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SUBJECT

Idaho State Board of Education Report on Commonalities and Differences among Colleges and Schools within Idaho's Public Higher Education Institutions

REFERENCE

December 1, 2005	The Board directed the Presidents to review respective Colleges and programs and provide a series of reports to assist them in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State Board of Education oversees higher education academic delivery and approves all new postsecondary programs from Idaho's public institutions. As per Board Policy III.Z.(1), the purpose of the policy is "to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (the "Board") to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources."

DISCUSSION

At the December 2005 meeting, the Board requested that the Presidents examine the various colleges and programs at their respective institutions and provide a report on how programs are different and similar and if there are commonalities, why those programs or colleges are necessary within the state.

The Council on Academic Affairs and Programs (CAAP) committee, in concert with Board staff, discussed and developed a template for institutions to complete to ensure the Board receives like information. In addition to the template, a timeline was created and other disciplines were identified that will be reported to the Board over the next year. The template and timeline were shared with the Presidents' Council before a final template was agreed upon. A final template and timeline was shared with the Board in June and was provided to the institutions for completion. It was agreed that the first series of these reports would be on engineering programs in the state to be reported at the Board's October meeting. Attached is a report for Boise State University, Idaho State University, and University of Idaho.

IMPACT

Board staff provided the following analysis of enrollment for the engineering programs offered by Boise State University, Idaho State University, and the University of Idaho.

Idaho's Public Higher Education Institutions

Engineering Programs

Enrollment

	BSU	% of Total	ISU	% of Total	UI	% of Total	Total Engineering Enrollment	% Change	Total Institution Enrollment	% Change
2005	1,425	34.7%	589	14.3%	2,095	51.0%	4,109		42,733	
2006	1,490	37.0%	565	14.0%	1,969	48.9%	4,024	-2.1%	42,852	0.3%
2007	1,609	41.0%	542	13.8%	1,771	45.2%	3,922	-2.5%	41,156	-4.0%

ATTACHMENTS

Attachment 1 – Boise State University BSU – Page 1
Attachment 2 – Idaho State University ISU – Page 1
Attachment 3 – University of Idaho UI – Page 1

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Idaho State Board of Education Report
on
Commonalities and Differences among Colleges and Schools
within
Idaho's Public Higher Education Institutions

BACKGROUND

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

SCOPE OF WORK

The following reports will be provided at the regularly scheduled Board meetings.

School/College	Board Meeting
Engineering	October 2006
Education	February 2007
Business	June 2007
Health Sciences (selected areas TBA)	October 2007

PROCESS

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

Date: August 31, 2006

Institution: Boise State University

School/College/or program(s) within the disciplinary area to be reviewed:

College of Engineering
- Department of Civil Engineering
- Department of Computer Science
- Department of Construction Management
- Department of Electrical and Computer Engineering
- Department of Instructional and Performance Technology
- Department of Materials Science and Engineering
- Department of Mechanical and Biomedical Engineering

I. Brief History of College/School (limit to 250 words):

The history of the College of Engineering at Boise State University is inexorably linked to the transformation of southwest Idaho into a vibrant technology center. Engineering in Boise was initially a pre-engineering program at Boise Junior College in the 1950s. In

1988, the University of Idaho established an off-campus center in Boise in cooperation with Boise State University to provide expanded undergraduate engineering offerings. By 1995, approximately 50 engineering students had graduated with the majority of their courses taken in Boise, and more than 100 students were enrolled in the program. With the growth of Micron Technology and other high-tech companies, demand increased in southwest Idaho for engineers and for graduate engineering education for area professionals. With approval from the Idaho State Board of Education, Boise State University began offering four-year undergraduate engineering programs in 1996, and the College of Engineering was formed in 1997.

Building the College of Engineering was literally a community effort with Micron Technology leading a $6 million challenge that was met with contributions from the Laura Moore Cunningham Foundation, Harry W. Morrison Foundation, Idaho Power, Intermountain Gas, Extended Systems, ECCO, Nelson Construction, Gannett, and other companies and individuals. Additionally, Hewlett Packard awarded $1.6 million for computer equipment. Micron and area supporters have continued major gifts to grow the college.

Programmatically, the college has been built by strategically adding programs with unique contributions to Idaho technology endeavors, and by recruiting first-rate faculty who can advance Boise State's transition to a Metropolitan Research University of Distinction.

II. Degrees Offered by School/College or Program(s) within Disciplinary Area under Review:

Degree name	Level	Specializations within the discipline (to reflect a national perspective) †	Specializations offered within the degree at the institution††
Biomedical Engineering Undergraduate minor	Minor	Devices and prosthetics Biomaterials Instrumentation Imaging Biomechanics Tissue engineering Bioinformatics	Biomaterials Biomechanics Imaging Bioinformatics
Civil Engineering Undergraduate minor	Minor	Same as below	Same as below
Civil Engineering Bachelor of Science	BS	Architectural Environmental Geotechnical Hydrological Materials Structural Surveying Transportation Water resources (and other specialties)	Environmental Geotechnical Structural Transportation

Civil Engineering Master of Engineering	MEngr	Environmental Geotechnical Hydrological Materials Structural Transportation Water resources	Geo-environmental Structural Transportation
Civil Engineering Master of Science	MS	Environmental Geotechnical Hydrological Materials Structural Transportation Water resources	Geo-environmental Structural Transportation
Computer Engineering Master of Engineering	MEngr	Coding, cryptography and information protection Communications and wireless networks Compilers and operating systems Computational science Networks Mobile computing Distributed systems System architecture Parallel processing Computer vision Robotics ICs, VLSI design, testing, CAD Signal, image and speech processing (and many more specialties)	Bioinformatics Parallel computing Reconfigurable computing Hardware/software codesign Asynchronous systems Embedded & microprocessor-based systems Wireless systems
Computer Engineering Master of Science	MS	Same as above	Same as above
Computer Science Undergraduate minor	Minor	Software engineering Algorithms	Software engineering Algorithms
Computer Science Bachelor of Science	BS	Artificial intelligence (many subareas) Software engineering (many subareas) Parallel computing Programming languages Cryptography Security (many subareas) Embedded systems Operating systems Theoretical computer science Computer graphics Database systems Networks Algorithms Bioinformatics	Parallel computing Embedded systems Computer graphics Artificial intelligence Security (networks) Algorithms Cryptography

Computer Science Master of Science	MS	Same as above	Same as above specializations, and also Bioinformatics
Construction Management Undergraduate minor	Minor	Same as below	Same as below
Construction Management Bachelor of Science	BS	Commercial Residential	Overall program encompasses all aspects and types of construction
Electrical Engineering Bachelor of Science	BS	Biomedical imaging Bioengineering Acoustics Communications and wireless networks Devices and processing Integrated circuit design Signals and systems Computer engineering Power engineering Systems and control Electromagnetics Optics and lasers Nanotechnology and quantum devices Remote sensing Semiconductor materials and devices Signal, image and speech processing (and many more specialties)	Computer engineering Integrated circuit design Power engineering Devices and processing Signals and systems Semiconductor materials and devices
Electrical Engineering Master of Engineering	MEngr	Same as above	Devices and processing Integrated circuit design Computer engineering Power engineering Communications and wireless networks Optics and lasers Nanotechnology and quantum devices Systems and control Semiconductor materials and devices
Electrical Engineering Master of Science	MS	Same as above	Same as above
Electrical and Computer Engineering Doctor of Philosophy	PhD	Same as above	Circuits and devices Signals and systems Computer engineering
Instructional and Performance Technology Master of Science	MS	Needs assessment Instructional design Job aids/EPSS Job specification	Needs assessment Instructional design Job aids/EPSS Evaluation

		Human factors/ergonomics Evaluation Mentoring/coaching Performance appraisal Incentive systems Communication systems Change management Performance consulting	Change management Performance consulting
Materials Science and Engineering Undergraduate minor	Minor	Same as below	Same as below
Materials Science and Engineering Bachelor of Science	BS	Metals Ceramics Biomaterials Electronic materials Nuclear materials Composites Polymers Materials characterization	Metals Ceramics Biomaterials Electronic materials Nuclear materials Materials characterization
Materials Science and Engineering Master of Engineering	MEngr	Interdisciplinary Microelectronics Mechanical engineering Chemistry Manufacturing Semiconductor process engineering Physics Environmental engineering Biomaterials Nuclear materials	Interdisciplinary Microelectronics Mechanical engineering Chemistry Manufacturing Semiconductor process engineering Physics Environmental engineering Biomaterials Nuclear materials
Materials Science and Engineering Master of Science	MS	Interdisciplinary (same as above)	Area of specialization depends on area of graduate research
Mechanical Engineering Bachelor of Science	BS	Energy systems Design methodology Mechatronics Solid mechanics Control systems Aeronautics Biomechanics	Energy systems Design methodology Mechatronics Solid mechanics Biomechanics
Mechanical Engineering Master of Engineering	MEngr	Same as above	Same as above
Mechanical Engineering Master of Science	MS	Same as above	Same as above
† high technology disciplines change rapidly †† specializations change, especially at the graduate level, along with faculty expertise			

III. Enrollment and Graduates – Last three years beginning with the current year (Current year is defined as the year the report is presented to the Board)

	Enrollment‡✧			Number of Graduates		
	Current Year 06-07	Previous Year 05-06	Previous Year 04-05	Current Year 06-07	Previous Year 05-06	Previous Year 04-05
Degree						
Civil Engineering – Minor	2	5	1		1	
Civil Engineering – BSCE	182	153	140		13	10
Civil Engineering – MEngr	5	5	1		5	6
Civil Engineering – MS	8	6				
Civil Engineering – MSE†	1	7	19			1
Computer Engineering – MEngr	3	2			1	
Computer Engineering – MS	8	8	2*		2	2
Computer Engineering – MSE†	3	7	15		3	3
Computer Science – Minor	31	25	17		6	
Computer Science – BS	237	240	235		16	22
Computer Science – MS	14	21	17		5	5
Construction Management – Minor	5	6	7		1	
Construction Management – BS	216	175	145		26	26
Electrical Engineering – BSEE	248	256	275		33	42
Electrical Engineering – MEngr	12	6	3*		2	1
Electrical Engineering – MS	22	19	5*			4
Electrical Engineering – MSE†	7	16	41		2	6
Electrical & Computer Engineering – PhD	5					
Engineering – Undeclared	102	95	78			
Instructional & Performance Technology – MS	145	149	169		40	43
Materials Science & Engineering – Minor	5	4	5			
Materials Science & Engineering – BSMSE	51	26	3		2	
Materials Science & Engr – MEngr	4	4	1*			1
Materials Science & Engr – MS	15	13	15		1	
Mechanical Engr – BSME	260	231	203		27	22
Mechanical Engr – MEngr		2	3*		2	2
Mechanical Engineering – MS	14		6			1
Mechanical Engineering – MSE†	4	9	19		1	1
Total	1609	1490	1411		189	198

‡ fall numbers unless otherwise indicated; ✧ enrollment numbers do not include interdisciplinary master's degree programs such as biomedical engineering; * denotes enrollments in spring 2005 – no fall enrollees; † denotes program being phased out

IV. Notable Accomplishments (limit to 5 items no greater than 300 words total):

- In less than ten years Boise State University faculty and staff, along with community and corporate partners, have built a nationally-renowned engineering college that provides students with access to 24 high quality degree options and provides Idaho businesses with excellent professionals.

- US News & World Report ranks the College 12th among the nation's best public, comprehensive engineering schools.

- The College has established a culture of success among students of all backgrounds, as evidenced by a consistent pass rates on the FE exam of nearly 90%, an average above 90th percentile routinely for computer science students on the Educational Testing Services Major Field Test, and national and regional honors and recognitions in academic and design competitions earned by students of all disciplines.

- Research labs and centers, representing a wide range of technologies, partnerships and funding agencies, demonstrate the College's breadth and emerging reputation as a contributor to the grand challenges of energy, human welfare, environment and information management. Some examples:
    - The College is a partner, along with Stanford, Harvard and other research universities, in two FAA Centers of Excellence. Research on emissions and cabin air quality benefit both Idaho travelers and people all around the world.
    - The Center for Environmental Sensing is a multi-disciplinary program, primarily funded by the EPA, developing Ion Mobility Spectrometer devices to monitor for compounds such as chemical warfare agents, explosives, and narcotics.
    - The Center for Orthopaedic and Biomechanics Research, a collaborative effort between engineering and kinesiology (College of Education) along with local clinicians, is conducting nationally recognized research on sports injuries among young athletes.
- The dynamic academic culture and vibrant entrepreneurial region has enabled Boise State University to recruit strong faculty leaders, such as Dean Cheryl Schrader, who received a 2005 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring.

V. Demonstrated Demand for Degree/Program (limit to 5 items no greater than 300 words total):

- The College of Engineering at Boise State University was created in direct response to growing demand for engineering professionals in southwest Idaho, to support the area's burgeoning technology enterprises such as Micron Technology, Hewlett Packard, Idaho Power and a host of start-up companies.

- Between fall 1997 – the official start of the College of Engineering – and fall 2006, enrollment in the college increased 145% from 656 to 1609 students.

- Boise State began offering three bachelor's level engineering programs (civil, mechanical and electrical) in 1996, a year before the official formation of the college. In response to requests from industry for engineers with specific training, such as semiconductor materials processing, and for engineers with advanced degrees, the College of Engineering at Boise State now offers 24 degrees, including 5 minors, 6 bachelor's degrees, 12 master's degrees and 1 Ph.D.

- Employment demand for graduates of Boise State's engineering programs is very high and most graduates are placed in Idaho. Additionally, demand is high for graduates of the bachelor's level program in construction management and master's level program in instructional and performance technology (IPT), both programs that are unique within the state. Construction management graduates typically receive multiple job offers, and IPT graduates serve in strategic positions within a number of Treasure Valley organizations and corporations and beyond. Even demand by industry for student interns exceeds supply of available students in many engineering disciplines.

- Boise State University is meeting the increasing demand for education among Idaho's fastest growing ethnic group – Hispanics. The percentage of Hispanic undergraduate students in engineering and computer science in fall 2005 was 6.1%, exceeding that of the university. The Hispanic population in Idaho, largely centered in communities within 20 to 100 miles of Boise, comprises 8.9% of the Idaho population; and 46% of Idaho's Hispanics are 19 years old or younger, creating a sizeable population for potential college education. Our Society of Hispanic Engineers student organization was recently named National Small Chapter of the Year.

VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total):

- For many of our students, Boise State represents their only access to an engineering education. Many of our students live off-campus and work in the local community. The difference in lifetime earning, quality of life, and professional contributions between an engineer and non-college graduate is significant. This impacts the region and the state of Idaho on many levels, including tax revenue. Additionally, our graduate programs offer educational opportunities for practicing professionals to specialize and stay abreast of technological changes, and for businesses to retain these valuable employees. Since the Treasure Valley is second only to Silicon Valley in the percentage of electrical engineers and information scientists this is a substantial contribution.

- A strong emphasis on undergraduate research is one unique facet of the College. Undergraduate students are given the opportunity to conduct research more typical of graduate students at other universities. This educational advantage has enhanced our graduates' marketability substantially.

- Southwest Idaho has benefited from the infusion of $23.5 million in community support for programs and facilities and more than $27 million in research funding to the College since 1997 (funding total in federal pass-throughs such as NSF EPSCoR

and NIH INBRE includes only BSU College of Engineering portion). This funding has advanced the state of knowledge in specific technologies, including biomechanics, environmental sensors, wind energy, microelectronics, electronic packaging, biomaterials, novel memory materials, and parallel computing. Much of the research includes partnerships with other scientists, businesses, or educational institutions.

- Encouraging interest in technology careers is beneficial for young people's educational success and for the economic prosperity of Idaho. The College sponsors numerous programs that bring more than five thousand K-12 students to campus annually, including the Jason Project, e-Girls, Family Engineering Day, Idaho Engineering Science Camp, and Future City. College students participate in numerous service projects that benefit the community, working with the Idaho Botanical Gardens, Ducks Unlimited, Bogus Basin, ZooBoise, and the Discovery Center of Idaho.

- As the largest producer of graduates and largest generator of external funding per faculty, the College of Engineering at Boise State University is the most efficient and effective engineering college in the state.

VII. Areas of Commonalities with Degrees/Programs at other Idaho Colleges and Universities with Rationale as to Why (limit to 250 words).

Both University of Idaho and Idaho State University offer programs in civil engineering, computer science, electrical engineering and mechanical engineering. University of Idaho also offers computer engineering and materials science and engineering.

Because undergraduate engineering and computer science programs must satisfy rigorous accreditation criteria, similar foundational content exists among these programs. That said, each engineering field is not a "one size fits all" endeavor, but is comprised of a multitude of specialties and subspecialties, even at the undergraduate level. For example, Boise State's MSE and ECE departments share a strong focus on semiconductor processing to meet the needs of area employers. Specialties become even more distinct at the master's level, where students benefit from faculty expertise in particular areas. For example, the Boise State program and the UI civil engineering master's program complement one another. In Boise the UI program focuses on surface water, and does not have expertise in subsurface areas. Boise State has faculty who specialize in the subsurface, but not in surface water. Similarly Idaho State has an emphasis in nuclear engineering, while Boise State's materials science and engineering department contributes to nuclear research in the niche area of nuclear materials.

Perhaps the most compelling reason to have multiple engineering programs in Idaho is geographic. Regional universities 1) provide expanded access to engineering education to as many students who have the desire and aptitude to pursue these crucial majors, 2) provide continuing education for industry professionals so they can sharpen and advance their knowledge, 3) stimulate partnerships with area industry and government agencies, and 4) help market the region to new businesses. Boise State's engineering programs attract students who would not otherwise pursue postgraduate studies, even if such programs were offered at other Idaho institutions.

VIII. Relationship/Collaborations with Other Degrees/Programs within the Institution and How the Courses in the Program are used for other Degrees (limit to 250 words)

Engineering classes and collaborations are woven throughout the fabric of university curricula, programs and research at Boise State. College of Engineering faculty and students are involved in collaborative endeavors with counterparts from EVERY one of Boise State's eight other colleges – Applied Technology, Arts and Sciences, Business and Economics, Education, Graduate Studies, Health Sciences, Honors, and Social Sciences and Public Affairs. Some examples include:

- A class on entrepreneurship offered by the department of mechanical and biomedical engineering, the College of Business and the Honors College.
- Three undergraduate core classes for all majors, provided by the College of Engineering – The Ethical Dimensions of Technology, Energy for Society and Engineering for Humanity.
- Idaho's only certificate program in community and regional planning – a partnership that includes the construction management department as well as the College of Social Sciences and Public Affairs.
- A Public Health Disaster Preparedness Planning class offered by the department of civil engineering in conjunction with the health science and geophysics graduate programs.
- An Engineering for Educators class that involves education majors in the Introduction to Engineering class.
- The Center for Biomechanics and Orthopaedics Research – co-directed by a biomedical engineering faculty member and a kinesiology faculty member.
- The NIH-funded INBRE (Idea Network for Biomedical Research Excellence) that involves efforts in at least seven engineering and science departments.
- The Center for Environmental Sensing – an interdisciplinary team involving civil engineering, electrical and computer engineering, materials science and engineering, chemistry and biology departments.
- The New Product Development Laboratory, that in partnership with TechHelp has assisted over 100 Idaho companies.

IX. Summary of Findings from the most Recent Accreditation Report Including Commendations, Recommendations (also include date of last accreditation and when the next accreditation is due).

