



COLLEGE OF SOUTHERN IDAHO BOARD OF TRUSTEES

July 20, 2015

EXECUTIVE SESSION

3:00 P.M.

Taylor Building – President’s Board Room

BOARD OF TRUSTEES MEETING

4:00 P.M.

Taylor Building – Taylor 277

AGENDA

CALL TO ORDER

APPROVAL OF MEETING AGENDA: (A) *Chairman Kleinkopf*

MINUTES – EXECUTIVE SESSION – JUNE 15TH, 2015: (A) *Mike Mason*

MINUTES – REGULAR MEETING – JUNE 15TH, 2015: (A) *Mike Mason*

TREASURER’S REPORT: (A) *Mike Mason*

HEAD START/EARLY HEAD START REPORT: (A) *Mike Mason*

OPEN FORUM

UNFINISHED BUSINESS

CSI BOARD OF TRUSTEES SELF-EVALUATION REPORT: (I) *Chairman Kleinkopf*

UPPER GYM SEATING BID: (A) *Mike Mason*

NEW BUSINESS

GEOHERMAL LINE REPLACEMENT PROJECT BID: (A) *Mike Mason*

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AGENDA
CSI BOARD OF TRUSTEES MEETING
JULY 20TH, 2015**

HIGH FIDELITY ADULT PATIENT SIMULATOR BID: (A) *Mike Mason*

RODEO PROGRAM HORSE BARN PROJECT: (A) *Mike Mason*

**ARCHITECTURAL & ENGINEERING SERVICES
REQUEST FOR PROPOSALS: (A) *Mike Mason***

**HERRETT CENTER INSTITUTIONAL PLAN AND
COLLECTIONS MANAGEMENT PLAN APPROVAL: (A) *Dr. Teri Fattig***

CSI STRATEGIC PLAN UPDATE: (I) *Chris Bragg*

NWCCU ACCREDITATION RESPONSE: (I) *President Fox*

OPEN FORUM – CSI BOARD OF TRUSTEES POLICY: (I) *Chairman Kleinkopf*

REMARKS FOR THE GOOD OF THE ORDER

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

ADJOURNMENT

General Fund YTD Board

YEAR: 1415

Statement of Revenue and Expenses

Acct Month: 12

Tuesday, July 14, 2015

Last Year

This Year

Budget

Remaining Budget

Rem Bud%

Revenue

Tuition & Fees	(\$11,253,733.78)	(\$10,636,248.28)	(\$10,813,300.00)	(\$177,051.72)	1.64%
County Tuition	(\$1,479,240.00)	(\$1,429,237.74)	(\$1,380,000.00)	\$49,237.74	-3.57%
State Funds	(\$17,733,338.99)	(\$18,579,621.27)	(\$18,612,500.00)	(\$32,878.73)	0.18%
County Property Tax	(\$6,366,048.40)	(\$4,396,060.03)	(\$6,348,200.00)	(\$1,952,139.97)	30.75%
Grant Management Fees	(\$530,906.57)	(\$585,466.35)	(\$500,000.00)	\$85,466.35	-17.09%
Other	(\$531,847.34)	(\$580,957.87)	(\$432,600.00)	\$148,357.87	-34.29%
Unallocated Tuition	\$0.00	(\$603,957.36)	\$0.00	\$603,957.36	0.00%
Departmental Revenues	(\$806,087.09)	(\$1,020,692.10)	(\$728,400.00)	\$292,292.10	-40.13%

Total Revenue (\$38,701,202.17) (\$37,832,241.00) (\$38,815,000.00) (\$982,759.00) 2.53%

Expenditures

Personnel

Salaries	\$21,071,101.03	\$19,988,386.98	\$21,188,800.00	\$1,200,413.02	5.67%
Variable Fringe	\$4,290,515.08	\$4,078,617.27	\$4,345,900.00	\$267,282.73	6.15%
Health Insurance	\$3,579,311.85	\$3,397,011.23	\$3,579,600.00	\$182,588.77	5.10%
Total Personnel	\$28,940,927.96	\$27,464,015.48	\$29,114,300.00	\$1,650,284.52	5.67%

Expense Categories

Services	\$2,151,186.82	\$2,113,757.89	\$2,436,200.00	\$322,442.11	13.24%
Supplies	\$877,526.89	\$982,100.58	\$1,009,100.00	\$26,999.42	2.68%
Other	\$650,944.27	\$696,106.01	\$561,400.00	(\$134,706.01)	-23.99%
Capital	\$402,853.19	\$567,811.89	\$802,400.00	\$234,588.11	29.24%
Institutional Support	\$3,171,700.27	\$4,437,030.54	\$4,891,600.00	\$454,569.46	9.29%
Transfers	\$44,549.23	\$49,848.50	\$0.00	(\$49,848.50)	0.00%
Total Expense Categories	\$7,298,760.67	\$8,846,655.41	\$9,700,700.00	\$854,044.59	8.80%

Total Expenditures \$36,239,688.63 \$36,310,670.89 \$38,815,000.00 \$2,504,329.11 6.45%

Rev/Expense Total (\$2,461,513.54) (\$1,521,570.11) \$0.00 \$1,521,570.11 0.00%

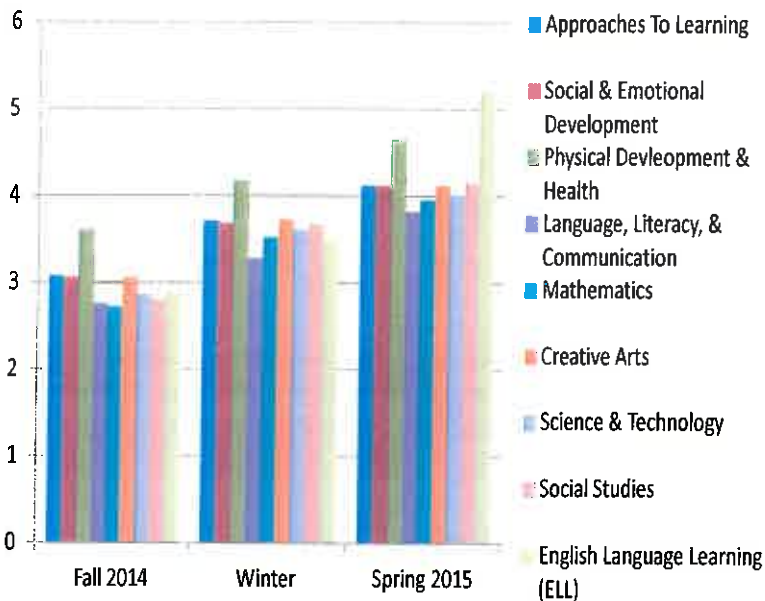
PROUD TO BE PART OF THE CSI FAMILY



COLLEGE OF SOUTHERN IDAHO HEAD START/EARLY HEAD START



Program Baseline Summary for Head Start/Early Head Start Children



End of Year COR Advantage Outcomes Report 2014-2015

Child Observation Record Advantage is gathered 3 times during the program year for Head Start and 4 times for Early Head Start. Staff and parents take anecdotes on the children. The anecdotes are scored from a level 0 to a level 7, with 0 being a lower skill level and increasing to more advanced skill levels.

School Readiness

The attached graphs show the progress of children towards school readiness. For children transitioning to kindergarten in the fall, school readiness is measured by an average score of 3.75 in each category and an overall average of 4.0 or higher. 92.5% of children made progress or are kindergarten ready. The remaining 7.5% of children just had baseline scores as they came into the program during the 3rd period of collection data.

Strengths – Music, History, and Data Analysis

Area of Need – Art, Alphabet Knowledge

CSI Head Start Accepting Applications

The College of Southern Idaho Head Start is currently accepting applications for children who will be 3-4 years of age by Sept. 1, 2014. Priority is given to families who meet the in-come guidelines, 4 year olds, and children with identified disabilities. Categorically eligible children include foster children, children who are homeless, and families receiving TANF or SSI funds. The program also accepts a limited number of 3 year olds and over income children with special needs.

Head Start is a free preschool program that promotes school readiness for children, ages 3 to 5, by offering educational, nutritional, health, and social services. The College of Southern Idaho's Head Start program serves families from August-May at sites located in American Falls, Buhl, Burley, Hagerman, Hailey, Hansen, Jerome, Rupert, Shoshone, Twin Falls, and Wendell.

