Osher Lifelong Learning Institute at Boise State University
Advisory Board
Bylaws: Statement of Purpose and Organization
(Revised and approved September 10, 2014)

Purpose

The purpose of the Advisory Board is to support the Osher Lifelong Learning Institute at Boise State University as advisors and advocates of its mission, to promote a vibrant learning community, and to further the educational and public engagement goals of the Institute and the University.

Advisory Board’s Role

Board members:

• Advise and assist the executive director by drawing on the skills and experience of members in areas such as planning, finance, budgeting, marketing, curriculum planning, contacting policy makers and community leaders, fund raising and course operation to ensure strong educational programming.

• Help build a dynamic member community by helping to recruit new members and engaging members in social events, volunteer activities, and advisory board work.

• Explore and propose to the executive director robust educational programming, potential instructors, and possible venues for Institute programs.

• Support the annual fundraising of the Institute by contributing financially to the Osher Excellence Fund.

• Serve as Osher Institute ambassadors and advocates in the community by raising awareness of and sharing the importance of the Institute among peers, opinion leaders, educators, and professional experts.

• Review and evaluate the performance of the Institute and the advisory board and recognize outstanding contributions by staff, instructors, and volunteers.

Relationship of the Board with the Institute

• The advisory board serves to support and advocate for the Institute. The board is an advisory body. It can suggest and recommend policies and actions to the staff, but the executive director has the final decision-making and fiduciary authority.

• Institute director and staff are employees of Boise State University/the Division of Extended Studies.

Revised September 10, 2014
• The board, committees and work teams contribute meaningful work and the Institute would not function well without the board’s engaged participation. Work assignments can be designed and carried to completion by board members and general members, while keeping the executive director informed of their activities and progress. Normally, Institute staff members have their own assignments and do not serve as staff to the board and its working groups. Any staff assistance to the board, committees, or working groups must be approved by the director.

• Ongoing communication with the executive director about activities of the advisory board and working group members is essential for the effective functioning of the Institute. Prior discussion with the executive director is necessary before making contacts inside the University.

Organization

• **Preamble** – It is the intent of the advisory board to make participation by members in board activities accessible, enjoyable, and meaningful. We strive to operate in a way that emphasizes energized participation, flexibility, informality, inclusiveness and openness.

• **Advisory Board Membership** – The advisory board consists of 10 – 15 members. Candidates for board membership should have a firm commitment to advance the goals and objectives of the Institute, the energy and time to participate in the work of the board, and be current Osher Institute members.

• **Selection Process** – Nominations for board membership will be made to the nominating committee. Each spring, committee selections are presented to the board for election by the board. See “**Nominating Committee**” for more information.

• **Term of Office** – Board members serve for three-year staggered terms, and may renew for another three year maximum consecutive term. A board member who completes his/her minimum or maximum term is eligible to reapply after a one-year absence.

• **Board Member Responsibilities** – Members are expected to have a broad interest in lifelong learning education and become knowledgeable about and engaged in the mission and goals of the Institute. Members also support the annual fundraising of the Institute by contributing financially to the Osher Excellence Fund each year. In addition to attending board meetings, members are required to lead and/or serve on at least one committee, and be available to work in other areas of board activity that may arise, such as specific ad-hoc working groups. Some members may also be asked to provide specific skills or experience related to one or more specific functions of the board.

• **Board member Orientation**– New board members will attend an orientation meeting with the board chair and executive director and receive a board members’ binder containing relevant information.

• **Leadership** – During the second year of his/her term, the Chair will recommend a Chair-elect candidate from among current board members and seek approval of the Chair-elect by the board.

Revised September 10, 2014
• **Meetings** – The board will determine and publish an annual schedule of up to five regular meetings. The time and place of meetings will be announced at least one month in advance of meetings. Additional meetings may be called as necessary.

• **Committees, Working Groups, and Work Assignments** – Committees and working groups for specific functions or assignments may be established by vote of the board. They will become effective when a leader has been identified and appointed, and will serve until the completion of their charters or assignments, unless it is a standing committee (see next item). Committees may be established to carry out broad functions of the board, while working groups would normally be assigned narrower and more specific tasks. Committees should contain at least one or more board member, but both committees and working groups may have participants from the general membership. Each committee and working group should have a written charter or assignment stating the objective, the time frame, and the anticipated results expected.

• **Committee Responsibilities** – All committee or working group participants are expected to be actively engaged in the work of their committees, attend meetings, communicate effectively, and contribute to the goals and objectives of their committees or working groups.

• **Committee Leadership & Governance** – Anyone serving on a committee must be a current Osher Institute member. Standing committee terms are two years for committee chairs, and three years for committee members. Terms for ad hoc committees or working groups will be determined at the time of creation. Advisory board members may serve on more than one committee or working group at a time.

• **Standing Committees** – Standing committees include the nominating committee and four curriculum track committees.

  1. **Nominating Committee** – is chaired by a board member and consists of the board chair, the executive director, and up to three other board members appointed by the committee chair. Meeting schedule is determined by the committee chair.

     A call for nominations is made to the general membership in January of each year. Nominations may be made by any member of the board, the executive director, staff, or any current member of the Institute, after obtaining the consent of the nominee. Every nominee is required to complete the board application form.

     Mid-January to March the committee will review applications and conduct any interviews. The committee will decide whether individual or joint interviews are most appropriate. March-April: Committee selections are presented to the board for election by the board. The committee chair will prepare a memo of meeting notes and results.
New board members attend the May board meeting and are introduced to the general membership at the Annual Spring Social.

2. Curriculum Track Committee(s) – The function of the Curriculum Track Committees is to support the Institute and the executive director by generating curriculum for each semester. This includes pitching course, lecture and special event ideas, encouraging proposals from topic experts, helping review programming requests and proposals, and identifying experts and potential presenters. Committee members help to nurture community relationships that may serve the Institute. Track committees are divided as shown below and meet independently four times per year.

The track committees are generally led by a board member but may be led by a general Institute member. Each track committee must include at least one advisory board member. Board members may serve on multiple track committees, but general members are limited to service on just one track committee at a time. The curriculum track committees are divided by subject as follows:

- Track 1 – Philosophy, Arts & Humanities
- Track 2 – Physical Sciences, Technology & Engineering
- Track 3 – Earth & Life Sciences, Environment, Health & Well Being
- Track 4 – Politics & Public Affairs, History, Education, Business & Economics, Current Events

Curriculum track committees consist of no fewer than four and no more than ten members, including the chair. Allowances may be made to increase the size of a committee if special circumstances dictate and must be approved by the executive director.

A curriculum track committee chair may select in the second year of their term, a vice chair to assist with committee leadership and nurture them to assume the chair position duties when the current chair’s term ends.

**Changes to the Statement of Purpose and Organization**

Changes to the bylaws/ this Statement of Purpose and Organization may be proposed by any board member at a regularly scheduled board meeting, adopted by a two-thirds vote of members present at the next regularly scheduled board meeting, and recorded in the minutes.

Adopted 10/19/07
Revised 4/25/08
Revised: 8/15/2014
Adopted: 9/10/2014

Revised September 10, 2014