Accreditation Status of Undergraduate Programs in the College of Engineering at Boise State University				
Department	**Program**	**Date of Most Recent Accreditation**	**Findings**	**Next Accreditation Due**
Civil Engineering	Civil Engineering	2005	ABET accredited: Typical of civil engineering programs across the country, more emphasis needed on certain issues such as procurement of work; concern about low faculty salaries	2011
Computer Science	Computer Science	2003	ABET accredited: Improvement in assessment needed; financial mechanism needed for regular replacement of lab equipment; concern about low faculty salaries	2007
Construction Management	Construction Management	2004	ACCE accredited: Recognized dynamic leadership by advisory board and dean; weakness in comprehensive and integrated outcomes assessment plan and in faculty	2007

			salary equity	
Electrical and Computer Engineering	Electrical Engineering	2005	ABET accredited: Noted for high quality and dedicated faculty; commended for meeting needs of both traditional and nontraditional students; recommendations made to improve some assessment of outcomes, recruiting and alumni data collection; concern about low faculty salaries	2011
Materials Science and Engineering	Materials Science and Engineering	N/A	*Note: MSE graduated its first students in May 2006*	2007 (first accreditation visit scheduled in October 2006)
Mechanical and Biomedical Engineering	Mechanical Engineering	2005	ABET accredited: Strong mechanical engineering program; benefited from strong leadership and a good student body; recommended more funding for graduate assistants; concern about low faculty salaries	2011

X. Contribution of the Degree/Program to Economic Development in the Region, State, or the Governor's Science and Technology Initiative (limit 250 words):

"Education is the key to economic independence," as reported in "The Future is Now!" publication produced in 2005 by the Idaho State Board of Education. The report pointed out Idaho's low per capita college graduation rate (46th in the nation) and the connection to inadequate workforce preparedness. Correspondingly, the first two strategies of the Governor's Science and Technology Advisory Council are to:

- Build, attract and retain a highly skilled technical workforce.
- Invest in creating R&D excellence and promoting industry-university collaboration.

Located in Idaho's entrepreneurial and population center, the College of Engineering at Boise State University is positioned strategically and physically to contribute extensively to the advisory council's goals and to the educational and economic growth of Idaho. The Boise Metropolitan Area continues to experience exceptional growth in technology based enterprises, earning recent Top 10 national rankings for overall patents, high-tech output, business and career climate, livability, and engineers per capita.

Beyond mere location, Boise State engineering specializations are well positioned to help translate Idaho's four identified core competencies (Imaging, Power/Energy, Agriculture/Biosciences, and New Materials/Nanotechnology) into technology platforms and market niches. Numerous projects throughout the college support the core competencies – soil mechanics and transport of materials through the subsurface (Ag/Biosciences), wind energy research and a variety of mechanical engineering projects (Power/Energy), biomaterials characterization, shape memory alloys (New Materials/Nanotechnology), and optically scanned image degradation modeling (Imaging), just to name a few.

A 2004 economic impact report demonstrated that research projects and job creation at Boise State spur the creation of other jobs in the Ada/Canyon area, in addition to indirectly increasing spending on goods and services in the state. Simply put, the programs in the College keep Idaho students in Idaho.

XI. Describe how the Various Degrees/Programs or Specializations within the School/College were Built or will be Built on Existing Programs, if Applicable (limit to 250 words):

The civil, mechanical, and electrical engineering programs were built based on the pre-engineering programs that existed at Boise State prior to 1996. The construction management and instructional and performance technology program were existing programs that were incorporated into the new College of Engineering in 1997.

All additional programs have been created in response to demand from local industry, or based on research specializations, or in collaboration with other departments at Boise State University. Some examples:

- The materials science and engineering department, with significant support from Micron Technology, was created and added four programs in three years (a minor, a bachelor's degree and two master's) in response to demand in the memory device industry. The

new materials science and engineering department now has more than $5 million in funded research (including DARPA, NASA and NIH funding) and also leads the engineering disciplines in the percentage of women graduate students, with 40% women.

- Based on interest from area professionals along with collaboration by Boise State's geosciences, chemistry and biology departments, the civil engineering department will add a geo-environmental focused Ph.D. program.
- The biomedical engineering minor and plans for the biomedical engineering master's degree emerged in the past few years and reflects the unique focus and competency of mechanical engineering and materials science faculty members, along with significant interest from students and research-focused clinicians in the local medical community.

XII. Future Plans and Timelines with Rationale as to Why (limit to 250 words):

As a metropolitan research university of distinction, Boise State is poised to continue its role of equipping Idaho's citizenry as technologically adept participants and leaders. To realize this vision, Boise State will continue to advance the expertise and depth of its programs by adding PhD and master's degrees. Like the recent ECE PhD added at Boise State, the new programs will carve out specializations that contribute to the needs of southwest Idaho and the state. In creating these programs, Boise State is once again responding to strong demand by area business leaders, potential students and working professionals.

The Southwest Region Eight-Year Plan for Educational Program development proposes the following plans for new program implementation at the College of Engineering at Boise State University. All programs will be located in the Treasure Valley, unless otherwise specified.

2007-08: Biomedical Engineering, M.S.
Instructional and Performance Technology, Ph.D. (online)
Materials Science and Engineering, Ph.D.
2008-09: Mechanical Engineering, Ph.D.
Construction Management, M.S.
2009-10: Civil Engineering, Ph.D.
2010-11: Computer Science, Ph.D.

Additionally, Boise State will continue to add expertise that aligns with the region's economic interests, advances the state of knowledge in key fields, and stimulates private enterprise. For example, the Boise State Center for Materials Characterization, recently approved by the Idaho State Board of Education (8/2006), provides the organization and infrastructure to make various materials characterization tools available as a user facility for faculty and regional companies. With funding from recent NSF awards, the center will feature an analytical transmission electron microscope (TEM) and a multifunctional X-ray diffraction system, two pieces of equipment that represent extremely valuable resources for local industry.

XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Revenue Received, Various Fiscal Years						
		Past Fiscal Year		Current Fiscal Year‡		Next Fiscal Year
Annual General Account/State Appropriation		6,751,300		6,197,300		
Endowment Funds (BSU Foundation)						
Revenue from Endowment Funds		89,200		Not Avail†		
Total Balance at Fiscal Year End		2,426,900		Not Avail†		
Student Fees		16,800		700		
Federal Appropriation		0		0		
Federal Grants & Contracts		2,754,600		849,100		
State Grants & Contracts		99,800		105,800		
Private Gifts, Grants & Contracts		1,485,700		440,400		
Sales & Serv of Educ Activities		0		0		
Sales & Serv of Aux Enterprises		0		0		
Other (please identify)						
Indirect Costs		413,700		Not Avail*		
Total, All Fund Sources		14,038,000		7,593,300		
Notes:						
This report displays revenue received during the fiscal year, not expenditures made.						
Round to nearest $100.00.						

‡ revenues received through August 31, 2006

† BSU Foundation does not have this information available at this time

* indirect cost revenue on current FY grant expenditures not yet booked by BSU Accounting Office

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Commonalities and Differences among Colleges and Schools
within
Idaho's Public Higher Education Institutions

BACKGROUND

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

SCOPE OF WORK

The following reports will be provided at the regularly scheduled Board meetings.

School/College	Board Meeting
Engineering	October 2006
Education	February 2007
Business	June 2007
Health Sciences (selected areas TBA)	October 2007

PROCESS

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

Date: 11 September 2006

Institution: Idaho State University

School/College/or program (s) within the disciplinary area to be reviewed:

College of Engineering

I. Brief History of College/School:

Idaho State University (ISU) has been serving the citizens of the State since 1901; in fact, two of the first four graduates in 1902 were Civil Engineers. In 1965, the BS in General Engineering and MS in Nuclear Science and Engineering were offered to meet the needs of the employees of the then National Reactor Testing Station (NRTS) and now designated the Idaho National Laboratory (INL). In 1985, the BS program was first accredited by the Accreditation Board for Engineering and Technology (ABET) and was continuously accredited until it was discontinued in 2005, after being superseded by separate BS degree programs. The College of Engineering was established in 1986, and during the next few years, MS programs in Measurement and Control Engineering and Environmental Engineering were developed, followed by the PhD program in Nuclear Science and Engineering and the establishment of the Measurement and Control Engineering Research Center.

In 1996, the Idaho State Board of Education (ISBOE) approved BS programs in Civil, Electrical, and Mechanical Engineering for ISU. A broad-based doctoral (PhD) program in Engineering and Applied Science was initiated in 1998 in collaboration with the ISU departments of Physics, Geosciences, and Mathematics. The BS programs in Civil, Electrical and Mechanical Engineering were first ABET accredited in 1999. Also in 1999, the Computer Science (CS) program was moved from the College of Business and the department of Mathematics in the College of Arts and Sciences to the College of Engineering. A BS program in Nuclear Engineering was started in 2004. After an initial ABET visit during the Fall of 2005, the BS program in Computer Science was accredited. From a modest beginning over a century ago, the Engineering program at ISU has grown to meet the evolving needs of southeastern Idaho, offering five BS and five MS programs and one PhD program. The new ISU President Arthur Vailas and new Engineering Dean Richard Jacobsen began work at ISU on July 1, 2006; shortly thereafter, the University administration emphasized that engineering programs would respond to a variety of current and emerging demands within the state and region, including ISU's high priority in nuclear science and engineering in partnership with the Idaho National Laboratory.

II. Degrees offered by school/college or program(s) within disciplinary area under review:

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
Undergraduate (Bachelor) Degrees			
BS in Civil Engineering	Bachelors	Civil Engineering	Civil Engineering
BS in Computer Science	Bachelors	Computer Science	Computer Science
BS in Electrical Engineering	Bachelors	Electrical Engineering	Electrical Engineering
BS in Mechanical Engineering	Bachelors	Mechanical Engineering	Mechanical Engineering
BS in Nuclear Engineering	Bachelors	Nuclear Engineering	Nuclear Engineering
Post Baccalaureate Certificate Program			
Certificate in Applied Nuclear Energy	Certificate	Applied Nuclear Energy	Applied Nuclear Energy
Graduate (MS and PhD) Degrees			
MS in Civil Engineering	Masters	Civil Engineering	Civil Engineering
MS in Environmental Engineering	Masters	Environmental Engineering	Environmental Engineering
MS in Measurement & Control Engineering	Masters	Measurement & Control Engineering	Measurement & Control Engineering
MS in Mechanical Engineering	Masters	Mechanical Engineering	Mechanical Engineering
MS in Nuclear Science & Engineering	Masters	Nuclear Science & Engineering	Nuclear Science & Engineering
PhD in Engineering & Applied Science	Doctoral	Engineering and Applied Science	All Engineering Disciplines; Physics; Mathematics and Geosciences (Subsurface sciences)

III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years

	Enrollment			Number of Graduates		
Degree	Current Year 2005-06	Previous Year 2004-05	Previous Year 2003-04	Current Year 2005-06	Previous Year 2004-05	Previous Year 2003-04
Undergraduate (Bachelor) Degrees						
BS in Civil Engineering	53*	16	21	7	6	8
BS in Computer Science	83*	78	93	7	9	7
BS in Electrical Engineering	51*	25	25	9	4	9
BS in Mechanical Engineering	79*	35	48	23	11	18
BS in Nuclear Engineering	13*	NA**	NA**	NA**	NA**	NA**
Undecided Engineering	171*	319*	303	NA	NA	NA
Totals	450	473	490	46	30	42
Post-Baccalaureate Certificate Program						
Certificate in Applied Nuclear Energy	3	4	7	2	4	2
Graduate (MS and PhD) Degrees						
MS in Civil Engineering	7	1	NA	1	NA	NA
MS in Environmental Engineering	14	11	12	5	5	4
MS in Measurement & Control Engineering	17	18	17	7	4	3
MS in Mechanical Engineering	5	10	8	4	1	2
MS in Nuclear Science & Engineering	12	11	17	2	2	0
PhD in Engineering & Applied Science	34	37	38	3	1	3
Totals	89	88	92	22	13	12

* Between 2004-05 and 2005-06, the method of accounting for undeclared disciplinary students was changed; many students previously designated “undecided” declared their majors. The total number of students has remained largely consistent from year to year.

** New program established in 2004.

The recent decrease in enrollment is attributed to a) drop in college enrollment due to strong economic conditions—a national trend, b) the opening of 4-year engineering programs at BYI-Idaho in Rexburg, and c) the stricter immigration rules after the 9/11/2001 incident, which affect graduate students from outside the USA.

IV. Notable Accomplishments.

The ISU College of Engineering has a long history of accomplishment in educating engineering students, establishing research efforts, and collaborating with regional industries, all aimed at serving the ever-developing needs of southeastern Idaho, the larger state, and emerging regional, national, and global needs. The College's most notable accomplishments include the following:

1) Establishment in 1965 of the Nuclear Engineering program in cooperation with the University of Idaho in support of the mission of what is now called the Idaho National Laboratory, Idaho Falls. ISU's College of Engineering is the only Idaho institution offering together BS and MS programs and doctoral studies in Nuclear Science and Engineering.

2) Establishment in 1967 of the only non-federally owned nuclear reactor in the State of Idaho. The college has maintained the Nuclear Regulatory Commission (NRC) license to date, and the reactor supports current education and research.

3) Development and expansion of the Engineering program from one BS program to 5 BS, 5 MS, 1 Post-Baccalaureate Certificate, and 1 PhD program. Program accreditation through ABET has been maintained since 1985. This evolving program development includes the establishment in 2004 of a "2+2 Nuclear Engineering Scholarship Program," with Boise State University and the University of Idaho to cater to the needs of the new mission in nuclear science and engineering at the Idaho National Laboratory.

4) Establishment in 1993 of an interdisciplinary Measurement and Control Engineering Research Center (MCERC), in 2003, the Institute of Nuclear Science and Engineering (INSE) and cooperation in the establishment of the INL Center for Advanced Energy Studies (CAES). The establishment of these centers has either followed from or has enabled increased research funding from INL, the National Science Foundation, the Department of Defense, the Department of Energy, EPSCoR, etc.

5) Two Memoranda of Understanding (MoUs) were signed by Christine King, President and CEO of AMI Semiconductor Inc. (AMI-S), Pocatello and Dr. Richard Bowen, former President of Idaho State University, on 22 July 2002 to cover the period up to 2004 and on 4 March 2004 to cover the period up to 2006 to "develop a closer working relationship through educational and workplace cooperation" involving College of Engineering and other colleges on the campus. The various items for this effort include: internships, part-time employment, research, equipment donations, class participation, cooperative programs, resource cooperation, advisory board representation, etc. Discussions to continue the memoranda for another two-year period are underway.

V. Demonstrated demand for degree/program.

ISU Engineering programs have enjoyed consistent demand over time, especially after the introduction of discipline-specific degree programs in Civil, Electrical, Mechanical, Nuclear Engineering, and Computer Science. The demand for the College's degree programs is also demonstrated by the following:

1) Demand for employees who are graduates from accredited engineering programs in all engineering disciplines reflects local and regional needs as articulated by the College's Engineering Advisory Council (EAC), comprised of practicing professional engineers from throughout the region. Engineering programs in all disciplines remain consistently subscribed to by healthy numbers of students.

2) Demand for graduate (MS & PhD) programs in Engineering at ISU is increasing consistently. The ISU Office of Graduate Studies has fielded approximately 60 inquiries for information on engineering graduate programs in the last six months, and the Associate Dean for Graduate Studies in the College of Engineering as well as the College's faculty, have together fielded over 100 inquiries during a similar period.

3) College of Engineering maintains connections with local, regional, national, and global industries represented by AMI-Semiconductor, Micron, Premier Technologies, Camas Industries, Portneuf Medical Center, the City of Pocatello, and connections with the Idaho National Laboratory, as well as connections with local/regional consulting firms. In sum, these connections underscore the fundamental vitality of the demand for the College's programs.

4) Computer Science is a crucial element in any contemporary engineering school. The CS degree program offered at ISU provides students with opportunities to not only specialize in CS, but to build their foundation for pursuing advanced studies in other science and engineering areas. Further, the University of Idaho has requested that ISU assume responsibility for the undergraduate Computer Science (CS) program in Idaho Falls during the current (2006-07) academic year. Pending action by the University of Idaho and SBOE approval, this will be another opportunity for ISU to serve the Idaho Falls area and will increase ISU CS enrollments significantly.

5) Placement of the College of Engineering's graduates at both the undergraduate and graduate level are consistently high. While comprehensive data is currently unavailable, the College estimates that 80-85% of its graduates remain in Idaho upon graduation.

VI. Unique Contribution to Idaho Residents—value added to the community and the state.

Southeastern Idaho has the second largest regional population base in the state with over 150,000 people. The ISU College of Engineering serves large numbers of nontraditional students with its programs. These are often students who are born, raised and have families and jobs in the local area and who would have a difficult time relocating to pursue an engineering degree elsewhere and in particular to other universities in Idaho like Boise State University (about 250 miles away) and University of Idaho (about 550 miles away). In addition, the federal Department of Energy has designated the Idaho National Laboratory the lead national laboratory for nuclear energy studies; the unique programmatic offerings of ISU's College of Engineering bring these national needs together with those of students, industry, and government in our region. Unique and specific contributions of the College to Idaho residents include the following:

1) Providing unique educational and employment opportunities in **Nuclear Science and Engineering** (NSE). ISU's College of Engineering is the only institution in the state of Idaho offering BS, MS, and PhD programs in Nuclear Science and Engineering.

2) Providing unique graduate educational and employment opportunities in the area of **Measurement and Control Engineering (MCE) and Environmental Engineering (ENVE)**. The Measurement and Control Engineering Research Center (MCERC) is one of the four initial, state-recognized research centers started in 1993 and has collaborated with the Idaho National Laboratory on a wide range of research projects. The center has a new renovated home at the Engineering Research Complex. Further, the MCERC was awarded a federal grant of $842,000 by the Department of Defense to conduct advanced research on Intelligent Prosthetic Hand to help those who lost limbs either in combat or non-combat operations.

3) Providing a full range of undergraduate and graduate **educational** opportunities in Engineering and Computer Science for the residents of southeastern Idaho.

4) Meeting the **employment** needs for engineers and scientists in southeastern Idaho and the state, as evidenced by the placement of the College's graduates at the Idaho National Laboratory, AMI-Semiconductor and Simplot in Pocatello, Power Engineers in Hailey, Idaho Power, Micron in Boise, and the Idaho Dept. of Environmental Quality (DEQ), among others.

5) A strong Emphasis in Stimulating Interest in **Science and Engineering among area High School and Grade School Students**: College of Engineering faculty and students have played a unique role in helping obtain federal funding ($1.8M for 3 years, through the NSF-funded GK-12 Project) and running programs for students in K-12 classes throughout southeastern Idaho. Notable accomplishments: Area high school successes in the For Inspiration and Recognition of Science and Technology (FIRST) Robotics competition; stimulation of grade school students' interest in Science, Technology, Engineering and Mathematics (STEM) through Lego League participation, and sponsorship of the School District 25 Gifted and Talented Program and the national MathCounts competition. Tau Beta Pi members have also served as math/science tutors to area middle schools. Faculty are also involved in the ISU American Indian Task Force, to promote and retain American Indian students in higher education. Finally, the College has a long tradition of inviting area high school and grade school students to various facilities such as laboratories, class rooms, etc. within the College of Engineering to stimulate interest in science, engineering and technology.

VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why.

