**

**REMARKS FOR THE GOOD OF THE ORDER**

**ADJOURN**
* Executive sessions may be called for the purposes of considering personnel matters, deliberating regarding an acquisition of an interest in real property, considering records that are exempt from public disclosure, considering 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 litigation, communicating with risk manager/insurer regarding pending/imminently-likely claims or to consider labor contract matters.

**Upcoming Events**
- NIC Board Meeting
  - President Dunlap’s Farewell Reception
  - Medical Asst. & Pharmacy Tech Pinning Ceremony
  - Really BIG Raffle
- **June 22 – SUB**
  - June 23, 4-6 p.m. – Plaza behind Lee-Kildow Hall
  - July 7 6 p.m. - Schuler Performing Arts Center
  - July 13 – 6 p.m. - Cheamkwet Park
SUBJECT
Executive Session

DISCUSSION
From time to time the board will find it necessary to adjourn to executive session. 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 and provide sufficient detail to identify the purpose and topic of the executive session but not information sufficient to compromise the purpose of the executive session.
3. Approve a motion to adjourn by two-thirds, roll call vote.
4. Take no action and make no final decisions in executive session.

MOVES THAT THE BOARD, PURSUANT TO IDAHO CODE § 74—206, CONVENE IN EXECUTIVE SESSION TO:

[ ] Consider personnel matters [Idaho Code § 74--206(1)(a) & (b)]
[ ] Deliberate regarding an acquisition of an interest in real property [Idaho Code § 74-206(1)(c)]
[ ] Consider records that are exempt from public disclosure [Idaho Code § 74-206(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 § 74-206(1)(e)]
[ ] Communicate with legal counsel regarding pending/imminently-likely litigation [Idaho Code § 74-206(1)(f)]
[ ] Communicate with risk manager/insurer regarding pending/imminently-likely claims [Idaho Code § 74-206(1)(i)]
[ ] To consider labor contract matters authorized under section 67-2345A [74-206A](1)(a) and (b), Idaho Code.

Purpose/Topic summary: (Provide sufficient detail to identify the purpose and topic of the executive session but not contain information sufficient to compromise the purpose of the executive session.)

SECONDED BY: ____________________________

Roll call:  
Banducci  
Howard  
Meyer  
Nilson  
Wood

CONVENE AT: __________ ADJOURN AT: __________
CALL TO ORDER AND VERIFICATION OF QUORUM
Chair Ken Howard called the meeting to order at 6:05 p.m. and welcomed attendees and guests to the meeting.

ATTENDANCE
Trustees: Ron Nilson
          Judy Meyer
          Ken Howard
          Christie Wood

Also present: Joe Dunlap, President
          Megan O’Dowd, Attorney for North Idaho College
          Lita Burns, Vice President for Instruction
          Chris Martin, Vice President for Finance and Business Affairs
          Mark Browning, Vice President for Communications & Governmental Relations

Chair Howard led the board and meeting attendees in the Pledge of Allegiance. He verified that a quorum was present and stated that Trustee Banducci had informed him he would be late.

APPROVAL OF MINUTES
Chair Howard called for any changes to the minutes from the meeting held on April 27, 2016 and the special meeting held May 9, 2016. There being none, the minutes were accepted, as presented.

PUBLIC COMMENT
NIC faculty member Joe Jacoby commented in favor of the proposed budget.

CELEBRATING SUCCESS
NIC Women’s Basketball Coach Chris Carlson reported on season highlights and rankings for all athletic teams and academic achievements for student athletes.

CONSTITUENT REPORTS
ASNIC
President Sean Collins reported that ASNIC is finishing up projects as they transition to a new student board, and added that they are working on filling one senator position due to the resignation of one student.

Staff Assembly
Chair Teresa Henderson reported on activities from the May Staff Assembly meeting, including a year-end update from President Dunlap. She read, aloud, a statement included in a recent staff survey in support of the proposed budget.
Faculty Assembly
Chair Erin Davis reported that during their May 12 meeting, Faculty Assembly elected senators and alternates and passed two resolutions: one expressing appreciation for President Dunlap’s support and one in support of the proposed budget. Davis read, aloud, each of the resolutions. She went on to express her appreciation to faculty for allowing her to represent them for the past two years and she thanked the board of trustees for allowing constituents to come before the board each month.

Senate
Chair Josh Gittel reported that during their May 12 meeting, Senate elected officers and passed several policies and procedures for a second reading. He went on to report that Senate also passed an advisory vote on the NIC Foundation’s commemorative naming structure proposed for the CTE facility.

PRESIDENT’S REPORT
Dr. Dunlap thanked the past year’s constituent leaders and welcomed incoming leaders. He then commented on this year’s commencement ceremony and thanked trustees for their participation.

Trustee Banducci arrived at 6:35 p.m.

OLD BUSINESS
Reduction in Force Policy
Dr. Dunlap presented the RIF proposal for a second reading, briefly explained the history behind its development and requested the board adopt the proposal.

Trustee Meyer made a motion to approve the Reduction in Force policy. The motion was seconded by Trustee Wood. Trustee Nilson commented on the proposed circumstance by which the board may adopt a reduction in force plan of reviewing institutional enrollment and industry demand as compared to the previous 10 years, and expressed his wish for that comparison period to be reduced to three to five years. Dr. Dunlap explained that a 10-year comparison is adequate to determine staffing needs and he added that this item in the policy provides the college a look at enrollment and industry demand compared to the previous 10 years.

The motion to adopt the Reduction in Force policy carried unanimously.

FY17 General Fund Budget
VP Chris Martin presented the proposed FY17 general fund operating budget, highlighting that since first reading, a 3% wage increase for part-time and adjunct employees had been added. He went on to state that the proposal is a 2.57% increase over FY16 and that there is no proposed increase to taxes or in-district tuition. He briefly explained the proposed one-year accident insurance fee holiday for students equaling $11 per student each semester.

Trustee Wood made a motion to adopt the FY17 general fund operating budget. Trustee Meyer seconded the motion.

Trustee Nilson expressed his support of a budget with a 2% wage increase, stating that the college had provided back to back increases to cost of living allowances and he feels that 3% is unrealistic. He went on to make a motion to adopt the budget with a wage increase reduced from 3% to 2%.

The motion was seconded by Trustee Banducci.

A discussion ensued, during which Dr. Dunlap commented on the distinction between honoring the college’s policy of providing step increases and the cost of living, adding that the proposed 3%
increase does not represent a cost of living adjustment, but is an increase related to the steps and pay increases that are articulated in policy. Trustee Wood commented that not everyone receives a step increase and added that during the recession, the board offered no increases, and in 2013 and 2014, the board froze step increases. She went on to express that she is unable to support Trustee Nilson’s proposal. Trustee Banducci pointed out that the board did authorize wages increases most years over the past 10 years. Trustee Nilson expressed concern about the step salary structure. Trustee Banducci pointed out that adjuncts should be considered separately and he asked about the complexity of providing a 2% increase for full time employees while providing a 3% increase for adjuncts and the 3% state-funded increase for CTE employees. VP Martin commented that the board had built a structure in which CTE and general education faculty are treated the same regardless of state provisions. He added that the college has done much to create a collaborative system between career technical and general education and commented it could be untenable to deliver different increases to full time and part time CTE faculty and different increases to full time and part time general education faculty. He went on to say that it could also cause dissention in a unified culture that the board had the foresight to create.

The motion to amend the motion to adopt the budget, with wage increases reduced from 3% to 2%, failed with two in favor and three opposed.

The motion to adopt the budget, as presented, carried with three in favor and two opposed.

Creation of a Board Designated Capital Investment Reserve Fund
VP Martin stated that the board has asked the administration to set aside the approximate $2.5 million in tax receipts each year and he explained that those funds have been allocated to the plant fund. He went on to state that following presentation of last year’s financial audit, it was determined that those funds could be allocated in a separate line item in the budget as a board-designated fund, restricted specifically for the purposes of capital investment. He continued to describe the specific purposes for which those funds could be used, including acquisition of new property, new construction, execution of campus infrastructure improvements, expansion or renovation of existing facilities or for future IT improvements.

Following a discussion related to the use of tax receipts, Trustee Banducci made the following motion: That the board establish a board-designated reserve account called the Capital Investment Fund, restricted to acquisition of property, new construction, execution of campus infrastructure improvements, expansion and or renovation of existing facilities or IT infrastructure improvements, funded with the approximate $2.5 million yearly tax receipts, and that expenditures from this fund shall occur only upon specific authorization of the board, and a one-time transfer of $5 million from the general fund balance to the Capital Investment Fund. The motion, seconded by Trustee Nilson, carried unanimously.

NEW BUSINESS
Revised Professional Consulting Policy #3.02.12
VP Martin reviewed proposed revisions to the policy, which include that administrative approval is not required for activities in which the employee is engaged during periods of vacation leave, non-duty hours, or on college and legal holidays, and removal of language stating that leave is compatible with the employee’s professional competence. This was a first reading and no action was taken.

Title IX Policy #3.03.06
Director of Student Development Alex Harris explained the requirements of Title IX, and presented a newly drafted policy, written to comply with the regulations of Title IX.
Chair Howard expressed concern with the use of the word “agent” on page one of the draft, stating that the word “agent” has specific connotations, and when referring to students or others, he suggested including them, but don’t call them out as “agents” of the college. He went on to point out the use of the word “agent” on page 2, suggesting that some representatives of the college be identified as agents and others be identified as those subject to the rules, but not as agents. He went on to express concern that the college community isn’t defined in item V. and that in item XI, there are no sanctions identified for contractors or other classes of people that have been identified as being subjected to this rule.

Mr. Harris responded that these suggestions will be incorporated and presented at second reading.

Elimination of Sexual Harassment Policy #3.03.01
Human Resources Director Erin Norvel presented the proposal to eliminate the Sexual Harassment Policy #3.03.01, stating that the elimination is being proposed because this topic will be covered under the Title IX policy, once it is approved. This was a first reading and no action was taken.

Revised Prior Felonies Policy #5.15
Mr. Harris presented proposed revisions to Prior Felonies Policy #5.15, which include an outline of how and when the college will address students with a prior felony. This was a first reading and no action was taken.

Personal Leave Policy #3.04.06.02
Trustee Nilson commented that when revisions to this policy were brought forward previously, it was discovered that the college had not been following the policy and he requested follow up. Chair Howard commented that the previously proposed revisions had been withdrawn. A discussion took place about the class of employees to which this policy applies and whether or not specificity should be added related to the use of the two personal days outlined in the policy. VP Martin commented that this policy applies to the college’s 150 full time faculty and he added that two personal days are included in their contracts. VP Burns commented that she does see the requests from faculty arranging to take personal days and that the number is approximately half of those eligible each year. She added that in the past she was advised by Human Resources that she may grant or deny a request for personal leave, based on scheduling needs; however, due to privacy reasons, she could not inquire about the specific purposes for which an employee is requesting a personal day. There was no further discussion on the policy.

Board of Trustees Meeting Calendar FY17
Dr. Dunlap presented the proposed meeting schedule for the board of trustees for the upcoming year, pointing out that the schedule follows the normal fourth Wednesday with a few exceptions including November and January. Trustee Wood commented that the meeting date in December falls close to the holidays and many leave town during that time. Dr. Dunlap responded that the board may edit the schedule during the year based on circumstances for each individual trustee. This was a first reading and no action was taken.

Approval of President’s Contract
College Attorney Megan O’Dowd reported that the board had been apprised of the terms of the contract for newly hired President Richard MacLennnan, stating that the contract is for a three-year term with a start date of June 27. She requested that the board approve the contract and authorize the board chair to execute the contract on behalf of the board.
Trustee Banducci pointed out that President Dunlap’s term does not end until June 30. Chair Howard responded that during negotiations, it was found that in order for Dr. MacLennan to take part in the college’s health benefits in July, his start date would need to be June 27 and that Dr. MacLennan had agreed to not to receive any pay for the last three days in June.

Trustee Meyer commented that she had completed a site visit, on behalf of the board, to Dr. MacLennan’s current college in Maryland and reported that she was informed of his collaborative and approachable style and that he has accomplished much in community outreach with workforce and economic development. Meyer made a motion to approve the contract for Dr. Richard MacLennan beginning June 27, 2016. The motion, seconded by Trustee Nilson, carried unanimously.

INFORMATION ITEMS

CTE Facility Update
VP Martin reported that all masonry work is complete and the college plans to move the welding program in June. He went on to say that siding siting work is next and curbs are currently being poured. He closed by offering tours to the trustees.

BOARD CHAIR REPORT
Chair Howard reported that Dr. MacLennan is making the transition from his college in Maryland and plans a house hunting trip to the area soon. He continued by reporting on a recent meeting of the Idaho Community College Consortium, commenting on one of the topics of a pay for performance funding model for higher education. Dr. Dunlap added that this type of proposal will require funding from the legislature. Chair Howard closed by thanking Trustee Nilson for his service and for his valuable perspective on the board. Trustee Nilson commented that he intends to stay on the board until the new president arrives. Chair Howard asked Trustee Nilson to provide the board with his intended exit date, in writing, so the board may appoint a replacement.

REMARKS FOR THE GOOD OF THE ORDER
Trustee Meyer pointed out some upcoming events for the trustees’ calendars.

The meeting was adjourned at 8:02 p.m.

Board of Trustees Chair ___________________________ Board of Trustees Secretary ___________________________
SUBJECT
Board of Trustees Meeting Calendar 2016-17

BACKGROUND
According to Idaho Code Sections 67-2340 through 67-2345, the board of trustees is required to adopt an annual meeting schedule for its regular meetings.

DISCUSSION
In accordance with state statute, Attachment A is proposed to establish the board’s annual meeting schedule for the coming year. As in the past, no board meeting is planned for July. To accommodate Thanksgiving and the college’s winter break, we are proposing dates for the November and December meetings one week earlier than normal. To avoid a possible conflict with legislative week and the JFAC hearings in January, we are proposing to schedule that month’s meeting one week earlier than normal.

Additionally, the proposed meeting dates do not conflict with the dates for the Association of Community College Trustees (ACCT) Leadership Congress which is scheduled for October 5-8, nor do they conflict with ACCT’s National Legislative Summit Feb 13-17.

Any retreats and workshops will be announced as needed.

COMMITTEE ACTION
None.

FINANCIAL IMPLICATIONS
None.

RECOMMENDATION
Request the board consider a motion to approve the board of trustees meeting calendar for 2016-17.

Prepared by
Shannon Goodrich
Sr. Executive Assistant
Board of Trustees Meeting Schedule FY 2016-17

August 24, 2016
September 28, 2016
October 26, 2016
November 16, 2016
December 21, 2016
January 18, 2017
February 22, 2017
March 22, 2017
April 26, 2017
May 24, 2017
June 28, 2017

Any retreats and workshops will be announced as needed.
SUBJECT
Revised Policy 3.02.12: Professional Consulting in Addition to Workload

BACKGROUND
Professional Consulting in Addition to Workload Policy #3.02.12 has been reviewed by appropriate staff as part of the college’s comprehensive policy review process.

DISCUSSION
This policy was revised to clarify that administrative approval is not required for activities in which the employee engages during periods of vacation leave, non-duty days, or on college or legal holidays, and removes the reference to consulting related to the employee’s professional competence.

COMMITTEE ACTION
This policy has been reviewed and approved by President’s Cabinet and the College Senate.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
Request the board consider a motion to adopt revisions to Professional Consulting Policy #3.02.12.

Prepared by:
Chris Martin, VP for Finance and Business Affairs
**Policy Narrative**

**A. PROFESSIONAL CONSULTING IN ADDITION TO WORKLOAD**

A. To maintain and increase the competence of North Idaho College employees, the board encourages the sharing of professional knowledge with the community at large. Limited outside activities in an employee's discipline or area of specialization are encouraged to the extent that they contribute to the improvement of teaching skills, provide a needed professional service and/or advance the cause of college/community relations. As used in this policy, "consulting" is defined to include any paid professional activity that is external to NIC or is clearly beyond the assigned duties for which the employee is appointed and paid by NIC.

B. Faculty and staff on full-time appointment owe their primary employment responsibility to North Idaho College. They are expected to fulfill, to the best of their abilities, the responsibilities established in their respective position descriptions. Full-time employment requires a work effort as prescribed by signed contract.

**B. PRIVATE CONSULTING**

1. Clients must always be informed that the faculty or staff member is acting as a private consultant and that NIC is not a party to the contract, nor liable, nor responsible for the performance thereof.

2. Employees must secure from the appropriate vice president approval for any activities which require a significant degree of absences or in other ways involve
unusually demanding commitments.

3. Administrative approval for consulting by NIC employees may be granted only when the proposed activity satisfies the following criteria:

1. It is compatible with the employee’s professional competence.
   a. It will not impair, in quality or quantity, the performance of the employee's assigned duties. This limitation does not apply to activities in which the employee engages during periods of vacation leave or on legal holidays.
   b. It does not involve the use of any NIC supplies, equipment, or facilities, except as provided in a current agreement with the appropriate vice president.
   c. It is not contrary to NIC's best interests.

4. Administrative approval is not required for activities in which the employee engages during periods of vacation leave, non-duty hours, or on college and legal holidays.

C. CONSULTING PERFORMED FOR NIC

1. Whenever possible, NIC will look to the expertise of its own employees first.

2. Consulting services that are performed for NIC as part of the employee's regularly assigned duties are not a basis for additional compensation.

3. Extra compensation may be authorized for consulting services to NIC that are clearly beyond the employee's assigned duties. Each instance of extra compensation is subject to the president's approval before the work is performed and payment can be made. Such services are subject to the limitations on private consulting stated in B-1 B-3. In addition,

4. Prior approval by the employee's departmental administrator must include a certification that:
   a. The work to be performed is an overload.
   b. Work schedules cannot be rearranged to include the work in the employee's regular duties.
   c. No other qualified NIC personnel are available to do the work as a part of their regular duties.