Early Head Start is also accepting applications. Priority for this home-based program is given to income eligible pregnant mothers, infants and toddlers ages birth to 36 months. Foster children, homeless children and families receiving TANF or SSI funds are also automatically eligible for Early Head Start.

Early Head Start programs enhance children's physical, social, emotional, and intellectual development. In addition, this program assists pregnant women in accessing comprehensive prenatal and postpartum care, and supports parents' efforts to fulfill their parental roles guiding them toward self-sufficiency. The College of Southern Idaho's Early Head Start program runs year round at sites located in Twin Falls, Jerome, and Rupert.

For more information call College of Southern Idaho Head Start/ Early Head Start Program at 736-0741, or toll free at 1-877-736-0741



**College of Southern Idaho Head Start/ Early Head Start
Monthly Program Summary
For June 2015**



Enrollment

Early Head Start	82
Total	82 *

* Early Head Start services are provided year round including the summer months. Head Start services are suspended for the summer months and will resume again in September.

Program Options

Part-day/ Part-year, Double Sessions, Home Based/School District Enhanced, Pre- K, Early Head Start -Home Based.

Program Participation for June

EHS Toddler Combo Attendance	70%
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Meals and Snacks

Total meals served for June	114
Total snacks served for June	96

Education

Pre-Service training for staff is August 10-14, 2015. Training will include Highscope Curriculum best practices and CLASS observation and improvement techniques for classroom staff . Other trainings will include Child Plus (data base for program), USDA, and pre-trip inspection for transportation.

Parent Involvement

A draft of the 2014/2015 Communitywide Strategic Planning and Needs Assessment is pending and will be presented to Policy Council in August. This Assessment gathers information about the changing landscape of the populations and communities that we serve. Data is gathered each year through surveys and interviews of parents, partnering agencies, community members, faith based organizations, public schools and elected officials. The data collected drives the decision making for years to come in our program to ensure that the highest quality services are being provided when, where, why, and how necessary.

Early Head Start

Early Head Start staff are completing the program year on July 31st. They are finishing up the Program Information Report for their program. Children are being transitioned to Head Start if age and income eligible, age 3 by August. If they are not eligible they are being transitioned to child care or other options for the parent. New families will be enrolled the first week of August.

Documents for Board Review/ Approval:

Financial Reports

CATEGORY	TOTAL APPROVED	TOTAL THIS MONTH	CASH OUTLAY TO DATE	BALANCE	BALANCE OF BUDGET	PROJ %	ACTUAL %
SALARIES	\$ 2,571,670.00	\$ 219,518.61	\$ 1,243,803.95	\$ 1,327,866.05	\$ 1,327,866.05	50.0%	48.4%
BENEFITS	\$ 1,410,617.00	\$ 113,587.26	\$ 650,997.81	\$ 759,619.19	\$ 759,619.19	50.0%	46.1%
OUT OF AREA TRAVEL	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -		
SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -		
OFFICE SUPPLIES	\$ 14,106.00	\$ 961.72	\$ 4,048.66	\$ 10,057.34	\$ 10,057.34	50.0%	28.7%
CLASSROOM SUPPLIES	\$ 15,000.00	\$ 1,494.05	\$ 6,677.65	\$ 8,322.35	\$ 8,322.35	50.0%	44.5%
CENTER SUPPLIES	\$ 33,216.00	\$ 10,988.92	\$ 33,578.54	\$ (362.54)	\$ (362.54)	50.0%	101.1%
TRAINING SUPPLIES	\$ 3,000.00	\$ 5,067.71	\$ 7,405.63	\$ (4,405.63)	\$ (4,405.63)	50.0%	246.9%
FOOD	\$ 3,000.00	\$ 333.52	\$ 1,520.17	\$ 1,479.83	\$ 1,479.83	50.0%	50.7%
CONTRACTUAL	\$ -	\$ -	\$ -	\$ -	\$ -		
OTHER	\$ -	\$ -	\$ -	\$ -	\$ -		
CONTRACTS	\$ 10,000.00	\$ 611.90	\$ 3,602.46	\$ 6,397.54	\$ 6,397.54	50.0%	36.0%
MEDICAL	\$ 10,000.00	\$ 156.00	\$ 2,590.89	\$ 7,409.11	\$ 7,409.11	50.0%	25.9%
DENTAL	\$ 13,465.00	\$ 422.00	\$ 917.79	\$ 12,547.21	\$ 12,547.21	50.0%	6.8%
CHILD TRAVEL	\$ 104,398.00	\$ 3,211.40	\$ 57,661.73	\$ 46,736.27	\$ 46,736.27	50.0%	55.2%
EMPLOYEE TRAVEL	\$ 28,000.00	\$ 2,253.03	\$ 10,945.13	\$ 17,054.87	\$ 17,054.87	50.0%	39.1%
STAFF TRAINING	\$ -	\$ 158.94	\$ 533.34	\$ (533.34)	\$ (533.34)	0.0%	0.0%
PARENT TRAINING	\$ 15,400.00	\$ 853.40	\$ 12,188.63	\$ 3,211.37	\$ 3,211.37	50.0%	79.1%
SPACE	\$ 57,779.00	\$ 5,670.68	\$ 26,444.35	\$ 31,334.65	\$ 31,334.65	50.0%	45.8%
DEPRECIATION	\$ 30,600.00	\$ 2,550.00	\$ 14,892.00	\$ 15,708.00	\$ 15,708.00	50.0%	48.7%
UTILITIES	\$ 58,300.00	\$ 7,143.78	\$ 26,510.23	\$ 31,789.77	\$ 31,789.77	50.0%	45.5%
TELEPHONE	\$ 34,500.00	\$ 4,186.67	\$ 19,267.86	\$ 15,232.14	\$ 15,232.14	50.0%	55.8%
OTHER	\$ 34,216.00	\$ 10,935.91	\$ 43,373.66	\$ (9,157.66)	\$ (9,157.66)	50.0%	126.8%
TOTAL DIRECT COSTS	\$ 4,447,267.00	\$ 390,105.50	\$ 2,166,960.48	\$ 2,280,306.52	\$ 2,280,306.52	50.0%	48.7%
ADMIN COSTS (8.228%)	\$ 327,663.00	\$ 27,407.95	\$ 154,684.47	\$ 172,978.53	\$ 172,978.53	50.0%	47.2%
GRAND TOTAL	\$ 4,774,930.00	\$ 417,513.45	\$ 2,321,644.95	\$ 2,453,285.05	\$ 2,453,285.05	50.0%	48.6%
IN KIND NEEDED	\$ 1,193,733.00						
IN KIND GENERATED	\$ 762,180.76						
IN KIND (SHORT)/LONG	\$ (431,552.24)						
PROCUREMENT CARD EXPENSE	\$ 11,734.76						
USDA							
Total All Centers	5,783.39	901.05	749.76	7,434.20	Revenue Received	80,468.99	YTD

3% of Total Expense. Detailed report of PCARD charges available upon request.

