

**COLLEGE OF SOUTHERN IDAHO
BOARD OF TRUSTEES**

December 17, 2001

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

AGENDA

MINUTES: (A) *Mike Mason*

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

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

CSI FOUNDATION STRATEGIC PLANNING UPDATE:

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

OLD BUSINESS

NEW BUSINESS

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

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

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

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Robert Alexander, College Attorney

Development

Dr. DeVere Burton, Dean of Instruction
Dr. Barbara Knudson, Dean of Human Resources
Randy Dill, Physical Plant Director
Ron Shopbell, Director of Dual Credit
Karen Baumert, Public Information Director
Doug Maughan, Herrett Center/Public Information

Director

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

Times News: Julie Pence

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

TREASURER'S REPORT: The Treasurer's Report was approved on
MOTION by Dr. Charles Lehrman. Affirmative vote was unanimous.

PRESIDENT'S REPORT:

1. Barbara Knudson presented policies on Reduction In Force
and Meritism and Consensual Relationships. The Board
adopted the reduction in force policy on motion by Dr.
Charles Lehrman. Affirmative vote was unanimous.

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

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

He discussed feedback from community meetings in the Twin Falls and Jerome areas. These meetings had approximately thirty-five community members in attendance. Dr. Eaton

said that the community meetings would be expanded to the outreach center areas.

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

Char Sutton outlined the status of the College of

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

The President reviewed the following issues with the

- Presidential Scholarships may be adjusted to meet Promise Scholarship match requirements. The President is planning to have discussions with the student services staff to determine the impact of the adjustment.
- We will seek a change in the Idaho Code section that

caution we can charge.

President Meyerhoeffer was in Boise last week and

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

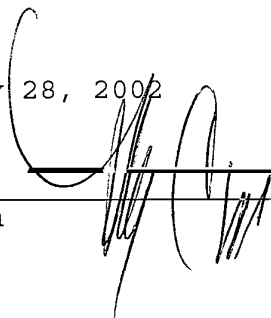
- The President advised the Board of expenditure reduction plans for the current year and next year. He told the Board that the administration would provide them a final plan to

~~ADJOURNMENT was declared at 6:17 p.m.~~



Mike Mason, Secretary/Treasurer

APPROVED January 28, 2002



Chairman

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

REDUCTION IN FORCE (RIF) POLICY

...the contributions of employees and attempt to
College to retain the most qualified employees in light of
changes in needs or technologies, programmatic considerations, or other circumstances.

retain or separate an employee will depend on the employee's
current and future needs of the College relative to the employee's skills, knowledge,
performance and productivity. Length of service will be considered but may receive less
weight in the determination, depending on the needs of the College.

PURPOSE

This reduction in force procedure for employees provides equitable treatment for the

A reduction in force (layoff) may take the form of elimination of jobs, reduction in

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

and are not subject to this RIF policy

Termination due to a reduction in force will be considered a final separation from that

available position is vacant.

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3.03 NEPOTISM AND CONSENSUAL RELATIONSHIPS

CONSENSUAL RELATIONSHIPS (Added)

The College of Southern Idaho is committed to maintaining a working and educational environment that fosters appropriate and respectful conduct and communication between

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

Consent by the student or employee in such a relationship is regarded as questionable

favor or advance a student or employee's interest at the expense of others.

relationships between instructors, staff and students, or between supervisors and

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

When a romantic and/or sexual relationship develops between that individual having a

relationship with that individual, the student or

employee's job performance. Prohibited activities include, but are not limited to, hiring

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

Instructors and supervisors should be aware that conducting such consensual

harassment and/or intimidation. All employees will maintain professional and ethical relationships with students and with colleagues.

NEPOTISM POLICY (Added 2/2000)

of work activities of another related person. In the event that persons who are currently employed by CSI, and are in the same line of direct supervision, become related by marriage, or are living in the same household, one of said persons shall be reassigned.