The name, "North Idaho College," and logo are the exclusive properties of NIC and consequently should not be used in support of claims, advertisements, or the contents of any private consulting reports. NIC stationery or letterhead may be used only for official NIC business.
SUBJECT
Sexual Harassment, Discrimination and Sexual Misconduct (Title IX) Policy #3.03.06

BACKGROUND
The U.S. Department of Education Office for Civil Rights April 2015 Title IX Resource Guide states:

“One of the most important facets of the Title IX coordinator’s responsibility is helping to ensure the recipient’s (North Idaho College’s) compliance with Title IX’s administrative requirements. The Title IX coordinator must have knowledge of the recipient’s policies and procedures on sex discrimination and should be involved in the drafting and revision of such policies and procedures to help to ensure that they comply with the requirements of Title IX.

The coordinator may help the recipient by coordinating the implementation and administration of the recipient’s procedures for resolving Title IX complaints, including educating the school community on how to file a complaint alleging a violation of Title IX, investigating complaints, working with law enforcement when necessary, and ensuring that complaints are resolved promptly and appropriately. The coordinator should also coordinate the recipient’s response to all complaints involving possible sex discrimination to monitor outcomes, identify patterns, and assess effects on the campus climate. Such coordination can help an institution avoid Title IX violations, particularly violations involving sexual harassment and violence, by preventing incidents from recurring or becoming systemic problems.”

This new policy and subsequent procedure address the above directives.

DISCUSSION
This proposed policy and procedure are the result of hundreds of hours of training and research to bring our institution into compliance with Title IX requirements as laid out by guidance from the federal government.

COMMITTEE ACTION
The attached policy has been reviewed and approved by the President’s Cabinet, the College Senate, and the college attorney.

FINANCIAL IMPACT
None

REQUESTED BOARD ACTION
Request the board consider a motion to adopt revisions to Title IX Policy #3.03.06.

Prepared by
Graydon Stanley, Vice President for Student Services
Alex Harris, Director of Student Development
Erin Norvell, Director of Human Resources
Policy Narrative

North Idaho College ("the college") recognizes that members of the college community, including guests and visitors, have the right to be free from all forms of gender and sex-based discrimination. Examples of this include acts of sexual violence, sexual harassment, relationship and dating violence, sexual exploitation, and stalking. All members of the college community are expected to conduct themselves in a manner that does not infringe upon the rights of others and the college will not tolerate sex or gender-based misconduct.

The purpose of this policy is to clearly establish the college’s commitment to provide an educational and working environment free from unlawful discrimination or harassment based on sex or gender and to provide recourse for those individuals whose rights have been violated. This policy and associated procedure is intended to define the college’s expectations and outline a mechanism for determining when those expectations have been violated.

I. Policy

Sex or gender-based discrimination or harassment of an applicant for admission to the college, an applicant for employment with the college, a student, employee, or a member of the public by any agent of the college student, employee, volunteer, contractor, or guest is in violation of Title IX of the Education Amendments of 1972 ("Title IX") and/or Title VII of the Civil Rights Act of 1964 ("Title VII") and will not be tolerated. For the purposes of this policy, an “agent of the college” is a student, employee, volunteer, contractor, or other
acting representative of the college, as well as contractors and those participating in college-sponsored activities. Title IX and Title VII are described below:

A. Title IX prohibits discrimination based on sex or gender in NIC’s programs, benefits and activities. It says “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

B. Title VII prohibits sex and gender based discrimination in to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.

Any agent of the college employee, student, volunteer, contractor, or guest found to be participating in any form of discrimination or harassment based on sex or gender, or retaliation against another agent of the college employee, student, volunteer, contractor, or guest for filing a report or cooperating with an investigation shall be subject to disciplinary action up to and including expulsion from the college, termination of employment or contract with the college, and/or being banned from the college premises.

II. Policy Limitations and Exclusions
This policy applies exclusively to allegations of discrimination based on sex or gender, including gender-based or sex-based harassment, sexual misconduct and sexual violence. Other forms of harassment and discrimination (such as race, color, religion, national origin, age (40 and over), pregnancy or disability) are addressed in policies 3.03.03 and 3.03.04.

III. Notice of Required Updates to this Policy
The current version of this policy that is found on the NIC Policy Manual website supersedes all other versions of this policy, regardless if a previous version is in print or found electronically on a webpage that is not the official NIC Policy Manual webpage.

Due to the evolving nature of the federal and state laws that this policy addresses, there may be a need to update this policy in a timeframe that is incompatible with the timeline used in the current practice for policy revisions at the college. In the event that this policy requires updating in order to be in compliance with applicable federal or state law, and the timeframe for updating the policy is incompatible with timeline for policy revisions as stated in the procedure for Policy 2.01.04, the Title IX Coordinator will make amendments to the policy to ensure compliance with applicable law, subject to the approval of the President. Official notice of these updates will be given to the College Senate and
the Board of Trustees, and a presentation of the updates will be made, upon request, at an open meeting of each group.

**IV. Policy Enforcement**
The college has identified a Title IX coordinator to oversee the enforcement of this policy. The Title IX coordinator is also responsible for overseeing the college's compliance with the Title IX federal requirements. The Title IX coordinator’s duties include but are not limited to receiving reports of alleged violations of this policy, investigating such reports, and issuing a determination regarding the investigation of the alleged misconduct.

Contact information for the current Title IX coordinator can be found on the Title IX website at www.nic.edu/security

**V. Responsibilities in Regards to this Policy**
It is the responsibility of the college to develop this policy, provide training on this policy, keep it up to date, and to ensure that any violation of this policy is brought to its attention and is dealt with as required by law and according to this policy and the associated procedure.

It is the responsibility of the college community North Idaho College employees, students, and volunteers to know and adhere to this policy. All members of the college community employees, students, and volunteers share the responsibility of understanding and preventing discrimination based on sex or gender, including sex and gender-based harassment, sexual misconduct and sexual violence. It is encouraged and expected that members of the college community employees, students, and volunteers will report incidents that violate this policy through the proper reporting channels so the college can ensure that these incidents are handled appropriately.

**VI. Mandatory Employee Reporting**
To enable the college to respond effectively and to stop instances of sex or gender-based discrimination, sexual harassment or sexual misconduct, all college employees must, in the exercise of reasonable care, promptly report information they have about actual or suspected discrimination, harassment, or misconduct to the Title IX coordinator, a Title IX investigator, or other appropriate employee of the college such as the director of Human Resources or the vice president for Student Services. Employees who fail to report this information in a prompt manner may be subject to disciplinary action.

**VII. Confidential Reporting**
Employees who are hired into positions that have legal requirements to keep confidentiality, such as licensed professional counselors and licensed medical staff, are exempt from the mandatory reporting requirements when they become aware of a these sorts of incidents in the course of discharging the responsibilities for which they were hired. These employees will maintain confidentiality except in
extreme cases of immediate threat or danger, or the abuse of a minor. A list of positions that are exempt from the mandatory reporting requirement can be found the college website at www.nic.edu/security.

VIII. Student and Community Reporting
Students and community members who have witnessed an incident or been the victim of sex or gender-based discrimination, harassment, or misconduct are strongly encouraged to report the alleged incident in a timely manner to the Title IX coordinator, a Title IX investigator, or other appropriate employee of the college such as the director of Human Resources or the vice president for Student Services.

IX. Privacy Regarding Reports
The privacy of the reporting party/reported victim and responding party will be maintained in accordance with applicable federal and state law. The Title IX coordinator will inform and attempt to obtain consent from the reporting party (or reported victim, if they are not the initial reporting party) prior to beginning an investigation. If the reported victim requests complete privacy, or that no investigation be conducted at all, the Title IX coordinator will take reasonable steps to conduct an investigation consistent with the request for privacy. However, there may come a point in time when information about the reported victim will need to be disseminated as necessary in order for the college to meet our standard of maintaining a safe and non-discriminatory environment, as well as ensuring the college is in compliance with federal and state law.

X. False Reports
Any student or employee, student, volunteer, contractor, or guest of the college who has been found to have knowingly made false reports or knowingly given false information during an investigation regarding sex or gender-based discrimination, harassment, or sexual misconduct, is subject to disciplinary action up to and including expulsion from the college or termination of employment, termination of contract, or trespass from campus.

Be assured that this is not intended to discourage any student or employee person from making reports regarding sex-based discrimination, harassment, or sexual misconduct, or from participating in an investigation of such reports. However, the college understands that intentionally false reports and intentionally false investigation information adversely impact the academic environment and the workplace, as well as the lives and careers of those falsely accused, and will not be tolerated.

XI. Sanctioning for Sexual Misconduct
If, following an investigation into reported sexual misconduct, the responding party is found in violation of this policy, the Title IX coordinator will make recommendations for sanctions and remedies that are appropriate for the violation.
A. Possible student sanctions include:
   1) Educational opportunities;
   2) Counseling;
   3) Assessment for drug, alcohol, or other psychological disorder;
   4) Warning or censure: written notice to student in writing that continuation or repetition of the conduct in violation may be cause for more severe disciplinary sanction;
   5) Fees or restitution;
   6) Community service;
   7) Disqualification from activity, class, or specific privilege, curtailing or barring a student from participating in a specified activity or exercising a specific privilege for a stated period of time;
   8) Disciplinary probation;
   9) Special sanctions deemed appropriate and reasonable;
   10) Interim suspension;
   11) Suspension;
   12) Expulsion.

B. Possible employee sanctions include:
   1) Verbal warning;
   2) Written warning;
   3) Personal Improvement Plan;
   4) Required counseling;
   5) Required training or education;
   6) Probation;
   7) Suspension;
   8) Termination.

C. Possible volunteer, guest or contractor sanctions include:
   1) Verbal warning;
   2) Written warning;
   3) Termination of contract;
   4) Trespass from campus.

A responding party may appeal any sanctions resulting from an investigation per the Appeals process outlined in the associated procedure.

XII. Drug, Alcohol, and Off-Campus Conduct Stipulations
   A. Drug or Alcohol Use as a Defense
      Use of alcohol or other drugs will never serve as a defense for any behavior that violates this policy.

   B. Amnesty for Drug/Alcohol Possession and Consumption Violations
      The college recognizes that an individual who has been drinking or using drugs at the time of an incident that violates this policy may be hesitant to
make a report or participate in an investigation because of potential Student Code of Conduct consequences for their own conduct. A reporting party, reported victim, or a third party witness will not be subject to disciplinary action by the college for their own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. The college may, however, initiate an educational discussion or pursue other educational remedies regarding alcohol or other drugs.

C. Off-Campus Conduct
Conduct that occurs off-campus can be the subject of a report and will be evaluated to determine whether it violates this policy (e.g., if off-campus harassment has continuing effects that create a hostile environment on campus).

XIII. Special Provisions
The following are special provisions related to this policy and associated grievance procedure.

A. College as Reporting Party
As necessary, the college reserves the right to initiate a report, to serve as reporting party, and to initiate investigatory proceedings without a formal report by the victim of misconduct.

B. Notification of Outcomes and FERPA
The outcome of a formal investigation will be released to the complainant and the respondent subject to the limitations outlined herein.

Either party may appeal the findings and outcome of an investigation per the Appeals process in the associated procedure.

For students, the outcome of a formal investigation is part of the educational record of the accused student, and is protected from release under FERPA. However, the college observes the legal exceptions as follows:

1) The reporting party/reported victim in non-consensual sexual contact/intercourse, sexual exploitation, sexual harassment, stalking, and relationship violence incidents have an absolute right to be informed of the outcome, essential findings, and sanctions, in writing, without condition or limitation.

2) The college may release publicly the name, nature of the violation and the sanction for any student or employee who is found in violation of a college policy that is a “crime of violence,” including arson, burglary, robbery, criminal homicide, sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction.

C. Past Sexual History or Conduct Violations
The past sexual history or sexual character of a party will not be admissible by the other party in the investigation unless such information is determined to be relevant by the designated investigator. While previous conduct violations by an accused student or employee are not generally admissible as information about the present alleged violation, the college conduct officer (for alleged student conduct) or the director of human resources (for alleged employee conduct) may supply previous conduct information to the investigator only if the following three conditions are met:

1) The accused was previously found to be responsible;
2) The previous incident was substantially similar to the present allegation; and
3) Information indicates a pattern of behavior and substantial conformity with that pattern by the accused person.
SUBJECT
Prior Felonies Policy #5.15

BACKGROUND
Policy 5.15 was revised to bring the institution in line with national best practices. This policy outlines how and when the college will address students with a prior felony including (1) when a student violates the student code of conduct, (2) requires that a student on the National Sex Offender Registry meet with the Vice President for Student Services or his/her designee upon entering the institution, and (3) in accordance with Federal Financial Aid guidelines that require students who have prior felony convictions related to Crimes Against People, Crimes Against Children, or Drug Offenses to notify North Idaho College on their admissions documents.

DISCUSSION
The revisions were made to align our policy and procedure with current practice.

COMMITTEE ACTION
The attached policy has been reviewed and approved by the President’s Cabinet, the College Senate, and the college attorney.

FINANCIAL IMPACT
None.

REQUESTED BOARD ACTION
Request the board consider a motion to adopt revisions to Prior Felonies Policy #5.15.

Prepared by
Graydon Stanley, Vice President for Student Services
Alex Harris, Director of Student Development
Policy Narrative

The college is supportive of all students’ learning and integration into the college, but reserves the right to immediately suspend a student with a prior felony history from the college if the student violates any policy within the Code of Conduct. This action is subject to review by the College Judicial Board the Student Conduct process.

Students registered with the National Sexual Offender Public Registry are required to meet with the vice president for Student Services or his/her designee to ensure that the learning environment at the college is conducive to the student’s success. This meeting is confidential. Students who have prior felony convictions with regards to Crimes Against People, Crimes Against Children, or Drug Offenses may also be required to notify and meet with the vice president of Student Services or his/her designee. Failure of these students to notify and meet with the vice president of Student Services or his/her designee may result in their immediate suspension from the College.
SUBJECT
Sexual Harassment Policy #3.03.01 – proposed elimination

BACKGROUND
This policy and procedure are outdated. A new policy on Sexual Harassment, Discrimination and Sexual Misconduct (Title IX) has been proposed that better aligns the college with the expectations and responsibilities provided by the federal government in relation to how we handle discrimination and harassment that is based on sex or gender.

DISCUSSION
In order to write a comprehensive and federally compliant policy and procedure on sexual harassment, discrimination and sexual misconduct (Title IX), it was not possible to revise the current policy and procedure on sexual harassment (3.03.01). Due to the stark differences between the current policy and procedure 3.03.01 and the proposed policy and procedure on sexual harassment, discrimination and sexual misconduct (Title IX), it is suggested that the current policy be eliminated in order to more easily facilitate the approval and adoption of the proposed policy and procedure on sexual harassment, discrimination and sexual misconduct (Title IX).

COMMITTEE ACTION
The proposal to eliminate the current Policy and Procedure 3.03.01 Sexual Harassment has been reviewed and approved by the President’s Cabinet, the College Senate, and the college attorney.

FINANCIAL IMPACT
None

REQUESTED BOARD ACTION
Request the board consider a motion to approve the elimination of Sexual Harassment Policy #3.03.01.

Prepared by
Graydon Stanley, Vice President for Student Services
Alex Harris, Director of Student Development
Erin Norvell, Director of Human Resource
POLICY ON SEXUAL HARASSMENT

PREAMBLE

The College Welfare Committee recommends that the policy and procedures on Sexual Harassment be instituted for an initial three-year period and reviewed by the College Welfare Committee at the end of that three-year experience.

1. Sexual harassment subverts the missions of North Idaho College and threatens, in both obvious and subtle ways, the careers of students, faculty, and staff.

2. Definition of Sexual Harassment
   Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, and/or discrimination based on gender differences when:
a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement.

b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual.

c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

3. Sexual harassment is a form of sex discrimination. As such, it is recognized both by the Equal Employment Opportunity Commission as a violation of the Civil Rights Act of 1964, as amended, and by the Office of Civil Rights as a violation of Title IX of the Education Amendment of 1972.

4. Sexual harassment is primarily an issue of power. It exploits the power inherent in a faculty member’s or supervisor’s relationship to his/her students or subordinates. Through the manipulation of grades, wages, recommendations, job status, and the like, a teacher or a supervisor can have a decisive influence on a student's or employee's success and future career at the college and beyond.

5. While sexual harassment most often takes place in a situation of power differential between the persons involved, this policy recognizes that sexual harassment may occur between persons of:

   a. The same college status (e.g. student-student, faculty-faculty, staff-staff).

   b. Differing college status (e.g. student-employee, student-persons providing/receiving services to or from North Idaho College, employee-persons providing/receiving services to or from North Idaho College).

6. North Idaho College discourages consensual sexual relationships between employees and their subordinates.

   a. Instructors especially are discouraged from involvement with students currently enrolled in their classes.

   b. Persons in positions of power, authority, or control over others should be aware of and sensitive to problems which may arise from those relationships.
7. Implementation

a. North Idaho College will use both informal and/or formal procedures to investigate in a prompt, timely, and confidential manner, each complaint of sexual harassment.

1. Because complaints of sexual harassment might be brought that have no merit, procedures should be implemented so that students and employees are protected against false and mischievous complaints.

2. North Idaho College requires that the rights and concerns of both complainant and accused be fully assured. The college shall make every effort to assure and protect these rights, and shall undertake no action that threatens or compromises them.

b. Prompt, appropriate, corrective action will be taken against any employee or student of North Idaho College who violates this policy.

1. Violation of this policy will lead to disciplinary action which is appropriate to the circumstances and which addresses the goal of prompt and effective action to stop sexual harassment. Such disciplinary action shall follow the principles of progressive discipline.

   Depending on the circumstances, and following due process, the punishment may include, but is not limited to, verbal and written reprimands, suspension with pay, suspension without pay, demotion, expulsion, or dismissal.