MONTHLY FINANCIAL REPORT
COLLEGE OF SOUTHERN IDAHO EARLY HEAD START

Early Head Start Operating Account
January 1, 2015 - December 31, 2015

CATEGORY	TOTAL		TOTAL THIS MONTH		CASH OUTLAY		BALANCE		BALANCE		ACTUAL	
	APPROVED		MONTH		TO DATE		OF BUDGET	%	PROJ	%		%
SALARIES	\$ 542,886.00		\$ 45,061.98		\$ 256,177.32		\$ 286,708.68		50.0%		47.2%	
BENEFITS	\$ 281,935.00		\$ 21,186.75		\$ 124,220.44		\$ 157,714.56		50.0%		44.1%	
OUT OF AREA TRAVEL	\$ -		\$ -		\$ -		\$ -		0.0%		0.0%	
EQUIPMENT	\$ -		\$ -		\$ -		\$ -		0.0%		0.0%	
SUPPLIES	\$ -		\$ -		\$ -		\$ -					
OFFICE SUPPLIES	\$ 3,505.00		\$ 334.72		\$ 686.15		\$ 2,818.85		50.0%		19.6%	
CENTER SUPPLIES	\$ 13,265.00		\$ 3,623.62		\$ 7,231.60		\$ 6,033.40		50.0%		54.5%	
CLASSROOM SUPPLIES	\$ 10,047.00		\$ 732.82		\$ 2,458.13		\$ 7,588.87		50.0%		24.5%	
TRAINING SUPPLIES	\$ 3,500.00		\$ 1,641.16		\$ 1,688.16		\$ 1,811.84		50.0%		48.2%	
FOOD	\$ 2,066.00		\$ -		\$ 55.62		\$ 2,010.38		50.0%		2.7%	
CONTRACTUAL												
OTHER												
CONTRACTS	\$ 56,940.00		\$ 7,562.97		\$ 21,627.85		\$ 35,312.15		50.0%		38.0%	
MEDICAL	\$ 7,500.00		\$ -		\$ 260.23		\$ 7,239.77		50.0%		3.5%	
DENTAL	\$ 5,000.00		\$ -		\$ 1,104.74		\$ 3,895.26		50.0%		22.1%	
CHILD TRAVEL	\$ 5,000.00		\$ 845.87		\$ 1,712.44		\$ 3,287.56		50.0%		34.2%	
EMPLOYEE TRAVEL	\$ 4,453.00		\$ 819.39		\$ 2,655.29		\$ 1,797.71		50.0%		59.6%	
CAREER DEVELOP	\$ -		\$ -		\$ -		\$ -		0.0%		0.0%	
PARENT TRAINING	\$ 12,300.00		\$ 3,217.11		\$ 9,180.74		\$ 3,119.26		50.0%		74.6%	
FACILITIES/CONST.	\$ 3,400.00		\$ 825.17		\$ 1,830.74		\$ 1,569.26		50.0%		53.8%	
DEPRECIATION	\$ 20,400.00		\$ 1,700.00		\$ 10,200.00		\$ 10,200.00		50.0%		50.0%	
UTILITIES	\$ 8,400.00		\$ 962.68		\$ 3,261.35		\$ 5,138.65		50.0%		38.8%	
TELEPHONE	\$ 4,000.00		\$ 549.20		\$ 2,792.69		\$ 1,207.31		50.0%		69.8%	
OTHER	\$ 6,211.00		\$ 523.68		\$ 5,778.36		\$ 432.64		50.0%		93.0%	
TOTAL DIRECT COSTS	\$ 990,808.00		\$ 89,587.12		\$ 452,921.85		\$ 537,886.15		50.0%		45.7%	
ADMIN COSTS (8.228%)	\$ 69,100.00		\$ 5,450.95		\$ 31,351.73		\$ 37,748.27		50.0%		45.4%	
GRAND TOTAL	\$ 1,059,908.00		\$ 95,038.07		\$ 484,273.58		\$ 575,634.42		50.0%		45.7%	
IN KIND NEEDED	\$ 264,977.00											
IN KIND GENERATED	\$ 200,159.76											
IN KIND (SHORT)/LONG	\$ (64,817.24)											
USDA	Food		Non-Food		Repair/Maint		Total for Month		Revenue Received		YTD Expense	
Total All Centers	409.41		393.25		218.74		1,021.40		-		3,591.14	

CATEGORY	TOTAL	TOTAL THIS	CASH OUTLAY	PROJECTED	ACTUAL
	APPROVED	MONTH	TO DATE	BALANCE	%
OUT OF AREA TRAVEL	\$ 13,585.00	\$ 1,320.72	\$ 3,969.87	\$ 9,615.13	29.2%
SUPPLIES					
Training Supplies	\$ 1,424.00	\$ -	\$ -	\$ 1,424.00	0.0%
OTHER					
Contracts	\$ 4,000.00	\$ -			
Staff Training	\$ 7,489.00	\$ 1,451.19	\$ 3,181.74	\$ 4,307.26	42.5%
TOTAL DIRECT COSTS	\$ 26,498.00	\$ 2,771.91	\$ 7,151.61	\$ 19,346.39	27.0%
GRAND TOTAL	\$ 26,498.00	\$ 2,771.91	\$ 7,151.61	\$ 19,346.39	27.0%
IN KIND NEEDED	\$ 6,625.00				
IN KIND GENERATED	\$ 1,150.00				
IN KIND (SHORT)/LONG	\$ (5,475.00)				



July 9, 2015

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

From: Mike Mason

A handwritten signature in blue ink, appearing to read 'Mike Mason', is written over the 'From:' line and extends into the 'Re:' line.

Re: Geothermal Line Replacement Project

We are experiencing deterioration in this section of our geothermal water lines system. The line is both leaking and has been crushed which is impeding water flow. This line is critical since it services both the Health Science and Human Services Building and the ATIC building. The project involves replacing 1,332 feet of geothermal piping running from Well #2 which is just southwest of the Desert Building north through the parking lot to the fitness trail along North College and then east approximately 700 feet to the Perrine Coulee by the Herrett Center.

We received two bids for specified geothermal line replacement project. The bids are as follows:

Brackman Excavating, LLC	\$ 59,330.00
Robert Durham Excavating, LLC	\$123,265.41

The bid range among bidders is fairly wide but we sometimes experience this when there is a high demand for contractors and a large number of projects available. Brackman Excavating has done work for us before and we have contacted them and validated their bid.

I respectfully request that the Board approve the selection of the low bidder, Brackman Excavating, LLC for the specified geothermal line replacement project for the total base contract amount of \$59,330.

Funding for this project is from the Idaho State Division of Public Works through delegated project number D15-091.



July 9, 2015

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

From: Mike Mason

Re: High Fidelity Adult Patient Simulator

We received only one bid for the specified simulator system. The system was required to be compatible with our existing Laerdal simulators.

Laerdal Medical Corporation	\$45,545.62
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Based upon a review of the bids by Melissa Emerick, Patient Simulation Lab Coordinator, I recommend that we accept the sole bid of Laerdal Medical Corporation of Wappingers Falls, New York in the amount of \$45,545.62.

Funding for this purchase is from one time capital outlay funds from the Idaho State Division of Professional Technical Education.



July 8, 2015

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

From: Mike Mason

A handwritten signature in blue ink, appearing to read 'Mike Mason', is written over the 'From:' line.

Re: Rodeo Program Horse Barn

The College of Southern Idaho Rodeo program is requesting permission to construct a horse barn with approximately 20 stalls on the east side of the Expo Center. The attached map shows the general location.

The primary use of the facility will be by the rodeo team members. The barn would be approximately 40 feet wide by 120 feet long with an 11 foot truss height. It will not have sides and is open similar to a dairy shade. The barn will have power primarily for lights and water for each of the stalls. It will have a dirt floor with interior metal and wood stall dividers and gates.

The stalls will be 12 feet wide with a 12 foot long in the covered area and a 12 foot wide by 20 foot long outside area. This will give each horse an area 12 feet wide and 20 feet long. There will also be a 12 foot wide alley way running through the center of the building.

Estimated costs for the total project, including stalls, run in the \$100,000 to \$120,000 range. We would like to utilize the architect selected for the campus remodels to assist us in developing a set of construction documents that we can use to bid the project. We have three rough sets of specifications and pricing estimates to assist us in design and pricing.

Funding for the project will be from the Rodeo account which has an accumulated fund balance of approximately \$260,000 to cover the cost of the project.





July 9, 2015

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

From: Mike Mason

A handwritten signature in blue ink, appearing to read 'Mike Mason', is written over the 'From:' line and extends slightly into the 'Re:' line.

Re: Architectural and Engineering Services Request for Proposals

The College advertised for the comprehensive architectural and engineering design services for miscellaneous remodels and small projects with an estimated total construction value of \$600,000 to \$1,000,000. The advertisement ran on June 24th and July 1st with a scheduled proposal opening date of July 8th.

We sent information to six firms concerning the Request for Proposal process. No firms responded. One firm that we have used on campus in the past called and indicated that they were too busy to take on another project. I believe this is true of many architectural firms right now. Additionally, remodels and numerous small projects are difficult to estimate and can be very time consuming.

Based upon the lack of response to the Request for Proposals, we can either re-advertise or attempt to find an architect and negotiating a contract with them. The contract would most likely be on a time and materials basis.