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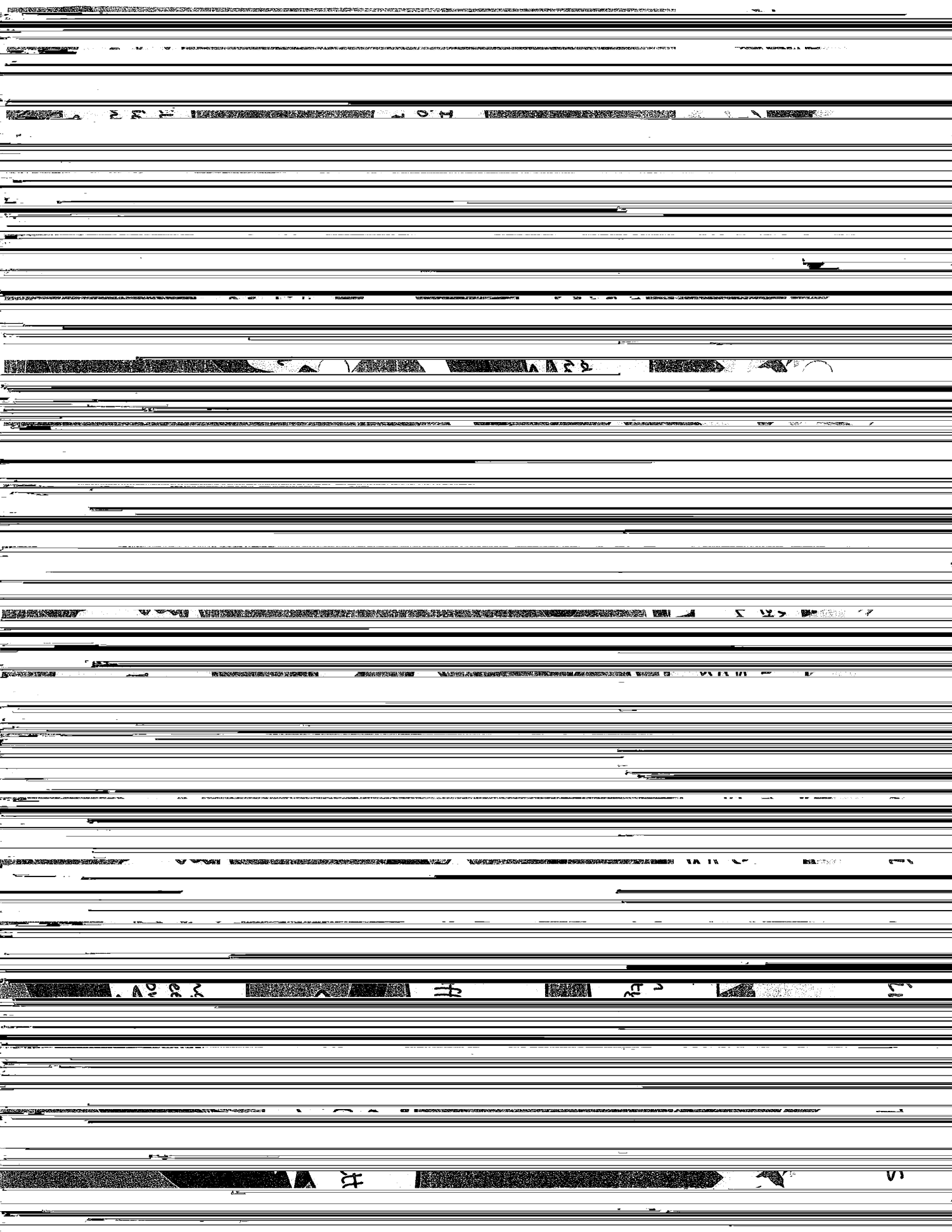
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Price will not be a barrier to entrance; quality will be compared to competitors

D. Program Review- academic rigor for programs; optimize distance learning and dual credit; leading edge training for workforce development and corporate training; special populations needs anticipated; effective/rigorous assessment review of classes and programs across the institution

F. Internal Collaboration- seek outward message to broad-based business and educational institutions.

mining new and existing revenue opportunities

E. Student Learning- Outcomes based while heeding what makes an educated person; leader in graduation rates, retention of students, and placement of graduates; computer

G. Culture of Diversity- students and staff representative of diverse external community

II. Service defines College Relationships.

A. One stop shopping for students; personalized but extensively supported electronically;

C. Person to person communications will reflect the "open door" policy

III. Enter into Productive Partnerships.

A. CSI will expand partnerships with K-12; effective interaction with and recruitment from

B. CSI will expand partnerships with other Higher Education institutions; will broker needed education

C. Establish a cost effective outreach campus model to provide access to educational and support services available on the main campus; provide four-year programs; emphasize quality, success and community involvement to gain support from non district counties

D. Nationally recognized for development of Community/Institution partnerships

E. Economic Development- CSI will reduce unemployment in the region; share a common

F. Internal Collaboration- shared resources between technical and academic programs

changing job markets; business and industry partnerships; first-rate industry training

CSI Strategic Planning Community Town Hall

December 14, 2001—Taylor 277

Meeting Outcomes

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

Agenda and Activities

Start Time	Agenda Item	Activities/Process
1:00 p.m.	Introductions and Meeting Overview	Present purpose of meeting, brief summary of planning process to date, agenda overview, housekeeping items (Curtis).
1:15 p.m.	Introduction to Strategic Planning	Provide context for today's gathering as part of the College's strategic planning process, i.e. the importance

Southern Idaho to disappear.

- 1) *What would the community lose as a result of the disappearance?*
- 2) *What would you professionally or your professional colleagues lose as a result of the disappearance?*
- 3) *What would you, your family, or your friends lose as a result of this disappearance?*

Small Group Reports

Select a person to report the group's images. This

	Small Group Reports	Select a person to report the group's images. This reporting will be recorded in writing.
Shift groups one more time		
2:25 p.m.	Continue Creating a Practical Vision	General planning categories are beginning to be developed in the planning process for the College... <i>Do you think there are any others?</i>
	Organize the Images	Cluster the images into as few as possible (at least 3 and no more than 5).
	Small Group Reports	Select a person to report the group's images. This reporting will be recorded in writing.
2:55 p.m.	Next Steps	Talk about what will happen next (Curtis).