2. Persons with supervisor’s responsibilities for employees/students are expected to report and/or to take appropriate supervisory action when they know of sexual harassment.
SUBJECT
Supplemental funds available to extend duration of Head Start services.

BACKGROUND
The Office of Head Start (OHS) has announced the availability of approximately $294 million, nationwide, to be awarded for the purpose of increasing the total annual hours of high-quality early education services offered to children enrolled in Head Start center-based programs. This supplemental funding is being made available under the Consolidated Appropriations Act of 2016 (Pub. L. 114-113). OHS solicits applications from existing Head Start grantees that do not provide services equivalent to a full school day and full school year for 40 percent or more of their Head Start center-based participants, pending a fundable application. Subject to appropriations, funds awarded would become part of a grantee’s base funding in future years.

DISCUSSION
The purpose of Head Start applying for a portion of the funding is to provide access to full school year and full school day programming. Applications for these funds is voluntary. All applications must be submitted to HSES no later than Friday, June 24, 2016. Because North Idaho College is the grantee for Head Start locally, board approval to submit a grant application for duration funding is required.

COMMITTEE ACTION
Board approval of North Idaho College Head Start funding application.

FINANCIAL IMPACT
There is no financial impact to North Idaho College since federal appropriations, private gifts, and donations fund Head Start.

REQUESTED BOARD ACTION
In its capacity as the governing board and to adhere to requirements outlined in The Improving Head Start for School Readiness Act of 2007, it is requested that the board consider a motion to approve the following Duration Application shown in Attachment A.

Prepared by
Beth Ann Fuller
Director, North Idaho College Head Start
Head Start Duration Application Narrative

North Idaho College Head Start currently operates:

Current Center based schedules include 17 classrooms that operate in a center based model, with eight classrooms operating a minimum of 448 hours of operation, three classrooms operating 480 hours per year, and one classroom a maximum of 768 hours per year. All current classrooms operate 128 days per year.

No current classrooms or centers operate 1020 hours per year or more.

Planned classroom operations

In order to meet 1020 hours of classroom operation, including at least eight months of operation, we are proposing moving 112 slots, or exactly 40% of our federally funded enrollment of 280 slots, to exactly 170 days of service at 6 hours of daily classroom time.

Include number of classrooms and number of children served in each program schedule:

Currently our program operates classrooms with the maximum number of allowable children. In this proposal we will be lowering classroom sizes in our duration classrooms to a maximum of 17 children, which will offer a better opportunity for children to attend for a full six hours without as much stress and with more individual attention from qualified teachers for an extended day. Research suggests that cortisol levels in children’s brains that attend extended day care and education is higher due to the constant activity and stimulation.

In analyzing our community assessment, we have targeted specific areas that prove to need extended services the most.

In Benewah County, we operate the St. Maries Head Start center which currently serves 17 children in a center based model with 128 days and 480 hours per year. Benewah County has a high poverty rate for families with children 0-5, high incidence of substance abuse and child abuse. Our families either live in the city of St. Maries or travel from several small feeder towns within our service area. Operating a minimal schedule requires families from small towns within our service area to transport back and forth for a minimal class time. Licensed child care is limited and low quality. Our proposal is to lower the classroom size to 16, and operate a center based model with 170 days, following the public school calendar and offering 6-hour class times, for a total of 1020 hours.

In Boundary County our Julien Bucher Early Learning Center operates one classroom of 17 children for 128 days and 480 hours per year. Boundary County lacks adequate child care, especially in our Bonners Ferry service area, with only one licensed child care center in the town with limited space. Boundary County currently has one of the top counties for open child abuse and neglect cases in the state, being the top priority for current MIECHV funded home base
services due to poverty and child abuse statistics. Our proposed plan is to move this one-
classroom center to 17 children still being served through a 170 days of 6-hour programming,
meeting 1020 hours of operation. Boundary School District only operates 141 school days per
year and is open four days per week instead of the typical five days per week for all our other
local school districts. Our plan includes following the school district calendar and extending the
Head Start classroom days an additional 29 days above the school district calendar days.

In **Bonner County**, we are currently operating 50 slots in **Sandpoint Head Start**, with in a
center based model with 128 days of classroom operation and 448 hours total. This is an
inclusion program with the Lake Pend Oreille School District. Children with disabilities receive
on-site, comprehensive disability services. The plan is to operate this site as planned with
expansion of services being a possibility with future funding. This collaboration is highly
successful and moving the model at this time would not be a top priority. In lowering classroom
sizes for duration, Sandpoint Head Start would have a reduction of four slots, serving 47 children
total.

**Kootenai County** continues to grow at a very high rate for the state of Idaho. Waitlists in our
Kootenai County sites continues to be our highest although we already serve over two-thirds of
our child slots in this county. The cities of Coeur d’Alene, Hayden, and Rathdrum, as well as
smaller surrounding towns continue to see growth, although the farther out of Coeur d’Alene, the
less support services.

In Coeur d Alene, we operate **Harding South Head Start**, which currently operates four
classrooms in a center based model with 128 days and 448 hours total. This is an inclusion
program with the Cd’A School District. Our proposal is to move one of the classrooms to center
based, 16 children, with extended duration of 170 day classroom serving 6 hours per day for a
total of 1020 hours per year. This classroom would operate five days per week, following the
public school calendar.

We would continue to operate two additional classroom sessions in the current model, lowering
these two classroom sizes from 20 in these sessions to 19. We would continue our 10/10
inclusion classroom in this site as well. **Harding North** would also operate a 10/10 inclusion
classroom as originally planned.

In our **North Idaho College Children’s Center Head Start** location, located in Coeur d’Alene,
we are currently serving 15 child slots in a center based 128 day model, operating for 6 hour
days, for a total of 768 hours per year. Our proposal is to continue to serve 15 children in the 3s
and 4s classrooms, with Head Start services, for an increase of 42 days, at 6 hours per day, for a
total of 170 days equaling 1020 hours per year. This will be 5 days per week, following the
North Idaho College Fall and Spring semesters schedule.

**Our Post Falls Head Start** currently serves 60 children in a center based model with 128 class
days with 480 hours per year. Our proposal is to lower existing classroom sizes in three
classrooms at Post Falls, and absorb all other reduced classroom slots created across the rest of
the program to garner a new classroom in another Post Falls location such as the **Workforce
Training Center** area, serving 16 children in a center based model. Operations will include 170
days at 6 hours per day, meeting 1020 hours per year. This will allow us to eliminate the need to serve less children in a city that continues to have the highest Head Start waiting list. This classroom would be conveniently located in a section of the city that has many low income housing units nearby. Our current Post Falls location will continue to serve 57 children in our current model and the additional 16 extended duration slots, for a total of 73 in Post Falls in total.

Our Lakeland Head Start center currently operates two half day sessions, serving 40 children, meeting 128 days for 480 hours per year. Our proposal is to create a duration classroom in an alternative site within this same community, which will allow families from both north Hayden, Athol, and Spirit Lake, all high poverty communities in our service area, a more convenient location. Our proposal is to operate an extended duration classroom, center based model with 16 children, and 170 days of service at 6 hour class days, totaling 1020 hours yearly.

This additional classroom space will be created by renting an 840 square foot classroom space with an adjacent office/parent area, at fair market value, in the new development of Hayden Canyon School for Expeditionary Learning. This charter school will open its doors for the 17/18 school year, and serve grades K-8. Top priority for space in this new charter school will be given to families that live within these new school district boundaries. The focus of this type of charter is to focus on serving low income families and families in Head Start within the school boundaries will be prioritized for placement in this school that already has a waiting list before they open. This charter school mission closely mirrors the values of Head Start and they are looking forward to a collaboration. Our current location will still serve 19 children for 128 days and 480 hours per year, in the city of Rathdrum.

Shoshone County currently has a classroom in our Shoshone Head Start in Kellogg that serves 17 children in a 128 day, 480 hour per year model. Our proposal includes 16 child slots moving to extended duration, with 170 days of classroom days following the public school calendar, and operating 6 hours per day for a total of 1020 hours.
## Allocation of Enrollment Slots in the Target Area

### 2017–2018 Enrollment Slots

<table>
<thead>
<tr>
<th>County Center and Model</th>
<th>Current PY 2016–2017</th>
<th>Proposed PY 2017–2018</th>
</tr>
</thead>
</table>
| **Kootenai County**
  (*13 TANF funded enrollment slots not included in county total.) | 179 Total | 184 Total |
| *Harding Head Start – in Coeur d'Alene* | 60 | 64 |
| Collaboration with School District #271, Center Based | 18 | 10 |
| *Harding North Head Start Center – in Hayden* | 15 | 15 |
| Collaboration with School District #271, Center Based | 0 | 16 |
| *NIC Children’s Center – on NIC Main Campus* | 47 / 13* | 44 / 13* |
| Collaboration with Grantee, Center-based | 0 | 16 |
| *Hayden Canyon Center – in north Hayden* | 40 | 19 |
| Center-based | 0 | 16 |
| *Post Falls Center – in Post Falls* | 50 Total | 47 Total |
| Center-based | 50 | 47 |
| *Sandpoint Center – in Sandpoint* | 17 Total | 17 Total |
| Collaboration w/School District #84, Center-based | 17 | 17 |
| *Boundary County* | 17 Total | 16 Total |
| *Julien Bucher Early Learning Center – in Bonners Ferry* | 17 Total | 16 Total |
| Center-based | 17 | 16 |
| *Benewah County* | 17 Total | 16 Total |
| *St Maries Center – St. Maries* | 17 Total | 16 Total |
| Center-based | 17 | 16 |
| *Shoshone County* | 17 Total | 16 Total |
| *Shoshone Center – in Kellogg* | 17 Total | 16 Total |
| Center-based | 17 | 16 |
| **TOTAL HEAD START FUNDED SLOTS** | 280 | 280 |
| **TOTAL TANF FUNDED SLOTS IN KOOTENAI COUNTY** | 13 | 13 |
| **TOTAL PROGRAM ENROLLMENT SLOTS** | 293 | 293 |
In responding to The Office of Head Start’s call to enhance school readiness via increased hours of class time, our program is reviewing best practices to support children, families and staff in this transition. In reviewing the research by Bridget E. Hatfield, in her dissertation Cortisol and Alpha-amylase Levels of Preschool Children While Attending Child Care: Relationships with Indicators of Classroom Quality (2010), classrooms measuring the lowest levels of child alpha-amylase, a stress indicator, had the higher levels of Emotional Support, Language/Interaction, and Materials and Activities. Of all categories of professional development, mentor-coaching is touted as a most highly effective approach for supporting staff. Considering the emotional and cognitive needs of children and staff when increasing class hours, we will add a Child Development Mentor Coach to the Administrative team to focus on extended duration classrooms, with the strategies and practices outlined within our Positive Behavior Interventions and Supports Plan.

**Start Up Costs:**

**Program**

- Increased cost of Criminal Background Checks for additional staff positions related to duration=$1000

**Harding South:**

- Heat and air system for Harding building, including classroom wing, kitchen and gymnasium=$500,000

**Hayden Canyon:**

- One full classroom setup $14,000
- One full playground, including fencing, play structure and gross motor equipment for 3-5 year olds with shipping, installation and cushioning material and border =$44,500
- Installation of water fountain for playground=$1500

**North Idaho College Children’s Center**

- Starcraft Inc. custom-built, three-tower, wooden climbing structure with shade producing features
- Total cost of project (includes parts, labor, etc.): $23,000
- Water fountain for playground $1500

**Post Falls – Workforce Training Center:**

- One full classroom setup $14,000
- One full playground, including fencing, play structure and gross motor equipment for 3-5 year olds with shipping, installation and cushioning material and border =$44,500
- Kitchen equipment $20,000
- Installation of water fountain for playground=$1500
Hayden Canyon ongoing Costs:

- 1680 square feet, at fair market value, is $16,800 plus 500 sq ft kitchen and classroom storage space, at $5,000 = yearly plus utilities and playground space, parking lot=$21,800 per year.

Post Falls – Workforce Training Center area ongoing Costs:

- 1680 square feet, at fair market value, is $16,800 plus 500 sq ft kitchen and classroom storage space, at $5,000 = yearly plus utilities and playground space, parking lot=$21,800 per year.

Most other cost increases are included in the budget under Personnel and Fringe. Additional staff time and positions, addition of federal holidays for all administrative and duration classroom benefitted staff, and new mentor coach, health and nutrition, and operations staff. Indirect costs will increase for grantee support providing direct reports, accounts payable, and human resources.

(New job descriptions are an attachment in a separate tab.)
SUBJECT
Approval of the current Head Start job descriptions and new job descriptions within the organization in the event that supplemental grant funds are made available to extend duration of services.

BACKGROUND
Head Start requires NIC Board approval for any major changes to job descriptions, as they are made. Head Start is applying for a grant to expand duration of services, which would create several new job positions within the organization. These positions are specific to the expansion of duration and would only be implemented with duration funding.

DISCUSSION
Because North Idaho College is the grantee for Head Start locally, it is important for the board to be apprised of any changes to job descriptions for the Head Start program as well as any new positions that might be warranted with expansion of duration of services. There are no major changes to the current job descriptions. New positions would be funded by duration grant funding.

COMMITTEE ACTION
Board approval is requested.

FINANCIAL IMPACT
There is no financial impact to North Idaho College since federal appropriations, private gifts, and donations fund Head Start.

REQUESTED BOARD ACTION
In its capacity as the governing board and to adhere to requirements outlined in The Improving Head Start for School Readiness Act of 2007, it is requested that the board consider a motion to approve the job descriptions shown in Attachment A.

Prepared by
Beth Ann Fuller
Director, North Idaho College Head Start
North Idaho College Head Start Job Description
Child Development Mentor-Coach

Position Title: Child Development Mentor-Coach
Length: July 1 through June 30

Reports to: Director
FLSA Status: Non-Exempt

**Position Summary:** In conjunction with the NIC Head Start mission, Five-Year Goals and in compliance with all local, state and federal regulations, in extended duration classrooms the Child Development Mentor-Coach exercises independent judgment and discretion in carrying out major assignments including but not limited to: Providing mentor coaching, new employee training, and overall support and follow-up with teachers by means of a referral and case management approach. Ensure that teachers are getting the direction needed to successfully teach and implement the assigned curriculum and practices which promote high quality learning and school readiness.

**Essential Duties and Responsibilities: (Program)**
- Treat Head Start participants, community members and fellow staff with positive regard.
- Participate as part of the management team in the development of practices that ensure the delivery of quality services to children, families, and staff.
- Assist in the development and coordination of the program's training and technical assistance plan.
- Assess the training needs of staff to develop and coordinate professional development.
- Participate in a program committee and/or community service assignment as assigned to Develop, enhance, and support community collaboration.
- Participate in professional development opportunities to ensure up-to-date, quality services to children and families, which may require out-of-area travel.

**Content Area Specific Duties:**
- Consult with the Education/ Disabilities Coordinator in developing operations for mentoring teaching staff in best practices as outlined in the program's Positive Behavior Interventions and Supports plan (PBIS).
- Develop and maintain positive, supportive relationships with teaching staff as per the Teacher-Coach Agreement.
- Collaborate with Supervisors, the Mental Health Consultant and the Education/ Disabilities Coordinator to develop a schedule for conducting classroom observations as a foundation for determining needs.
- Develop individual mentor coaching plans, with specific goals and areas for growth identified which are based on classroom and teacher observations.
- Submit coaching plans to review with the Education/ Disabilities Coordinator, and assess teacher progress.
- Follow-up on individual staff requests for mentor coach services and document the nature of training provided.
- Use adult learning styles, including reflective practice, for improving teacher-child interactions and how to work with culturally, linguistically and developmentally diverse groups of children.
- Provide constructive feedback and support to teaching staff for learning and growth. This may include activities, reading material, modeling teaching practices within the classroom or other resources as needed to guide learning.
• Support new teaching staff training and maintain support as needed while they gain knowledge of their role and the responsibilities of their position.
• Plan and present small group workshops on relevant child development topics based on program monitoring outcomes.
• Promote best practices in early childhood development based on Head Start Performance Standards, North Idaho College Head Start PBIS Plan, Creative Curriculum, and other prescribed curricula used at North Idaho College Head Start.
• Assist the Education/ Disabilities Coordinator in assessing the training needs of staff in order to help develop and coordinate professional development.

Additional:
• Perform other duties as assigned by supervisor.
• Plan work knowing that flexibility is required to meet the unique needs of the Head Start program and its participants.
• Travel as needed throughout North Idaho College Head Start service area.
• Receive and maintain CLASS certification in order to support CLASS observations for individual/team support and for program planning.
• Meet terms of Statement of Agreement/ Employment Declaration.
• Pass criminal background check including fingerprinting prior to first day of work.
• Register with 'Idaho Stars'
• Maintain current CPR and First Aid

Qualifications/Education:
Level I: Baccalaureate degree in Early Childhood Education, Early Childhood Special Education, Child Development, or Family Studies.

Level II: Master's degree in Early Childhood Education, Early Childhood Special Education, and Child Development, or Family Studies.

Skills and Experience:
• Strong interpersonal skills and the ability to work with people having divergent educational, socio-economic and experiential backgrounds.
• Working knowledge of computers and commonly used software for Internet and e-mail access, word processing and data collection and management.
• One year demonstrated experience in assisting to administer an Early Childhood program, with preference given to Head Start administrative experience.
• Positive approach to Early Childhood Development programs, health and social services.
• Demonstrated written, oral, and organizational skills.
• Experience planning, developing and conducting professional development.
• Understanding of theories of social work ethics, early childhood education and child and family development including family systems.

Work Environment
• Work in a variety of environments including shared office space and classrooms
Physical Demands:
- Required to walk; sit; reach with hands and/or arms and stoop, kneel, crouch, climb or crawl, bend, push, pull as well as able to lift up to fifty (50) pounds on an occasional basis and twenty (20) pounds regularly.
- Regularly required to use fingers and hands to handle materials.
- Able to get in and out of a car and navigate entrance and exit of centers, public buildings, and/or families’ homes.