The current remodel projects involve the conversion of the Taylor Building Information Office into a Student Welcome Center and the remodel of our institutional technology spaces upstairs in the Taylor Building. There is a sense of urgency in getting these projects completed as soon as possible so we can have more permanent offices and workstations for staff members.

I respectfully request permission to find a suitable architectural/engineering firm and negotiate a time and materials contract with them for campus remodels and small projects.



**HERRETT CENTER FOR ARTS AND SCIENCE
INSTITUTIONAL PLAN**

2015-2020



Introduction

The “2015-2020 Herrett Center for Arts and Science Institutional Plan” was developed within the framework of the CSI Institutional Strategic Plan, and outlines the Herrett Center’s overall direction and key priorities.

The Herrett Center’s Institutional Plan will serve as a roadmap for the Herrett Center over the next few years. The plan will have to be revisited periodically to ensure that it continues to meet the needs of the Herrett Center and the College.

Through the adoption of this plan, Herrett staff members reaffirm their commitment to providing innovative, efficient and effective educational services to the elementary and secondary school students, CSI students, and the adult community of south-central Idaho.

Magic Valley

The name "Magic Valley" is a reference to the construction of Milner and Minidoka Dams and a series of irrigation canal systems (such as the Gooding Milner canal) on the Snake River during the first decade of the 20th century. In a short time these projects "magically" transformed what had been considered a nearly uninhabitable area into some of the most productive farmland in the northwestern U.S. Many cities and towns in the region were founded between 1900 and 1910 as a direct result of these projects.

The Magic Valley is a region in south-central Idaho consisting of Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka and Twin Falls Counties. It is particularly associated with the agricultural region in the Snake River Plain located in the area. According to the 2010 Census the counties of the Magic Valley region had a combined population of 185,790, or nearly 12% of Idaho. Twin Falls is the region's largest city. The College of Southern Idaho (CSI) in Twin Falls is the Magic Valley's only college and is considered the cultural center of Magic Valley. The Herrett Center for Arts and Science is a prominent player in providing cultural events and opportunities for the people of Magic Valley.

Twin Falls

The Twin Falls area is steadily growing. In the past 10 years, the population has increased 17 percent. Twin Falls is a regional retail hub for South Central Idaho and Northern Nevada. Abundant natural resources and numerous recreational opportunities make Twin Falls a great place to live and work.

As of the census of 2010, there were 44,125 people, 16,744 households, and 11,011 families residing in the city. The population density was 2,437.8 inhabitants per square mile. There were 18,033 housing units at an average density of 996.3 per square mile. The racial makeup of the city was 88.5% White, Hispanic or Latino 13.1% 0.7% African American, 0.8% Native American, 1.8% Asian, 0.1% Pacific Islander, 5.7% from other races, and 2.6% from two or more races.

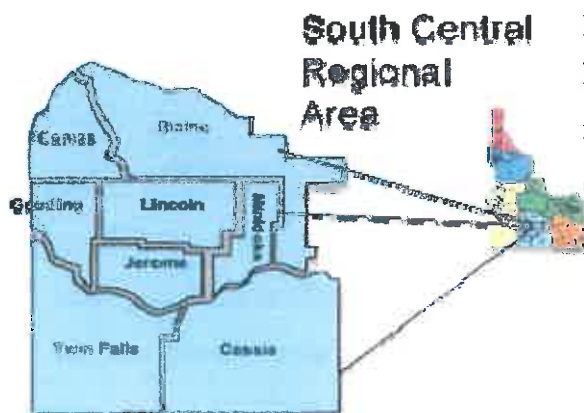
There were 16,744 households of which 35.1% had children under the age of 18 living with them, 48.3% were married couples living together, 12.2% had a female householder with no husband present, 5.2% had a male householder with no wife present, and 34.2% were non-families. The average household size was 2.58 and the average family size was 3.13.

The median age in the city was 31.9 years. 27% of residents were under the age of 18; 11.7% were between the ages of 18 and 24; 26.5% were from 25 to 44; 21.4% were from 45 to 64; and 13.4% were 65 years of age or older. The gender makeup of the city was 48.7% male and 51.3% female.

College of Southern Idaho (CSI)



The College of Southern Idaho (CSI) is a comprehensive community college. Established in 1964, the college is located on a 287 acre campus and serves a large,



predominantly rural area (CSI is the only higher education institution within a 120-mile radius). Its primary service area includes eight counties: Twin Falls, Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, and Minidoka.

Note. From “South Central Labor Market Information” by the Idaho Department Labor.

CSI's mission statement: "The College of Southern Idaho, a comprehensive community college, provides educational, social, cultural economic, and workforce development opportunities that meet the diverse needs of the community it serves. CSI prepares our students to lead enriched, productive and responsible lives in a global society."

The college meets the following educational needs: 1) preparing students to transfer to four-year universities; 2) offering programs that students can complete at CSI and move directly into the work force; 3) training students to upgrade their job skills; 4) providing non-credit courses for personal enrichment; and 5) providing courses to improve students' basic academic skills (CSI Catalog).

The college offers both academic and professional/technical programs, and grants the following degrees and certificates: associate of arts, associate of science, as well as technical certificates. It also provides a wide range of community education and professional development opportunities.

The college serves not only students who come directly to CSI after graduating from high school, but also non-traditional students who are older and working part-time or full-time. Almost half of the student population is married, divorced, or widowed. Over 24% of the student population has dependents (either single parent or couple with dependents). Many students (48.7%) work outside the home either part-time or full-time.

The Herrett Center Institutional Plan was developed with the framework of the CSI Institutional Strategic Plan. (<http://planning.csi.edu/planning/strategicPlan/index.asp>)

Herrett Center for Arts and Science



The Herrett Center for Arts and Science is located on the northeast corner of the CSI campus loop. The Herrett Center features:

- A collection of over 25,000 artifacts and specimens. The anthropological artifacts represent a wide spectrum of Native Peoples of the Americas, Europe, and Africa. The natural history specimens emphasize the geology of North and Central America.
- The College of Southern Idaho art collection, comprising approximately 500 paintings, sculptures, and ceramic works.
- The Jean B. King Gallery of Contemporary Art which, in cooperation with the CSI Fine Art Department and the Associated Students of CSI, offers exhibitions and other programs concerning contemporary art and art issues.
- The Faulkner Planetarium, a multi-media domed theater offering programs emphasizing space science.
- The Centennial Observatory, a fully wheelchair-accessible public astronomical observatory offering opportunities for viewing a variety of celestial objects.
- The Rick Allen Room, available to rent for meetings, seminars, private functions, etc.

Mission

The Herrett Center is a non-profit support service of the College of Southern Idaho. Its purpose is primarily educational, offering programs to elementary and secondary school students, CSI

students, and the adult community of south-central Idaho.

- The Center collects, preserves, interprets, and exhibits artifacts and natural history specimens with an emphasis on the prehistoric American continent.
- The Center supports the Jean B. King Gallery of Contemporary Art which, in cooperation with the CSI Fine Art Department and the Associated Students of CSI, offers exhibitions and other programs concerning contemporary art and art issues.
- The Center supports the Faulkner Planetarium which provides multi-media presentations emphasizing space sciences.
- The Center participates with other college departments in fulfilling the role and mission of the College of Southern Idaho.

Vision

To share knowledge and encourage lifelong learning as we foster a curiosity for the world, both culturally and physically.

Values

- Accuracy & Authoritative
- Creativity & Innovation
- Integrity & Accountability
- Accessibility & Inclusiveness
- Cooperation & Communication

CSI Herrett Center - SWOT Analysis – 2015 Snapshot

Strengths

- Large collection of artifacts to build exhibits and programs around.
- Numerous galleries for the display of artifacts from the collections.
- Recently upgraded planetarium housing the latest full dome technology under one of the largest domes in the Pacific Northwest.
- Observatory with a large and accessible research grade telescope.
- Large public meeting space for events, lectures, activities; or to rent for business meetings, receptions, etc.

- An appropriately themed gift shop.
- Unique abilities amongst staff members to create and present diverse public programs.
- A growing art collection featuring regional artists.
- Recognized by the College of Southern Idaho as an important entity of the college.
- Support of the CSI Foundation and generous endowments allocated for ongoing needs of the Herrett Center.
- Free Admission – The ability to offer free general admission to museum galleries.
- Our Simon Clovis Cache.
- Our historical significance to Magic Valley.