While ISU's College of Engineering programs focus on serving unique national and regional needs, the College's programs share core commonalities with the other colleges in the state, at the undergraduate and Masters levels focused on the foundational disciplines in Engineering. ISU's College of Engineering currently offers the following degrees in common with both the University of Idaho and Boise State University:

- Bachelor of Science degree programs in Civil Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering.

- Master of Science degree programs in Civil Engineering, Environmental Engineering, and Mechanical Engineering.

All ISU engineering programs share a common engineering core as the foundation for building more specialized knowledge in the specific disciplines of Civil, Electrical, Mechanical, and Nuclear Engineering. The College's graduates have a broad-based engineering education well suited for the project management and other engineering jobs that are commonly found in this region of the state including those at the Idaho National Laboratory. This common foundation serves the needs of the unique undergraduate and graduate degrees in nuclear science and engineering and in Measurement and Control Engineering and the PhD program in Engineering and Applied Science offered at ISU, as well as the needs of the specialized and unique research centers affiliated with ISU's College of Engineering. These research centers include the interdisciplinary Measurement and Control Engineering Research Center (MCERC), and the Institute of Nuclear Science and Engineering, started in 2004. Following the award of the INL management contract to Battelle Engergy Alliance in February 2005, the Center for Advanced Energy Studies (CAES) was established to foster research and education collaboration in nuclear science and engineering and energy among the INL and the three Idaho universities and the Idaho National Laboratory.

The common programs at the Idaho universities located in three distinct locations provide opportunities for faculty and student to work together in research on problems of state-wide importance.

VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees.

The College of Engineering programs are professional programs and do not typically offer courses that serve curricular needs in other colleges/programs, as is often the case in other disciplines such as mathematics, physics, chemistry, whose programs offer the courses taken by all lower-division engineering students. However, the College of Engineering has a longstanding tradition of collaboration with other science, technology, engineering, and mathematics (STEM) programs across campus. Notable examples of such collaborations include the following:

1) At the BS Level — the Computer Science (CS) program offers CS 181, Computer Science and Programming to support CS needs in other programs across campus and actively collaborates with the Mathematics Department in the College of Arts and Sciences and the Computer Information Systems Department in the College of Business on course development and review. The Civil Engineering (CE) program also offers a range of applicable courses to the Geosciences Department, as determined by their programmatic needs.

2) At the MS level — The Physics and Chemistry departments in the College of Arts and Sciences and the Department of Pharmaceutical Sciences in the College of Pharmacy collaborate with the College of Engineering to offer the Measurement and Control Engineering MS program. The College also collaborates with the Biology, Chemistry, and Geosciences departments in offering the Environmental Engineering MS program, and the Nuclear Science and Engineering MS program includes collaborative efforts with the Health Physics program in the Physics Department in the College of Arts and Sciences.

3) At the PhD level — The PhD degree program in Engineering and Applied Science is offered in the College of Engineering with collaboration from the departments of Physics, Geosciences, and Mathematics in the College of Arts and Sciences. Further, the College also shares joint supervision, committee assignments, etc. for PhD students in the Department of Pharmaceutical Sciences in the College of Pharmacy, Dept. of Biological Sciences in the College of Arts and Sciences, and the Institute of Rural Health in the College of Health Professions.

4) At the Research level — The research centers associated with the College of Engineering, such as the Measurement and Control Engineering Research Center (MCERC), the Institute of Nuclear Science and Engineering (INSE), and the Center for Motion Analysis and Biomechanics collaborate with the Idaho Accelerator Center, the Physics Department, the College of Technology, the ISU Biomedical Research Institute (IBRI), the Institute of Rural Health, the Biology Department, and the Department of Pharmaceutical Sciences in the College of Pharmacy.

5) The nuclear reactor and subcritical assembly facilities housed in the College of Engineering have been used to support educational and research programs in Pharmacy, Biological Sciences, Geosciences, Physics, and Health Physics.

IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.

The BS program in General Engineering was first accredited in 1985 by the Accreditation Board for Engineering and Technology (ABET) and was continuously accredited until 2005, when the program was superseded by the three programs in Civil, Electrical, and Mechanical engineering. The three programs in Civil, Electrical and Mechanical Engineering were accredited initially by ABET in 1999, and the Computer Science program was recently accredited for the first time for graduates in 2004 and later. The Nuclear Engineering program will have its initial accreditation review in 2007.

The College's programs in Civil, Electrical, and Mechanical engineering are accredited by ABET through 30 September, 2008. The last ABET accreditation visit was during October 2005. Specific details of the visit remain confidential, according to ABET accreditation policy (see ABET Appendix Item). Continued accreditation of the engineering programs beyond 2008 is expected.

X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative.

The College of Engineering contributes consistently and significantly to economic development throughout southeastern Idaho and the larger region. Specific contributions include the following:

1) The active collaborations between the College of Engineering with the Idaho National Laboratory (INL) in terms of research contracts ($4,836,921 from 1992-present) resulted in enhancing the economic impacts of INL both locally and regionally, as shown by the following selected examples:

    a) Advanced Welding Control Technology — USDOE/INEL — $615,000
    b) Laser Separation of Isotopes for Nuclear Medicine — INEL Consortium — $330,000
    c) Water Hammer Issue for Emergency Core Cooling — USDOE — $288,547
    d) Advanced Fuel Cycle Research and Training — USDOE — $988,000

2) The College's collaborations with local, regional, and global companies such as AMI-Semiconductor enhance the economic impacts these companies have throughout the state and region, at both the individual and governmental levels. The opportunities for these employees to collaborate with the College of Engineering as adjunct faculty drives the integration of new knowledge with industrial practices throughout the region. The potential also exists for significant technology transfer through patent and licensing of ISU-developed technologies.

3) The College's educational and research programs supply a steady stream of engineers to meet the research and application needs of INL, Simplot, Idaho Power, Micron, Power Engineers, L&K, Walker Engineering, and a range of other companies throughout the region. The College's educational and research programs also supply engineers to meet the needs of governmental agencies throughout the region, such as the Idaho Department of Environmental Quality.

4) The College has worked to generate and sustain interest in Science, Technology, Engineering, and Math (STEM) fields in secondary schools throughout the region, as shown particularly through the College's highly successful efforts under the National Science Foundation-funded GK-12 Fellowship Program in which the College and its faculty are instrumental. College programs under this program have proven successful both in generating supporting funds

from community and industry sources and in increasing numbers of area students participating in the programs. College faculty are also involved with the National Science Foundation scholarship program to promote engineering, computer science, and mathematics for students throughout southeastern Idaho.

5) One of the College's adjunct faculty members served on the initial Governor's Science and Technology Initiative committee.

XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable.

1) ISU College of Engineering has grown in a very unique way from one BS program in General Engineering to 5 BS, 5 MS, 1 post-Baccalaureate Certificate, and 1 PhD program. Based on the interest of the students and demand by regional industries, BS and MS programs have been introduced. Some of the programs (BS, MS, PhD) and activities (MCERC) are unique to the ISU College of Engineering.

2) The College plans to start a BS program in Computer Engineering and MS programs in Computer Science and Electrical Engineering which are based on the strengths of existing programs and faculty in Electrical Engineering and Computer Science.

3) The College plans to start an MS program in Biomedical Engineering based on
   a. ISU's mission in health/medical professions,
   b. the expertise already available within the MCERC, and
   c. existing collaborations between the Department of Pharmaceutical Sciences in the College of Pharmacy, the Biological Sciences, and Chemistry departments, and the Institute of Rural Health.

XII. Future plans and timelines with rationale as to why:

In addition to the items mentioned previously in item XI, the following are the additional programs as shown in the College Eight-Year Plan.

2006-07

1) MS Emphasis in Nuclear Applications for Medicine: The development of advanced diagnostic tools and disease treatment modalities is a prime field, with great demand. ISU, with both its health mission and its nuclear science and engineering mission, has an opportunity to better serve the state and nation by formalizing its past efforts and creating a masters degree emphasis that would include both the Nuclear Engineering graduate program and the Measurement and Control Engineering MS program.

2) Completion of the second phase (already in the budget for this year) of the renovation of the facility for the Measurement and Control Engineering Research Center (MCERC).

2007-08

3) **MS in Biomedical Engineering**: During the recent years, the faculty at the College of Engineering have been involved in teaching and research in biomedical related fields such as nuclear medicine, imaging, myoelectric signals, intelligent prosthetics, etc. and is now in a position to plan to offer an MS in Biomedical Engineering.

4) **MS in Computer Science:** The BS in Computer Science is now accredited by ABET. The program now has four faculty with training and background in the field. A sound MS program

built upon the normal faculty responsibilities for research activity would feed further development of the BS program. The College proposes to establish such an MS program as soon as funds are available to provide for the one additional faculty that would be needed. Students with advanced degrees in Computer Science and related fields are more likely than BS graduates to be accepted for employment at the INL, given its R&D mission.

5) **BS & MS in Computer Engineering:** There is cyclic demand from students and industry for a degree in Computer Engineering, nominally equivalent to the demand for either Electrical Engineering or Computer Science. ISU currently has both of the latter degrees. Computer Engineering degrees will include elements of the existing Computer Science and Electrical Engineering programs.

6) Proposal for the third phase of the renovation of the facility for the Measurement and Control Engineering Research Center (MCERC).

2008-09

7) **BS in Manufacturing Engineering Technology** jointly with the College of Technology: This program is in the current Eight-Year Plan. It is proposed that this potential program be examined to determine the feasibility of implementation in the 2008-2009 budget year.

2009-2010

8) **MS Emphasis in Nano-technology:** This is an emerging field in engineering with potential applications in a variety of fields. Several of the College's faculty are engaged in current research activities in this field.

XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Revenue Received, Various Fiscal Years						
		Past Fiscal Year($)		Current Fiscal Year($)		Next Fiscal Year($)
		2004-05		2005-06		2006-07
Annual General Account/State Appropriation		2,399,000		2,616,100		2,994,100
Revenue from Endowment Funds						
Student Fees		1,700		3,800		---
Federal Appropriation		---		---		---
Federal Grants & Contracts		1,194,200		1,295,000		---
State Grants & Contracts		51,400		34,600		---
Private Gifts, Grants & Contracts*		182,900		379,000		---
Sales & Serv of Educ Activities		---		---		---
Sales & Serv of Aux Enterprises		---		---		---
Other (please identify)**				130,000		150,000
Indirect Costs		24,700		23,400		---
Total, All Fund Sources		3,853,900		4,482,000		3,144,100
Notes:						
This report displays revenue received during the fiscal year, not expenditures made.						
Round to nearest $100.00.						

* Includes donations and private grants and contracts
** State-funded renovations for Measurement and Control Engineering Research Center (MCERC)

ABET Appendix Item

ABET Accreditation Policies Information (from current ABET accreditation manual)

19 2006-2007 Accreditation Policy and Procedure Manual

II.L.5. Information on a program published for students, prospective students, and the general public should provide sufficient definition of the program to show that it meets the appropriate ABET accreditation criteria. For example, if some fraction of the total elective courses must be taken in one curricular area in order for the criteria to be met, this requirement should be published, even though adequate counseling of students by faculty members may be shown to achieve the same objective.

II.L.6. College catalogs and similar publications must clearly indicate the programs accredited by the Commissions of ABET as separate and distinct from any other programs or kinds of accreditation. No implication should be made in any listing that all programs are accredited because of an institution's regional or institutional accreditation. Accredited programs should be specifically identified as "accredited by the _____ Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone: (410) 347-7700."

II.L.7. If an institution offers a non-accredited program at the same level in the same field as a program that is accredited by a Commission of ABET, the institution must indicate in the descriptions of its programs that are made available to the public that the non-accredited program is not accredited by a Commission of ABET.

II.L.8. Caution and discretion must be exercised by institutions in all publications and references to avoid ambiguity or confusion among engineering, engineering technology, computing, and applied science specialties. Where confusion exists, the institution must take positive steps in its publications and other media to help the public distinguish between engineering, technology, computing, and applied science programs.

II.L.9. If accreditation is withdrawn or discontinued, the institution may no longer refer to the program as being accredited.

II.L.10. ABET will publish a list of accredited programs only. Information as to whether a program or institution not on the accredited list had been under consideration by one of the Commissions will not be made available except to the appropriate officials of the institution in question.

II.L.11. The institution must make a public correction if misleading or incorrect information is released regarding the items addressed in Section II.L.

SBOE Assignment – Commonalities & Differences among Colleges & Schools

Date: **9 September 2006**

Institution: **University of Idaho**

College: **Engineering**

I. Brief History of the College of Engineering at UI

The UI College of Engineering (COE) has its origins in the Morrill Act of 1862, which provided for the organization of land-grant colleges in every state. In January 1889, a Territorial Act was passed creating the University of Idaho. The first faculty member, John E. Ostrander, was professor of Civil Engineering and Mechanic Arts. The first student was a Civil Engineering student. Of the four members of the first graduating class, two were civil engineers. The engineering program was based in the College of Applied Science until 1907 when Idaho's College of Engineering was established. In 1911 official action by the Regents created the COE as it is known today. Programs recognized by the Board of Regents in 1911 were civil engineering, electrical engineering, and mining engineering. Mining engineering together with metallurgy and geology were re-organized as a School of Mines in 1917 but returned to the College of Engineering in 2002.

Although civil engineering was the first engineering program at the University of Idaho, other departments were established soon afterwards, electrical engineering and mechanical engineering in 1901, chemical engineering in 1907 and agricultural engineering in 1910. An engineering graduate program was created in Idaho Falls to serve the Idaho National Laboratory in 1954 and UI Boise Engineering in 1988. Engineering Outreach (EO), a graduate engineering program available to off-campus students, was established in 1973 to meet the needs of Idaho industry by providing technical courses at a distance using a variety of technological delivery systems.

II. Degrees Offered by College of Engineering (UI)

Degree Name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
Biological & Agricultural Engineering	BS, ME, MS, PhD	Agricultural Engineering, Biological Engineering	Agricultural Engineering, BioSystems Engineering
Civil Engineering	BS, ME, MS, PhD	Civil Engineering,	Civil Engineering
Chemical Engineering	BS, ME, MS, PhD	Chemical Engineering	Chemical Engineering
Computer Engineering	BS, ME, MS	Computer Engineering, Software Engineering	Computer Engineering
Computer Science	BS, MS, PhD	Computer Science, Software, Computing, Information Systems	Computer Science
Electrical Engineering	BS, ME, MS, PhD	Electrical Engineering, Electronic Engineering	Electrical Engineering
Engineering Management	ME	Engineering Management	Engineering Management
Environmental Engineering	ME, MS	Environmental Engineering, Sanitary Engineering	Environmental Engineering
Geological Engineering	MS	Geological Engineering	Geological Engineering
Mechanical Engineering	BS, ME, MS, PhD	Mechanical Engineering	Mechanical Engineering
Materials Science & Engineering	BS, MS, PhD	Material Engineering, Metallurgical, Engineering, Polymer Engineering	Material Science and Engineering
Metallurgical Engineering	BS, MS, PhD	Material Engineering, Metallurgical, Engineering,	Metallurgical Engineering
Mining Engineering	MS, PhD	Mining Engineering	Mining Engineering
Nuclear Engineering	ME, PhD	Nuclear Engineering, Radiological Engineering	
Systems Engineering	ME	Systems Engineering	Systems Engineering

III. Enrollment and Graduates (UI)

Degrees	Enrollments[1]			Number of Graduates		
	2006-2007	2005-2006	2004-2005	2006-2007	2005-2006	2004-2005
Bachelor of Science						
Biol & Ag Engr	68	62	73	N/A	12	14
Chemical Engr	119	120	122	N/A	14	13
Civil Engr	241	224	201	N/A	29	13
Computer Engr	93	114	148	N/A	11	22
Computer Science	215	261	306	N/A	38	38
Electrical Engr	184	223	240	N/A	59	36
Geological Engr	1	2	2	N/A	0	0
Mechanical Engr	364	386	402	N/A	67	62
Materials Sci & Engr	83	79	51	N/A	5	3
Metallurgical Engr	29	51	54	N/A	9	5
Mining Engr	0	1	5	N/A	0	0
Undeclared	15	15	11	N/A	0	0
Total B.S.	**1412**	**1538**	**1615**	N/A	**244**	**206**
Master of Science						
Biol & Agric Engr	5	8	8	N/A	2	1
Chemical Engr	3	5	11	N/A	1	8
Civil Engr	27	28	33	N/A	9	3
Computer Engr	6	8	9	N/A	2	1
Computer Science	15	26	42	N/A	14	19
Electrical Engr	56	57	76	N/A	14	11
Environmental Engr	1	1	1	N/A	1	0
Mechanical Engr	33	34	36	N/A	14	12
Materials Sci & Engr	12	15	11	N/A	4	3
Metallurgical Engr	0	0	3	N/A	0	1
Mining Engr	0	0	1	N/A	1	1
Geological Engr	6	10	10	N/A	1	3
Nuclear Engr	0	0	0	N/A	0	0
Total MS	**164**	**192**	**241**	N/A	**63**	**63**
Master of Engineering						
Biol & Ag Engr	3	3	2	N/A	0	0
Chemical Engr	2	3	4	N/A	1	1
Civil Engr	28	32	33	N/A	14	8
Computer Engr	3	3	5	N/A	2	2
Electrical Engr	33	40	35	N/A	23	16
Mechanical Engr	18	23	21	N/A	5	9
Geological Engr	0	0	0	N/A	0	0
Nuclear Engr	1	0	0	N/A	0	0
Engineering Mgmt	26	27	28	N/A	3	4
Environmental Engr	0	0	2	N/A	0	0
Systems Engr	0	1	1	N/A	3	0
Total M Engineering	**114**	**132**	**131**	N/A	**51**	**40**

Enrollment and graduates table continued on page 5.

III. Enrollment and Graduates (UI) *(continued)*

Degrees	Enrollments[1]			Number of Graduates		
	2006-2007	2005-2006	2004-2005	2006-2007	2005-2006	2004-2005
Ph.D.						
Biol & Ag Engr	7	9	6	N/A	1	0
Chemical Engr	2	2	4	N/A	2	0
Civil Engr	11	13	15	N/A	2	2
Computer Science	25	32	33	N/A	2	3
Electrical Engr	21	31	28	N/A	2	2
Mechanical Engr	5	9	10	N/A	2	2
Materials Sci & Engr	7	9	9	N/A	0	3
Mining Engr – Metallurgy	1	2	3	N/A	1	0
Nuclear Engr	2	0	0		0	0
Total Ph.D.	**81**	**107**	**108**	N/A	**12**	**12**
Total[1]	**1771**	**1969**	**2095**	N/A	**370**	**321**

Total[2]	**1532**	**1655**	**1785**	**N/A**	**N/A**	**N/A**

[1] Tenth-day, fall semester, primary and secondary undergraduate majors, MS, M Engr, and Ph.D.

[2] Total adjusted to represent only primary undergraduate majors, MS, M Engr, and Ph.D.