I, __________________________ have read this job description and understand its contents.
(print your name here)

________________________________________  ________________________
Employee’s Signature                         Date
North Idaho College Head Start Job Description
Classroom Aide

Position Title: Classroom Aide
Length: July 1 through June 30
Reports to: Area Supervisor
FLSA Status: Non-exempt

Position Summary:
In conjunction with the North Idaho College Head Start mission, 5 year goals and in compliance with all local, state and federal regulations the Classroom Aide under general direction assists the Classroom Teacher with implementing a comprehensive child development program.

Essential Duties and Responsibilities:
• Treat Head Start participants, community members and fellow staff with positive regard.
• Assist in maintaining a safe, clean, healthy, and organized learning environment.
• Know and carry out active supervision practices ensuring the safety of children at all times.
• Assist in delivering pedestrian safety knowledge to children and families and maintaining pedestrian safety at the center.
• Assist in planning and implementing classroom curriculum and learning experiences, with the classroom team
• Support the development of relationships between children and their families through involvement in the program.
• Conduct classroom hours each week per center model.
• Support early childhood education in the classroom.
• Support individual children in meeting their basic developmental needs, including, feeding and toileting
• Participate in professional development opportunities to ensure up-to-date, quality services to children and families.
• Participate as part of the center team to ensure efficient center operations

Additional:
• Register with "Idaho Stars".
• Maintain current CPR and First Aid.
• Perform other duties as assigned by supervisor.
• Plan work knowing that flexibility is required to meet the unique needs of the Head Start program and its participants.
• Meet terms of Statement of Agreement/ Employment Declaration
• Pass criminal background check including fingerprinting prior to first day of work.

Qualifications/Education:
• Level I: High School Diploma or GED

Skills and Experience
• Strong interpersonal skills and the ability to work with people having divergent educational, socioeconomic and experiential backgrounds.
• One year experience (256 hours minimum) as a staff or volunteer in a preschool classroom with at least 10 children, with preference given to Head Start experience.
• Positive approach to Early Childhood Development programs, health and social services.
• Working knowledge of commonly used computer software programs including data collection systems.
Work Environment:
- Work in a variety of environments including shared office space and classrooms.

Physical Demands:
- Required to walk; sit; reach with hands and/or arms and stoop, kneel, crouch, climb or crawl. bend, push and pull as well as able to lift up to fifty (50) pounds on an occasional basis and twenty (20) pounds regularly.
- Regularly required to use fingers and hands to handle materials.
- Able to get in and out of a car and navigate entrance and exit of centers, public buildings.

I, ___________________________ have read this job description and understand its contents.

(print your name here)

_________________________________  ____________________________
North Idaho College Head Start Job Description
Grants Assistant

Position Title: Grants Assistant
Reports to: Director
Length: July 1 through June 30
FLSA Status: Non-exempt

Position summary: In conjunction with the NIC Head Start mission, Five-Year Goals and in compliance with all local, state and federal regulations the Grants Assistant exercises independent judgment and discretion in carrying out major assignments including but not limited to: perform accounting functions for a variety of grants, providing financial support to the program, Director and external sources, as required.

Essential Duties and responsibilities:
- Treat Head Start participants, community members and fellow staff with positive regard.
- Participate in program planning and budget development, implement operations and monitoring systems to ensure program is utilizing best practice in meeting Performance Standards.
- Participate in professional development opportunities to ensure up-to-date fiscal practices and procedures.
- Coordinate regular meetings with program director to provide financial related support including review of program financials, projections, answer compliance questions and other program financial needs.

Content Area Specific Duties:
- Assist in preparing and tracking annual budgets for specific grants, programs and the agency as a whole.
- Maintain understanding of all financial related grant or contract compliance requirements; meet deadlines and support program staff, as necessary, to maintain compliance.
- Prepare monthly financial statements, including budget v actual results, projections for assigned programs.
- Prepare and/or review budgets and narratives as needed for proposals for assigned and new programs.
- Prepare invoices required by funding agencies (federal, states or private funding sources) for assigned programs.
- Assist in maintaining integrity of Child and Adult Care Food Program claim processing.
- Assist staff when necessary regarding proper coding of expenses and federal and state policies regarding purchases.

Additional:
- Perform other duties as assigned by supervisor.
- Plan work knowing that flexibility is required to meet the unique needs of the Head Start program and its participants.
- Represent North Idaho College Head Start at appropriate local, state and national meetings or advocacy groups.
- Meet terms of Statement of Agreement/ Employment Declaration.
- Pass criminal background check including fingerprinting prior to first day of work.

Required Qualifications/Education
Level I: Associate Degree in accounting or related field preferred and minimum of four years (full-time equivalent) relevant general accounting and financial analysis experience.

Level II: Bachelor's degree in business or public administration or accounting or related field preferred and minimum of four years (full-time equivalent) relevant general accounting and financial analysis experience.
Skills and experiences:
- Strong interpersonal skills and the ability to work with people having divergent educational, socio-economic and experiential backgrounds.
- Advanced knowledge of computers and commonly used software for Internet and e-mail access, word processing and data collection and management.
- Minimum of 4 years accounting experience, cost accounting/cost allocation principles, budgeting and projections, preferably with experience in accounting for not-for-profits and application of federal accounting regulations and cost accounting standards, with preference given to Head Start administrative experience.
- Positive approach to Early Childhood Development programs, health and social services.
- Demonstrated professional level of customer service and communication supporting nonfinancial managers with financial reporting, budgeting and forecasting support.
- Public accounting experience with nonprofit clients and single audits, a plus.
- Extensive working knowledge of Excel and a variety of accounting software packages.
- High level of integrity and dependability.
- Strong diagnostic and problem solving skills, particularly mathematical, bookkeeping and regulatory requirements.
- Ability to problem-solve and accurately reconcile general ledger accounts and perform other accounting/bookkeeping functions.
- Strong organizational skills, the ability to monitor and prioritize work load and meet strict deadlines.
- Ability to work independently as well as in a team environment.
- Ability to communicate (verbal and written) effectively and appropriately with others.
- Sustained concentration and attention to detail and accuracy.
- Ability to interpret state and federal Head Start policies and regulations.
- All communications are potentially sensitive and are subject to Head Start’s policy on confidentiality.

Work Environment:
- Work in a variety of environments including shared office space and classrooms.

Physical Demands:
- Daily sitting at desk for long periods of time, working at computer keyboard. Frequent standing, bending or lifting files and occasionally lifting boxes up to 25 lbs.
- Required to walk; sit; reach with hands and/or arms and stoop, kneel, crouch, climb or crawl. Bend, push, pull as well as able to lift up to fifty (50) pounds on an occasional basis and twenty (20) pounds regularly.
- Regularly required to use fingers and hands to handle materials.
- Able to get in and out of a car and navigate entrance and exit of centers, public buildings.

I, _______________________________ have read this job description and understand its contents.

(print your name here)

_____________________________  ____________________
Employee’s Signature          Date
North Idaho College Head Start
Job Description

Position Title: Health Services/Nutrition Coordinator
Reports to: Director
Length: July 1 through June 30
FLSA Status: Exempt

Position Summary: In conjunction with the NIC Head Start mission, Five-Year Goals and in compliance with all local, state and federal regulations the Health Services Coordinator exercises independent judgment and discretion in carrying out major assignments including but not limited to: planning, monitoring, and providing professional development opportunities to the content area of health and mental health services, nutrition, and child abuse and neglect.

Essential Duties and Responsibilities:
- Treat Head Start participants, community members and fellow staff with positive regard.
- Participate in program planning and budget development, implement operations and monitoring systems to ensure program is utilizing best practice in meeting Performance Standards.
- Assist in the development and coordination of the program’s professional development plan.
- Manage program monitoring and center operations via site visits.
- Support staff in their efforts to mentor, develop and improve center operations.
- Assess the training needs of staff to develop and coordinate professional development.
- Develop interagency agreements between Head Start and other local agencies as appropriate to secure services for children and families.

Health Services Content Area: (75%)
- Assure implementation of all Head Start Performance Standards, Regulations, Policies, and Procedures for health services.
- Provide learning opportunities and technical assistance consistent with program goals and in keeping with current best practices and Performance Standards.
- Develop, maintain, and disseminate physical health and dental research and literature.
- Recruit and maintain a joint Early Head Start and Head Start Health Advisory Committee, and facilitate a minimum of two meetings per year.
- Serve as the Program’s Integrated Pest Management Coordinator.

Nutrition Content Area: (25%)
- Responsible to complete the CACFP/USDA grant application information to the Idaho State Department of Education, CACFP (Child and Adult Care Feeding Program).
- Oversee monitoring of CACFP intake records, menus and production records for CACFP and Performance Standards compliance.
- Coordinate training and monitoring of cooks and centers for CACFP/USDA compliance.
- Coordinate with the University of Idaho Extension Nutrition Program Contract to implement site reviews and nutritional evaluations of each child based on performance standards.
- Develop, maintain, and disseminate nutrition resources, research and literature.
- Serve as content expert for the nutrition including professional development and monitoring.

Additional:
- Perform other duties as assigned by supervisor.
- Plan work knowing that flexibility is required to meet the unique needs of the Head Start program and its participants.
• Represent North Idaho College Head Start at appropriate local, state and national meetings or advocacy groups.
• Meet terms of Employment Agreement and Statement of Agreement.
• Pass criminal background check including fingerprinting prior to first day of work.

Qualifications/Education
Level I: Baccalaureate degree in Healthcare Administration, Business Administration, Nursing, or Dietetics/Nutrition.

Level II: Masters in degree Healthcare Administration, Business Administration, Nursing, or Dietetics/Nutrition.

Skills and experiences:
• Strong interpersonal skills and the ability to work with people having divergent educational, socio-economic and experiential backgrounds.
• Working knowledge of computers and commonly used software for Internet and e-mail access, word processing and data collection and management.
• Two year demonstrated experience in assisting to administer a health/nutrition program, with preference given to Head Start administrative experience.
• Positive approach to Early Childhood Development programs, health and social services.
• Demonstrated written, oral, and organizational skills.
• Experience planning, developing and conducting professional development.
• Experience in strategic planning and project management.
• Understanding of theories of social work ethics, early childhood education and child and family development including family systems.

Work Environment/Physical Demands:
• Must be able to bend and stoop as well as able to lift up to fifty (50) pounds on an occasional basis.
• Regularly required to use fingers and hands to keyboard or type, and to handle materials.
• Required to walk; sit; reach with hands and/or arms and stoop, kneel, crouch, climb or crawl.
• Able to get in and out of a car and navigate entrance and exit of centers.
• Work in a variety of environments including shared office space and classrooms.

I, __________________________ have read this job description and understand its contents.
(print your name here)

__________________________________________ Date

Employee’s Signature
North Idaho College Head Start Job Description

Lead Cook

Position Title: Lead Cook
Length: July 1 through June 30

Reports to: Director
FLSA Status: Non-exempt

Position Summary:
In conjunction with the North Idaho College Head Start mission, vision, and values statements and in compliance with all local, state and federal regulations the Lead Cook prepares healthy meals for young children ages 3 to 5 years old; and provides nutritional education for children, families, and staff. In addition

Essential Duties and Responsibilities:
- Treat Head Start participants, community members and fellow staff with positive regard.
- Prepare and serve food family style with sanitation best practice methods, per requirements of the "Child and Adult Care Food Program" (CACFP) and with consideration given to early childhood development best practices.
- Use standardized monthly menus for meals to prepare breakfast, lunch and snack meals each class day in accordance with center model and needs.
- Purchase food and supplies weekly through local or commercial vendors using purchase orders. Purchase using the best cost options to maximize the food budget.
- Maintain budget.
- Review and plan for special diets and food allergies with parents and appropriate staff and consultant.
- Clean all serving utensils, dishes, serving bowls, kitchen equipment, appliances, storage areas, and ensure that the classroom eating areas are sanitized using the most current practices.
- Work cooperatively with the education staff in implementing nutrition education using the current curricula, through food preparation activities involving children twice a month.
- Maintain current food handler's card.
- Participate in meal services during each school year to model appropriate eating behavior and appropriate conversation, as appropriate for the center model.
- Review/read the Child and Adult Care Food Program Manual for center sponsors by the Idaho Department of Education and follow guidelines.
- Participate in a program committee and/or community service assignment as assigned.
- Participate in professional development opportunities to ensure up-to-date, quality services to children and families.
- Support the development of relationships between children and their families through involvement in the program.
- Participate as part of the center team to ensure efficient center operations.
- Assist in the development and coordination of the program's professional development plan, specific to the nutrition component.
- Standardize recipes and create menu cycles in accordance with CACFP guidelines.
- Provide training and technical assistance to the Policy Council Nutrition Committee up to three times per year.
- Create production sheets for cycle menus and group sizes for program use.
- Assist in reviewing monthly center CACFP reports.
- Provide Mentoring/Coaching to kitchen and support staff needing professional development on USDA & CACFP guidelines.
Additional:
- Maintain current CPR and First Aid.
- Complete the Hepatitis A vaccination.
- Perform other duties as assigned by supervisor.
- Plan work knowing that flexibility is required to meet the unique needs of the Head Start program and its participants.
- Meet terms of Statement of Agreement/ Employment Declaration.
- Pass criminal background check including fingerprinting prior to first day of work.
- Obtain and maintain current a Health & Welfare Food Handler Card within 7 days of employment via the Idaho Health and Welfare Food Protection Program website.

Qualifications/Education:

Level III Cook Qualifications:
- High School Diploma or GED
- Five years' experience in food handling and food preparation for large groups, with preference given to Head Start experience.
- Complete THREE of the following courses: Serve It Safe, Healthy Edge, HACCP, Gold Standard Meals, or an equivalent State of Idaho Department of Education Class.
- PLUS experience in working with the USDA program, specifically CACFP guidelines.

Skills and Experience
- Strong interpersonal skills and the ability to work with people having divergent educational, socioeconomic and experiential backgrounds.
- Working knowledge of commonly used computer software programs including data collection systems
- Experience in providing training, mentoring or coaching in nutrition.

Work Environment:
- Work in a variety of environments including kitchen, shared office space and classrooms.

Physical Demands:
- Required to walk; sit; reach with hands and/or arms and stoop, kneel, crouch bend, push and pull as well as able to lift up to fifty (50) pounds on an occasional basis and twenty (20) pounds regularly.
- Regularly required to use fingers and hands to handle materials.
- Able to get in and out of a car and navigate entrance and exit of centers, public buildings, and/or families' homes.

I, __________________________________ have read this job description and understand its contents.
(print your name here)

_______________________________________________  __________
Employee's Signature                         Date
North Idaho College Head Start Job Description
Operations Manager

Position Title: Operations Manager
Reports to: Director
Length: July 1 through June 30
FLSA Status: Exempt
Supervises: Program Support Staff

Position Summary: In conjunction with the NIC Head Start mission, Five-Year Goals and in compliance with all local, state and federal regulations the Operations Manager exercises independent judgment and discretion in carrying out major assignments including but not limited to: planning, monitoring, and providing professional development opportunities to the appropriate content areas.

Essential Duties and Responsibilities:
- Treat Head Start participants, community members and fellow staff with positive regard.
- Participate in program planning and budget development, implement operations and monitoring systems to ensure program is utilizing best practice in meeting Performance Standards.
- Participate as part of the management team in the development of practices that ensure the delivery of quality services to children, families, and staff.
- Assist in the development and coordination of the program’s training and technical assistance plan.
- Assists the Director with overall administration of the program planning which includes: Self-Assessment, Community Assessment, Wage Study, grant development, monitoring and reporting.
- Support staff in their efforts to mentor, develop and improve center operations, through monitoring, observation and coaching.
- Participate in professional development opportunities to ensure up-to-date, quality services to children and families.
- Support the development of relationships between children and their families through involvement in the program.
- Support the development of interagency agreements between Head Start and other local agencies as appropriate to secure services for children and families.
- Serves as advisor to the program’s Staff Development Committee.
- Serves as advisor to Policy Council to assure compliance with Performance Standards.
- Assure ERSEA compliance: eligibility, recruitment, selection, enrollment and attendance for the program.
- Provides annual ERSEA training to Governing Body and applicable staff.
- Monitors non-federal share and compliance for all grants.
- Assures completion of enrollment reporting to the Office of Head Start.
- Assures TANF Funding compliance, including completion & submission of quarterly reports and participation in annual audit.
- Serve as ChildPlus data collection system administrator for the program.
- Oversee release of information requests for child and family files.
- Participate in the hiring process within the program.
- Supervise program support staff.
- Evaluate employees using the grantee’s performance appraisal system.
Additional:
• Perform other duties as assigned by supervisor.
• Plan work knowing that flexibility is required to meet the unique needs of the Head Start program and its participants.
• Represent North Idaho College Head Start at appropriate local, state and national meetings or advocacy groups.
• Meet terms of Statement of Agreement/Employment Declaration.
• Pass criminal background check including fingerprinting prior to first day of work.

Required Qualifications/Education
Level I: Baccalaureate degree in family/child studies, early childhood education/development, business/education administration, special education, adult education, health services, social work or organizational management/leadership.

Level II: Masters degree in family/child studies, early childhood education/development, business/education administration, special education, adult education, health services, social work or organizational management/leadership.

Skills and experiences:
• Strong interpersonal skills and the ability to work with people having divergent educational, socio-economic and experiential backgrounds.
• Working knowledge of computers and commonly used software for Internet and e-mail access, word processing and data collection and management.
• Two year demonstrated experience in assisting to administer a Social Service program, with preference given to Head Start administrative experience.
• Understanding of theories of social work ethics, early childhood education and child and family development including family systems.
• Positive approach to Early Childhood Development programs, health and social services.
• Demonstrated written, oral, and organizational skills.
• Experience planning, developing and conducting professional development.
• Experience in strategic planning and project management.

Work Environment:
• Work in a variety of environments including shared office space and classrooms.