2 yrs = 25% ↑ in enrollment

Community Meeting Summary

Twin Falls, Idaho – Friday, December 14, 2001

We invited more than 60 people from community organization's lists. The organizations included AARP and cattle associations, art and music groups, Chambers of Commerce, city and county

In the introductory comments, the attendees were told that CSI takes very seriously the word "community" as a part of its category name: Community College. The attendees were grouped into sections of five to six people each to discuss the topics presented to them. A spokesperson for the small working groups reported that group's ideas and opinions for each topic. All ideas were recorded for post-meeting synthesis. Attendees were asked to leave contact addresses and phone numbers if they

(about 26) were positive. Most were very complimentary of the College asking for Community input.

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

Section I

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

Community cultural diversity, community anchor/focus/center/heart, educational

economic development, community energy, job training, youth training, arts/cultural events

training, leadership, advancement opportunities, workforce education, loss of training facilities, resource for employee training, continuing education unit training, training youth, facilities,

arts and humanities resources.

3. Personally: youth migrating out of the area, enrichment/educational/continuing education/life long learning opportunities, economic development, community focus, exercise facilities, a

Section II

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

1. More of: closer connections to the high schools and ARTEC for a Technical Center, higher education opportunities, parking spaces, just in time training, wider choice of classes, cooperation with four-year institutions and extended degree opportunities, marketing of existing programs, short-term training, recruit new industry, training that will improve the skill sets of community,

Widening Street pedestrian friendly on Falls
A more varied distance learning with four years beyond Idaho to include graduate and post

opportunities, student union integrated with a community center, brokering of higher education, technical training, facilities available to community at less cost, encourage free speech and

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

extension, CSI should do less or nothing that it already does.

Section III

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

Considering the four themes that are developing in the CSI strategic planning process (innovation, service partnerships, utilization of resources) comment on whether they are useful and "on target" or

suggestions. The suggestions included:

Perform as an Innovative Institution

1. Program Review should include improved articulation of content from courses at CSI to other four-year institutions to minimize students having to duplicate courses.
2. Program Review: needed programs defined by student numbers and by request.

6. Provide a program that articulates beyond CSI

local board and control.

6. Student Access: does this mean open entry, open exit or all programs?
7. Leadership: should say topnotch faculty, staff and administration.
8. Provide a forum for open community dialogue regardless of controversy or special interest group pressure.

Enter into Productive Partnerships

2. Partnerships should include not only the identification of new partners, i.e. Dell Computers, but recruitment and expansion to existing industry/business in the area (improved workforce training).
3. Expand partnerships to include postsecondary through postgraduate.
4. K-12 partnerships should include career counseling (pathways).

diversity of and the expansion of employment opportunities for the community through the attraction of new business/expansion of existing businesses.

7. Place a higher emphasis on higher education partnerships rather than K-12.

Fully Develop all Resources

1. Human Resources: In order to recruit employees to fill those positions being vacated by retirements, CSI may have to adjust its starting salaries.
2. Professional Development and Renewal could include faculty research. Also contemporary education for faculty for 2001 and beyond.

The College will ensure that there is full compliance with EEO commitments, laws, and College policy when implementing a reduction in force. Race, color, gender, sexual

status, disabled veteran status, or disability are never a consideration in identifying an employee for reduction in force.

REDUCTION IN FORCE COMMITTEE

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

PROCEDURES

Determining Priorities for Reductions.

may elect to combine similar offices, or include the entire campus in some classifications to allow more equity in the process. A reduction in force decision requires a thorough evaluation of the need for particular positions and the relative value of specific employees so that the college can provide the highest level of service possible with a reduced work force.

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

If a position is eliminated, an employee will be subject to reduction in force by job classification on the basis of current and future needs of the College. Performance, length of service (up to 10 years), and remaining in force creates or elevates an operational requirement, an employee's unique operational qualifications or skills for the position(s) remaining after reduction will be considered.

The individual(s) making the determination shall prepare a written report that outlines the reasons supporting a reduction and the function(s) to be altered/eliminated. Before

reason for reduction in force and assessment of the reduction in force's impact on EEO profile, including adverse impact analysis, with Human Resources. Written documentation relating to the identification of an employee for reduction in force must be retained for three years.

The President has final approval of all RIF plans.

RIF Notification

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

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

Each employee terminated by a reduction in force will also receive written notification. (changes), separation dates, direction for obtaining benefit information, eligibility for unemployment insurance benefits and appeal rights.

Appeal

notification to appeal the decision to Human Resources using the Grievance Process as

BENEFITS

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

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

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

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

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

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

request for the staff member's dependents during the remainder of the academic year for which the student is currently enrolled.

Employees who leave the College in good standing will be eligible for rehire. Past

previous consecutive service providing the staff member has completed at least two consecutive years of regular employment with CSI immediately prior to the separation and the gap in regular employment must have begun after the effective date of the policy.