Weaknesses

- Marketing efforts are largely limited to free media, PSA's, etc. due to limited funding for those efforts.
- Large artifact collection with unresolved issues and need for complete digitization of catalog
- Lack of space to exhibit art year-round, to grow and store incoming collections, to dedicate to traveling exhibitions, and no classroom or similar dedicated space for educational programs.
- Little direct involvement/outreach to cooperate with local k-12 schools on events, exhibits, and educational planning.
- No active advisory committees for museum functions (excluding Herrett Forum Committee)
- Inability to solicit large donations directly.
- Physical barriers to future facility expansion including irrigation canals, city water lines, city streets, and campus roads.
- No ethnic/racial diversity among staff.
- Little dedication to staff development and training in regards to museum-&-science-center-specific skills and needs.

Opportunities

- Tourism partnerships. Right now our presence and cooperation with other tourism promotion and development agencies is minimal. New visitor's center on the canyon rim offers a chance to market the center to tourists visiting Twin Falls.
- A more proactive approach could be taken toward marketing school field trip offerings.
- Untapped potential to grow visitation/attendance through CSI student body.
- Untapped potential to grow the volunteer program through cooperation with other CSI departments via internships, including the potential to let education students present school programs, physics students work in the observatory, anthropology students perform a variety of museum duties, art students work in the art gallery, etc.
- Corporate partnerships. Several large corporations have recently built or are planning to build facilities in the area. Those entities are a potential resource for partnering to fund exhibits, build facilities, develop marketing programs, and add needed equipment or resources to the center.
- Land. There is a lot of it nearby by for developing outdoor exhibits, picnic areas, native plant areas, event hosting, and a variety of other center-related outdoor uses.
- NASA – The Native American Student Alliance, a relatively new student organization, could be a resource for developing exhibits and presentations related to museum collections, thereby encouraging participation activities by CSI students.

Threats

- State funding cuts to K-12 budgets, especially impacting travel expenses.
- Changing educational standards for K-12 students and the resulting change in resources set aside to meet those changes.
- State funding fluctuations to CSI as a result of declining enrollment, and the direct link between the center budget and that enrollment dynamic.
- Potential legal challenges to collections ownership (NAGPRA, UNESCO, etc.)

Herrett Center for Arts and Science Goals and Action Areas

I. Provide educational opportunities to our patrons

- a. Develop a user-centered culture by focusing on the educational needs of elementary and secondary school students, CSI students, and the adult community of south-central Idaho.
- b. Consistently provide excellent service

- c. Create an enhanced exploratory experience for students and community members visiting the museum.
- d. Educate youth and families in ways that encourage and enrich their own appreciation of anthropological knowledge and information.
- e. Help students become independent learners

II. Showcase high quality exhibitions and related educational programming

- a. Optimize collections used in exhibits to maximize educational potential of current in-house resources and programs such as planetarium shows, gallery programs, and lectures.
- b. Identify opportunities to develop exhibits reflecting educational standards relevant to K-12 students.
- c. Focus exhibit development on areas of the collection that are strongest and most comprehensive/representative.

III. Maximize effectiveness and efficiency of operations

- a. Maximize use of Herrett Center resources and services
- b. Optimize staffing and continually improve performance
- c. Implement new technologies and processes that help improve the effectiveness and efficiency of operations
- d. Ensure that the budget is spent wisely and directed towards achieving the Herrett Center's goals and objectives as outlined in its Strategic Plan
- e. Promote and recognize cost-effectiveness
- f. Develop, recommend, adopt, communicate and maintain policies and procedures that focus on the needs of the target audience, improve access, and maximize the benefits to students and community members.

IV. Pursue funding and revenue sources

- a. Continue to be active participant in museum advocacy activities – help stakeholders (students, teachers, and administration, board of trustees, as well as members of the legislation, etc.) recognize the significance and relevance of the Herrett Center to the College's overall mission and success

- b. Work closely with the CSI Foundation in order to raise funds/donations for the benefit of the Herrett Center
- c. Write and submit successful grant applications; effectively manage grants awarded to the Herrett Center
- d. Identify and pursue possible revenue sources

V. Attract, develop and retain a high quality diverse staff

- a. Recruit and retain highly qualified and diverse employees
- b. Provide appropriate continuing education opportunities (e.g. credit and non-credit courses, workshops, seminars, webinars, professional journal subscriptions, books, online resources, etc.) to ensure staff growth and development
- c. Create an atmosphere that promotes the building of interpersonal relationships within the staff and improves unity.
- d. Empower Herrett Staff and provide opportunities for innovation and involvement (in their profession, across campus, and in the community)
- e. Recognize outstanding performance

VI. Develop and maintain close communication, collaboration and partnerships with internal and external entities

- a. Develop and maintain close relationships with elementary and secondary students and teachers, CSI students and faculty, CSI staff and CSI administration in order to be able to meet their changing needs
- b. Seek input and feedback from stakeholders
- c. Effectively market the Herrett Center and its services
- d. Increase the role of the museum within the region by fostering relationships with a variety of public and private institutions, businesses and agencies

VII. Develop a culture of assessment

- a. Develop a robust outcomes assessment system
- b. Involve all stakeholders (Herrett Center staff, students and teachers, CSI faculty, staff and administration) in the assessment process
- c. Continually assess resources and services in order to ensure continual improvement
- d. Communicate the results

	Action Areas	Responsibility	Specific Actions
Goal I. Provide Educational Opportunities to Stakeholders			
I.a.	Develop a user-centered culture by focusing on the educational needs of elementary and secondary school students, CSI students, and the adult community of south-central Idaho.	<ul style="list-style-type: none"> • Herrett Center Director • Herrett Center Staff 	<ul style="list-style-type: none"> • Create museum programs and obtain planetarium shows that synchronize with Idaho Common Core and State Standards as defined by the Idaho State Department of Education. • Develop and create exhibitions which enhance the Herrett Center's reputation and service to the community. • Procure at least four full dome planetarium shows per year. • The Herrett Center will be able to continually improve services based on the changing needs of our users. With evidence gathered through: number of school field trips, physical and virtual suggestions boxes, and informal discussions with students, teachers, and community members, analysis of visitor data.
I.b.	Consistently provide excellent service	<ul style="list-style-type: none"> • Herrett Center Director • Herrett Center Staff 	<ul style="list-style-type: none"> • Staff should remain positive in their interactions with patrons. • Staff will strive to create positive experiences for patrons of the Center. • Staff will work to maintain and increase their knowledge base for their area through professional development activities and individual research.
I.c.	Create an enhanced exploratory experience for students and community members visiting the museum.	<ul style="list-style-type: none"> • Herrett Center Director • Herrett Center Staff 	<ul style="list-style-type: none"> • Provide interactive learning opportunities for students. • Through verbal antidotes, visitor statistics, and school teacher remarks and suggestions we should be able

			to gage the effectiveness of our programs.
I.d.	Educate youth and families in ways that encourage and enrich their own appreciation of anthropological knowledge and information.	<ul style="list-style-type: none"> • Herrett Center Director • Herrett Center Staff • Faculty 	<ul style="list-style-type: none"> • Brainstorm new ideas for events and exhibits. Assign varied activities through the year to different staff members (playing to their strengths.) • Gather evidence through participation in our various programs, i.e. summer afternoon adventures, primitive skills workshops, Thanksgiving holiday workshops, etc.
I.e.	Help students become independent learners	<ul style="list-style-type: none"> • Herrett Center Director • Herrett Center Staff 	<ul style="list-style-type: none"> • Gather evidence through visual observation of self-guided tours, student exploration of the galleries, and the use of the various hands-on activities available and then respond to evidence collected to improve and change exhibits, programs, or activities.
Goal II. Showcase High Quality Exhibitions and Related Educational Programming			
II.a	Optimize collections used in exhibits to maximize educational potential of current in-house resources and programs such as planetarium shows, gallery programs, and lectures.	<ul style="list-style-type: none"> • Herrett Center Director • Herrett Center Staff • Faculty 	<ul style="list-style-type: none"> • Continue to commit resources toward exhibit development • Add additional exhibit staff in the form of an exhibit assistant whose primary responsibilities would lie in the development and ongoing installation of exhibits.
	Identify opportunities to develop exhibits reflecting educational standards relevant to K-12 students.	<ul style="list-style-type: none"> • Herrett Center Director • Herrett Center Staff 	<ul style="list-style-type: none"> • Review Idaho curriculum standards regularly. Solicit feedback from educators to aid in identifying the most important standards they would like to see addressed in museum programs and exhibits. Work in-house to identify new opportunities for relevant exhibit development.
II.c	Focus exhibit development on areas of the collection that are strongest and most comprehensive/representative.	<ul style="list-style-type: none"> • Herrett Center Exhibits/ Collection Manager 	<ul style="list-style-type: none"> • Identify areas of the collection with the strongest display and educational potential. Focus educational exhibit