Physical Demands:
• Required to walk; sit; reach with hands and/or arms and stoop, kneel, crouch, climb or crawl. Bend, push, pull as well as able to lift up to fifty (50) pounds on an occasional basis and twenty (20) pounds regularly.
• Regularly required to use fingers and hands to handle materials.
• Able to get in and out of a car and navigate entrance and exit of centers, public buildings, and/or families’ homes.

I, ___________________________________________ have read this job description and understand its contents.

(print your name here)

_____________________________  _______________________
Employee’s Signature  Date
SUBJECT
Naming of Facilities

BACKGROUND
North Idaho College Board of Trustees requested support from North Idaho College Foundation, Inc. in August 2014 to complete the NIC Career and Technical Education (CTE) facility. As a result, NIC Foundation in collaboration with NIC launched a comprehensive capital campaign to complete the facility, develop an equipment replacement fund to support CTE equipment needs in perpetuity, and to provide scholarship funding for CTE students.

NIC leadership, in collaboration with NIC Development Department and the North Idaho College Foundation, designed the attached Commemorative Gift Opportunities consistent with NIC’s previous practices, as well as regional and national contribution values of similar facilities and programs.

Commemorative naming opportunities shall be in the best interest of both NIC and the donor(s) associated. If at any future date, there is a significant negative impact to NIC or the donor(s) associated with a commemorative naming, resolution shall be sought collaboratively with NIC Leadership, NIC Development Department, NIC Foundation, and the donor(s) associated.

College Policy #6.06 Facilities states that “All college facilities, including rooms, wings, parks, landscaped areas or other significant and identifiable structures or locations, may be named at the direction of the institution.”

College Policy #6.06, Naming of Facilities, Section III. AUTHORITY FOR NAMING states that “naming any facility will include an advisory vote by the Senate and input from the president, President’s Cabinet, and the board of trustees. Final approval will be made by the board of trustees.”

DISCUSSION
NIC policy and procedure have been followed, and the Commemorative Gift Opportunities have been endorsed by NIC President, President’s Cabinet, and Senate.

COMMITTEE ACTION
Formal consideration in support of the Commemorative Gift Opportunities is being requested of the Board of Trustees.

FINANCIAL IMPACT
The BUILDING THE FUTURE CAMPAIGN goal is $5 million.

REQUESTED BOARD ACTION
It is recommended that the Board of Trustees consider a motion in support of the Commemorative Gift Opportunities as outlined in the BUILDING THE FUTURE CAMPAIGN benefitting NIC’s CTE facility.

Prepared by,
Rayelle B. Anderson, CFRE
NIC Director of Development &
NIC Foundation Executive Director
### Career and Technical Education Facility Campaign

#### COMMEMORATIVE GIFT OPPORTUNITIES

<table>
<thead>
<tr>
<th>TO NAME THE BUILDING</th>
<th>Legacy Gift</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CENTER OF EXCELLENCE: MANUFACTURING</strong></td>
<td>$500,000</td>
</tr>
<tr>
<td>Machining</td>
<td>$100,000</td>
</tr>
<tr>
<td>Machining CNC Lab</td>
<td>$100,000</td>
</tr>
<tr>
<td>Industrial Mechanic Lab</td>
<td>$60,000</td>
</tr>
<tr>
<td>Industrial Mechanic Lab (small)</td>
<td>$40,000</td>
</tr>
<tr>
<td>Welding Labs</td>
<td>$50,000</td>
</tr>
<tr>
<td>Fabrication Area</td>
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</tr>
<tr>
<td><strong>CENTER OF EXCELLENCE: AUTO PROGRAM</strong></td>
<td>$500,000</td>
</tr>
<tr>
<td>Collision Technology Lab</td>
<td>$150,000</td>
</tr>
<tr>
<td>Diesel Technology Lab</td>
<td>$150,000</td>
</tr>
<tr>
<td>Auto Repair Labs</td>
<td>$75,000</td>
</tr>
<tr>
<td>Engine Training Lab</td>
<td>$20,000</td>
</tr>
<tr>
<td>Power Training Lab</td>
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</tr>
<tr>
<td><strong>ADVANCED MANUFACTURING SUITE</strong></td>
<td>$200,000</td>
</tr>
<tr>
<td>Electronics Lab</td>
<td>$25,000</td>
</tr>
<tr>
<td>Hydraulics Lab</td>
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</tr>
<tr>
<td>Pneumatics Lab</td>
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<tr>
<td><strong>CAD TECH SUITE</strong></td>
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<tr>
<td>CAD Technology Classrooms</td>
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<tr>
<td>General Classrooms</td>
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<tr>
<td><strong>LOBBY</strong></td>
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</tr>
<tr>
<td><strong>STUDENT COMMON AREAS</strong></td>
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<tr>
<td><strong>COURTYARD</strong></td>
<td>$25,000</td>
</tr>
<tr>
<td><strong>OFFICES</strong></td>
<td>$10,000</td>
</tr>
</tbody>
</table>
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 8, 2016. The attached 2016 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 2016

NOTICE IS HEREBY GIVEN: That the following taxing districts will be conducting elections in Kootenai County during the 2016 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 Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakeland Jt. School District #272 Supplemental Levy</td>
<td>15506 N Washington St Rathdrum ID 83858</td>
<td>March 8, 2016</td>
<td>N/A</td>
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<tr>
<td>Kellogg Jt. School District #391 Supplemental Levy</td>
<td>800 Bunker Ave Kellogg ID 83837</td>
<td>March 8, 2016</td>
<td>N/A</td>
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<tr>
<td>Kootenai County Presidential Primary Election</td>
<td>1808 N 3rd Street Coeur d'Alene ID 83814</td>
<td>March 8, 2016</td>
<td>December 9, 2015</td>
</tr>
<tr>
<td>Kootenai County Primary Election</td>
<td>1808 N 3rd Street Coeur d'Alene ID 83814</td>
<td>May 17, 2016</td>
<td>March 11, 2016</td>
</tr>
<tr>
<td>Kootenai County General Election</td>
<td>1808 N 3rd Street Coeur d'Alene ID 83814</td>
<td>November 8, 2016</td>
<td>March 11, 2016</td>
</tr>
<tr>
<td>North Idaho College</td>
<td>1000 W Garden Ave Coeur d'Alene ID 83814</td>
<td>November 8, 2016</td>
<td>September 1, 2016</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 8, 2016</td>
<td>September 1, 2016</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 Clerk at 446-1651.

Signed: [Signature]
Kootenai County Clerk
Institutional Master Plan

DRAFT

2016
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Introduction

North Idaho College is a comprehensive community college established in 1933 which provides transfer education, Career and Technical Education, Adult Basic Education, personal enrichment and Workforce Development education and training.

Over the past several years NIC has brought into balance CTE programs and offerings with transfer opportunities. Additionally, The Higher Education Campus has been completed providing a slate for future development. As of this writing, the new CTE facility is under construction, ground breaking for the Student Wellness and Recreation Center will happen May 2016 and ground breaking for the Joint Use Facility will be the following spring. Several major initiatives have been implemented that include Institutional Optimization, Voluntary Framework of Accountability and Complete College Idaho.

Purpose

The purpose of this document is to provide direction for the future of NIC. Each member of President's Cabinet herein addresses strategies and goals necessary to meet student, staff and community expectations in the future. This outline for the future is not a definitive document but provides opportunities for flexibility in decision making needed as a result of environmental, political, community, leadership and fiscal circumstances that may change from time to time.

Mission

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.

Vision

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Values

North Idaho College is dedicated to these core values which guide its decisions and actions.

Student Success
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.
Educational Excellence
High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.

Community Engagement
Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.

Stewardship
Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources.

Diversity
A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.
Guided by the mission and core values of North Idaho College and informed by Institutional Optimization, the Instructional Division of the college will work to achieve the following outcomes:

**Institution**

Core Theme 5: Diversity  
Objective 5.2: Foster awareness of diversity through education and campus events.  
Outcome: Students, employees, and community members realize the value of diversity.

Action Plan:  
A. Increase number of diversity events and awareness activities on campus.  
B. Increase participation in diversity events and awareness activities on campus.

**Instruction**

Core Theme 1: Student Success  
Objective 1.2: Assist students with the attainment of educational and career goals.  
Outcome: Increase the average number of certificate and degree awards and the number of transfers by 2% annually until a 60% goal is achieved

Action Plan  
A. Implement Guided Pathways  
   1. Develop cross-functional core team.  
   2. Adopt Focus Fields.  
   3. Build curriculum maps driven by program outcomes.  
   4. Integrate support systems.  
      a. Advising – academic, intrusive  
      b. Technology  
      c. Career Planning  
      d. Financial Support  
      e. Facilities  
   5. Communication  
B. Continue to participate in statewide program alignment for Career Technical Education.

Core Theme 1: Student Success  
Objective 1.2: Assist students with the attainment of educational and career goals.  
Outcome: COMPASS replaced with multiple measures instrument
Action Plan
A. Design and implement effective placement practices college wide
   1. Complete planning and research.
   2. Pilot key elements, including The Write Choice (TWC) and Pearson math placements fall 2016.
   4. Ensure campus is well-trained on use of new instrument, processes, documentation, communication with students, and have assessment plan to measure effectiveness.

Core Theme 1: Student Success
Objective 1.2: Assist students with the attainment of educational and career goals.
Outcome: Redesigned remediation and retention services and programs campus wide.

Action Plan
A. Define pathways for students from ABE-GED to Career Technical Education and transfer programs at NIC.
B. Consider and decide on co-location, shared instructional resources and common curricular themes (such as mindset and grit education) from pre-college, co-remediation, and college level courses for CTE and transfer.
C. Develop and use online and open access resources to support college readiness and persistence.
D. Assess current tutoring, remediation and support services for enhancements.

Core Theme 1: Student Success
Objective 1.2: Assist students with the attainment of educational and career goals.
Outcome: NIC’s prior learning program operates in alignment with CAEL (Council for Adult and Experiential Learning) standards

Action Plan
A. Current Prior Learning Assessment (PLA) applied in pilot phase through TAACCCT grant for veterans.
B. Rewrite and adopt new policy on PLA.
C. Implement highest value elements of revision (challenge exams, acceptance and transcription of standardized tests for credit).
D. Promote and recruit adult and returning students for select programs that adopt portfolio assessment for PLA.

Core Theme 1: Student Success
Objective 1.2: Assist students with the attainment of educational and career goals.
Outcome: Increase enrollment in CTE programs 20% by 2020

Action Plan
A. Increase CTE program enrollment
   1. Offer CTE programs in Outreach Centers
   2. Offer Dual Credit students access to CTE courses
3. Utilize existing facilities space to meet increased program demand and capacity
4. Repurpose existing facilities space to meet high demand CTE program capacity
B. Implement competency based CTE model
   1. Utilize new Idaho Skill Stack Badging Model
   2. Utilize Workforce Training Education model for short-term certificates
   3. Align with national trends for CTE delivery

Core Theme 2: Educational Excellence
Objective 2.1: Provide quality programs of study that result in student learning.
Outcome: Use assessment data to inform improvements in teaching and learning, and curriculum development, from point of entry through graduation

Action Plan
   A. Program goals aligned across general education and certificate/degree as appropriate and published as part of Guided Pathways (this may be facilitated by focus field wide learning outcomes).
   B. Using common and essential learning dimensions for all INTR 250 courses, collect assessments to inform college wide assessment of general education.
   C. Adopt or develop additional direct assessments for all general education and program outcomes.
   D. College wide reporting developed to show student learning progress from point of entry to completion of milestones-certificates, and associate’s degrees.
   E. Improve methods of data collection for CTE student learning and success measures.
   F. Learning commons/center established as a hub of ongoing professional development for cutting edge teaching practices and collaborations that are curricular, co-curricular and community wide.

Core Theme 2: Educational Excellence
Objective 2.2: Students develop skills and knowledge to ensure lifelong success
Outcome: Students experience an engaging and supportive campus environment

Action Plan
   A. Collaborate with various constituents to improve and increase access to online student services.
Core Theme 3: Community Engagement
Objective 3.1: Maintain and expand strong regional partnerships to ensure appropriate and quality programming.
Outcome: Increase of bachelor degrees produced in Coeur d’Alene

Action Plan
A. Baseline current relationships with University of Idaho and Lewis Clark State College for Coeur d’Alene offerings and set strategic enrollment management targets for three, five, and ten years.
B. Research steps for adoption of Bachelor of Science Nursing and/or Bachelor of Applied Science by NIC.
C. Review and revise, as needed, existing articulation agreements to eliminate, maintain, or increase instructional capacity as appropriate.

Core Theme 3: Community Engagement
Objective 3.1: Maintain and expand strong regional partnerships to ensure appropriate and quality programming.
Outcome: Benchmark and increase credit, non-credit and community learning programs

Action Plan
A. Perform needs assessment and implement programs best suited to mix of NIC faculty, facilities and expressed community interest.
B. Expand Workforce Training Education programs with industry recognized certificates.

Core Theme 3: Community Engagement
Objective 3.1: Maintain and expand strong regional partnerships to ensure appropriate and quality programming
Outcome: NIC is responsive to community programming needs

Action Plan
A. Work with instructional divisions to increase quality online course offerings in Career Technical Education and General Studies (2% increase per year).
B. Continue to provide support to NIC Workforce Training Center in the development and deployment of online classes utilizing the current Learning Management System (LMS).

Core Theme 4: Stewardship
Objective 4.1: Use college resources effectively and efficiently to deliver educational programs.
Outcome: IO recommendations implemented and revisited by 2020

Action Plan
A. Faculty and instructional facilities aligned to meet demand, grow programs with potential and consolidate offerings.
B. Refine reporting processes for Idaho Division of Career Technical Education to ensure funding streams are not jeopardized.
C. Increase campus collaboration by implementing a shared resources model.

Core Theme 5: Diversity
Objective 5.2: Foster awareness of diversity through education and campus events.
Outcome: Curricular opportunities exist for multiculturalism, pluralism, equity, and diversity learning.

Action Plan:
A. Identify current number of course outcomes related to multiculturalism, pluralism, equity, and diversity.
B. Establish a baseline of the number of courses currently infusing diversity into the curriculum.
C. Increase number of courses infusing diversity into the curriculum.

Institutional Research
Core Theme 1: Student Success
Objective 1.2: Assist students with the attainment of educational and career goals
Outcome: Measures are created for NON-CREDIT and CREDIT CTE students that are based on Voluntary Framework of Accountability (VFA) definitions

Action Plan
A. Work with NIC Workforce Training, Idaho Division of CTE, College of Southern Idaho (CSI), and College of Western Idaho (CWI) to develop new VFA Common Campus Measures for NON-CREDIT CTE students.
1. Develop enrollment and completions measures.
2. Develop measures for the completers/leavers cohort that includes outcome measures such as licensure exam pass rates, awards of industry-recognized credentials, and wage data.
B. Work with NIC CTE Division, Idaho Division of CTE, CSI, and CWI to develop new VFA Common Campus Measures for CREDIT CTE students.
1. Develop enrollment and completions measures.
2. Develop measures for the completers/leavers cohort that includes outcome measures such as licensure exam pass rates, awards of industry-recognized credentials, and wage data.

Core Theme 1: Student Success
Objective 1.2: Assist students with the attainment of educational and career goals
Outcome: Measures are created for ABE students that are based on Voluntary Framework of Accountability definitions
Action Plan
A. Work with NIC Adult Basic Education (ABE) Office, state ABE Office, CSI, and CWI to develop new VFA Common Campus Measures for ABE students.
   1. Develop enrollment and completions measures.
   2. Develop outcome measures including enrollment in more education and transition to employment.

Core Theme 1: Student Success
Objective 1.2: Assist students with the attainment of educational and career goals
Outcome: Measures are created from other initiatives implemented at NIC or as a result of processes

Action Plan
A. Work closely with those NIC individuals that are implementing initiatives that will likely have a need for measures such as Guided Pathways, WICHE Interstate Passport, and Idaho CTE Badges.
B. As a result of Institutional Optimization process create new measures for program specific areas such as credits to degree and time to degree.

Core Theme 2: Educational Excellence
Objective 2.2: Students develop skills and knowledge to ensure lifelong success
Outcome: Students attain the expected learning outcomes of courses and programs

Action Plan
A. Work with the Student Learning Outcomes Assessment (SLOA) coordinator to implement Student Learning Outcomes submission to the VFA.

eLearning
Core Theme 1: Student Success
Objective 1.1 Provide regional access to quality education and training
Outcome: Education is available in NIC’s five-county service through multiple modes of delivery

Action Plan
A. Work with faculty, students and staff on specific requirements to meet the needs of NIC.
B. Develop an LMS selection and adoption process.
C. Work with faculty and students for a possible new NIC LMS.
   1. Survey appropriate NIC constituents on possibility of new LMS adoption.
   2. Facilitate demonstrations with feedback on LMS.
   3. Collaborate with NIC constituents on the possible selection of a new LMS.
   4. Create action plan for student and faculty training in possible new LMS.
   5. Collaborate with vendor and Information Technology (IT) for deployment of possible new LMS (integrations & migration of content).
Core Theme 1: Student Success
Objective 1.2: Assist students with the attainment of educational and career goals
Outcome: Retention and progression rates increase

Action Plan
A. Participate in online placement assessment.
B. Develop and deploy student online readiness and preparedness assessments.
C. Develop and deploy student orientations to online learning.
D. Develop and deploy online student resources.

Core Theme 5: Diversity
Objective 5.1: Expand understanding of and support for diverse student populations
Outcome: NIC maintains a campus environment that is inclusive, safe and respectful for all

Action Plan
A. Collaborate with constituents, college wide, to ensure compliance with various federal accessibility requirements pertaining to online education (ex. documents, video closed captioning and eLearning software).
B. Professional development for faculty and staff on best practices in the application of Universal Design.
C. Ongoing evaluation and revision of online courses to meet federal accessibility standards
D. Collaborate with IT and Business Office on the procurement of accessible eLearning systems.
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Finance and Funding Plan

The success of North Idaho College is not only based on the success of our students but also on our effectiveness as an institution to be fiscally sound and efficient in our operations. A sound fiscal plan for NIC balances dependable sources of revenue with accurate expense predictions to deliver high quality sustainable programs. Fiscal plans based on real-time accurate revenue and expense information that supports data-driven decisions will play a key role in planning for NIC’s future.