Enrollment and Graduates through Engineering Outreach (UI)

Degrees	Enrollments[1]			Number of Graduates[2]		
	2006-2007	2005-2006	2004-2005	2006-2007	2005-2006	2004-2005
Master of Science						
Biol & Agric Engr	0	1	1	N/A	1	0
Chemical Engr	0	0	1	N/A	0	0
Civil Engr	2	1	0	N/A	1	0
Computer Engr	1	0	0	N/A	0	0
Computer Science	3	4	11	N/A	0	2
Electrical Engr	18	12	20	N/A	3	2
Environmental Engr	0	0	0	N/A	0	0
Mechanical Engr	6	4	4	N/A	1	0
Materials Sci & Engr	0	0	0	N/A	0	1
Metallurgical Engr	0	0	2	N/A	0	0
Mining Engr	0	0	0	N/A	1	0
Geological Engr	5	9	8	N/A	1	2
Nuclear Engr	0	0	0	N/A	0	0
Total MS	**35**	**31**	**47**	N/A	**8**	**7**
Master of Engineering						
Biol & Ag Engr	2	2	1	N/A	0	0
Chemical Engr	0	0	0	N/A	0	0
Civil Engr	19	21	25	N/A	11	2
Computer Engr	3	2	3	N/A	0	0
Electrical Engr	27	29	28	N/A	12	7
Degrees	**Enrollments[1]**			**Number of Graduates[2]**		
	2006-2007	**2005-2006**	**2004-2005**	**2006-2007**	**2005-2006**	**2004-2005**

Mechanical Engr	16	17	15	N/A	2	7
Geological Engr	0	0	0	N/A	0	0
Nuclear Engr	0	0	0	N/A	0	0
Engineering Mgmt	19	21	17	N/A	3	4
Environmental Engr	0	0	0	N/A	0	0
Systems Engr	0	0	0	N/A	0	0
Total M Engineering	**86**	**92**	**89**	N/A	**28**	**20**

Ph.D.						
Biol & Ag Engr	0	0	1	N/A	0	0
Chemical Engr	0	0	0	N/A	0	0
Civil Engr	0	1	0	N/A	0	0
Computer Science	4	6	9	N/A	2	1
Electrical Engr	7	12	10	N/A	1	1
Mechanical Engr	2	3	1	N/A	0	2
Materials Sci & Engr	0	1	0	N/A	0	0
Mining Engr – Metallurgy	0	0	0	N/A	1	0
Nuclear Engr	0	0	0		0	0
Total Ph.D.	**13**	**23**	**21**	N/A	**4**	**4**
Total	**134**	**146**	**157**	N/A	**40**	**31**

[1] Tenth-day, fall semester, primary undergraduate majors, MS, M Engr, and PhD
[2] Graduates who took at least one course through the Engineering Outreach Program

IV. Notable Accomplishments (UI)

A student, Chelan Pedrow, has designed a dynamic prosthesis to replace the leg of a child and that would adapt as the child grows. She works with a Physicians for Peace team and has visited Iraq and China to learn about designing and building prostheses.

An engineering professor is the lead researcher in a university strategic initiative focusing on waters of the west. The project will create an interdisciplinary water resources program composed of three distinct, but overlapping, tracks: Engineering and Science; Science and Management; and Law, Policy and Management. Both the research and education will be rooted in an experimental, case study based approach that will allow the program to meet the specific needs of those in Idaho, across the nation, and worldwide.

National Institute of Advanced Transportation Technologies (NIATT) is well established and continues to compete for funds at the national level. The U.S. Department of Transportation's (DOT's) Research and Innovative Technology Administration (RITA) recently selected UI as one of ten Tier I University Transportation Centers. NIATT engages student involvement on both the undergraduate and graduate levels in areas related to clean vehicle technology, traffic operations and control, and transportation infrastructure.

The Ecohydraulics Research Center (ERC), located in the UI Water Center Building, was established to foster collaborative interdisciplinary education and research efforts at the interface between hydraulic engineering, hydrology, and ecology. The research center has gained national and international prominence and continues to attract students and visiting researchers from all over the world.

The Center for Advanced Microelectronics Biomolecular Research (CAMBR) has developed three microprocessors for NASA test satellites for controlling and running the satellites and has successfully completed their mission in June 2006. NASA Jet Propulsion Laboratory recently appointed Professor Touraj Assefi to its Technology Advisory Board.

V. Demonstrated Demand for Degree (UI) – By Program

The **Biological & Agriculture Engineering** undergraduate enrollment has averaged 56.2 since 2001, with a high of 63 and a low of 47. During this period, we had 49 students receive B.S. degrees in engineering and 39% of these students have been women, one of the highest proportions in the College of Engineering. For 2005-06, in addition to 51 undergraduates, BAE served 19 graduate students.

BAE offers an excellent source of engineering education and knowledge in the fields of agriculture and biological sciences, and is widely recognized as such by the public and its peers due to the success of the graduates and extension clientele, and the significance and usefulness of the research. BAE students frequently take advantage of internships opportunities. They have worked hard with companies such as Potlatch Corp., Walt Disney World, and Scafco, but they also have worked in research laboratories at other universities such as Luea University of Technology in Sweden, NASA-Glenn Research Center, and the University of Washington Medical Center.

Exit interviews with graduating seniors show that over half of the B.S. graduates go on to graduate school. This includes institutions such as the University of Idaho, Cornell University, Iowa State University, Oregon State University, Michigan State University, University of California-Davis, and Arizona State University. Those students who choose to enter engineering practice are aggressively recruited by companies and government agencies both within Idaho and across the country.

Employers of BAE graduates include the US Dept. of Environmental Quality, Scafco Corporation, Idaho Dept. of Water Resources, William Bolthouse Farms, Southern Nuclear Operating Company, National Safe Skies Alliance, State of Idaho, Advanced Welding Co., Coeur d'Alene Tribe, Kress Land & Cattle Co., US Military, Idaho National Laboratory, AMI Semiconductor, Bechtel BBWI, GK Machine, Sanyo Corporation, Terracon, Agilent Technologies, and Fer-Tech to name a few.

Most students have employment by graduation and nearly all students are employed in a **chemical engineering** discipline within a month of graduation. The largest employer of chemical engineering graduates over the past ten years has been Micron Technology. Thirteen of 15 graduates from December 2005 and May 2006 completed the departmental senior exit interview showing that the average starting salary in private industry was $58,400 compared to the national average of $55,900 for 2006 entry-level positions.

Significant financial support has been received from Idaho National Laboratory contractors, Micron Technology, Potlatch Corporation, and petroleum industries. Major employers of graduates include the microelectronics industries (especially Micron, Intel, and AMD), pulp and paper industries (especially Potlatch and Boise Paper), chemical industries (especially Dow), petrochemical & fuel industries (especially Chevron and BP), environmental industries, and governmental contractors and laboratories especially the Idaho National Laboratory and Batelle.

These areas include pulp and paper research, colloids and surface science, nanotechnology, environmental biotechnology, microfluidics, process and product design, biodiesel, and fluid separations.

Since 2000 both enrollments and BS degrees granted have decreased slightly. Measures of total undergraduate enrollments show a 14-19% drop over this six year period. BS degrees granted have decreased from 20 in 2000 to an average of 15 in the years 2004-2006. However, the 2006-07 junior class totals 25. As usual, enrollment and degrees awarded closely follows the national trends where similar decreases have been recorded recently.

The University of Idaho is recognized as a regional leader in **civil engineering** education, offering high quality programs at the undergraduate and graduate levels including studies in transportation, water resources, structural, geotechnical, and environmental engineering. The department has made a strategic decision to focus resources towards Transportation and Water Resources (including ecohydraulics), areas where the department can excel at the national and international level. Industry support is provided by the Civil Engineering Advisory Board, consisting of 6-8 practicing civil engineers. These members are very active and have helped the department establish a summer internship program that "connects" the students with potential employers looking to hire UI undergraduates.

In 2006, CE graduates took positions with consultants in the Pacific Northwest, Idaho and Washington Departments of Transportation, and contractors. There will always be a need to maintain and renew our infrastructure and this will require a steady supply of civil engineering graduates. Additional spurts in economic activity, as with Idaho's Garvee bond, has already resulted in a greater demand for civil engineering graduates. The department also helps place students into summer civil engineering internships and academic year internships on research projects funded through NIATT, CER and other sponsors.

Our civil engineering students are also active in student chapters of professional organizations, such as ASCE and ITE. Participation in these activities allows them to attend regional and national competitions (concrete canoe and the steel bridge, for example), meet other students, and visit civil engineering design offices and construction sites.

Enrollments have consistently ranged between 180 and 200 undergraduate students, with about 25 BSCE graduates per year. The graduate enrollments are also good, with about 66 students (11 PhDs, 27 MS, and 6 MEngr) on campus and about 22 students pursuing MEngr degrees through Engineering Outreach.

All of the undergraduate students who have earned degrees in **computer science** in the last several years have received employment in the field or have continued with graduate studies. Approximately 20% of the students continue for graduate studies either at the University of Idaho or other universities. Employment of CS students has been verified through several sources, including graduating senior exit interviews, contacts from companies who have employed the students, contacts with the Engineering Expo, the university's recruiting office, and other sources, such as data provided to departments from the Association for Computing Department Heads and the professional society, the Association of Computing Machinery (ACM).

Students have found employment with companies such as Microsoft, Intel, Hewlett-Packard, Micron, and a number of smaller companies in the region. A few students have explored their own start-up companies. Through connections and obligations associated with the Scholarship for Service program, several students have gone to employment with the federal government. Several students have found employment at the Idaho National Laboratory (INL).

Some CS students have been employed to work on traditional computer science applications such as data base designs and applied computing systems. Because of the department's research efforts associated with CSDS, IBEST, and system reliability, many students have found employment in areas of system and network security, which is becoming a major area for employment, nationally.

It must be noted that an important contribution to the department comes from the industrial advisory board, a group of professionals in the field who voluntarily give their time, representing themselves and their companies, to consult with the department on matters of curriculum and employment of the students. Through this group, the department has made a number of contacts through which several students have found employment.

Approximately 20% of ECE graduates pursue graduate education up completion of their BS degrees, either at the UI or at other top schools around the country. Based on exit interview responses and informal discussions, the remaining ECE graduates are finding employment, with many receiving multiple job offers. In recent semesters graduating students have found employment with Micron, Idaho Power, Avista, Power Engineers, Schweitzer Engineering Laboratories (SEL), Cypress Semiconductor, Hewlett-Packard, Advanced Input Systems, Agilent, Idaho National Laboratories, NASA, and the US military services, among others. Many of these employers also hire students as summer interns. Employers also visit campus for career fairs and give presentations to student groups such as the IEEE student branch.

The department had 260 undergraduate majors (69 in computer engineering and 191 in electrical engineering) and 132 graduate students (11 in computer engineering and 121 in electrical engineering) in FY 2005.

The department has received significant industrial support for instructional and research lab equipment from SEL, Micron, Avista, and Idaho Power. In most cases, these are equipment or software donations, but some are financial donations that were used to create endowments to support laboratory operations. There are also some continuing sponsored scholarships as well.

ECE students are also in demand while in school for their technical abilities. In addition to summer interns, local industries such as Cypress Semiconductor and SEL employ interns during the school year. Many research projects support undergraduates as well as graduate students. The sponsorship of interdisciplinary (with ME and BAE) capstone senior design projects is another area where students in the programs are in demand.

The department advisory board includes representatives from Micron, Idaho Power, Hewlett-Packard, Cypress, Intel and Power Engineers. The advisory board meets twice each year as part of the department's ongoing educational program outcome assessment and strategic planning activities.

All of the graduates from the **Materials Science & Engineering** programs are either finding good paying jobs or are joining graduate programs at UI or at other top schools. Companies, national labs, and government organizations that express interest in, or hire, our graduates include Novelis (Alcan), US Posco, Wah Chang, Precision Castparts Corp., Calloway, Ruger Casting, Wagstaff Engineering, Honeywell, AMI, Simplot, Hewlett-Packard, Idaho National Laboratory, Pacific Northwest National Laboratory, Norco Steel, Boeing, Micron, GM, Ford, Daimler-Chrysler, Vanalco, Timet, RIT (PMI), Allegheny-Technologies, Dept. of Energy (BOM), NRL, USAF, NASC, Homeland Security, General Dynamics, Lockheed-Martin, Northrop-Grumman, Sweitzer Engineering, and KTech. MSE students have interned at Micron, Wagstaff Engineering, Honeywell, US Posco, INL PNNL, and Homeland Security.

Research emphasis areas in materials science include improved lead batteries, nuclear recycling, magnetic memory materials, light-weight automotive components, and cold spray forming of titanium component. NRL, AF, DOE, IPP (non-proliferation program, Battelle PNNL, INL, and NSF have contributed financial support towards these research areas.

The departmental industrial advisory board has actively supported the MSE program both in formal meetings and in with support for equipment.

Senior exit surveys in **Mechanical Engineering** indicate that the job market is excellent with most students either going to work or moving on to graduate school. The chair consistently receives calls and emails from companies and past alumni who are seeking ME graduates at both the BS and MS levels.

Senior exit surveys conducted in the spring semester (prior to graduation) are used to assess the demand for the ME graduates at the BS level. Between 2002 and 2004, ME had 105 students respond to the survey. Prior to graduation 32 had accepted employment opportunities,

30 were accepted for graduate school, 5 were returning to the military, 33 were for employment, and 5 had "other plans". In 2004 salaries for BSME graduates ranged from $40-50K. Because the survey is conducted prior to graduation, the department does not always have precise information on final employment status. However, from alumni surveys, it appears that essentially all ME graduates find employment within a few months after graduation. MSME graduate students have many employment opportunities. This last year, MSME graduates received offers ranging from $65-75K upon graduation. Companies that hire these graduates are varied with no single industry dominating the market. Companies that hired ME graduates include Micron, Intel, Boeing, Wagstaff Engineering, Advanced Input Devices, Argonne National Lab, Pacific Northwest Lab, Schewietzer Engineering, Ford, General Motors, Bombardier, Artic Cat, CAT, Manning Applied Technology, Isothermal Research Systems, Idaho Power, Potlatch, US Army Corp of Engineers, Puget Sound Naval Shipyard, and Quest Aviation, to name a few.

Students are also encouraged to find summer (or semester) internships prior to graduation. More than 75 companies have provided internships to students over the past six years. Many of these companies are listed as employers in the previous paragraph.

Nuclear power is experiencing a world-wide renascence. Global warming and dependence on foreign fossil fuels are the major drivers. Utility companies in the U.S. have indicated interest to build over 12 new nuclear plants within the decade. The nuclear workforce is aging. Almost half of the nuclear workforce will be eligible to retire within the next 5 years. The demand for nuclear scientists and engineers currently exceeds the supply; unemployment in the nuclear industry is near zero.

Engineering Outreach provides distance education to students needing graduate degrees or professional continuing education, both within the state of Idaho and throughout the nation. Most of these students are working professionals who are place-bound, unable to leave their jobs or move their families to attend courses at a traditional university campus.

During the fall 2006 semester, EO courses generated 361 enrollments as of the 10th day of classes. Of these, 102 enrollments (28%) were from Idaho students, 246 enrollments (68%) were from United States students outside of the State of Idaho, and 13 enrollments (4%) were from international students.

These students are employed by a variety of companies, government agencies, and military organizations. Within Idaho, these include: AMI Semiconductor, Micron, Hewlett-Packard, and Bechtel at the Idaho National Laboratory. Other employers nationwide include: The Boeing Company, General Electric, General Motors, Hutchinson Technology, Indian Health Services, IBM, Lucent, Microsoft, Northrop Grumman, Schweitzer Engineering Laboratories, and all branches of the U.S. military.

VI. Unique Contributions to Idaho Residents

UI has the only programs in biological and agricultural engineering in the state of Idaho. The department and its graduates directly address the state's needs for solutions to agricultural problems with irrigation, water quality, animal waste management and odor, and machinery for cultivation and harvesting.

Several businesses have been founded based on chemical engineering research in the areas of pulp and paper, for example Pacific Simulation in Moscow and consulting companies, hazardous waste management, for example HazAnswers in Idaho Falls and Terra Graphics in Moscow, and environmental biotechnology, for example Innovative BioSystems in Moscow. Programs and courses within chemical engineering have been developed to meet specific state needs. For example, a program in Hazardous Waste Management was developed in response to the hazardous waste management issues at the Idaho National Laboratory. Courses in integrated circuit fabrication and statistical process analysis were developed to support the

microelectronics industry, especially Micron Technology, and to provide graduates trained in microelectronics fabrication.

Civil Engineering projects include highways, transportation, clean and waste water facilities and networks, structures, environmental engineering, and many other items which benefit the residents of the state of Idaho. Within the state of Idaho, UI graduates continue to significantly influence the work performed by Idaho Transportation Department and the Idaho Department of Water Resources and the many municipal city districts. CE graduates are employed by many state agencies, including ITD, IDWR, DEQ and federal agencies such as BLM, EPA, USDA.

The Battelle Energy Alliance (BAE) has been contracted by DOE to operate and grow the Idaho National Laboratory (INL) from 2005-2015. The graduate-level science and engineering education (and research) opportunities provided by the UI under contract to the INL are also made available to Idaho residents.

The Engineering Outreach program is unique among Idaho's engineering schools' programs around the nation. It is the first program of its kind in the U.S. to offer all courses in a DVD/Web support format. DVD delivery allows complete viewing of course content on a computer without the bandwidth limitations imposed by many Web-based courses.

VII. Areas of Commonalities with Degrees/Programs at Other Idaho Colleges and Universities with Rational As to Why

There is very little commonality between the program and programs at other schools in the state. There are no other programs in **biological and agricultural engineering** in the state. The UI program is unique in its combination of the life sciences with engineering.

There are no other **Chemical Engineering** degrees or programs at other Idaho colleges or universities.

Both Boise State University and Idaho State University offer a BS and MS degrees in **civil engineering.** The UI Civil Engineering department uniquely offers a PhD in civil engineering, MS degree in geological engineering and a MEngr degree in engineering management. This part of a comprehensive offering of engineering degrees provides an ideal environment for students interested in cross-disciplinary opportunities.

Both Boise State University and Idaho State University offer BS degrees in **computer science.** Additionally, BSU offers the MS degree in computer science. Only the University of Idaho offers the PhD degree in computer science. The three undergraduate programs are similar but justified by the need to supply computer science courses throughout the universities and the need for computer science graduates.

BSU and ISU both offer ABET accredited BS **Electrical Engineering** degree programs. Each of the three BSEE programs has somewhat different areas of emphasis. The BSU program emphasizes semiconductor devices and analog electronics. The ISU program has limited depth in any one area. The UI BSEE program provides emphasis areas of power engineering, communications, and analog electronics. While analog electronics is a common area with BSU and to some extent with ISU, there is significant demand for engineers in this specialty area. The UI program has more depth in electromagnetics than BSU or ISU.

The UI BS **Computer Engineering** program is the only ABET accredited computer engineering degree program in the state. BYU-Idaho offers a BSCompE degree program and appears to be in the process of applying for ABET accreditation. The BYU-Idaho program concentrates on the software side of computer engineering. The UI program is much stronger in the hardware

portion of computer engineering and requires more depth and breadth in software, as well as a significantly larger number of technical electives.

BSU offers Masters degrees in **electrical engineering** and in **computer engineering**, and recently added a Ph.D. degree. The differences in emphasis areas described under BS degree programs also apply to the graduate programs. According to a 2004 IEEE Power Engineering Society survey, the UI ECE department offers more power courses through distance education than any university in the country. The ECE department offers Certificates in Power Systems Protection and Relaying, Communication Systems, Electric Machines and Drives, and Analog Integrated Circuit Design.

The only commonality is with the **Materials Science & Engineering** program recently established at BSU due to the close proximity of Micron.