			<p>development in those areas.</p> <ul style="list-style-type: none"> • Identify areas of the collection that could be strengthened and prioritize collection acquisitions accordingly. • Review new acquisitions regularly to identify new opportunities for exhibit development. • Develop and adopt a new long-rang interpretive plan and exhibit policy. • Develop short-term exhibit plans for small spaces within the Herrett Center
Goal III. Maximize Effectiveness and Efficiency of Operations			
III.a	Maximize use of Herrett Center resources and services	<ul style="list-style-type: none"> • Herrett Center Staff 	<ul style="list-style-type: none"> • Increase public program participation • Continue to enter digital photographs, dimensions, and descriptions of each item of the permanent collection into PastPerfect. • Continue to plan for building maintenance and system replacements with guidance and support of the CSI Physical Plant Director. • Utilize the annual Unit Development Plan effectively for budgetary forecasting of building maintenance needs.
III.b	Optimize staffing and continually improve performance	<ul style="list-style-type: none"> • Herrett Center Director • Herrett Center Coordinator • Herrett Center Planetarium Manager 	<ul style="list-style-type: none"> • Continuous training and cross-training • Professional development • Coaching and mentoring • Job sharing • Yearly performance evaluations • Individual Development Plans
III.c	Implement new technologies and processes that help improve the effectiveness and efficiency of operations	<ul style="list-style-type: none"> • Herrett Center Staff 	<ul style="list-style-type: none"> • Incorporate the use of tablets into exhibits to enhance exhibits. • Complete security camera surveillance system installation.

			<ul style="list-style-type: none"> Continually research, evaluate, test, implement and maintain new technologies that meet the needs of the patrons of the Herrett Center.
III.d	Ensure that the budget is spent wisely and directed towards achieving the Herrett Center's goals and objectives as outlined in its Institutional Plan	<ul style="list-style-type: none"> Herrett Center Director 	<ul style="list-style-type: none"> Continually assess services and question whether they are still meeting the changing needs of our users Discontinue services that no longer meet users' needs Implement new services that meet users' needs
III.e	Promote and recognize cost-effectiveness	<ul style="list-style-type: none"> Herrett Center Director 	<ul style="list-style-type: none"> Encourage Herrett Staff to explore, recommend and implement ways that cost-effectiveness of operations can be further improved.
III.f	Develop, recommend, adopt, communicate and maintain policies and procedures that focus on the needs of the target audience, improve access, and maximize the benefits to students and community members	<ul style="list-style-type: none"> Herrett Center Staff 	<ul style="list-style-type: none"> The Herrett will be able to provide quality services needed by users at minimum cost to the Herrett/College Better understanding of Herrett policies and procedures by all constituents.
Goal IV. Pursue Funding and Revenue Sources			
IV. a	Continue to be active participant in museum advocacy activities – help stakeholders (students, teachers, and administration, board of trustees, as well as members of the legislation, etc.) recognize the significance and relevance of the Herrett Center to the College's overall mission and success	<ul style="list-style-type: none"> Herrett Center Staff 	<ul style="list-style-type: none"> Participate in outreach activities, i.e. visiting area schools, participation in service organization, arrange to speak at community service organizations. Provide details of events at weekly CSI Facility meetings with CSI Administration. Arrange for campus events to be held in Rick Allen Room where visitors will include CSI Board members, CSI Administration, Legislators, and Community leaders. Arrange for campus events to be held in museum for CSI staff, faculty, and students.

IV.b	Work closely with the CSI Foundation in order to raise funds/donations for the benefit of the Herrett Center	<ul style="list-style-type: none"> • Herrett Center Director & Staff • CSI Foundation Executive Director 	<ul style="list-style-type: none"> • Provide museum-focused auction items for Black/Gold Ball, i.e. Evening under the Stars, planetarium show tickets, Exploring Ethno Botany, etc. • Provide museum details by offering to speak at Foundation Board meetings when appropriate.
IV.c	Write and submit successful grant applications; effectively manage grants awarded to the Herrett Center	<ul style="list-style-type: none"> • Herrett Center Director • CSI Grant Writer 	<ul style="list-style-type: none"> • Work with CSI Grant Office in the conception of grant applications.
IV.d	Identify and pursue possible revenue sources	<ul style="list-style-type: none"> • Herrett Center Director • CSI Grant Writer 	<ul style="list-style-type: none"> • Work with CSI Grant office on applicable grant applications.
Goal V. Attract, Develop and Retain a High Quality Diverse Staff			
V.a	Recruit and retain highly qualified and diverse employees	<ul style="list-style-type: none"> • Herrett Center Director • CSI Human Resource Dept. 	<ul style="list-style-type: none"> • Maintain high standards when hiring new employees. • Evidenced by positive performance evaluations.
V.b	Provide appropriate continuing education opportunities (e.g. credit and non-credit courses, workshops, seminars, webinars, professional journal subscriptions, books, online resources, etc.) to ensure staff growth and development	<ul style="list-style-type: none"> • Herrett Center Staff. 	<ul style="list-style-type: none"> • Herrett staff should be open to attend workshops, and conferences. • Evidence provided by number of professional journal subscriptions.
V.c	Create an atmosphere that promotes the building of interpersonal relationships within the staff and improves unity.	<ul style="list-style-type: none"> • Herrett Center Staff 	<ul style="list-style-type: none"> • Provide opportunities to share feedback, information, knowledge between departments. • Ensure details of changes/decisions are shared and communicated to necessary staff members.
V.d	Empower Herrett Staff and provide opportunities for innovation and involvement (in their profession, across campus, and in the community)	<ul style="list-style-type: none"> • Herrett Center Staff 	<ul style="list-style-type: none"> • Ensure technology needs of staff are met by updating/replacing staff computers on a rotating basis. • Campus committee participation • Community event

			<ul style="list-style-type: none"> participation Professional Development opportunities
V.e.	Recognize outstanding performance	<ul style="list-style-type: none"> CSI Herrett Center Director. 	<ul style="list-style-type: none"> CSI Employee of the Year awards. Positive Performance Evaluations.
Goal VI. Develop and Maintain Close Communication, Collaboration and Partnerships with Internal and External Entities			
VI. a	Develop and maintain close relationships with elementary and secondary students and teachers, CSI students and faculty, CSI staff and CSI administration in order to be able to meet their changing needs	<ul style="list-style-type: none"> Herrett Center Staff. 	<ul style="list-style-type: none"> Foster a good working relationship between Herrett Events Coordinator, Herrett Educator, and area schools. Attend CSI Board of Trustees meetings to maintain awareness of campus changes. Work with CSI Faculty to provide opportunities for college classes to attend programs/functions at the Herrett Center.
VI.b	Seek input and feedback from stakeholders	<ul style="list-style-type: none"> Herrett Center Staff. 	<ul style="list-style-type: none"> Provide opportunities for feedback through physical and virtual suggestion boxes. Encourage staff to share anecdotal information from patrons with the entire staff.
VI.c	Effectively market the Herrett Center and its services.	<ul style="list-style-type: none"> Herrett Center Staff. CSI Marketing Team. 	<ul style="list-style-type: none"> Work with CSI Marketing team to advertise events, programs, workshops, camps, and the Herrett Center in general. Use social media to promote the Herrett Center activities Use mass email lists to promote the Herrett Center Continue to research new marketing methods.
VI.d	Increase the role of the museum within the region by fostering relationships with a variety of public and private institutions, businesses and agencies	<ul style="list-style-type: none"> Herrett Center Staff. 	<ul style="list-style-type: none"> Be open to and promote speaking at service organizations, i.e. Kiwanis, Rotary, Optimist, etc. Provide opportunities for campus activities to be held at