There are numerous challenges and opportunities that will impact college operations in the coming years. The development of a long-term strategic plan for financial stability that supports sustaining ongoing programs, insulates the college from funding vulnerability and provides investment for new initiatives and innovation that is imperative to the continued success of the institution. This plan has been developed to recognize these opportunities and address the known challenges, outlining outcomes and action plans to continue to move the college closer to the goal of financial stability and minimization of vulnerabilities.

Environmental Analysis

Economic Environment
There continues to be gradual improved health to the national and local economy. Nationally, unemployment is expected to continue falling to 4.6% by the end of 2016 down from 5% at the start of the year. Current Kootenai County unemployment is 5.1%. Core inflation is expected to rise to 2.4% in 2016 up from 2.1% in 2015. Housing construction also continues to increase, up 15% this year nationally, and is on track to be the best year in the past ten for construction of new homes in Kootenai County. In addition, the county is simultaneously seeing an increase in commercial construction. Population growth continues to be healthy for Kootenai County, increasing an estimated 2.05% between July 2014 and July 2015. These environmental factors continue to impact the college primarily in the form of declining demand for higher education and technical training and continued inflationary increases to operating costs. On the up side, the college continues to benefit from the construction boom in Kootenai County with the addition of new property to the district tax base.

Legislative Environment
The Idaho state legislature continues to support the college annually with appropriations, the dollar amount of the appropriation has remained essentially unchanged for the past ten years and has decreased substantially as an overall percentage of revenue as well as in relative value or buying power from ten years ago, falling from 47% of revenue in 2006 to 36% of revenue in 2016 (combining state and CTE funding appropriations). There is continued desire by the legislature to move to a performance based funding model. While this creates new opportunity for the college, there is risk to the institution as we navigate a change in funding models. Currently, there is discussion to model an outcomes based funding model for Idaho based to reward institutions based on their gains in producing more degrees. This is a challenging model.
for NIC to embrace as we have a number of students who transfer before completing an associate’s degree or whose goals are not aligned specifically with degree completion. In addition, outcomes funding, based solely on numbers of degrees produced, by design, benefits larger and more urban institutions than those such as North Idaho College.

**Higher Education Environment**
The Idaho State Board of Education and the Idaho Legislature have adopted a goal that 60% of Idaho citizens between the ages of 25 and 34 would obtain a postsecondary degree or certificate by the year 2020. Currently, regional postsecondary attainment for North Idaho (Region 1) varies between 42% and 44%. In an effort to help meet this goal and enhance the go on rate across North Idaho, NIC has expanded dual credit offerings and partnered with PTECH to help build the college-going pipeline for our region. While these efforts have been successful in expanding access to higher education, traditional enrollment continues to be an area of concern with sustained declines for the past three years as the overall economic health improves.

**Plan Outcomes**

**Enhanced Data and Reporting**

A. Communicate fiscal metrics and provide standard financial reporting to the board of trustees.
   1. Meet quarterly with the board treasurer to report on fiscal health and issues. (2016)
   2. Utilize the treasurer as the audit committee for review of audit and discussion of fiscal issues prior to regular board meetings. (2016)
   3. Provide quarterly financial reporting to the board. (2016)

B. Provide financial metric sets for data-driven decision making across all planning units.
   2. Calculate and provide net tuition revenue and instructional costs per student for the institution overall and by division. (2017)
   4. Develop internal reporting to correlate direct revenues and direct expenses by department for planning and metric purposes. (2017)

C. Enhance Long Term Planning/Modeling for Board Use.
   2. Develop plan basis for growth in students, tuition, taxes for long term planning (2017).
   3. Development of tuition modeling tool for the board use to create longer lead time in the setting of tuition and fees and budget planning. (2017)
   4. Publish annual estimated tax revenues and levy decrease/increase impacts to the board for use in creation of annual budget by December meeting. (2016)
**Tuition Revenue Flexibility**

Allow the board to maintain flexibility in setting tuition and utilizing tuition as a dynamic tool in managing overall revenue.

A. Move forward legislation to remove the statutory tuition cap thereby giving the board the continued flexibility to set tuition as a dynamic aspect of the overall revenue mix of the college. The current maximum tuition is $2,500 per annum. The college is currently at $2,328 per annum based on 12 credit hours per semester. (2017)

B. Move forward legislation to remove and/or update the $500 per semester maximum out-of-district county liability and update or remove the $3,000 maximum lifetime liability of counties for out-of-district students attending NIC. (2017)

C. Transition all non-high school delivered dual credit courses to the current rack tuition rate based on student residency. (2017)

**Establishment and Use of Reserves**

Effectively develop and manage reserve funds to provide for funding stability and accomplishment institutional priorities.

A. Propose formal unrestricted reserve policy and metrics for review and potential board approval based on guidance from the National Association of College and University Business Officers (NACUBO) and Government Finance Officers Association GFOA. (2018)

B. Propose formal restricted reserve policy and metrics for review and potential board approval to minimize funding exposure and delineate reserve categories on the audit. (2018)

C. Propose Infrastructure and Innovation Reserve restricted reserve fund for the purpose of establishing capital for investment in IT systems and program innovation. (2019)

D. Provide quarterly reporting of reserve balances by board delineated reserve. (2018)

**Creation of New Revenue Streams**

A. Proactively seek out new revenue streams to support the overall fiscal stability of the college.

1. Propose formal licensing and trademark policy for review and potential board approval based on college best practice. (2018)

2. Develop/launch business plan for the licensing and subscription of NIC created educational content and programs to other educational institutions. (2018)

3. Develop multiple tuition models for new programs for board review to allow flexibility in setting tuition beyond standard per credit pricing. (2018)

4. Examine potential of establishing a Real Estate Investment Trust (REIT) with the NIC Foundation in future campus developments. (2019)

5. Review and potentially re-launch summer school offerings outside of the current model. (2018)
B. Outcome Based Funding
   Develop institutional response to final outcome based funding to ensure appropriate
effort is deployed to maintain or increase funding provided through outcome based
funding. (2017)

C. Expansion of Taxing District
   Pursue annexation of areas outside of Kootenai County into the taxing district. (2017)

Operational/Expense Review
A. Conduct full comparative review of health benefits and all fringe benefits in comparison
with the state of Idaho plan, city of Coeur d’ Alene, Kootenai County, School District 271
and College of Southern Idaho. (2016)

B. Review auxiliary and service unit salary structure to comparable positions within the
Spokane/Coeur d’Alene MSA. (2017)

C. Develop comprehensive position control structure for all operating units. (2016)

D. Confirm/reaffirm board commitment to instructional staffing ratio. (2017)

E. Confirm/reaffirm board commitment to institutional salary structures and wage scale.
(2017)

F. Building off of the work of Institutional Optimization, provide meaningful metrics of
operational efficiency by academic program or campus service group, i.e. operational
cost per FTE, etc. (2017)

G. Conduct full cost allocation study to allow direct and indirect cost allocation across all
units and for grant reporting. (2017)

H. Review all Outreach Center operations to determine effectiveness and impact to on-
campus enrollments (2018).
North Idaho College boasts an impressive campus by any standard, due, in large part, to its home on the shores of Lake Coeur d’Alene. The campus is welcoming and inviting and takes advantage of the shoreline and mountain views. The inventory of physical structures boasts an eclectic mix of buildings that represent the evolution the college has made from decade to decade.

From its inception on the site of a military fort, the campus was laid out in a block formation and the plan for many years has been to fill the block. With the purchase of the mill site on the north edge of the original campus, the college has endeavored to re-imagine the campus beyond the original block design. With the addition of the education corridor, the college was approved for a planned unit development for the new northern portion of campus that will guide the master plan for this section for the next twenty years. While the board has approved the planned unit development for the new northern portion of campus, the college does not currently have an approved campus master plan to guide development and create a cohesive union between the original campus and the new northern addition. Included are maps from the master planning sessions developed in 1999 that will serve as the basis for the development of a new master plan to guide future development.

With the development of the Career and Technical Education Facility in Rathdrum, the campus will free up approximately 40,000 square feet of classroom and lab space in the Hedlund Technical Education Building on the main campus. The ability to create space on campus has given the college the opportunity to reimagine our role within the larger community to help spur and incubate new businesses across Kootenai County. The Hedlund facility is valuable real estate on the main campus, located on the edge of the lake that has unique space due to its home for technical industrial training. The college has begun visioning this space with a focus on innovation and entrepreneurship. In the future, Hedlund will create a hub for the college’s work in entrepreneurship, bringing educational programs, small business development services and maker space together in one place to better serve the entrepreneurship needs in our community and create space for new program growth.

The college maintains twenty separate buildings on the main campus ranging from modern laboratory and academic centers to buildings listed on the national register of historic places. The college has set aside dedicated funds annually for continued maintenance and to address deferred maintenance needs.

The college’s facility and operational plans strive for efficiency and space optimization with the goals of providing safe and productive learning environments for students and good stewardship of physical resources.
Plan Outcomes

Development of board-approved campus master site plans.
A. Update current main campus master plan documents and site layouts for board approval. (2016)
B. Development of master plan and site layout for board approval for Rathdrum campus. (2017)

Development of property acquisition/disposal plans and timelines
A. Development of property acquisition plan for main campus. (2017)
B. Board review and approval of property acquisition plan for main campus. (2017)
C. Development of excess property list for board review. (2017)
D. Provide board review and assessment of all Military Drive property holdings. (2017)
E. Board review and approval of property acquisition/disposal plan for Military Drive. (2017)
F. Establish timelines for excess property disposal. (2017)

Deferred maintenance reporting
A. Develop comprehensive list of all deferred maintenance by building. (2017)
B. Provide published report out of all deferred maintenance projects annually. (2016)
C. Development of 10-year Department of Public Works (DPW) capital and deferred requests based on project priority. (2016)

Establish capital investment timeline
A. Establish planning timeline for improvements based on campus master plan. (2017)

Utilization and efficiency
A. Centralize all instructional scheduling. (2017)
B. Prioritize all instructional scheduling based on optimum utilization. (2017)
C. Publish semester reporting on utilization of all scheduled rooms/facilities. (2017)
D. Report net assignable square footage by building, by type annually. (2017)
E. Publish energy usage by building/department annually. (2017)
F. Conduct energy audit. (2017)
G. Develop planning timeline for energy efficiency enhancements. (2018)
H. Develop and propose policy for energy generation projects to the board for potential approval. (2017)
I. Conduct full allocation study to allow for direct and indirect cost allocation across all units. (2017)
J. Establish campus planning standards across campus for all new/remodeled space. (2017)
Repurpose of Hedlund Building

A. Request for Capital Improvement funds from PBFAC for Hedlund refresh (2015).
B. Conduct visioning for Hedlund building (2016).
C. Develop MOU for establishing maker space in Hedlund for college/community use (2016).
D. Development of estimate and initial plans for black-box style theatre and updated common space. (2016)
E. Repurpose of space for Innovation and Entrepreneurship activities. (2017)
F. Repurpose of Siebert Industrial and Automotive Lab Space for Art and CTE Program expansion. (2017)
1999 Campus Concept Plan
Detailing Building Space and Developing Green/Open Space
North Idaho College White Paper and Campus Planning
Proposed creation of View Corridors, Green Space and Pedestrian Core
Moving in….Moving through…Moving on…

North Idaho College is “on the move” in meeting the needs of stakeholders in our community, our region, and our state. In order to adapt to the changing needs of our stakeholders, the college must be prepared to assist our students as they “move in” to the college with services that best help them determine and pursue their goals. The college must assist our students as they “move through” the network of services and programs that help them to achieve their goals. And the college must assist our students as they “move on” to careers and other colleges to realize their goals. Enrollment management attempts to coordinate these phases with providing the right services for the right students at the right times.

NIC has an Enrollment Management Council which focuses on developing enrollment goals that are consistent with the strategic plan of the college and the needs of our community. Through the work of the council and its three subcommittees on Recruitment, Retention, and Completion, institutional data will be gathered and analyzed, policies and processes will be reviewed and revised, and strategies will be developed and employed that will lead NIC to adjust to changing conditions and needs in our region.

Key Internal Planning Assumptions

Campus Growth
Campus growth within the next 10 years will include:
- A new state of the art facility for CTE programs located near KTEC
- A new student wellness and recreation center located on the main campus
- A new collaborative use building with consolidated student services located on the main campus
- The addition of new certificate and degree programs
- Opportunities for bachelor’s degree offerings
- Potential for the addition of student sports and recreational opportunities

Instructional Reform
- A restructure of associate’s degrees into focus fields and pathways
- The designation of statewide general education courses
- Remediation reform

Institutional Optimization
- The assessment of programs and allocation of resources according to institutional priorities
Scalability
The growth and institutionalizing of strategies that have been piloted under various grant-funded programs (TRIO, Village Project, Aerospace, ICE Healthcare Partnership)
- Cohorts and Learning Communities
- Guided Pathways
- Intrusive advising
- Early alert
- College success classes
- Stackable credentials
- Hybrid delivery

Partnerships
Opportunities for stronger partnerships with school districts, transfer institutions, and employers
- Dual credit with high schools
- North Idaho Higher Education (NIHE)
- Health care providers (Kootenai Health, Heritage Health, Northwest Specialty Hospital)
- Industry (aerospace, wood products, technology, manufacturing)

Key External Planning Assumptions

High School Graduation and Go On Rates
- Idaho high school graduation rates are increasing
- Idaho graduate go on rates are decreasing
- The number of Idaho high school graduates are decreasing

Economy
- The economy is unpredictable but shows growth in production, income, and employment
- Resistance to tax-associated resources
- Movement toward pay for performance philosophy

Federal Agenda
- An emphasis on completion rates demonstrated by initiatives and policies associated with financial aid regulations and grant opportunities

State Agenda
- Collaboration between public k-12 education and higher education partners
- Emphasis on improving college-going and completion rates
- Emphasis on accountability and transparency

Employer Demands
- Emphasis on certificate programs and stackable credentials
- Need for industry specific training
- Flexible learning modules and online offerings
Strategic Enrollment Management Plan

In defining the North Idaho College SEM Plan, there is an intention to be specific enough to provide direction without creating a structure that prohibits flexibility and innovation. The major goals of the plan are divided into the three stages of moving in, moving through, and moving on.

In broad terms, the goals of the enrollment plan at North Idaho College are:
- To maximize student goal and certificate/degree attainment
- To honor the college’s open enrollment mission
- To preserve and increase the diversity of the student body
- To support and enhance the college’s fiscal stability

Moving In

Increase dual credit enrollment by 10%
- Increase the number of NIC course offerings in high schools
- Increase the number of CTE courses available for dual credit
- Increase number of scholarship opportunities for dual credit students

Increase Region 1 & 2 market share of high school graduates by 3%
- Convert dual credit students to dual freshman
- Focus on feeder schools
- Utilize transition advisors at high school sites
- Increase the scholarship opportunities and incentives

Increase enrollment and services in Outreach Center sites by 2%
- Develop and utilize local scholarships
- Broaden and rotate course offerings
- Provide outreach services to regional high schools
- Provide training and offerings for local business and industry

Increase population of nontraditional students by 2%
- Increase GED to NIC student conversion rate
- Identify employers who offer tuition waivers or reimbursement
- Adopt and promote prior learning assessment opportunities
- Explore opportunities for serving underprivileged and incarcerated prospects

Increase Veteran student population by 5%
- Provide scholarship opportunities
- Partner with state and local Veterans service agencies
- Expand Veteran programs and services

Increase out of state and international student population by 2%
- Utilize Department of State partnerships (IREX, UGRAD)
- Promote residential and recreational opportunities
- Increase articulation agreements with international and out of state colleges/universities
Moving Through

Develop guided pathways based on NIC offerings (STEM, Liberal Arts, etc.)
- Link math requirements with each program/emphasis listed for each pathway
- Establish gateway courses and milestone courses for each program/emphasis
- Build full-time and part-time schedules as map for students, advisors and administration
- Research and develop best practices in course placement
- Utilize student planning software

Utilize best practices in retention strategies
- Provide engaging and resourceful new student orientation programs
- Institutionalize intrusive advising practices
- Implement an early alert and intervention program
- Develop and utilize freshman year experience strategies
- Develop and offer college success classes
- Provide robust career services and connections

Provide students with engagement opportunities
- Increase student leadership opportunities through clubs and organizations
- Provide recreational opportunities through rec sports, outdoor pursuits and the student wellness and recreation center
- Provide civic engagement, community service, and service learning opportunities

Provide students with dynamic student support services
- Increase access to student health and counseling services for all student populations
- Provide effective services for students with disabilities
- Offer extensive academic support through tutoring and mentoring

Utilize financial resources to support and incentivize progression
- Develop scholarship strategies to recognize progression
- Expand work study and student employment opportunities
- Utilize institutional grant-in-aid to support student retention and completion
- Consider tuition pricing strategies that support completion

Moving On

Strengthen partnerships with higher education partners
- Provide integrated services through the Collaborative Use facility
- Develop a transfer center site and resources
- Increase course and program articulation agreements
- Develop reverse credit agreements

Provide opportunities for job placement
- Expand career services for students and employers
- Partner with regional business, industry, and agency representatives
- Expand internship and practicum opportunities
- Provide career and job fairs
Recognize and reward completion
- Offer financial incentives to complete degrees and certificates
- Develop a culture of completion
- Sponsor celebrations and recognition of achievement and completion
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This strategy describes information technology solutions that North Idaho College (NIC) should pursue to help advance its core mission, enable innovation, and provide efficient and effective administration of the college. In addition, the strategy will help ensure that NIC investments in information technology are made in a coordinated and concerted effort as well as align Information Technology strategies with mission attainment at NIC.