Both BSU and ISU offer **Mechanical Engineering** programs all of which were sanctioned by the SBOE. The rationale is based on a national need for mechanical engineering graduates and has been verified by the increased enrollments in all programs. Collaborative research is conducted among UI, BSU and ISU by selected faculty members in areas including pedagogy, combustion, and manufacturing assistance. UI and ISU work closely in disseminating graduate coursework for students at INL and the Southeast Idaho region, especially in courses related to nuclear engineering.

ISU likewise offers similar graduate degrees in **Nuclear Science & Engineering**. ISU focus strengths are in undergraduate and graduate physics (reactor physics, nuclear accelerators and health physics). The UI's focus is in engineering (nuclear engineering, chemical engineering and materials science & engineering). Together, UI and ISU are able to provide comprehensive undergraduate and graduate programs in the nuclear science and engineering area.

VIII. Relationship/Collaboration with other UI Degrees/Programs & How the Courses in the Program are used for Other Degrees

Bio and Ag Engineering faculty are active with several interdisciplinary programs in the university. Tom Hess, a professor of BAE, is the director of the Environmental Engineering program. Jan Boll is leading a recently funded university initiative that will coordinate water-related activities across the state. The upper-division classes are taken by many students pursuing degrees in other disciplines, such as environmental science, hydrology, geology, MMBB, soil & land resources, natural resources, forest resources, geography, biology, and chemistry.

A limited number of **chemical engineering** courses are used in other degree programs outside of engineering. Environmental science students take chemical engineering courses in environmental technology. Chemistry students take chemical engineering classes as applied chemical technology classes. Research collaborations have been established between chemical engineering and chemistry, physics, microbiology, forest products, business, and with several departments in the agricultural sciences.

The Landscape and Architecture degree program relies on the department offering "Elementary Surveying" (CE 218) every fall semester to about 20 students. Many of the **civil engineering** courses are offered at the upper-division level. As these require rigorous engineering (Engr), math and science prerequisites, very few of these classes are taken by non-engineering, undergraduate majors.

Computer science courses are a part of the University of Idaho core curriculum and are taken by students throughout the university. Over the past year, 21 introductory CS courses have been offered to non-CS majors. Bioinformatics is an emerging discipline that unites computational and biological sciences to translate biological data into new knowledge. Core bioinformatics and evolutionary studies membership includes faculty and students from biological, mathematical and computer science. The Initiative for Bioinformatics and Evolutionary Studies is the umbrella organization that coordinates the Bioinformatics and Computational Biology (BCB) graduate degree program with an interdisciplinary group of faculty and students.

The **Electrical & Computer Engineering** department has been involved in establishing research and instructional partnerships and cross-listed coursework with other UI and WSU departments and institutes including: Mechanical Engineering, Computer Science, Materials Science and Engineering, Neuroscience, NIATT, MRCI, CAMBR, and ERI.

The ECE department joined forces with the departments of Biological Sciences, Computer Science, Psychology, and Chemistry in 2001 to begin a collaborative research and teaching effort focused around the central theme of Neuroscience. One result was the graduate program in Neuroscience at the University of Idaho, an interdisciplinary program administered from the College of Graduate Studies

ECE graduate course offerings that also serve the neuroscience include Adaptive Signal Processing, Biological Signal Processing, Information Theory, and Electroacoustic Sensors and Systems, Fuzzy Logic Systems, and Neural Networks.

The ECE Department in cooperation with the MRCI has been a funded Site for the National Science Foundation's Research Experience for Undergraduates Program. This program involves faculty and graduate students from ECE, CS, biological sciences, chemistry, and psychology who mentor 10 undergraduate students who come to the UI from across the United States to conduct summer projects in computational neuroscience and technology research.

The ECE department has joined with the ME and BAE departments in an interdisciplinary capstone senior design program. Several design teams from the capstone program also participated with students from business and economics in the Vandal Innovation and Enterprise Works program.

Collaboration with personnel from other UI degrees/programs exists both in course work and research projects of **Materials Science & Engineering**. Both undergraduates and graduate students from different disciplines including physics, chemistry, mechanical engineering, chemical engineering, electrical engineering and civil engineering take MSE classes. Cooperative recent work is on-going with faculty from physics, chemistry, chemical engineering, and electrical engineering especially in nanostructures research and magnetic/electronic materials.

Essentially none of the **Mechanical Engineering** or ENGR courses are used by other non-engineering degree programs. The reason is that ME courses generally require advanced calculus or differential equations as prerequisites. However, the ENGR courses are used by all the engineering majors in the COE as the basis of the degrees. A number of classes in the areas of controls and materials are cross listed with the ECE and MSE departments. Courses are also cross listed with Washington State University.

The UI **Nuclear Engineering** Program relies heavily on coursework from the UI departments of Chemical Engineering, Mechanical Engineering and Materials Science & Engineering.

IX. Accreditation Status of Engineering Programs (UI)

All of the undergraduate programs in the College of Engineering at the University of Idaho, except Materials Science & Engineering, are accredited by the Accreditation Board for Engineering and Technology (ABET). Materials Science and Engineering (MSE) is a recent addition to the suite of programs in the college and has produced only a few graduates to date. Accreditation of this program may be sought at the next ABET General Review if additional faculty resources indicate a probable success.

While ABET encourages programs to promote the fact that they are ABET accredited, they nevertheless have a stringent confidentially policy. Appendix A to this report contains ABET's policy on public release of accreditation information. Additionally, information that can and cannot be included in program promotional materials is included. In summary, specific comments, either laudatory or critical, are to be kept confidential, as are the specific accreditation actions, the time period covered by the accreditation, and any correspondence between ABET and the institution regarding accreditation reviews.

The following table presents all of the information that is permitted to be made public under ABET policy. Additional information can be provided if needed, and if confidentially consistent with ABET policy can be guaranteed.

Program	Current Accreditation Expires	Next Review
Agricultural Engineering	September 2008	Fall 2007
BioSystems Engineering	September 2008	Fall 2007
Chemical Engineering	September 2008	Fall 2007
Civil Engineering	September 2008	Fall 2007
Computer Engineering	September 2008	Fall 2007
Computer Science	September 2007	Fall 2006
Electrical Engineering	September 2008	Fall 2007
Mechanical Engineering	September 2008	Fall 2007
Metallurgical Engineering	September 2008	Fall 2007
Materials Science & Engineering	Has never been accredited.	Fall 2007

X. Contribution of the Degree/Program to Economic Development in the Region, State, or the Governor's Science and Technology Initiative

Agriculture currently provides about 25% of the economic activity in the state of Idaho. This industry has unique requirements for engineers with expertise in the life sciences as well as the traditional skills of engineering design and analysis. The department of **Biological & Ag Engineering** provides graduates to meet the needs of the agricultural industry.

Several Idaho companies have been founded by **chemical engineering** faculty and graduates including Pacific Simulation, a Moscow company specializing in simulation and control systems for the pulp and paper industries; Terra Graphics, an environmental engineering company successful in managing several remediation projects at hazardous waste sites including the Silver Valley of northern Idaho; and HazAnswers, an environmental engineering company in Idaho Falls. The Chemical Engineering Department has provided continuous faculty presence in Idaho Falls for over 30 years in support of the Idaho National Laboratory.

Although not unique to just Idaho, the State's infrastructure consisting of transportation, utilities and water resources rely heavily on the contribution of **civil engineers**. The private and public sector also requires civil engineers to design, maintain and construct buildings, factories and other facilities essential for the economic and sustainable development of Idaho. The department graduates about 25-35 civil engineers every year, and a majority of them choose to live and work in Idaho.

A major area of **computer science** application is computer security, survivability, and reliability. The computer science research supports entrepreneurial growth by enabling a lower cost to market for high assurance computing systems and has resulted in patents and patent applications for improved computer security, survivability, and reliability. Computer science research has identified problems in the control infrastructure of power and energy and in transportation systems when these systems are subjected to malicious acts. Intrusion detection has been improved by establishing normal software system behavior and departures from normal behavior.

Electrical and computer engineering graduates are in high demand with the majority of graduates finding employment in the state and region with companies such as HP, Agilent, Micron, Idaho Power, Power Engineers, Boeing, Cypress, Advanced Input Systems, and Schweitzer Engineering Laboratories. Over the past year, several Engineering Outreach graduate students from outside the region have applied for jobs with Idaho Power, Power Engineers, and Schweitzer Engineering Labs, bringing new engineers into the area. Research projects include advances in microwave ferrite technology, controls for miniature autonomous submarines, security and survivability of transportation systems, the application of plug and play technologies to the design of traffic controller systems, and the development of power circuits for systems-on-a-chip.

The Governor's Science and Technology Initiative covers "increased funding for research activities related to Idaho's science and technology core competences of *nanosciences and materials*. Both these latter two subjects are emphasized in the **Materials Science & Engineering** program. The MSE program provides the technology behind the materials that make communication, transportation, recreation, structures, and environment functions safe, productive, and efficient.

Mechanical Engineering graduates command some of the highest wages of college graduates. The UI ME program consistently places ME graduates in Micron, Simplot, Idaho Power, INL, Boeing, and a variety of small high-tech firms around the state and in the region. The ME Department performs active research that is funded by federal or industrial dollars; a large percent of which is paid in wages for graduate students or faculty. ME work in clean vehicle research promotes a sustainable Idaho. ME graduates are also involved with the VIEW program that is intended to promote entrepreneurial activity and technology transfer. This involvement is linked to our capstone design program that solicits industrial sponsored projects. The result are projects that are designed, tested, and built. Many of these sponsors are Idaho companies that use the design project to assist them in their business. Many of the students also connect with employment opportunities through this program.

Nuclear science and engineering has been recommended by the Governor's Science & Technology advisory committee as an important area for the state. Nuclear education, through ISU, UI and BSU is a state-wide program under development.

The **Engineering Outreach** program offers complete graduate degrees programs to those employed by Idaho business and industry. By offering these high quality academic experiences at a distance, those seeking professional development opportunities can meet their educational needs while remaining engaged with local employers. This "on the job" educational option fuels Idaho's economic development engine and meets a critical statewide need. In addition, the EO program offers specialized certificate programs designed to meet the needs of Idaho business and industry (see section II. for certificate of completion programs).

XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable. (limit to 250 words)

The mission of the College of Engineering is accomplished through our commitment to excellent undergraduate and graduate engineering education, research, scholarship, public service, outreach, and professional development. This mission is achieved through the Moscow campus, as the foundation of our university, and its strong off-campus connections throughout the state. This includes our Coeur d'Alene/Post Falls campus with its compelling growth, the strategic hub of our Boise campus, our Idaho Falls campus with its close relation to Idaho National Laboratory, our Twin Falls campus, and other statewide instructional, outreach, research centers and institutes, and stations throughout Idaho.

Our college of engineering goals are enhancing and developing programs of excellence in education, research, and service to the state, the nation, and the world; increasing the size and the quality of our student body; enhancing diversity among our faculty, students, and staff; increasing financial responsibility of the college and increasing public financial support provided by state and other funding sources; increasing private gift support from our alumni and friends; providing opportunities for co-op, interns, training, and employment of our graduates in a competitive market; ensuring success of our students on all levels and professional studies in key potential technical areas; producing graduates able to pursue life-long learning and continued professional development, capable of undertaking leadership roles in their profession, in their communities, and in the global society; and increasing research funding from government agencies and a wide variety of industries to promote both our undergraduate and graduate programs.

XII. Future Plans and Timelines with Rationale as to Why

Biological & Agricultural Engineering departmental goals include increasing student enrollment, expanding the program to better address students' needs in the biotechnology and biomedical fields. The department hopes to have 50% more student enrollment in three years. BAE is looking to have new courses in biotechnology and biomedical engineering within two years.

Additional graduate assistant positions in **Chemical Engineering** will be established through a current fund raising campaign. New faculty hired over the next five years will have graduate student support funded by these funds. An additional chemical engineering faculty member with a specialization in separation processes applicable to nuclear engineering will be hired during 2007 to complement the Idaho Falls faculty. Maintain and strengthen a high-caliber undergraduate program in chemical engineering. Renovate facilities over a five-year period to improve HVAC system, improve classroom, replace outdated analytical equipment, and establish modern research laboratories. Develop evolving, interdisciplinary design projects with sponsors from the major industrial chemical engineering constituencies. This will improve the already strong design experiences for chemical engineering students

The **Civil Engineering** Department plans to maintain a rigorous, and successful, undergraduate civil engineering program by continuing to graduate civil engineers of the highest caliber from an ABET accredited program. In the next three years, the department intends to implement new classes which will provide students with better computational skills and introduce them to management techniques. Such skills are likely to be in great demand in the future. With the current size of the department, the objective is to graduate 30-35 students every year. For

graduate studies, the department intends to expand the on-campus enrollment by at least 50 percent in the next five years. This will be accomplished by an added emphasis on recruitment at the national and international levels. Financial support from externally funded research expenditures will help sustain this objective. The department has opted to strategically focus its resources in two areas: (1) Ecohydraulics – with the Center of Ecohydraulics Research (CER), at the Water Center in Boise, and (2) Transportation – with the National Institute of Advanced Transportation Technologies (NIATT), on the Moscow campus. These two areas of research are broad enough, and should allow most faculty to contribute effectively. With national prominence and success, the department expects these two areas will attract considerable funding, excellent graduate students, post-docs and eminent visiting faculty.

The national trend in **computer science** is changing, as entering students are beginning to see the great career opportunities and personal satisfaction afforded by study in this field. It is the goal of the department to posture itself to take advantage of these times.
It is the department's goal to be excellent few disciplines, to be competitive at the national/international level in these select things. CS is working on making personal and professional connections with faculty at all the universities in the region who work in computer science and with specific emphasis on those who have similar research interests for several reasons. They include professional relationships with colleagues, increasing state and regional opportunities for the department work and for the graduates, and for the purposes of recruiting new, high quality graduate students. It is the goal that CS graduate students will be placed in top positions in the state and region, including research and teaching positions at other universities. The issue of place-bound students is a recent phenomenon to the university environment. We find students who are working and have families but now need the opportunities provided by a graduate education and degree. The department currently has one permanent faculty member in Idaho Falls who works as a regular faculty member in the department providing and making connections for graduate education, MS and PhD levels in that region of the state. CS expects to expand into the Coeur d'Alene region in the same way in the next few years, and will need a full-time faculty member there. In both cases, a challenge is to improve the quality of delivery of courses among the remote campuses, and to ensure that the offered courses meet the needs of the students as they progress through their programs. The department is working closely with the Department of Electrical and Computer Engineering to develop and expand graduate opportunities in jointly related research, especially in the field of Computer Engineering. CS is working with other departments within the College of Engineering and across the campus to develop evolving, interdisciplinary design projects for the required capstone design experience. Besides the engineering disciplines, the department is working on ways to include business elements and legal elements in our capstone design projects and some other coursework. CS is also working with sponsors from the major industrial computer science constituencies. This will improve the already strong design experiences for computer science students.

Maintain and strengthen the high quality undergraduate programs in **electrical engineering** and in **computer engineering**. Build on existing strength in power systems and reinvigorate analog electronics offerings. Expand computer engineering program to include hardware-software co-design experiences. Strengthen interdisciplinary capstone design experience with ME and BAE with increased involvement from other engineering programs and with the College of Business. Increase on-campus graduate enrollment of domestic students. Expand graduate course offerings in computer engineering. Increase number of full time doctoral students. Add new research area in electronic packaging. Increase research activities with industry within the state and region. Work with small businesses pursuing SBIR and STTR funding. Improve and expand laboratory space. Increase research opportunities for undergraduates.

The emphasis of the **Materials Science & Engineering** department will be focused on materials science and engineering, i.e. to encompass metals, ceramics, polymers and

electronic/magnetic materials. As such two new hires are planned, one a ceramist/nuclear engineer, the other a polymerist. It is intended that both these hires will occur in the academic year (2006/2007). The department will continue to increase its undergraduate student enrollment; with a goal of reaching 200 undergraduates by 2010. In the research arena, MSE will continue to emphasize work on electronic/magnetic devices with the goal of transitioning from earmarked money to competitive funding. The department will also build up its activities in the nuclear arena working closely with INL and CAES. Emphasis here will be on advanced (elevated temperature) materials and recycling of "once used" fuel. Work will also continue on low cost titanium components, using a powder metallurgy approach, for aerospace and industrial applications. This will include near net shape processing such as metal injection molding.

Mechanical Engineering will continue to offer a fundamentally sound undergraduate ME degree through its labs, engineering science courses, ME design sequence, and ME capstone program. The department will become leaders in entrepreneurship as engineers developing products that make the world a better place through the VIEW program. The department will continue to perform and develop research capability in areas including MEMS, controls, vehicle safety, clean burning combustion (engines), material testing and evaluation, advanced modeling, design pedagogy, and sustainable energy.

During the next three years (2006-2009) the Idaho universities are developing the research and education expertise in **nuclear science and engineering** to provide the INL and the planned Center for Advanced Energy Studies (CAES--new research facility to open in 2008 in Idaho Falls) and residents within the state with new opportunities that are in demand around the nation and the world.

Engineering Outreach is currently experimenting with various high resolution/low bandwidth Web-casting formats that will allow students to download complete DVD-quality courses to their computers over the Internet. Within the next few years, EO will beta-test this equipment and plans to eventually provide all courses in a synchronous format to students nationwide.

XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Engineering Programs *

Revenue Received, Various Fiscal Years			
	Past Fiscal Year	Current Fiscal Year	Next Fiscal Year
Annual General Account/State Appropriation	8,937,500	9,751,500	9,765,600
Revenue from Endowment Funds	57,700	57,900	57,900
Student Fees	173,000	173,400	173,400
Federal Appropriation	150,000	150,000	150,000
Federal Grants & Contracts	9,049,700	9,223,800	9,223,800
State Grants & Contracts	1,072,700	1,075,100	1,075,100
Private Grants & Contracts	1,859,700	1,858,400	1,858,400
Private Gifts	448,200	439,300	434,300
Sales & Serv of Educ Activities			
Sales & Serv of Aux Enterprises			
Other (please identify)			
Indirect Costs	222,800	208,000	207,500
Total, All Fund Sources	22,042,100	23,000,900	23,014,500

Notes:

This report displays revenue received during the fiscal year, not expenditures made.
Round to nearest $100.00.

*** Includes the following:**

Biological & Agricultural Engineering
Chemical Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Materials Science & Engineering / IMAP
Mechanical Engineering
UI Boise Engineering
Center for Ecohydraulics

SUBJECT

Idaho State Board of Education Report on Dual Credit Activity within Idaho's Postsecondary Institutions

APPLICABLE STATUTE, RULE, OR POLICY

- Section 33-203 (8), Idaho Code.
- Idaho State Board of Education Governing Policies and Procedures III.Y. Advanced Opportunities
- IDAPA 08.02.03.008.16; 08.02.03.106

BACKGROUND

As per Board Policy III.Y.,(2), Advanced Opportunities "The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools."

DISCUSSION

Recently, the Board inquired about specific information on the number of high school students enrolled in dual credit programs and requested a report for review to show progression over the last three years or more.

The institutions were asked to respond with data related to the following questions and were given a template to report this information. The attached report illustrates this information by institution.