			<p>the Herrett Center.</p> <ul style="list-style-type: none"> • Respect and honor the cultural achievements of Native American peoples. • Provide a venue for local artists to display their work. • Purchase enclosed cargo trailer and resurface with large, colorful, static-cling vinyl Herrett Center graphics. Trailer would be used for transportation of telescopes, animals, artwork, and educational items. Would serve as a visually-identifiable branding tool at events such as offsite star parties, festivals, outreach programs and parades.
Goal VII. Develop a Culture of Assessment			
VII.a	Develop a robust outcomes assessment system	<ul style="list-style-type: none"> • Herrett Center Staff 	<ul style="list-style-type: none"> • Create online surveys to send to teachers after each field trip to the Herrett Center • Encourage use of physical suggestion box located in lobby. • Create online access point to allow comments from the public via a virtual suggestion box.
VII.b	Involve all stakeholders (Herrett Center staff, students and teachers, CSI faculty, staff and administration) in the assessment process	<ul style="list-style-type: none"> • Herrett Center Staff • CSI Faculty, Staff, and Administration • CSI Students 	<ul style="list-style-type: none"> • Create Advisory Committee which includes CSI staff, faculty, students, and members of the community
VII.c	Continually assess resources and services	<ul style="list-style-type: none"> • Herrett Center Staff 	<ul style="list-style-type: none"> • Complete Annual Unit Development Plan
VII.d	Communicate the results	<ul style="list-style-type: none"> • Herrett Center Director 	<ul style="list-style-type: none"> • Share results with CSI Administration

**HERRETT CENTER FOR ARTS AND SCIENCE
COLLEGE OF SOUTHERN IDAHO**

**COLLECTIONS MANAGEMENT POLICY
Revised 2015**

INTRODUCTION

I. INTRODUCTION

The Herrett Center Collections Management Policy establishes guidelines and procedures for the acquisition, preservation, disposition and use of museum objects and information materials that pertain to our collections.

The Center's collections consist of natural history and anthropological objects.

The Herrett Center will not support illicit trade of cultural material or natural history specimens by accepting any items not legally acquired.

The Herrett Center does not seek out donations. By using passive acquisition methods the Center collects objects to preserve, study and interpret using accepted museum standards.

All museum policies and procedures will be reviewed at least every five (5) years to insure compliance with current museum management standards and conformity with all applicable international, national, state and local laws and regulations. They will also reflect any recent changes in the scope of the collections, the facility and /or the college. Policies and procedures will be in accordance with AAM and Herrett Center Code of Ethics. The Board of Trustees must approve all policy and procedural revisions.

The Center collections consist of 9 divisions that are maintained in one department under the care of the Exhibits/Collections Manager. The following information regarding collections care pertains to all divisions within the collections. The Herrett Center for Arts and Science collections consist of: archaeology/anthropology, biology, gems/minerals, vertebrate, fine arts, oriental, textile study, education, and photography.

II. MISSION STATEMENT

The Herrett Center is a non-profit support services of the College of Southern Idaho. Its purpose is primarily educational, offering programs to elementary and secondary school students, CSI students, and the adult community of south-central Idaho. The current collections consist of artifacts and natural history specimens from the prehistoric American continents. These collections are preserved, interpreted and exhibited by the Center. Future collecting by the

Center will be consistent with the current Collections Management policy and Code of Ethics. The Center supports the Jean King Gallery of Contemporary Art which, in cooperation with the CSI Fine Arts Department and the Associated Students of CSI, offers exhibitions and other programs concerning contemporary art and art issues. The Center supports the Faulkner Planetarium which provides multi-media presentations emphasizing space sciences. The Center participates with other college departments in fulfilling the role and mission of the College of Southern Idaho.

III. ACQUISITIONS

1) Exhibit and Research Collections

1. Objects may be accepted into the collections if they are consistent with the Center's Mission Statement, Collections Management Policy, and Code of Ethics.
 - a. Objects received for potential acceptance will be presented to the Collections Committee.
 - b. The committee consists of the Center Director, Exhibits/Collections Manager, and two representatives of the community.
 - c. The committee meets when the potential donations are adequate to justify the meeting.
 - d. The Exhibits/Collections Manager presents a list of the objects and the donors, along with samples of each collection to the committee. Accession of the objects may be approved if they meet the criteria stated in section III.A.4.
 - e. The Center does not agree to exhibit an object at all times.
 - f. The Center does not agree to keep an object in perpetuity.
2. Prior to the Collections Committee meeting the Exhibits/Collections Manager will send a list of the donors and all objects to be considered for accession to the college administration for presentation to the Board of Trustees.
3. Following the Collections Committee meeting the Exhibits/Collections Manager will send a list of all objects considered for accession to the college administration for review by the Board of Trustees. The list will indicate whether or not an object was approved for accession. The Board may approve or reject the list in its entirety or parts thereof. After the Board's decision, the Exhibits/Collections Manager will complete the accessioning process.
4. The following conditions are necessary for accession into the collections:
 - a. The objects are collected and imported legally and in conformity with all applicable international, national, state, and local laws and regulations.
 - b. The objects are consistent with the museum's collecting policy, and a legal instrument of conveyance (Deed of Gift) is signed by the donor and the authorized Center representative. The deed along with adequate information to describe the objects are kept on file.
 - c. The museum must have adequate storage space to properly care for and preserve the objects in accordance with professional standards.

- d. The Center may acquire valid/legal title to the objects. If any restrictions or conditions are required they must be agreeable to the donor and the Center, and be included on the Deed of Gift.
5. The following accession and catalog records will be maintained.
- a. A record of the objects accessioned into the collections will be maintained in the registration files.
 - b. A record of a donation for which the donor desires a monetary value must be accompanied by an appraisal. Appraisals are the responsibility of the donor; the Center will not assign a value to any object that might be accepted into the collections.
 - c. Records consist of an initial acquisition (receipt) form at time of entry, Collection Committee acceptance/rejection form, Deed of Gift, and a Credit Line Permission Form.
 - d. The Center maintains a Blanket Insurance Policy that covers all of the collections, and all of the loan objects. The insurance policy contains wall-to-wall coverage.

2) Education Collection

- 1. The education collections consist of objects that relate to the Center's exhibit/research collections. This collection may consist of objects that are repetitious, or not as high in quality as objects in the exhibit/research collections.
- 2. The Director and/or the Exhibits/Collections Manager may also accept disposable objects into this collection.
- 3. Conditions for accepting these objects are consistent with the conditions presented in III.A.4.
 - a. Exception to III.A.4: Paperwork consists of a single form filled out when the object(s) are brought in.
- 4. Education collection objects do not have to be approved by the Collections Committee or the CSI Board of Trustees.
- 5. Education Collections may be loaned to appropriate CSI Departments for student research.

IV. OBJECTS FOR CENTER DEVELOPMENT

- 1. On rare occasions, the Center may be offered objects that are not appropriate to the Center's collections, with the express purpose that they be used to support developmental projects for the collections, or programs for the Center.
- 2. Approval for this transaction must come from the Director with the consent of the College President and/or the Board of Trustees.
- 3. The center department manager that is the recipient of the allocated funds will coordinate the disposition of the funds with the Director, with a record of the final disposition going to the Exhibits/Collections Manager.

4. Conditions for accepting these objects are consistent with the conditions presented in III.A.4.
5. Requirements for disposition:
 - a. Objects accepted for developmental purposes may be disposed of in any manner that benefits the operations and/or programs of the Center.
 - b. A record of final disposition must be kept permanently on file by the Exhibits/Exhibits/Collections Manager.
 - c. All applicable IRS regulations will be adhered to in the disposition of these objects.
 - i. The donor will be advised to speak with his/her tax consultant.