Higher education as an industry is in a period of disruptive change. The funding for public universities has diminished; the public questions the value of university degrees in the face of rising costs and uncertain employment opportunities for graduates; changing demographics and globalization are disrupting traditional markets; and new technologies are changing the paradigms in teaching and learning.

In response to these challenges, NIC must continue to explore new possibilities and drive innovation. Technology is fundamental to supporting these efforts. We must look to new practices and new ways of using technology that enable us to become more efficient, precisely so that we can afford to maintain and enhance our teaching and learning opportunities.

To pursue such opportunities and meet the challenges we face as an institution, it is strongly recommend that any approach to technology is considered as a shared service. The strategy focuses on a careful balance between reducing nonproductive redundancy and preserving a culture of empowerment and support for creativity in the units across campus.

In addition to this strategic plan, the Information Technology department will also work under a new operational plan that will assist us in achieving a next generation culture of technology on campus. This operational plan is titled as the North Idaho College Next-Generation Enterprise Technology Plan or NIC N.E.T.
Institutional Core Theme 1: Student Success

*Student Success*: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

**Institutional Objectives for Core Theme 1:**

*Objective 1*: Provide innovative, progressive, and student-centered programs and services.

*Objective 2*: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

*Objective 3*: Promote programs and services to enhance access and create successful student transitions.

Providing information technology that meets the needs of students is a key objective of NIC N.E.T. and this strategic plan. These needs are diverse and fall into IT services that directly support the pursuit of the academic program, administrative functions such as course registration, other student services, health and safety functions, and remaining connected to the NIC community.

IT services should provide functionality that aids in the transition through the full cycle of students’ relationships with NIC, including prospective students, applicants, undergraduate, professional students, and alumni. By considering needs particular to different groups, we also can identify consistent practices and systems to improve efficiency of service delivery to all groups.

NIC students are often early and enthusiastic adopters of technology. They are constantly “on” smartphones and social media software that allows them to be in continuous contact with friends and family wherever they may be. NIC N.E.T must provide IT services that acknowledge this lifestyle, and also support students’ awareness of and effective use of campus IT services.

The objectives identified here serve to support the objectives and actions in the Student Success goal of the North Idaho College Strategic Plan.

**Information Technology Objectives for Core Theme 1:**

*Objective 1*: Provide the essential IT capabilities around the college to achieve best practices for interacting and communicating with students. Aligns with Institutional Objective 1.

*Objective 2*: Streamline IT services and provide greater awareness of student-focused IT resources for students who are enrolled in NIC courses. Aligns with Institutional Objective 3.

*Objective 3*: Embrace and build toward universal access and working seamlessly, regardless of location or device preference, for students enrolled in NIC programs. Aligns with Institutional Objective 2.

*Objective 4*: Engage with our students and alumni regularly to understand their needs and identify opportunities for collaboration. Aligns with Institutional Objectives 2 and 3.
Core Theme 1, IT Objective 1: Provide the essential IT capabilities to achieve best practices for interacting and communicating with students.
As the first and ongoing point of contact between student, recruiter and advisor, the resources and campus-wide structures of the IT environment should enable best practices in academic advising and recruiting. A successful advising and recruitment effort is based on and promotes a direct, personal relationship between student and NIC that is meaningful and ongoing. Students are actively encouraged to meet regularly with their advisors, in person and online, with advisors providing ready means of communication and frequent, accessible opportunities for interaction. The IT environment should support simple and seamless opportunities for contact, as well as simple and workable means of tracking and documenting interactions.

Core Theme 1, Objective 1: IT Initiatives
- Create a plan to provide a suite of applications that encourage and enhance the advising relationship between students and advisors.
- Conduct a gap analysis of current NIC recruitment, applications and processes to determine the fit to current requirements for providing recruiters, advisors and students with tools that allow them to manage administrative functions efficiently and easily within their programs and across the college.
- Articulate a plan to integrate advising and recruitment more broadly into the student IT experience.

Core Theme 1, IT Objective 2: Streamline IT services and provide greater awareness of student-focused IT resources for students who are enrolled at North Idaho College
NIC currently offers a wide range of prospective student, applicant, enrolled-student, and alumni-focused IT services. Navigating this range of services and systems can be daunting and confusing, so IT strategic focus should be on ease of navigation, integration, and usability. This strategy also should include development of ways to familiarize students with those services that most effectively meet their needs and augment their IT skills for academic work.

Core Theme 1, Objective: 2 IT Initiatives
- Assess prospect, applicant, student, and alumni systems to determine opportunities for integration and improvement of navigation and usability.
- Explore expanding IT training currently offered to NIC faculty and staff to include students for the purpose of increasing their knowledge of IT functions such as word processing, spreadsheet functionality, web site development, video creation, and others.
- Provide an infrastructure and increase collaboration on higher education initiatives to support emerging technologies and activities such as eTextbooks, blended online learning settings, flipped classroom models, interactive classrooms, and others.
- Develop a project with the goal of increasing awareness of and access to the breadth of IT services available to faculty, staff, and students.
Core Theme 1, IT Objective 3: Embrace and build toward universal access and working seamlessly, regardless of location, for students enrolled in NIC programs.

NIC’s student population accesses computing resources and engages in college functions from many locations: residential halls, local residences, permanent homes, other NIC campuses, and countless other off-campus program settings. Where practical, the IT environment, access to NIC academic and administrative resources, use of local IT infrastructure, and the transition between locations should be simple and seamless.

Core Theme 1, Objective 3: IT Initiatives

- Implement and support a mobile strategy that allows students to access their data and to perform administrative and academic functions from any location and using any mobile device.
- Develop a college-wide strategy around central and local labs as well as other activities or services that support universal access to computing resources.
- Define and articulate a project that will systematically work toward building a more seamless IT user experience regardless of NIC location.
- Collaborate with other units to develop a strategy to improve our maintenance of location and contact information of our community members so that we can communicate and connect with them more effectively.

Core Theme 1, IT Objective 4: Engage with our students and alumni regularly to understand their needs and identify opportunities for collaboration.

Meeting regularly with our students and alumni is an important activity to help create alignment and understand current and emerging needs. While there are a number of student organizations for various functions, IT-focused groups are currently minimal. Creating and supporting such groups will help establish a tighter and more responsive structure for meeting the needs of students.

Core Theme 1, Objective 4: IT Initiatives

- Support and solicit feedback from the Associated Students of North Idaho College (ASNIC).
- Partner closely with Alumni Affairs and Development to explore ways our IT environment can more seamlessly transition students to alumni resources.
- Define a model for actively and frequently engaging with students about their IT service ideas and IT support needs.
- Develop an environment where student-focused IT systems and applications can be developed in collaboration with our creative students.

Institutional Core Theme 2: Educational Excellence

_Educational Excellence:_ High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.
**Institutional Objectives for Core Theme 2:**

*Objective 1:* Evaluate, create and adapt programs that respond to the educational and training needs of the region.

*Objective 2:* Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

*Objective 3:* Strengthen institutional effectiveness, teaching excellence, and student learning through challenging and relevant course content, and continuous assessment and improvement.

*Objective 4:* Recognize and expand faculty and staff scholarship through professional development.

Learning technologies can help to facilitate and enhance teaching and learning and can be used to leverage NIC’s core strengths as an educational institution. Technologies for collaboration and digital content creation can provide a bridge between teaching and learning and enable the sharing of knowledge both in the classroom and with other institutions.

Higher education is seeing significant advancement in the use of technology to aid teaching and learning across the board. Whether we are talking about technology-aided interaction in the classroom, video and audio lecture capture for later viewing, remote control of experimental apparatus, or computer simulations to augment hands-on activities, faculty and students alike are using more and more technology every day. Technology is providing the infrastructure to allow new ways of reaching students. All of these must be explored at North Idaho College so that our faculty will have the knowledge and capability to adapt the technologies that are most suited to NIC’s environment.

The objectives identified here serve to support the objectives and actions in the Educational Excellence objectives of the North Idaho College Strategic Plan. They will provide easier access to learning technologies, establish a core baseline of classroom technologies, and – perhaps most importantly – support innovation.

**Information Technology Objectives for Core Theme 2**

- *Objective 1:* Facilitate the exploration, development, and adoption of new teaching tools and technologies. Focus on early adoption and leading-edge tools and technologies that reflect the range of needs across faculty and departments. Supports Institutional Objective 2.

- *Objective 2:* Provide a robust technological baseline in all teaching facilities across the college that supports a range of instructional approaches and uses the most up-to-date technologies. Supports Institutional Objective 3.

- *Objective 3:* Enable a “virtual learning technology environment” that incorporates the most forward-looking learning systems and tools to support teaching excellence in face-to-face, online, and blended learning settings. Support Institutional Objective 1.

- *Objective 4:* Support the development and use of high-quality instructional content across a range of formats, technologies, and teaching and learning approaches. Supports Institutional Objectives 1, 2, and 3.
Since current learning spaces and support levels for learning technologies need to be enhanced and appropriate support levels need to be developed, Objectives 2 through 4 initially will focus on mainstream adoption of technology. In subsequent years, the focus can shift to meeting objectives associated with innovative learning technologies and approaches.

Core Theme 2, IT Objective 1: Facilitate the exploration, development, and adoption of new teaching tools and technologies. Focus on early adoption and leading-edge tools and technologies that reflect the range of needs across programs.

It is important to foster a culture that encourages and enables adoption of innovative teaching tools and methods. This will require direct support of faculty, both mainstream adopters and innovators.

Core Theme 2, Objective 1: IT Initiatives

- Develop a program to encourage and support faculty innovation, increase and promote opportunities for experimentation and adoption of learning technologies, lower barriers for faculty participation, and provide a range of support services, including support staff, to help propagate ideas to all faculty.
- Enhance services provided to faculty by developing a partnership, support, and professional-development program between Academic, IT staff, and other service groups that support learning and teaching activities at NIC.
- Develop and implement a staffing and support plan to create a “lending library” of learning technologies and a “showcase classroom” that will allow instructors to engage easily with the technology.
- Increase ease of use and create time savings for faculty by establishing clear criteria for the adoption of new learning technologies. Include: What teaching or learning need does the technology satisfy? Does it make faculty more efficient? Is it simple to use?
- Create a plan that facilitates exploration of technologies enabling faculty and students with disabilities to teach and learn effectively; provide the opportunity to learn and use those technologies effectively, and that results in implementation of new tools and support practices.

Core Theme 2, IT Objective 2: Provide a robust technological baseline in all teaching facilities across North Idaho College that support a range of instructional approaches and uses the most up-to-date technologies.

A key objective is to provide a consistent technological baseline in all teaching facilities across the college. Instructors should be able to walk into any teaching room on campus and have access to current and mainstream learning technologies that they can easily use and apply to their teaching, regardless of their device or platform. Continuing to define a learning technology classroom baseline and identifying the spaces to be enhanced should be done in coordination with a study or how existing learning spaces are being used.
Core Theme 2, IT Objective 2: IT Initiatives

- Provide a consistent technological baseline in all teaching spaces across the college. Create “classroom tier” description and categories to provide robust definitions of the teaching needs in spaces and the technology necessary to support them.
- Develop a process to meet changing faculty and student needs with evolving technology-enabled classrooms and learning spaces.
- Provide knowledgeable and dedicated support staff who can stimulate effective faculty use of learning technologies by developing a scalable support program between information technology, faculty, college support staff, and other campus units.
- Solicit regular faculty input about future learning technologies and strategic IT directions to gain ongoing understanding of faculty needs.

Core Theme 2, IT Objective 3: Enable a virtual Learning Technology environment that incorporates the most forward-looking learning systems and tools to support teaching excellence in face-to-face, online, and blended learning settings.

It is important to establish learning technology systems that support a range of instructional formats and assessment approaches and foster teacher-student interaction. Technology tools must be simple to use and implement and must work and be supported on the user’s personal device or platform (e.g., support device independent platforms and “Bring Your Own Device”—BYOD).

Core Theme 2, Objective 3: IT Initiatives

- Identify campus needs and gaps regarding technology used to assess student learning outcomes, and provide students timely feedback. Implement tools that support a range of assessment approaches and provide a “life cycle” approach to managing assessment data.
- Provide support for developing and teaching with blended learning tools. These facilitate active learning strategies and enable immediate student feedback and assessment.
- Implement an outreach, training, and support program to increase faculty awareness that leverages and partners IT staff with other support staff.
- Bring experts and researchers into the classroom by increasing support for remote collaboration tools.

Core Theme 2, IT Objective 4: Support the development and use of high-quality instructional content across a range of formats, technologies, and teaching and learning approaches.

With the proliferation of new forms of instructional content, there is a strong need for services to help with the creation and enhancement of digital course content, as well as the need for simple access to digital materials, such as eTextbooks. In addition, course content needs to be portable and offered as mobile versions to meet student needs. Developing digital content is important to faculty, and can be used in both a teaching and learning context.
Core Theme 2, Objective 4: IT Initiatives

- Identify campus needs and gaps and provide a robust suite of tools that deliver course content in multiple formats (e.g., eTextbooks, audio/video, mapping, reusable learning objects, etc.).
- Support the development of digital course content and the conversion of older course content formats to improve current technologies and lower use barriers.
- Enable the sharing and distribution of digital course materials and promote multi-university collaborations around digital content. Explore collaboration opportunities and options to build and enhance user experiences.
- Explore current practices and processes to archive and preserve course content and instructional materials; identify service gaps; and implement IT archiving, management, and support services.

Institutional Core Theme 3: Community Engagement

Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.

Institutional Objectives for Core Theme 3:

Objective 1: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Objective 2: Demonstrate commitment to the economic/business development of the region.

Objective 3: Promote North Idaho College in the communities we serve.

Objective 4: Enhance community access to college facilities.

The community experiences difficulties and challenges in trying to find information about campus events, people, places, services, etc. Users want to have tools available for finding the information that each individual wants and needs easily, filtering out the rest, dynamically updating information as it changes, and making it readily available. Users also want access to the same services and information when off-campus as one has on-campus. Our community is diverse and the needs of disabled community members also to be considered in our plans for technology moving forward. Efforts in this area are intended to optimize the effectiveness of NIC communications, activities and relationships with prospective faculty, students, regional, national, and international education partners and also supporters in regional communities.

Information Technology Objectives for Core Theme 3

- Objective 1: Develop a comprehensive web plan. Aligns with Institutional Objectives 1, 3 and 4.
- Objective 2: Use technology to expand college boundaries, facilitate the discovery and usage of digital content and engage the local and global communities. Aligns with Institutional Objective 2, 3 and 4.

Core Theme 3, IT Objective 1: Develop a comprehensive web plan

With the invention of social media, new web technologies, and an increase of users using online services, NIC must develop a comprehensive web plan in partnership with the entire campus. A
comprehensive web plan will leverage web, social media, and mobile technologies to provide effective and consistent content delivery.

**Core Theme 3, Objective 1: IT Initiatives**

- Deploy a web content management system (CMS) for all websites hosted by NIC to eliminate redundant systems, improve security, and enable common practices for end users.
- Assist in creating a strategy to enhance the NIC web and social media presence by exploring technologies that will make this easier.
- Improve social media presence of departments and programs to engage with users more frequently using specialized or custom content.
- Implement mobile applications to provide content and functionality uniquely suited to mobile devices and guests at NIC that use those devices.

**Core Theme 3, IT Objective 2: Use technology to expand college boundaries, facilitate the discovery and usage of digital content and engage the local and global communities.**

Technology enables information to be disseminated immediately without boundaries imposed by preconceptions of who might need or want it. This paradigm of contemporary education creates a multitude of opportunities to share and enrich the knowledge and creative works of the college through individual and institutional engagement. At times this engagement will be very local. The goal of this objective is to enable the local community to engage with NIC and its partners for the purpose of improving community safety, and economic development. At times, this engagement may even be international as faculty and staff may host virtual events and develop new programs with partners from around the world. Likewise, multiple courses and programs are using online learning technologies to increase enrollments and diversify geographic markets.

Implementing the IT strategic plan will position NIC to optimize its participation in a world without boundaries to information flow. It will provide an easier way to create, organize and re-use digital content while maintaining mechanisms to help the world find and access college content, expertise and resources. Finally, technology will help provide the means to sustain the engagement of constituents both local and global.

**Core Theme 3, Objective 2: IT Initiatives**

- Create an online, superior quality education experience that is made distinct by highlighting the unique strengths of the college. Leverage such programs to reach out to new and existing constituents.
- Support an ongoing dialogue among faculty, students, staff and the community to create a meaningful exchange of ideas and mutually beneficial programs. Seed programs and dialogue to engage the local community in areas that support information technology initiatives and are consistent with areas of interest and focus to NIC. Identify programs of interest to faculty through an internal proposal process that leverages areas of college expertise and interest while focusing on community needs and goals. Initial opportunities
to respond to national and local priorities may include the areas of health and wellness, public safety, STEM in schools, advanced manufacturing and economic development.

- Improve the organization of web content and create other online mechanisms, such as portals and mobile applications, to enable the local and global communities to discover North Idaho College experts and content.
- Create an organized effort to produce, manage, and maintain brief, educational video content of value to the local community, alumni and other audiences. Offer incentives and support for faculty members to make such content they create for their classes available for reuse.
- Implement an online calendar for internal and external constituents to facilitate the discovery of opportunities to participate in academic, cultural and social events both physical and virtual.

**Institutional Core Theme 4: Stewardship**

*Stewardship*: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources.

**Institutional Objectives for Core Theme 4:**

- **Objective 1**: Exhibit trustworthy stewardship of resources.
- **Objective 2**: Demonstrate commitment to an inclusive and integrated planning environment.
- **Objective 3**: Explore, adopt, and promote initiatives that help sustain the environment.

NIC desires and deserves IT systems that are highly reliable, efficient, stable, and secure. The methods used to deploy and manage IT systems directly influence their usability and reliability. User-focused activities help to deliver systems that closely meet NIC’s needs.