- Number of high school students enrolled in dual credit courses in school years 2000-2001, 2001-2002, 2002-2003, 2003-2004, 2004-2005, and 2005-2006. If any data from the current school year was available, institutions were encouraged to provide this as well;
- A breakdown of students enrolled by high school for the stated years;
- Names and numbers of courses offered as dual credit within each institution.
- Additionally, institutions were asked to provide names and date of births of high school students who attended dual credit courses through institutions from the 2000-2001 academic year to present. This data was formatted and sent to the National Student Clearinghouse through the Board office. This related information was collected to assist in answering the following questions:
- How many students enrolled in your institution who received dual credit attended your institution as an undergraduate student?
- How many students enrolled in your institution who received dual credit attended a different institution as an undergraduate?

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Dual Credit Summary Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Boise State University Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through Boise State University	2,702
Total students who returned to BSU as undergraduates:	1,855
Total students who enrolled in other postsecondary institutions:	568
Percentage of students who enrolled in postsecondary:	89.7%
Enrollment for Academic Year 2000-2001	470
Enrollment for Academic Year 2001-2002	531
Enrollment for Academic Year 2002-2003	418
Enrollment for Academic Year 2003-2004	423
Enrollment for Academic Year 2004-2005	486
Enrollment for Academic Year 2005-2006	592
Idaho State University Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through Idaho State University	2,896
Total students who returned to ISU as undergraduates:	Not Available
Total students who enrolled in other postsecondary institutions:	Not Available
Percentage of students who enrolled in postsecondary:	Not Available
Enrollment for Academic Year 2000-2001	207
Enrollment for Academic Year 2001-2002	367
Enrollment for Academic Year 2002-2003	494
Enrollment for Academic Year 2003-2004	518
Enrollment for Academic Year 2004-2005	1287
Enrollment for Academic Year 2005-2006	1746

Lewis-Clark State College Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through Lewis-Clark State College:	2,002
Total students who returned to LCSC as undergraduates:	1,126
Total students who enrolled in other postsecondary institutions:	288
Percentage of students who enrolled in postsecondary:	70.6%
Enrollment for Academic Year 2000-2001	228
Enrollment for Academic Year 2001-2002	236
Enrollment for Academic Year 2002-2003	513
Enrollment for Academic Year 2003-2004	692
Enrollment for Academic Year 2004-2005	482
Enrollment for Academic Year 2005-2006	632
University of Idaho Dual Credit Report Academic Years 2001-2007 (to date)	
Total unduplicated headcount of HS students enrolled in Dual Credit through University of Idaho:	717
Total students who returned to UI as undergraduates:	494
Total students who enrolled in other postsecondary institutions:	132
Percentage of students who enrolled in postsecondary:	87.3%
Enrollment for Academic Year 2000-2001	Dual enrollment program was not operating at UI during this time
Enrollment for Academic Year 2001-2002	126
Enrollment for Academic Year 2002-2003	164
Enrollment for Academic Year 2003-2004	101
Enrollment for Academic Year 2004-2005	222
Enrollment for Academic Year 2005-2006	233
Enrollment for Academic Year 2006-2007 to date	84

College of Southern Idaho Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through College of Southern Idaho:	6,976
Total students who returned to CSI as undergraduates:	Not Available
Total students who enrolled in other postsecondary institutions:	Not Available
Percentage of students who enrolled in postsecondary:	Not Available
Enrollment for Academic Year 2000-2001	1435
Enrollment for Academic Year 2001-2002	1434
Enrollment for Academic Year 2002-2003	1314
Enrollment for Academic Year 2003-2004	1221
Enrollment for Academic Year 2004-2005	1605
Enrollment for Academic Year 2005-2006	1535
North Idaho College Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through North Idaho College:	1,493
Total students who returned to NIC as undergraduates:	459
Total students who enrolled in other postsecondary institutions:	583
Percentage of students who enrolled in postsecondary:	70%
Enrollment for Academic Year 2000-2001	537
Enrollment for Academic Year 2001-2002	478
Enrollment for Academic Year 2002-2003	367
Enrollment for Academic Year 2003-2004	400
Enrollment for Academic Year 2004-2005	459
Enrollment for Academic Year 2005-2006	535

Eastern Idaho Technical College Dual Credit Report Academic Years 2001-2006	
Total unduplicated headcount of HS students enrolled in Dual Credit through Eastern Idaho Technical College:	5
Total students who returned to EITC as undergraduates:	0
Total students who enrolled in other postsecondary institutions:	4
Percentage of students who enrolled in postsecondary:	80%
Enrollment for Academic Year 2000-2001	6
Enrollment for Academic Year 2001-2002	4
Enrollment for Academic Year 2002-2003	0
Enrollment for Academic Year 2003-2004	1
Enrollment for Academic Year 2004-2005	0
Enrollment for Academic Year 2005-2006	0

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 2
ATTENDANCE AT SCHOOLS

33-203. DUAL ENROLLMENT.

(8) Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Y. Advanced Opportunities **Revised December 2005**

Y. Advanced Opportunities

1. Coverage

   Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. North Idaho College, the College of Southern Idaho and Eastern Idaho Technical College are also covered since post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

   The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and post-secondary programs to the students and institutions.

   The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students, which would:

   a. Enhance their post-secondary goals;

b. Reduce duplication and provide for an easy transition between secondary and post-secondary education; and
c. Reduce the overall cost of educational services and training.

3. Definitions

There are many different advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, etc. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, tech prep and the International Baccalaureate program.

a. Advanced Placement® (AP)

The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students earn college credit by scoring well on the national exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. Tech Prep

Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

d. International Baccalaureate (IB)
Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

Original Source: http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html
Edits by the Advanced Opportunities Subcommittee, OSBE, and CAAP. Revised April 12, 2005.

4. Idaho Programs Standards for Advanced Opportunities Programs

The standards were designed as a resource to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs for high school students prior to graduation. The standards ensure acceptance of college credit among the post secondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations.

The standards were developed by the Advanced Opportunities Subcommittee, which was one of two subcommittees organized under the auspices of the Accelerated Learning and Preparation for Postsecondary Education Task Force appointed by the Idaho State Board of Education in January 2005.

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board. The Idaho Standards for Advanced Opportunities Programs are available from the Idaho State Board of Education. Information about the International Baccalaureate program is available at their website.

008. DEFINITIONS H - S.

16. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

106. ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2007).
All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. (4-11-06)

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SUBJECT

First Reading, Amendment to Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2, Acquisition of Tenure

APPLICABLE STATUTE, RULE, OR POLICY

Bylaws, Section L. Adoption, Amendment, and Repeal of Bylaws

BACKGROUND

The University of Idaho recently reviewed their policies regarding tenure of faculty and would like to implement a "compassionate extension of tenure clock" policy for childbirth, adoption, and medical issues.

DISCUSSION

In regard to the acquisition of tenure, current Board policy requires that a faculty member be evaluated no later than the sixth (6^{th}) full academic year of employment. It is not entirely clear whether current Board policy permits an institution to adopt a compassionate extension of tenure policy. If it is the Board's intent to permit this, then the policy could state this intent more clearly, and that is the purpose of the proposed amendment.

The amendment to Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2., includes language for flexibility in rare cases where circumstances may impede a faculty member's progress toward achieving tenure, including responsibilities with respect to child-birth/child-rearing/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic medical conditions, or other serious unforeseen circumstances beyond the control of the faculty member.

Currently, Boise State University has a policy that allows such extension of the tenure time line. Boise State's policy was created under an interpretation of the SBOE policy that allows such practice by the institutions.

IMPACT

There is no financial impact associated with this request.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

A motion to approve the first reading of amendments to Idaho State Board of Education Governing Policies & Procedures, Section II.G.b.2, Acquisition of Tenure as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

6. Tenure

b. Acquisition of Tenure

(2) An academic faculty members, after meeting certain requirements, established by his or her employing institution, may acquire tenure. Each institution shall adopt and submit to the Board its policies for the acquisition of tenure that are consistent with this general philosophy and policy statement of the Board. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval by the institution. A faculty member will usually is eligible to be evaluated for the acquisition of tenure after at least having completed four (4) full years of service and in no case academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as provided in Board Policy II.G.6.d.4. In addition, an academic faculty member must be evaluated for the acquisition of tenure not later than during the faculty member's sixth (6th) full academic year of employment at the institution. except that an institution may permit an academic faculty member to request an extension of the tenure review period because of certain extenuating circumstances which may impede a faculty member's progress toward achieving tenure, including responsibilities with respect to child-birth/child-rearing/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic medical conditions, or other serious unforeseen circumstances beyond the control of the faculty member. An institution that permits an extension of the tenure review period must include in its policies the procedure a faculty member must follow to request such an extension, and the basis for determining the modified timeline for review.

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Boise State University Policy Manual

Boise State University
Effective Date: July 1, 1989

BSU 5340-B
Revised On: July 1, 1995
March 21, 2000
July, 2003
May, 2005

FACULTY TENURE PROCEDURES

I. Definition

Tenure is a condition of presumed continuous employment (following expiration of a four-year probationary period) during which time the faculty member's service may be terminated only for adequate cause, the burden of proof resting with the institution; except in the case of retirement for age (not applicable after 1991) or in the cases of financial exigency or program reduction pursuant to State Board of Education Rules and Regulations. (For the definition of "adequate cause," see State Board policy Section II, Subsection L.)

II. Policy Statement

Tenure is a condition that insures an intellectual atmosphere that is free and open. This encourages superior faculty to remain at the University, thus strengthening the excellence of the institution. Granting tenure implies a commitment by the institution to defend the academic member's intellectual endeavors. Likewise, the faculty member who is awarded tenure makes an equally strong commitment to serve the students, the profession, and the institution in a manner befitting an academician.

Following the expiration of a four-year probationary period, **typically four (4) to five (5) years in duration,** tenure may be granted to members of the Official Faculty who demonstrate satisfactory performance in each of the following three areas:

- Teaching
- Scholarly, Creative, or Research Activities
- University and Public Service

III. Criteria

Sections A, B, and C list examples of the kinds of activities and evidence that may be used by a faculty member to support his or her claim of satisfactory performance in teaching, scholarly activity, and service. Since these are described in broad terms, each promotion and tenure committee and each department or unit must decide what kinds of activities and evidence are most appropriate within its particular set of disciplines.

Each college promotion and tenure committee must have a written policy that specifies the criteria and procedures to be used within its college. This policy must satisfy the guidelines established by University policies, but may be more

specific. The process of writing or revising this policy shall be carried out by a task force constituted for that purpose. Membership of this college task force shall consist of one tenured, official faculty from each department or unit within that college as elected by the members of the departments or units. These criteria and procedures shall be approved by the appropriate dean and be available to all official faculty within that college.

A department or unit must adopt its own criteria and procedures. It may adopt the policy of the college or develop its own policy consistent with the college policy. Such departmental or unit policy must be in writing, approved by a vote of the official faculty members of that department or unit and accepted by the appropriate dean.

In accordance with these criteria; teaching, scholarly activity, and service shall be demonstrated by evidence as indicated in the next three sections.

In accordance with these criteria; teaching, scholarly activity, and service shall be demonstrated by evidence as indicated in the next three sections.

A. Teaching: Teaching effectiveness shall be evidenced by:

1. Department chairperson's (or division manager's) recommendations and annual evaluations.
2. Recommendations of the departmental or unit personnel committee (if in use). See the Peer Review Policy (BSU 5325-b) for reference to personnel committees.
3. Official "collective" faculty evaluations by students.

Other examples of appropriate evidence of teaching effectiveness include, but are not limited to:

1. Teaching awards and other outstanding accomplishments in instruction.
2. Peer evaluations of teaching.
3. Alumni evaluations.
4. Quality of senior's and Master's theses, or independent study supervision.
5. Quality of student advising.
6. Innovations in teaching designed to improve effectiveness; e.g., in teaching approach, learning activities, and technology.
7. Supervision of student field experiences.
8. Participation in teaching-related activities of one's discipline.
9. Effectiveness of students in succeeding courses.
10. Student performance on standard course examinations.
11. Preparation of course materials.

For Library Faculty members, this category is replaced by evidence of Librarianship. The criteria for evaluation of librarianship shall be those developed and approved by a vote of the Library Faculty.

B. Scholarly, Creative, or Research Activities: Accomplishments in this area shall be evidenced by opinions of colleagues who have particular knowledge of the faculty member's field and of the scholarly, creative, or research efforts.

For faculty members in academic colleges, examples of appropriate evidence include, but are not limited to:

1. Dissemination of knowledge through:
    a. Refereed publications.
    b. Expository writing such as textbooks, research synopses, or other syntheses of knowledge.
2. Professional recognition by scholars in that field.
3. Creative work (performances, poetry, drama, painting, competitions) recognized by others in that field.
4. Applied and theoretical research.
5. Grants and contracts.
6. Professional reputation (both inside and outside the University).

For faculty members in the Applied Technology programs, there must be evidence of:

1. Professional upgrading within their discipline beyond the minimal requirements, and
2. Professional upgrading in teaching skills beyond the minimal requirements.

For Library Faculty members, there must be evidence of Professional Contributions. The criteria for evaluation of professional contributions shall be those developed and approved by a vote of the Library Faculty.

Vocational Technical Education and Library faculty might also use evidence of activities similar to those listed previously for academic faculty.

C. Service: Service consists of professional activities (other than teaching and scholarly activities) that may be of the following types: (1) professional service, (2) institutional service, and (3) public or community service. Service to the University and public shall be evidenced by the opinion of the colleagues and others relative to performance in that area. Examples of appropriate activities include, but are not limited to:

1. Professional committee and organization involvement.
2. Editor or referee services for academic journals.
3. Participating in University, college, school, or departmental committees.
4. Efforts on behalf of University-related projects.
5. Consulting.
6. Using professional abilities for the community's benefit.
7. Community activities that benefit the University.

8. Administrative or other assigned responsibilities within the University.

IV. Responsibility

Faculty members who are eligible and wish to be considered for tenure shall assemble the data listed below (see V., B.). Chairpersons may also initiate tenure consideration for faculty members. Chairpersons must apprise faculty who meet minimum time requirements for tenure considerations

V. Procedure

A. Eligibility: Faculty members become eligible to apply for tenure during the fifth year of service on the Official Faculty (for definition of Official faculty, see the BSU Faculty Constitution, Article II). All members of the Official Faculty must apply for tenure no later than during the sixth year of eligible employment at Boise State University. (See also Section VII.) **Exceptions to this timeline are described in section VIII.**

Under extraordinary circumstances and in compliance with State Board of Education policy, the following criteria and rules are established by which prior service may be evaluated for purposes of acquiring tenure:

1. Full-time appointment in a ranked position as a faculty member at an accredited institution of higher education may be accepted at full value (year for year).
2. A faculty member whose prior service is considered to be of a nature sufficient to waive the normal five-year requirement may be considered for tenure no earlier than during his or her third full year of employment at Boise State University, except in extraordinary circumstances. At the time of initial employment as a member of the Official Faculty, the department chairperson (in accordance with departmental policy) shall make a written recommendation to the appropriate dean determining whether service at another institution shall apply toward the years of service required for tenure. Upon approval by that dean, this agreement shall be included in the personnel file of that faculty member for future reference.

B. Tenure Portfolio: The eligible faculty member shall prepare a tenure portfolio that shall contain the following items:

1. A current Vita which shall contain the following:
    a. Professional preparation.
    b. Professional experience.
    c. Teaching assignments for at least the last three academic years including classes taught, credit hours taught and student load.
2. Evidence of Teaching Effectiveness which shall contain official student evaluations for all courses evaluated during the last three academic years. (In the case of early consideration, student evaluations for two years are required.) For other examples, see Section III. A.
3. Evidence of Scholarly, Creative, or Research Activities.

4. Evidence of University and Public Service.
5. Annual Evaluations by the chairperson and department personnel committee (if in use) for at least the last three academic years. (In the case of early consideration, evaluations for two years are required.)

C. Process: In granting or denying tenure to a faculty member, the following procedures shall be used

1. The department or unit shall make the initial recommendation on tenure for eligible members of that department. If used by the department or unit, the personnel committee shall review each candidate's qualifications for tenure and the department members' recommendations for the granting of tenure. This review shall be conducted on the basis of the departmental criteria and procedures. The personnel committee then will make a departmental recommendation to the department chairperson.

   The chairperson shall forward the tenure portfolio and the chairperson's recommendation (and the departmental recommendation) to the appropriate college promotion and tenure committee.
2. The college promotion and tenure committee shall review the qualifications of the candidates for tenure and shall make its recommendation about the granting of tenure to each candidate. This review shall be based on the college tenure policy. The committee shall notify the faculty member in writing of its recommendation within three working days of the decision. If the recommendation is to deny tenure, the faculty member may, within five working days of the notification, request a meeting with the committee. If requested, the committee must grant a meeting with the faculty member within five working days of the request.
3. The dean shall make his or her recommendation to the Provost and Vice President for Academic Affairs to grant or deny tenure. The dean shall also notify the faculty member in writing of his or her recommendation within three working days of the decision.

   If the recommendation is to deny tenure, the faculty member may, within five working days of the notification, request a meeting with the dean. If requested, the dean shall grant a meeting within five working days of the request.
4. The President (in consultation with the Provost and Vice President for Academic Affairs) shall make his or her decision to grant or deny tenure. The President shall notify the faculty member of his or her decision by March 1. If the decision is to deny tenure, the faculty member may request a meeting with the President, within five (5) working days of the notification. If requested, The President shall grant such a meeting within five (5) working days of the request.

   If a mandatory tenure decision is not required, a candidate has the option

of withdrawing his or her name from consideration at any point in the above process.

5. The President shall forward his or her tenure decisions for to the State Board of Education in the semi-annual report.

VI. Deadlines

A. By October 15, the department chairperson shall forward the tenure portfolio and required recommendations to the appropriate college promotion and tenure committee.

B. By December 1, the candidate shall be notified of the recommendation of the college promotion and tenure committee.

C. By December 15, the college promotion and tenure committee shall forward the tenure folders and all recommendations concerning the awarding of tenure to the appropriate dean.

D. By January 15, the dean shall notify each candidate of his or her recommendation.

E. By January 31, the dean shall forward all tenure recommendations sent to him or her, plus his or her own recommendation, to the Provost and Vice President for Academic Affairs.

F. The President shall forward his or her own recommendations to the faculty member by March 1 and will report the above recommendations for tenure to the State Board of Education in the semi-annual report.

VII. Failure to Achieve Tenure

A. A decision to recommend tenure or to deny tenure must be made during the sixth year of service, unless the tenure probationary period has been extended (see Section VIII below). If this decision is to deny tenure, the faculty member's next contract shall be a one-year, terminal contract unless the department chairperson and dean of the college recommend that the individual be placed on an appointment as an adjunctive faculty member.

If the person applies for tenure before his or her sixth year and does not receive tenure, then he or she shall remain in the status of nontenured faculty. Such a nontenured faculty member may reapply for tenure unless the University decides that a terminal contract is appropriate.

VIII. Extensions of the Tenure Probationary Period

A. An extension of the tenure probationary period may be granted under certain circumstances which may impede a faculty member's progress toward achieving

tenure, including responsibilities with respect to childbirth/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic illness, or circumstances beyond the control of the faculty member.

B. The procedures for requesting an extension are:

1. The faculty member provides a written request to the Provost.
2. Requests for extension of the probationary period with respect to childbirth or adoption must be made within one year of the birth or adoption. Other requests should be made in a timely manner, proximate to the events or circumstances which occasion the request. All requests should include appropriate documentation.
3. A request for extension of the probationary period with respect to childbirth and adoption responsibilities carries with it the presumption of approval for a one-year extension. Except to obtain necessary consultative assistance on medical or legal issues, only the Provost will have access to documentation pertaining to a request related to disability or chronic illness. For request other than childbirth and adoption, elder/dependent care obligations, and disability or chronic illness, the provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.
4. Multiple extension requests may be granted. All requests for probationary period extensions shall be made prior to commencing with a tenure or contract renewal review.
5. If a probationary period extension is approved, a reduction in scholarly productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision. Any faculty member in probationary status more than the standard four (4) or five (5) years because of extensions shall be evaluated as if the faculty member had been on probationary status for the standard four (4) or five (5) years.