V. LOANS

A. INCOMING LOANS

1. The decision to accept a loan for the center galleries is up to the Director and the Exhibits/Collections Manager.
2. All loans require a written agreement between the owner, artist or representative of the loaning situation. Documentation will be completed and kept by the Exhibits/Collections Manager.
3. The exhibits for exhibition in the Art Gallery are selected by the Art Gallery Manager.
4. Art Gallery Exhibits are unpacked and repacked by the Art Gallery Manager and the Center outside of the shopping crate or if when the crate is open there is damage to the contents. The Exhibits/Collections Manager does an intricate check of the objects before they are installed and again before they are installed and again before they are packed for return. The Exhibits/Collections Manager does all paper documentation, and insurance for the Art Gallery.
5. The Exhibits/Collections Manager is responsible for unpacking and re-packing, checking for damage, documenting, and insuring all loans for the Center.
6. All incoming loans are accepted for a specific time period and require written documentation.
7. The Center will insure incoming loans under our wall-to-wall policy.
8. The Center will not repair, clean, alter, restore, reproduce or transfer possession of the loaned objects without the express written permission of the lending person or institution.
9. The Center does not accept permanent loans.
10. Under special circumstances, i.e. the collection may be donated at a later date, the Center accepts long term loans for a specified period of time.

B. OUTGOING LOANS

1. The Center will loan exhibit collection objects to qualified institutions for exhibition.
2. Requests will be viewed on a case-to-case basis.

3. An adapted form for the Center of the RC-AAM Standard Facilities Report is used to determine if an institution is qualified.
4. All outgoing loans will be lent for a specific period of time. If the loan is longer than a year then the loan will be subject to annual review. Loans may be renewed, in writing, with the approval of the Exhibits/Collections Manager.
5. All loans require written documentation.
6. The Exhibits/Collections Manager is responsible for documenting, monitoring, packing, and shipping all collection loans.
7. The borrower may not repair, clean, alter, restore, reproduce, or transfer possession of the loaned objects without the express written permission of the Exhibits/Collections Manager.
8. The Center may loan replicas and objects from the education collection to qualified institutions, i.e. schools, malls.

VI. COLLECTIONS RESEARCH

Collections are public property and as such may be made available to scholars for research and to the public. However, the Herrett Center may limit access in order to insure the continued physical integrity and safety of the objects or collections.

1. Requests for access to the collections will be considered on a case-by-case basis.
2. Requests for object research must be made at least 6 weeks in advance of the required date.
3. Explicit information on the research project along with verification in writing by the affiliated institution is required before research approval is given.
4. The researcher must agree to the conditions set down by the Center. The research is done under the continual supervision of the Exhibits/Collections Manager, the protection and care of the objects, i.e. handling, work space, is uppermost in access to the objects.
5. Access to private records, i.e. donor closed files, donor identity, storage locations, value of objects, archaeological sites, may be restricted or denied.
6. Information will be used only in the manner in which it is specified in the research agreement. Any other use must be requested, in writing, and approved by the Exhibits/Collections Manager in writing.
7. The Center will be credited in all publications, or presentations of researched material.

VII. PHOTOGRAPHING THE COLLECTIONS

1. Requests for access to photograph the collections will be handled on a case-by-case basis.
2. Request for permission to photograph the collections must be made at least 6 weeks in advance of the required date.
3. The photographer must agree to the conditions set down by the Center.

4. Photography of the objects will be done under the continual supervision of the Exhibits/Collections Manager. The methods used must be in accordance with approved museum photographic and collection handling standards.
5. Objects on exhibit may be photographed for personal use without permission.
6. If the photographer desires to use a tripod, flash or other light sources advanced approval from the Exhibits/Collections Manager must be obtained.
7. If the photographer desires to photograph objects on exhibit for non-personal use, advanced approval from the Exhibits/Collections Manager must be obtained.
8. Permission to photograph objects on loan must be given in advance.

VIII. OTHER RECORDS

1. The Exhibits/Collections Manager keeps records for collections maintenance.
 - a. These records include:
 - i. Inventory reports, see X.3.
 - ii. Storage location files, cross filed by object number and object name.
 - iii. Conservation checks, see X.1-8.
 - b. Records are kept as to what objects are on in-house exhibition.
 - i. Beginning/ending date of exhibit, catalogue number, and storage location.
 - c. Recording hygrothermographs maintain daily HVAC records.

IX. DEACCESSION OF OBJECTS

The Herrett Center has never chosen to deaccession an object from its collections. However, if this should become necessary the following procedure has been adopted.

Once objects are accessioned they should remain in the collections as long as they continue to retain usefulness. If it becomes necessary to deaccession an object it is policy of the Center to follow the steps outlined below.

A. CONDITION FOR DEACCESSION

1. The Center may consider deaccessioning objects that meet any of the following conditions:
 - a. The object is no longer relevant to the collections as defined by the current collection's policy.
 - b. The Center is not able to provide adequate care for the object.
 - c. The object has deteriorated beyond the point of usefulness.
 - d. The object has a debilitating effect on other objects in the collections.
 - e. The object is repetitious; other examples are of superior quality.
 - f. The object can be traded for an object of equal or superior value to the collections.

B. APPROVAL TO DEACCESSION

1. If any of the above conditions exist the Exhibits/Collections Manager may bring the situation to the attention of the Director. If it is agreed that deaccession should be considered a meeting of the Collections Committee will be called.
 2. The committee shall carefully consider whether or not to retain or deaccession each object.
 - a. The committee shall review whether or not the object has any further use for exhibition or research.
 - b. The committee shall review ways in which the object may serve other center collections, such as the education collection.
 - c. The committee shall review whether or not conservation might restore the object.
 3. The decision will be presented to the Board of Trustees for their approval.
- C. METHOD OF DISPOSAL
1. Deaccessioned objects will not be given, exchanged or sold to employees of the center, the college, the members of the governing authorities or to their representatives. No private sales will be made to individuals.
 2. If it is determined that the object must be removed from the center then the following methods of disposal will be considered. The final determination will be made by the Collections Committee.
 - a. Donate the object to another museum.
 - b. Trade the object for an object with another museum.
 - c. Place the object on long term loan to another museum.
 - d. Object disposal will be at the discretion of the collections committee.
 - e. Disposal may consist of sale at auction, or the destruction of the object.
 - f. Destruction or disposal of the object must be witnessed and a record of the process, date and witness names must be on file with the Exhibits/Collections Manager.
 3. The Exhibits/Collections Manager will carry out the decisions of the committee.

X. CONSERVATION CARE

The Exhibits/Collections Manager maintains and conserves the collections for the Center.

1. The collection storage areas are on a separate HVAC system from the rest of the Center.
2. Pest control management checks are done yearly.
 - a. If necessary appropriate pest control is performed.
3. Objects are inventoried on a regular schedule.
 - a. Collection inventory checks are done six (6) times a year.
 - b. Each time one sixth of the collection is inventoried.
 - c. The collections are inventoried as to:
 - d. Current location – storage, exhibit, temporary loan, missing
 - e. Object condition – conservation need, consideration for deaccession.

- f. Storage adequacy.
- 4. Recording hygrothermographs are located in each gallery.
- 5. A recording hygrothermographs is located in the main storage room adjacent to the storage room HVAC controls.
- 6. Hygrometers are located in smaller storage areas.
- 7. All storage and conservation room doors are sealed with weather stripping, keeping dust and insect intrusion to a minimum. The shelves, storage containers etc. are cleaned once a month.
- 8. The conservation work area and the artifact storage rooms are dust mopped twice a week.

A. STORAGE METHODS

- 1. All objects are treated individually as to their need for certain types of storage furniture. Examples:
 - a. Fragile pottery is stored in archival bins. Each archival bin has a layer of archival foam that is 2 to 4 inches thick. Each piece of pottery has a storage location cut within the foam specifically for that object. This will prevent it from moving when the drawer is opened and to help protect it in case of an earthquake.
 - b. The textile collection is stored flat in a Steel Fixture Cabinet.

B. EXHIBITION OF ARTIFACTS

- 1. Before an object can be exhibited a condition check is completed, if there is a possibility that exhibiting the object may cause damage or further a problem the object is not exhibited.
- 2. Objects are exhibited in a manner that will do no harm to them.

XI. NORTH AMERICAN GRAVES PROTECTION AND REPATRIATION ACT

- 1. The center complies with the regulations of NAGPRA. All North American Tribes and Eskimo Cultures represented in our collections received the 1993 summary letter and, where appropriate, the 1995 detailed inventory.
- 2. Summary and inventory reports were sent to the National Park Service in Washington, D.C.
- 3. When requests for more information from a Native American Tribe or Eskimo Culture are received, appropriate steps are taken to fulfill the requests.