IT Service Excellence describes the processes and methods to be developed and applied to the definition, description, acquisition, development, and management of IT services at NIC.

The strategy for implementing a culture of IT Service Excellence aligns with the core theme of stewardship in the North Idaho College Strategic Plan, the effectiveness of our practices and methodologies used when acquiring and delivering IT services will certainly affect all areas that rely on IT services. The objectives listed here each match multiple objectives within the institutional core theme of stewardship.

**Information Technology Objectives for Core Theme 4:**

- **Objective 1**: Build a service quality management function into IT processes for service development and management. Supports Institutional Objectives 1 and 2.
- **Objective 2**: Increase access to central administrative systems and institutional data. Supports Institutional Objectives 1, 2 and 3.
- **Objective 3**: Manage the lifecycle of IT services and projects. Supports Institutional Objective 1 and 2.
- **Objective 4**: Use and manage IT human resources efficiently. Supports Institutional Objectives 1, 2, and 3.
• **Objective 5**: Manage change. Provide leadership to those affected by technology and organizational change. Supports Institutional Objectives 1, 2, and 3.
• **Objective 6**: Continue developing an IT service support model. Supports Institutional Objectives 1, 2, and 3.

**Core Theme 4, IT Objective 1: Build a service quality management function into IT processes for service development and management.**
Quality management, enhancement, and assurance are important aspects of IT service management. Quality management provides for a common understanding of system reliability, functionality, and support levels. Quality of service is related to cost of service, so quality needs to be measured appropriately to strike the right cost/benefit balance. It is important for our IT community to assess the level of quality required for each of our services based upon the expectations of our user community.

When implementing quality-enhancing practices, it is always more cost effective to apply such practices earlier rather than later. Building quality into our services as they are developed is more effective than merely testing for problems prior to service release. Quality management practices and processes should be focused on “building in” rather than “testing out.”

**Core Theme 4, Objective 1: IT Initiatives**
• Define and promote a set of common quality objectives and practices, driven by the requirements of the service and the needs of the users, which can be implemented for all IT services.
• Implement a system of service quality measurement that allows service support functions to identify quality issues prior to them inconveniencing our service users.
• Define and implement quality management practices to augment the project management methodology.
• Define and articulate an ADA accessibility program that increases local expertise, establishes broad awareness, and builds on standardized web development definitions.

**Core Theme 4, IT Objective 2: Increase access to central administrative systems and institutional data.**
Centrally provided administrative systems and other services are important assets for North Idaho College. The data maintained in these provide valuable information that, if available, can lead to better institutional decisions. It is imperative that these systems and the data that reside in these services be as accessible as possible.

Providing more open access, however, must be balanced with the requirements established by the appropriate data steward. Further, appropriate security and privacy measures must be fully understood and assured throughout the entire IT architecture.

**Core Theme 4, Objective 2: IT Initiatives**
• Develop a clear and maintainable policy and standards regarding data stewardship and promote a culture of data stewardship across the campus community.
- Develop a clear and understandable classification of data that users will easily understand.
- Develop a clear and maintainable electronic data architecture. Data architecture is a set of data models, policies, and rules that help define consistent storage, arrangement, definition, and integration of institutional data. This architecture is even more important as we move to the adoption of cloud-based services.
- Establish open access to data as the default strategy for all services. Work with data stewards to define more clearly and consistently the small set of data that should not be openly shared.
- Develop and implement an Application Programming Interface (API) approach for all centrally provided services that invites leveraging these services.
- Evaluate the necessity of policy changes that reflect the desired outcomes described above.

Core Theme 4, IT Objective 3: Manage the lifecycle of IT services and projects.
North Idaho College has a broad set of supported IT services that are at various stages of their service lifecycles. As these services evolve, it is important for the entire IT community to understand the direction they are moving, potential adjustments in their features or underlying technologies, and potential changes in their support models. Understanding these changes will allow different units to prepare for change better by transitioning users or migrating services. By creating a common understanding around investment, migration, or divestment of our IT services, we will function more cohesively as an IT community.

Additionally, the NIC IT community should clearly identify its shared priorities to improve focus and availability of requisite resources. These institutional IT priorities should be communicated regularly to the entire NIC community and form the basis for delivery commitments from IT to the community.

Core Theme 4, Objective 3: IT Initiatives
- Implement an IT Service Catalog to include such information as the specific underlying tool or infrastructure, position in lifecycle (growth, stable, declining), and particular skill sets required to support. These data elements will allow us to make informed decisions for such things as service retirement.
- Implement project and portfolio management practices to improve our understanding of such issues as resource dependencies, skill set availability, and service lifecycle practices.
- Use the emerging Enterprise Service Priority Council regularly to discuss, identify, and communicate the top IT priorities. Use the governance structure to assess service lifecycles and direction.

Core Theme 4, IT Objective 4: Use and manage IT human resources efficiently.
In an environment with limited technical resources, declining budgets, and needs that often outpace our ability to deliver, it is important that NIC IT works on the right priorities and makes good use of all available resources. There is a great opportunity to use the IT talent across our
college more efficiently. To do this, however, we need to inventory and share our technical skills for the purpose of more thoughtful collaboration and institutional partnership.

**Core Theme 4, Objective 4: IT Initiatives**
- Create a skills database of IT talent across all IT at NIC.
- Define and communicate a vision where technical talent, regardless of unit, is used collaboratively on the highest priority initiatives.
- Identify and provide professional development opportunities to ensure that IT personnel have the skillsets required to maintain and implement technology effectively.

**Core Theme 4, IT Objective 5: Manage change. Provide leadership to those affected by technology and organizational change.**

IT professionals participate in change in two distinct ways – change within the IT organization and change across our community as a result of new IT services or technologies. The rapid change we are seeing throughout the IT space in areas such as cloud services, mobile computing, and bring-your-own-device (BYOD) requirements makes it imperative that our IT organizations and the professionals within them are prepared to embrace changes and help those we support to understand and adopt them when appropriate.

All IT staff at NIC should strive to adopt, support, and drive needed change. This will require gaining new skills, organizing or reorganizing as necessary, ushering in new technologies and systems to our community, and supporting everyone in our community as they participate in these changes for the betterment of North Idaho College.

**Core Theme 4, Objective 5: IT Initiatives**
- Create a “Change Board” that focuses on change readiness and specific activities that serve to inform leadership and support others as change happens across the institution.
- Invest in change management training to help inform leadership of successful change practices and processes.
- Expand IT support of early adopters of new technologies to facilitate a successful user experience.
- Identify all services and track maintenance agreements to identify system lifecycles and alternatives for essential products and services.

**Core Theme 4, IT Objective 6: Continue developing an IT service support model.**

A straightforward, consistent, and reliable support model across all IT services and departments is a requirement for successful use of IT by NIC’s students, staff, and faculty in support of their educational goals. Such a model leads to higher IT service satisfaction because users of these IT services clearly understand where to go to receive the assistance they need. Such a model further adds to IT system reliability and increased satisfaction by providing input to the service owner who can resolve issues more quickly.
Core Theme 4, Objective 6: IT Initiatives

- Implement a standards-based (ITIL) central IT Service Desk that will be used by all services.
- Document expected service level expectations and tier support levels.
- Enhance Level 1 support for centrally maintained IT services in the central IT Help Desk.
- Implement and continue to develop self-service support and knowledge base materials.
- Explore restructuring the current IT organization to include the help desk services area as an additional tier.

Institutional Core Theme 5: Diversity

Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

Institutional Objectives for Core Theme 5:

Objective 1: Foster a culture of inclusion.
Objective 2: Promote a safe and respectful environment.
Objective 3: Develop culturally competent faculty, staff and students.

Our community is diverse and the needs of disabled community members also needs to be considered in our plans for technology moving forward. Embracing a culture of diversity, equity, and tolerance is essential for North Idaho College to be effective at delivering technology. Efforts in this area are intended to optimize the effectiveness of NIC communications, activities and relationships with current and prospective faculty, staff, students, regional, national, and international education partners and also supporters in regional and local communities. Information technology is a shared service by all NIC constituents both on and off campus. Developing the skills necessary for inclusion and respect is therefore essential for IT staff members to be more effective in delivering services.

Information Technology Objectives for Core Theme 5:

Objective 1: Build and develop staff, management and leadership capacity within IT to meet future IT needs. This meets institutional objectives 1, 2, and 3.

Core Theme 5, IT Objective 1: Build and develop staff, management and leadership capacity within IT to meet future IT needs.

North Idaho College must develop its IT staff, managers and leaders. The transition from technical expert to manager or leader should be a purposeful and planned one. Specific competencies and skills need to be developed to grow and advance NIC’s future leaders. This objective identifies potential leaders within our staff and creates a process through which they are developed to be even more prepared for the leadership roles of the future. As part of this competency training, diversity training must be included.
Core Theme 5, IT Objective 1: Information Technology Initiatives

- Leverage existing Human Resources (HR) programs and resources for developing managers and leaders, and develop a more focused use of HR resources to meet the unique needs of IT staff.
- Build an IT competency model that identifies the key concepts of IT career development along three related paths: IT staff, IT technical leaders, and IT managers.
- Develop hiring practices to meet future IT staffing needs with a focus on recruiting and retaining women and staff from under-represented populations.
- Develop a process to identify and develop IT leaders, recognizing that increasing diversity should be part of this goal. Leverage existing mentoring and leadership programs.
Communications and Governmental Relations

Communications and Marketing
Community Relations
Governmental Relations
Recruiting

The four areas that exist in Communications and Governmental Relations are established to support the mission and efforts of the students, staff and faculty of North Idaho College. External and internal communication efforts are coordinated through the Office of Communications and Marketing in connection with the Office of Community Relations as well as Governmental Relations.

Advertising, marketing, community outreach, and recruiting all exist to help students realize their goals and objectives while attending North Idaho College.

The nature of the changing landscape of communications demands that our efforts be innovative, responsive, and flexible. This requires constant revision of short, medium and long-term plans.

The following represents current and future goals for the four areas:

**Communications and Marketing:**

**Short Term Goals (current to 1-year)**
- Further work to solidify dedicated work study for Cecil the Cardinal functions, both in community outreach and athletics.
- Reallocate, within existing means, marketing and advertising dollars to ensure maximum return. Measured by number of page views, touches, viewers and listeners reached and translated to correlate with applications.
- Continue work towards total conversion of all applicable documents from print to digital formats including catalogue.
- Work to further reinforce the “I’m In” internal branding campaign by facilitating employee recognition programs and stories.

**Mid-term Goals (1-3 years)**
- Establish a dedicated position to manage social media for the institution. Currently, duties are spread over several positions.
- Work with Athletics Department to solidify the sports information process and appropriate personnel to manage.
- Revamp website: mobile first, desktop secondary.
- Leverage opportunities for live web broadcasts of NIC events
Community Relations
Short-term Goals (current to 1 year)
- Establish speaker’s bureau to highlight areas of expertise held by NIC faculty and staff.
- Execute community engagement survey according to benchmarks and objectives set forth in the college’s accreditation plan.
- Expand community presence in the four regional counties served by NIC outside of Kootenai. Increase activity on regional boards, service groups and community efforts through NIC staff, students and faculty.

Mid-term Goals (1-3 years)
- Develop a plan to expand opportunities for community service for staff and faculty beyond existing boards and service organizations.
- Improve community satisfaction levels in accordance with goals outlined in the accreditation plan.
- Help coordinate and develop a plan to establish “Common Community Free Space” with a policy and procedure for community groups that need meeting space on campus and at the college’s outreach centers and satellite campuses.
- Increase percentage of hours and number of overall staff and faculty participating in community service groups, boards, and other opportunities by 30% from the previous five-year mark.
- Increase community satisfaction measures to reflect new directives in accordance with the accreditation plan in place at that time.

Governmental Relations
Short-term Goals (current to 1 year)
- Work with local, regional and state legislative leaders to bring change to the current community college and CTE funding formula.
- Increase percentage of “NIC approval” by Region 1 legislators. Measured by positive votes on legislation and appropriations that impact NIC.
- Work to help secure occupancy costs within the FY18 budget for the Student Wellness and Recreation Center opening September 2017.

Mid-term Goals (1-3 years)
- Have a plan for revamping and revising out-of-district tuition funding formula ready for presentation to Idaho Legislature
- Help facilitate, as appropriate, annexation of part or all of Bonner County into the NIC taxing district.

Recruiting
Short-term Goals (current to 1 year)
- Work with college leadership to revamp our approach to high school recruiting, moving to a near-peer transition coordinator model that includes all high schools in Region 1.
• Follow recommendations found in the Interact Market Survey with regard to time and effort spent on growth markets.
• Increase number of applications for admissions by 3%.
• Develop, in coordination with Admissions and Communications and Marketing Departments, a simplified mobile platform for the admission application.

Mid-term Goals (1-3 year)
• Develop transition plan to new higher education collaboration facility that encompasses coordinated efforts with Lewis Clark State College and University of Idaho.
• Complete the portion of Region 1 near-peer transition coordinators not fully implemented in year 1.
• Expand on-site near-peer transition coordinators to select areas in Region 2 (Latah, Clearwater, Nez Perce, Lewis, and Idaho Counties).
• Continue to increase applicant pool by 3-5% annually.
Athletics

Institutional Optimization Recommendations

- Develop benchmarks across all athletic programs which will also include student success measures.
- Conduct a full review of athletic facilities and identify deficiencies which can be addressed in the facilities master plan to ensure that NIC provides safe modern athletic facilities for all its athlete programs.
- Review athletic budgets and provide an analysis of the methodology used in the distribution of the budget to each program.
- Create a business or procurement officer or intern position for athletics to maximize efficiencies in travel and sports information reporting; either a position in athletics or a function within another department.

The NIC Athletics department is in the midst of fully implementing the transition from the National Junior College Athletic Conference (NJCAA) to the regional based Northwest Athletic Conference (NWAC). The effective date for all intercollegiate athletic teams conforming to NWAC schedules, rules and guidelines is August 1, 2016, with the exclusion of wrestling. The NIC Wrestling program will remain a member of the NJCAA because the NWAC does not offer wrestling as an intercollegiate sport.

The NIC Athletics Department currently has methodologies in place to track the academic performance of all student-athletes for eligibility reasons. Record keeping will be enhanced to track retention, graduation rates, academic transfers to four-year institutions, and comparison to the NIC overall student body cumulative GPA.

Athletic facilities at NIC were considered to be marginally acceptable or inadequate in comparison to member schools of the NJCAA within the region. Recent sample surveys of schools within the new regional conference have disclosed similar results, and several NWAC schools are upgrading existing facilities with new construction. Efforts to upgrade NIC athletic facilities are restricted to renovation projects only, primarily for financial reasons, but also due to logistical constrictions and leasing of city-owned playing fields.

Cost savings are anticipated with the conference realignment from national to regional, with inherent reductions in transportation expenses and mandatory post season travel. Detailed budget reviews will be performed to ensure consistency in travel accommodations for all programs, including meal allowance, room occupancy, and mode of transportation. Further analysis will be performed to scrutinize supply budgets based on athletic roster size and
standard uniform requirements. Replacement schedules will be established for uniforms, game management audio/visual equipment, and depreciating program-specific equipment.

The NIC Athletics Department has been identified as an integral component of the college marketing effort for potential student recruiting, community engagement, retention, and branding awareness. Applying required resources for timely sports information reporting will significantly enhance the benefits associated with marketing, and increase exposure to NIC by way of the college’s website or campus traffic. Collaborative efforts with the Athletics Department and the Marketing and Communications Department can create resources to encourage sponsor opportunities, improve student awareness on campus, and provide recruitment tools for educating and attracting student target markets.

1-3 year Outcomes
- Transition outdoor sports of fast pitch softball, men’s and women’s soccer, and men’s and women’s golf from the NJCAA to the NWAC. (Completed Fall 2014)
- Transition indoor sports, including volleyball, and men’s and women’s basketball from the NJCAA to the NWAC. (In progress - complete by August 1, 2016)
- Christianson Gymnasium locker room renovation project. (In progress - scheduled completion August 2016)
- Softball practice facility relocation project. (Scheduled for August 2016)

3-5 year Outcomes
- Re-establish men’s baseball program, which was discontinued in 2002. (Target date August 2017)
- Re-establish women’s cross country and track program, which was discontinued in 2002. (Target date August 2017)
- Soccer field renovation project. Evaluate the feasibility of installing artificial turf. (Target date Summer 2017)
- Softball/baseball on-campus practice facility constructed/renovated. (Target date 2018)

5-10 year Outcomes
- Christianson Gymnasium renovation project - NIC Master Plan 2019-2020
North Idaho College is committed to aggressively seeking external funding sources for priority needs to ensure limited budgets do not restrict NIC’s ability to effectively respond to student, community, business and industry needs.

The North Idaho College Development Department is a comprehensive resource development office consisting of Grants, Alumni Relations, and the NIC Foundation, Inc. that operates closely and in collaboration with the college to:

A. Build and steward long-term relationships for the benefit of NIC;

B. Secure additional fiscal and in-kind support for:
   - NIC’s varied projects, programs, services, and capital initiatives;
   - Scholarships to strategically support recruitment, retention, and completion of students;
   - Innovation and excellence in classrooms, laboratories, and service areas;
   - Employee excellence and service recognition.

The Development Department sets annual, short and long-term performance goals based on NIC’s priority needs and in alignment with NIC’s strategic and master plans. In addition, NIC Foundation, Inc. and NIC Alumni Association Boards of Directors set annual, short and long-term performance goals in collaboration with NIC Development Department.

The demand for fundraising and grant seeking continues to expand a result of NIC’s growing needs, declining budgets, and a commitment to keep college affordable for students; therefore, the Development Department is playing a more pivotal role by securing the resources necessary to bridge funding gaps.

In the past five years, over $25,000,000 has been secured through external contributions and grants. NIC is well-positioned to succeed in securing external grant and private donations to advance the college’s mission, goals, and priorities.