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2. Tenure

Tenure is a condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause, the burden of proof resting with the institution, except in the case of retirement for age, under conditions of financial exigency as declared by the State Board of Education, in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the Board has authorized elimination or substantial reduction in an academic or professional-technical program.

Tenure status is available only to eligible full-time institutional faculty members whose initial appointments have been approved by the Board. Conferral of tenure status has been limited by the Board to seventy five percent (75%) of the institutional faculty. All new faculty appointments are subject to the approval of the Board. Nontenured members of the faculty should not expect continued employment beyond the period of his or her current appointment. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current appointment is wholly ineffective without prior approval of the Board.

3. Evaluation For Tenure

It is expected that the President, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of annual evaluations or tenure status. Such committee must consist of tenured and nontenured members of the department, if available; equitable student representation; and one or more representatives from outside the department. Each member of the committee has an equal vote on all matters. The committee must give proper credence and weight to collective student evaluations of faculty members, as evidenced by an auditing procedure approved by the President.

The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the President, who is responsible for making the final decision.

a. Acquisition of Tenure

(1) Professional-Technical faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical education subsequent to July 1, 1993 are hired and employed as nontenure track faculty and will:

(a) be afforded the right to pursue promotion; and

(b) be considered and granted an employment contract in accordance with these policies and be subject to continued acceptable performance and/or the needs of the institution; and

(c) be afforded an opportunity to serve on institutional committees.

(2) Academic faculty members, after meeting certain requirements set forth in Section 4., may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least five (5) full years of service and in no case later than during the faculty member's seventh (7th) full academic year of employment at the institution.

b. Notification

An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30th after the academic year during which the decision is made.

c. Nonappointment to Tenure

In case of nonappointment to tenure in accordance with the standards of eligibility set forth in Section 4., the faculty member must be given, in accordance with the provision for nonrenewal, a written notice that tenure was denied.

4. Standards of Eligibility for Tenure Status

a. Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Ordinarily, appointments are made for periods of one (1) year each before a tenure decision becomes mandatory. A faculty member will usually be evaluated for the acquisition of tenure after at least five (5) full academic years of employment and in no case later than during the faculty member's seventh (7th) full academic year of employment at the University.

b. All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. The University must develop criteria and rules by which prior service may be evaluated for inclusion in experience necessary for acquiring tenure.

c. A maximum of two (2) years satisfactory service in the rank of instructor at the University will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the University even though they teach in fields that have established professorial ranks.

d. Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. Prior to attaining tenure status in such cases, the burden of proof rests with the individual.

5. Award of Tenure

The awarding of tenure to an eligible faculty member is made only by a positive action of the President. The President must give notice in writing to the faculty member of the approval or denial of tenure status. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given or received by the times prescribed in any sections of these policies. No faculty member may construe lack of notice of denial of tenure as the awarding of tenure. If the President has not given notice to the faculty member as provided for in these policies, it is the duty of the faculty member to make inquiry to ascertain the decision of the President.

6. Interpretations Relating to Tenure

a. Terminal Contract of Employment - If a faculty member is not awarded tenure, the President must notify the faculty member of the decision not to award tenure and may, at his or her discretion, either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the President, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment.

b. When authorized by the President, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.

c. Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities.

(1) A nontenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment.

A tenured faculty member who has left the University and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the President or his or her designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.

(2) Before a nontenured faculty member holding academic rank is moved from one position in the University to another, the member must be informed in writing by the Academic Vice President, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.

(3) No faculty member’s tenure in a discipline may be adversely affected by the reorganization of the administrative structure. A faculty member’s tenure is not affected by reassignment of administrative responsibilities.

(4) When a tenured faculty member is serving as department chairperson, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

7. Periodic Performance Review

It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure to faculty members, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: (a) teaching effectiveness, (b) research or creative activities, (c) professional related services, (d) other assigned responsibilities, and (e) overall contributions to the department.

a. Procedures for Periodic Review - The University must establish procedures for the performance review of tenured faculty members at the University. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.

b. Review Standards - The University may establish its own internal review standards subject to approval by the Board. Absent such University standards, the University must use the following standards.

If during the periodic review, the performance of a tenured faculty member is questioned in writing by (a) a majority of members of the department or unit, (b) the department chairperson or unit head, (c) the appropriate dean, (d) the Vice President for Academic Affairs, or (e) the President, the Vice President for Academic Affairs must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure.

If during the periodic review, the performance of a tenured faculty member is not questioned in writing as described in the preceding paragraph, members of the department or unit and the department chairperson or unit head must prepare a written review statement that the performance review has been conducted and that a full and complete review is not required.

c. Exception for Associate Professors in the Promotion Process - Generally, the promotion from the rank of associate professor to full professor is considered no earlier than the fifth (5th) full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In such cases, if review for promotion to full professor is scheduled during the fifth (5th), sixth (6th) or seventh (7th) full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the periodic review, take the place of the periodic performance review described here.

d. Termination of Employment

If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the President may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall constitute adequate cause for dismissal.

8. Dismissal for Adequate Cause

Tenured faculty members may be dismissed for adequate cause as provided for in Part 4., Section IV.E.2 of the ISU Faculty/Staff Handbook and Subsection L of the Idaho State Board of Education Governing Policies and Procedures.

9. Tenure for Academic Administrators

a. "Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the University and the deans and department chairs and their associates/assistants of the academic units of the University, and shall not include persons occupying other administrative positions.

b. An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.

c. An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the President.

d. Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.

e. An individual hired for a nonacademic administrator position from outside the University will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and President, if the individual will teach and otherwise contribute to that department.

f. Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty.

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SUBJECT: TENURE, NON-TENURE

I. Tenure: Definition and Philosophy

A. Definition

Tenure, a condition of continuous employment following the expiration of a probationary period, is based on the principle of academic freedom, specifically: 1) freedom to teach, conduct research, and participate in extramural activities, and 2) a sufficient degree of economic stability to establish a mutually beneficial commitment between a faculty member and the institution.

"… After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program…." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic a]

B. Philosophy

The rationale for tenure at Lewis-Clark State College is that higher education is conducted for the common good. The common good and educating citizens depend upon the free search for truth and its free exposition. It is not to discourage controversy. Controversy is at the heart of academic inquiry. The concept of academic freedom for all faculty should be guaranteed by First Amendment rights. Tenure underscores the guarantee of academic freedom within the community of faculty and scholars.

Tenure embodies a long-term relationship of trust, commitment, and reciprocal obligation between the institution and the individual faculty member. Tenure is granted only to faculty members who demonstrate they have made and will continue to make significant contributions in their disciplines through effective teaching, scholarship, and institution and public service. It is a model of commitment to self, institution and profession. In addition, tenure at LCSC is a celebration of fulfilled and meaningful work and service.

II. Eligibility for Tenure Status

"…Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. Nontenured members of the faculty are appointed to term appointments…" [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic a]

SUBJECT: TENURE, NON-TENURE

All first-year appointments are made for a period not to exceed one (1) year. Ordinarily appointments are made for periods of one (1) year each before a tenure decision is made.

A. Faculty

"Academic faculty members, after meeting certain requirements, may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least four (4) full years of service and in no case later than during the faculty member's sixth (6^{th}) full academic year of employment in at the institution." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic b, Item (2)] When circumstances permit, a faculty member may be considered for promotion and tenure in the same year.

All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. A maximum of two (2) years satisfactory service in the rank of instructor at Lewis-Clark State College will be allowed toward fulfillment of the time requirement in the professorial ranks. In cases involving prior service, tenure may be granted following less than the usual period of service. Where performance can be adequately documented, faculty members with prior experience at other accredited institutions may be granted credit for up to a maximum of two (2) years and may be considered for tenure during the second (2^{nd}) full year of service at the college. Eligibility for early tenure consideration, however, must be stipulated in writing by the Provost at the time of hire or no later than the end of the first (1^{st}) academic semester after hire.

B. Academic Administrators

1. **"**"Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the institutions and the deans and department chairs and their associates/assistants of the academic units of the institutions, and shall not include persons occupying other administrative positions." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (1)]

2 "An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit." [SBOE Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (2)]

3. "An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's

president." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (3)]

4 "Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (4)]

5. "An individual hired for a non-academic administrator position from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (5)]

6 "Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (6)]

III. Notice of and Standards for Non-Reappointment or Termination of Appointment of Non-Tenured Faculty Members hired on tenure track positions.

A. Probationary Period

A probationary period typically precedes the granting of tenure. Nevertheless, all non-tenured faculty members are still under First Amendment and institutional guarantees of academic freedom.

B. Non-Reappointment or Termination

Notice of non-reappointment or termination, or of intention not to recommend reappointment, must be given in writing in letter form and in accordance with the following standards:

1. "First Year Of Service - Not later than March 1 of the first full academic year of service if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during an academic year, and is not to be renewed, at least three (3) months in advance of its termination." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (1)]

2. "Second Year Of Service - Not later than December 15 of the second full academic year of service if the appointment is not to be renewed at the end of the academic year; or, if the appointment terminates during an academic year and is not to be renewed, at least six (6) months in advance of its termination." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (2)]

3. "Three (3) Or More Years Of Service - Not later than July 15 preceding the academic year at the end of which the appointment is to be terminated; or, if the appointment terminates during an academic year and is not to be renewed, at least twelve (12) months in advance of its termination. [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (3)]

4. Issues related to tenure and financial exigency are covered in "Policy of Financial Exigency."

IV. Criteria for Granting Tenure and Materials for Evaluation

A. Criteria for Granting Tenure

The applicant will develop a portfolio demonstrating past performance and ability to perform as a valued professional colleague by addressing all of the following areas:

1. Teaching and advising: Faculty member has demonstrated a pattern of effective undergraduate teaching and advising, as reflected in Student Reaction to Instruction, by peer and Division Chair evaluations, and other relevant materials.

2. Scholarly/creative activity and professional development: Faculty member has engaged in creative and self-renewing scholarly activity which demonstrates the ability to create, apply and integrate new knowledge, as verified by specific activities and relevant peer evaluations.

3. Service: Faculty member has engaged in service to the institution and profession which helps shape and build their ability to perform their social and intellectual functions and has shown commitment to public welfare by service to the community through sharing professional knowledge, skill, and advice, as verified by specific activities and relevant evaluations.

4. Collegiality: Faculty member has maintained constructive and civil interactions with other members of the college community.

B. The Applicant's Tenure Portfolio

1. At minimum the following materials are required; however, the candidate will determine what materials will be used in preparing the Portfolio:

   a. Personal Statement—A personal statement describing the faculty member's role within the division or other unit and including appropriate statements on the following functions: instruction, scholarship, institutional service, public service, and collegiality. The statement should describe accomplishments, plans for growth, special problems encountered, innovations or activities attempted, and other relevant materials. Appropriate documents and evidence should be available at the committee's request.

   b. Current Curriculum Vita:

      - Earned degrees, institutions, and dates of receipt
      - Primary areas of degree emphasis
      - Educational/work experience (including dates, places, conferences, seminars, workshops, etc.)
      - Scholarship and creative activity (including consultations, publications, special awards, research, etc.)
      - Teaching loads including any administrative assignments (covering appropriate years)
      - Committee assignments and contributions (covering the appropriate years)
      - Current professional memberships and contributions
      - Major contributions to the Division and College
      - Future contributions

   c. Job descriptions with annual self and chair evaluation (last four (4) years),

   d. Peer Review evaluations (last four (4) years),

   e. Student evaluations (formal and informal over the last four (4) years). The results of the evaluations must be carefully weighed according to student response rate.

   f. One (1) current syllabus.

2. Reviewers may request additional materials. If additional material is requested by the Individual Tenure Committee, Standing Tenure and Promotion Review Committee (STPRC), Division Chair, Dean, Provost, or President, the request and justification for the requested materials must be in writing to the applicant. If the applicant chooses to honor this request, he/she must sign a waiver available in the Human Resource's office allowing access to the requested materials. The requested information will be added to the Portfolio as it is forwarded to the next

level of review. The applicant may respond in writing to clarify the situation if he or she believes his or her record has been misinterpreted. Any such letter will be forwarded with the rest of the Portfolio.

3. The Portfolio will be made available for review in the Division Office for the Division Faculty, Division Chair, Dean, and Individual Tenure Committee. The Portfolio will be made available for review in the Library for the STPRC. The Portfolio will be made available for review in the Provost's office for the Provost and President.

4. Each reviewer or group of reviewers will write a tenure recommendation. The recommendation will address the criteria described in Section IV, A. The recommendation will be added to the Tenure File and forwarded to the next level of review.

5. At the completion of the applicant's review process, the Portfolio will be returned to the applicant. A copy of the tenure action will be sent to the faculty member and to the faculty member's personnel file in the Office of Human Resources.

6. The applicant's Tenure Portfolio may also be used for promotion decisions if the applicant chooses to use one portfolio and if tenure and promotion should occur simultaneously.

C. Tenure file

The Tenure File shall be comprised of the applicant's Tenure Portfolio; the Division Chair's summative evaluation/recommendation; recommendation from the applicant's Dean; recommendations from the Individual Tenure Committee and STPRC; recommendations from the Provost; and the President's recommendation. The applicant shall receive copies of all items placed in the tenure file. At the completion of the tenure process the Tenure File, without the Tenure Portfolio, will be forwarded to the applicant's Human Resource file. The Tenure Portfolio will be returned to the applicant.

V. Reviewers

Applicants eligible for tenure shall prepare a tenure portfolio for review by the applicant's Division Chair, Dean, Individual Tenure Committee, STPRC, Provost, and the President. Each reviewer will make a written recommendation regarding the applicant's request for tenure. If the recommendation is negative, then reasons for the negative recommendation (in writing) are transmitted to the candidate and Division Chair. The faculty member may submit a written statement regarding the negative recommendation, which will be placed in the Tenure File and forwarded to the next level of review. All materials reviewed by the committee and reviewers and all proceedings of the committee shall remain confidential.

The President will make the final determination about tenure and report his or her decision to the State Board of Education.

A. Standing Tenure and Promotion Review Committee (STPRC)

The tenure evaluation process will be administered by the STPRC of the Faculty Association, with clerical support from the Provost's office. See 1.104 Article IV, Section 5 for responsibilities, committee makeup, and terms of service.

B. Individual Tenure Committee

1. The Individual Tenure Committee will consist of five (5) members, at least two (2) of whom are tenured. The Individual Tenure Committee will be composed as follows:

   a. Two (2) or more tenured faculty members, and one (1) or more non-tenured faculty members from the applicant's division, if available,

   b. One (1) or more faculty from outside the division,

   c. One (1) or more students, but not more than 50 percent of the committee membership (Student members must have declared a major and taken upper-division course work in the applicant's division).

2. Faculty in the applicant's division will elect one (1) member from the division's faculty and one (1) student to serve on the committee; the applicant will select the remaining members.

3. Faculty in the applicant's division will elect the chair from the members of the Individual Tenure Committee.

4. The Individual Tenure Committee may be the same as the Individual Promotion Committee as long as criteria for the composition of both committees are met.

VI. Procedures for Tenure Evaluation (A timeline follows in section VIII.)

A Applicant

1. Following notification by the Provost of eligibility to apply for tenure, the applicant submits a "Request for Tenure/Promotion Evaluation" to the Provost's Office. Application for Tenure authorizes the Individual Tenure Committee to secure current formal student evaluations and Peer Review evaluations.

2. The applicant submits the Tenure Portfolio for review to the Division Office.

B. Division Chair

1. The applicant's Division Chair will write a summative tenure evaluation/ recommendation of the faculty member based on Annual Evaluations and other materials in the applicant's Tenure Portfolio. The Chair's evaluation/ recommendation should address the criteria listed in Section IV, A.

2. The summative evaluation/recommendation should be attached to copies of all prior Annual Performance Evaluations, including those by both the division's evaluating body and the Division Chair or Director.

3. Prior to submission, the Chair and faculty member must discuss the summative evaluation/recommendation.

4. The faculty member may submit a written response to be attached to the Chair's summative evaluation/recommendation.

5. In the event the Division Chair has not had at least one (1) year to observe the applicant, she or he may choose to submit the name without recommendation, but may submit an evaluation of the candidate.

6. The Division Chair summits the summative evaluation/recommendation to the Individual Tenure Committee.

7. After the applicant receives a recommendation from the Individual Tenure Committee, the Division Chair will ensure the Portfolio is placed in the Library, where it will be housed for the STPRC and SPRC reviewers.

C. Dean

1. The Dean will ensure a tenure portfolio for each faculty member is completed and made available for reviewers (Division Chair, Dean, Division Faculty and Individual Tenure Committee) in the faculty member's Division Office. The Dean notifies the above reviewers that the file is ready for review in the Division Office.

2. The Dean shall review the Portfolio and prepare a recommendation. The recommendation will be added to the Tenure File and forwarded to the Individual Tenure Committee.

3. After the applicant receives a recommendation from the STPRC, the Dean will ensure the Portfolio is placed in the Provost's office, where it will be housed for the Provost's and President's reviews.

D. Divisional Faculty (Optional)

1. Division faculty may choose to review the Portfolio and forward a written recommendation to the Individual Tenure Committee and applicant.

2. The faculty member may submit a written response to be attached to the faculty member's recommendation.

E. The Individual Tenure Committee

1. Each member of the committee will have a full vote. Voting will be by secret ballot with no tally recorded.

2. The Individual Tenure Committee will review the Tenure File and arrive at a recommendation.

3. The Chair of the Individual Tenure Committee will prepare a written recommendation.

4. The committee's recommendation shall be signed by each member of the committee or by the chair only.

5. The recommendation will be added to the Tenure File and forwarded to the applicant and STPRC.

6. Information from the applicant received after the Individual Tenure Committee has arrived at a recommendation may not be considered unless the applicant reapplies in a subsequent year.

7. The form indicating the Individual Tenure Committee recommendation shall be sent to the applicant, the applicant's Division Chair, and Dean.

F. The Standing Tenure and Promotion Review Committee (STPRC)

1. The STPRC will review the tenure file and arrive at a recommendation by simple majority vote. Votes shall be cast by secret ballot, and no tally of the votes shall be reported. Each member of the committee will have an equal vote in all matters. The chair of the STPRC will prepare a written recommendation.

2. The committee's recommendation shall be signed by each member of the committee or by the chair only.

3. If the STPRC recommends against granting tenure, it shall inform the applicant before submitting its recommendation to the Provost. The applicant shall then be

given an opportunity to meet with the STPRC and to present additional material in support of the granting of tenure. Immediately after the meeting with the applicant the STPRC will review all materials and again arrive at a recommendation.

4. A copy of the Tenure File including the committee's recommendation shall be forwarded to the Provost. A copy of the STPRC's recommendation will be sent to the applicant and the Division Chair.

G. Provost

1. The Provost will review the Tenure File and prepare a recommendation to the President.

2. If the Provost intends to disagree with the recommendation of the STPRC, the Provost will in writing inform the STPRC and candidate of that decision. Before forwarding a recommendation to the President or sharing it with the applicant, the Provost will meet with the STPRC to discuss how the applicant has met or failed to meet the criteria for tenure, or other reasons for the recommendation.

3. When the Provost recommends against granting tenure, the candidate shall be afforded the opportunity to present a written response to the Provost, who will consider all pertinent material prior to submitting a recommendation to the President.

4. The Tenure File and the Provost's recommendation shall be forwarded to the President. The Provost's final recommendation shall be sent to the applicant, the Division Chair, and the STPRC.

H. President

1. The President shall review the Tenure File and determine whether to recommend approval of the application for tenure.

2. If the President intends to disagree with the recommendation of the STPRC, the President will in writing inform the committee and applicant of that decision. Before forwarding a recommendation to the State Board or sharing it with the applicant, the President will meet with the STPRC to discuss how the applicant has met or failed to meet the criteria for tenure, or others reasons for the recommendation.

3. If the President decides to not recommend tenure he/she shall in writing notify the applicant, the Division Chair, Dean, Individual Tenure Committee, STPRC, and Provost.

4. If the President recommends tenure he/she shall submit a recommendation for granting tenure to the State Board of Education and the applicant. "…no person will be deemed to have been awarded tenure because notice is not given." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic f]

VII. Procedures for Appeal

A. The candidate may appeal to the Hearing Board (see Policy 2.115, Faculty Grievance Policy).

B. The President's decision on the Hearing Board's recommendation is final.

VIII. Timeline

A. The timeline for review of applications for tenure will be: (deadlines that occur on weekends or holidays are automatically extended to the next working day)

By	Action
First Monday in September	Provost • notifies faculty of their eligibility to apply for tenure
Third Monday in September	Eligible faculty • submit "Request for Tenure/Promotion Evaluation" to the Provost
Fourth Monday in September	Provost • provides Faculty Senate Chair, STPRC Chair, Division Chairs, and Deans a list of those faculty who have indicated they will be applying for tenure
Second Monday in October	Applicants' division • submits names of Individual Tenure Committee members (including chair) to Faculty Senate Chair and STPRC Chair
Fourth Monday in October	STPRC chair • issues list of approved Individual Tenure Committees (identifying chairs) to applicant, Division Chairs, STPRC, Deans, and Provost
First Monday in December	Applicants • submit portfolio to Division Office where it will be housed for reviewers (Division Chair, Dean, Division Faculty, and Individual Tenure Committee)
First Wednesday In December	Dean • notifies appropriate reviewers that the Tenure Portfolio is available in the Division Office

Third Monday in December	Division Chair • submits to Individual Tenure Committee summative evaluation/recommendation developed in consultation with applicant • provides applicant with copy of summative evaluation/ recommendation
Third Monday in December	Dean • Submits recommendation to Individual Tenure Committee and provides applicant with a copy of the recommendation
Third Monday in December	Division Faculty members • submit written recommendation to the Individual Tenure Committee and applicant
Fourth Monday in January	Individual Tenure Committee • submits recommendation to the STPRC and provides applicant with a copy of the recommendation • solicits and adds to the Portfolio the current year Peer Review Evaluation and Student Reaction to Instruction (for Fall Semester only) (Release for this action is given at the time of application) • completes form indicating the Individual Tenure Committee's recommendation and forwards it to the applicant's division chair, and Dean Division Chair • moves portfolio to the Library for STPRC
Fourth Wednesday In January	Dean • Ensures portfolios are in the Library
Fourth Monday in February	STPRC • submits recommendation to Provost • provides applicant with a copy of the STPRC written recommendation • completes form indicating the STPRC recommendation and forwards it to the applicant's Individual Tenure Committee, applicant's division chair, and the applicant's Dean Dean • moves portfolio to the Provost's office for Provost and President reviews
Second Monday in March	Provost • submits recommendation and Tenure File to President

Fourth Monday in March	President • sends memo to applicants indicting recommendation with a copy to the Faculty Senate Chair, Individual Tenure Committee, and applicant's Division Chair, Dean, the STPRC, and the Provost • forwards Tenure File (without Tenure Portfolio) to the applicant's Human Resource File • returns Tenure Portfolio to the applicant • notifies the State Board of Education of tenure recommendation • announces Tenure awarded as appropriate

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UI Faculty-Staff Handbook

CHAPTER THREE: 3520
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
July 2006

3520

FACULTY TENURE

PREAMBLE: This section defines tenure and sets out the procedure by which a faculty member is evaluated, at the department, college, and university level, for a possible award of tenure. In general, the material gathered here was all an original part of the 1979 Handbook. The material that provides the first sentence of what is now subsection F, H-1, I-1 through I-3 was added in July 1987. At that time what is now subsection D (criteria for tenure) and subsections I-4 and J-1 (specifying review at the university level) were added and what is now H-4 (concerning the formal tenure-review process) greatly enlarged. Substantial revisions to D, H-3, H-4, H-5, and I-4 were made in July 1998. The tenurability of lecturers and senior instructors was clarified (Section E) in July 2001. Subsections F, G, and H were revised and J-3 added in July 2002, G-1 and H-3 were substantially revised July 2005. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05]

CONTENTS:

A. DEFINITION OF TENURE. Tenure is a condition of presumed continuing employment that is accorded a faculty member by the regents, usually after

a probationary period, on the basis of an evaluation and affirmative recommendation by a faculty committee with concurrence by the faculty member's departmental administrator and college dean and by the president. Tenure is granted only when there is a reasonable assurance based on performance, that the faculty member will continue to meet the standards for tenure. After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI [see 3910], except under conditions of financial exigency as declared by the board [see 3970], in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized the elimination of, or a substantial reduction in, an academic program. [ed. 7-98]

B. PURPOSE OF TENURE. Tenure has as its fundamental purpose the protection of academic freedom in order to maintain a free and open intellectual atmosphere. The justification lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. A tenure policy strengthens the capability of a university to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted and periodically thereafter [see 3320 C]. [ed. 7-98]

C. FURTHER DEFINITIONS.

C-1. Board. As used throughout this section, "board" refers to the State Board of Education and Board of Regents of the University of Idaho.

C-2. University. As used throughout this section, "university" and "UI" refer to the University of Idaho.

C-3. Faculty Member. For the purposes of this section and certain other sections that contain references to this subsection, "faculty member" is defined as any member of the university faculty [see 1520 II-1] who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

D. CRITERIA FOR TENURE. Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective teaching and service and their scholarship in the areas of teaching and learning, artistic creativity, discovery and application, as appropriate and specified in their position descriptions. The college and departmental criteria [see H and I] must also be met. [rev. 7-98].

E. TENURABLE RANKS. The tenurable ranks are: senior instructor, assistant professor, assistant research professor, associate professor, associate research professor, professor, distinguished professor, research professor, library, and extension faculty with the rank of assistant professor, associate professor, and professor. Administrative and service positions, as such, are not tenurable. Lecturer and instructor are not tenurable ranks. (See FSH 3560 D.) The rank of senior instructor can be used with either a tenure or non-tenure track position but it is not a rank from which a faculty member may be promoted (See FSH 1565 C.) Appointments made to the titles may be made as "tenure track" or "non-tenure track" positions. [rev. 7-98, 7-01]

F. TENURE ELIGIBILITY. The granting of tenure is based on the criteria formulated and described below and follows the procedures specified in subsections F, G, H, and I. Full-time faculty members who hold tenurable ranks are eligible for appointment to tenure under the conditions and through the procedures described in this section; appointments to tenure may not be made, however, that will cause the number of faculty members with tenure to exceed 75 percent of the total number of faculty members.

F-1. Tenure is not awarded automatically, but only on the basis of explicit judgment, decision, and approval. A faculty member who is eligible for consideration for tenure must be evaluated by the departmental tenure-recommending committee [see H-4] in accordance with the schedule in G-1. That committee's recommendation, together with the recommendations of the faculty member's departmental administrator and dean, is forwarded to the president for review. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure-recommending committee when submitting his or her own recommendation. Tenure is awarded by the board, which has delegated the responsibility to the president. Before attaining tenure, the burden of proving worth rests with the appointee. A faculty member eligible for tenure is to be informed in writing of his or her appointment (by proffered contract) or nonappointment to tenure not later than June 30 of the year of review for tenure. [See H-5.] [rev. 7-02]

F-2. The granting of tenure to a librarian, student counselor, other academic officer, or a member of the Cooperative Extension Service does not provide tenure in the particular position held.

F-3. To serve as the administrator of an academic department, the appointee must hold academic rank in a discipline; a departmental

administrator is never granted tenure in his or her administrative capacity. An employee with tenure in an academic department who is appointed to an academic administrator position retains tenure in that department. (RGP IIG6i)[rev. 7-02]

F-4. The Board defines academic administrators who are eligible for tenure as the chief academic officer of the UI (provost), deans, department chairs, and their associates and assistants of academic units. An academic administrator may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. [See F-3.] If the appointment carries academic rank, evaluation for tenure is conducted by the department in which the rank is held. In such cases, tenure will be granted only upon favorable recommendation of the department or upon successful appeal of an unfavorable departmental recommendation. In the event that tenure is not granted, the appointee may continue to serve in the administrative or service capacity (except as administrator of an academic department), but without academic rank. [rev. 7-02]

G. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.

G-1. Probationary or term appointments may be for one year, or for other stated periods not exceeding one year, and are subject to renewal. [See 3900.] Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGP IIG6). Ordinarily a faculty member is not considered for tenure until the fourth full year of probationary service, and consideration is mandatory no later than the sixth full year of service. (RGP IIG6). Credit for prior service may be given in accordance with the provisions in G-4. Faculty members initially employed as full professors can be appointed with tenure when this action is supported by a majority of the tenured faculty in the department or equivalent unit and by the university administration; otherwise, professors are considered for tenure during the fourth full year of service. In this context, unless otherwise specified, the term “year” means the appointment year, whether that is an academic, calendar, or fiscal year. A faculty member who is not awarded tenure may be given written notice of non-reappointment, or be offered a one-year terminal appointment, or be granted an additional short-term probationary appointment for not more than a twelve-month period by mutual agreement between UI and the faculty member. The decision to offer employment following a denial of tenure is in the sole discretion of the president (RGP IIG6j). [See 3900.] [rev. 7-98, 7-02, 7-05]

G-2. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in G-1. When

authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP IIG6k). [rev. 7-02]

G-3. Satisfactory service in any professorial rank may be used to fulfill the probationary periods required for awarding tenure. A maximum of two years of satisfactory service in the rank of instructor at UI may be recognized in partial fulfillment of the time requirement in the professorial ranks. For the purposes of tenure eligibility only, the rank of senior instructor is considered as a professorial rank.

G-4. In cases involving prior equivalent service, tenure may be granted following less than the usual period of service. In particular, new faculty members from other institutions--educational, governmental, and others--with comparable service in instructional, research, or service positions may be granted credit for such service up to a maximum of four years and may be considered for tenure after a minimum of one full year of service at UI. [ed. 7-98]

G-5. In the event that a nontenured faculty member's period of service at UI has been discontinuous, prior years in the same or a similar position may be counted toward tenure eligibility, subject to the conditions that:
a. Not more than three years have passed since the person left UI.

b. Applicability of the prior service toward tenure must be stated in writing before reappointment.

c. At least one additional year is to be served before tenure is recommended.

G-6. When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. (RGP IIG6l) [rev. 7-02].

G-7. If a tenured faculty member leaves UI and later returns to the same or a similar position after not more than three years, the appointment may be with tenure, or he or she may be required to serve an additional year before a tenure decision is made. Notification of probationary or tenure status is to be given in writing before reappointment.

G-8. When a tenured faculty member moves from one position to another within UI, or accepts a change from full-time to part-time appointment, his or her tenure status does not change. While a tenured faculty member is

serving as a departmental administrator, college dean, or in some other administrative or service capacity, he or she retains membership, academic rank, and tenure in his or her academic department. Should the administrative or service responsibilities end, the faculty member would take up duties in his or her academic discipline.

H. EVALUATION FOR TENURE.

H-1. Departmental Criteria. The faculty of each department or equivalent unit establishes specific criteria in teaching, research, and service pertaining to tenure (and promotion in rank) of their members. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. Departmental criteria are subject to review by the college committee on tenure and promotion for consistency with the college criteria. Such criteria may be changed at any time by a majority vote of the departmental faculty, but they must be reviewed for possible changes at intervals not to exceed five years. Any such revision may not be retroactive but, for evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force. *[rev. 7-06]*

H-2. Annual Review. All faculty members, tenured and nontenured, are reviewed each year by the appropriate departmental administrators [see 3320]. In most cases, the principal basis for evaluation is performance in relation to the position descriptions for the period under consideration where such descriptions have been developed according to the policies stated in 3050 and in relation to the departmental criteria for tenure and promotion. In the case of members of the resident instructional faculty (those who teach courses in the regular program on the Moscow campus), the annual student evaluation of teaching is carefully weighed in this review. Each college must have procedures that guarantee that the student evaluations are considered (college procedures are subject to review and approval by the president and the board). The departmental administrator's annual evaluations, together with the judgments of higher administrators, are used as one of the bases for recommendations concerning salary, reappointment, nonreappointment, promotion, tenure, or other personnel actions, as appropriate. The departmental administrator communicates to each faculty member evaluated an assessment of strengths and weaknesses.

H-3. Third Year Review. A more thorough review by a non-tenured faculty member's colleagues is held during the third full year of service at UI. A committee shall be appointed, in accordance with procedures determined by each unit, to consider the progress of each faculty member. The detailed procedures for appointing the committee and conducting the third-year review are developed by the faculty of each department and made a part of

the departmental bylaws. The non-tenured faculty member is given a copy of the committee's report and is informed in writing by the unit administrator of strong and weak points that are brought out by this review. [rev. 7-98, 7-05]

H-4. Formal Tenure Review.

a. The formal evaluation for the granting of tenure is made on the basis of the faculty member's potential effectiveness as a continuing member of the UI community. To initiate the formal evaluation for the granting of tenure to a faculty member, the departmental administrator (or college dean if the departmental administrator is under consideration for tenure) obtains the position descriptions and annual evaluations for the relevant period, the third-year review (all maintained in the departmental office), the professional portfolio (from the nontenured faculty member), summary scores of student evaluations from all classes taught (Institutional Planning and Budget), and the curriculum vitae (maintained by the secretary of the faculty) and reviews the latter as to its completeness and accuracy with the person concerned. [rev. 7-98, 7-02]

b. Except in the case of senior instructors, the department administrator will request an evaluation of the performance of every candidate for tenure from three to five appropriate reviewers, who should include tenured faculty at peer institutions. The names of at least two of these reviewers will have been suggested by the nontenured faculty member. The letter of request will include the candidate's curriculum vitae, position descriptions for the relevant period, the professional portfolio, and up to four examples of the candidate's scholarly work. When all deliberations within the university have been completed, the responses to these requests will be shown to the faculty member consistent with the instructions provided to the reviewer at the time the evaluation was sought. [add. 7-98, rev. 7-02]

c. Copies of position descriptions, annual evaluations, the third-year review, the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and outside letters are forwarded to each person participating in the review at the departmental and higher levels. Additional material supplied by the faculty member should be available for review in the departmental office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in judging the teaching component in tenure determinations. It is expected that the departmental administrator making the recommendation concerning tenure will, insofar as practicable, have sought and considered the evaluations of the candidate made by all tenured faculty members of the department and the departmental tenure-recommending committee. This committee includes the following, each with full vote: one or more tenured faculty members, one or

more nontenured faculty members, one or more persons from outside the department, and, in cases involving the evaluation or review of members of the resident instructional faculty [see H-1], one or more students sufficient to ensure equity of representation and who have had experience in the department with which the faculty member being evaluated is associated. Students are to comprise no less than 25 percent and no more than 50 percent of the committee. No faculty member serves on the departmental tenure-recommending committee when it is considering his or her own case. The faculty member's spouse is also not permitted to serve in any capacity in the review process. Each department is responsible for developing procedures that meet the requirements of this subsection (departmental procedures are subject to review and approval by the president and the board). A copy of the form that is to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. Included in the criteria for formal evaluation is participation in international activities. [See also 3380 D.] [rev. 7-98, 7-02]

H-5. Forwarding Materials. The departmental administrator forwards his or her completed copy of the recommendation form for each person being considered to the dean along with the recommendation of the departmental tenure committee. The individual recommendations submitted by tenured faculty members are also forwarded. The findings of the department faculty and department administrator are relayed to the candidate indicating strengths as well as weaknesses as perceived at the department level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the departmental criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the college. [rev. 7-98]

H-6. Departmental Administrator Under Review for Tenure. If a departmental administrator is under consideration for tenure, the forms completed by the departmental tenure committee and the tenured faculty members concerned are forwarded directly to the dean and the dean is responsible for making the summary.

I. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

I-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. [ed. 7-98]

I-2. College Criteria. Each college committee on tenure and promotion recommends, for adoption by the college faculty, criteria in teaching, research, and service for granting tenure (and promotion to specific ranks) in that college. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in 1565 and 3560, and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. [ed. 7-98, 7-01, rev. 7-06]]

I-3. College Standing Committee Recommendations. The College standing committee makes recommendations to the dean and the provost on the tenure (and promotion) of individual faculty members.

I-4. Dean's Recommendation. In each college, the dean considers the recommendations made by the college's committee on tenure and promotion and makes his or her own recommendations. The findings of the college committee(s) and the dean are relayed to the candidate indicating strengths as well as weaknesses as perceived at the college level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the college criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the provost. [rev. 7-98]

J. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.

J-1. The individual recommendations, together with the summary recommendations of the departmental executive, the recommendations of the college committee and those of the dean are forwarded for review by the provost. Any individual signed recommendations are placed in the faculty member's personnel file. [rev. 7-02]

J-2. The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the president. The president gives notice in writing to the faculty member of the granting or denial of tenure by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. (RGP IIG6c). Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as

provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president. [rev. 7-02]

J-3. The board requires the president to provide a list of the faculty members granted tenure in the university's regular semi-annual report to the board. (RGP IIC4b). [add. 7-02]
Download: REPORT OF EVALUATION AND RECOMMENDATION FOR AWARDING OF TENURE
View: wordforms/3520webform.pdf

L. Adoption, Amendment, and Repeal of Bylaws

Bylaws may be adopted, amended, or repealed at any regular or special meeting of the Board by a majority vote of the Board, provided notice has been presented at the preceding meeting of the Board.

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SUBJECT

The Deaf/Blind Education Workgroup has developed recommendations for Board approval.

REFERENCE

December 2005	ISDB Committee Recommendations were accepted by the Board.
February 2006	Board approval of ISDB Committee recommendations

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State Board of Education appointed a committee to review education programs for deaf/hard of hearing students and blind/visually impaired students and make recommendations to the Board. That committee reviewed research regarding programs for these populations as well as the report issued by the Office of Performance Evaluation at the request of the Joint Legislative Oversight Committee on the Idaho School for the Deaf and the Blind. The committee made recommendations that were approved by the Board at the December 2005 Board meeting. At that time, the Board also determined that it would establish a workgroup to address each of the recommendations in depth.

The Board workgroup met during 2006 and has developed a plan, with input from various stakeholder groups, including the Idaho Council for the Deaf and Hard of Hearing (CDHH), the Idaho Commission for the Blind and Visually Impaired (ICBV) and the State Department of Education (SDE). The workgroup is recommending the development of standards for education programs for deaf/hard of hearing and blind/visually impaired students, as well as development of a service framework for separate state supported programs for deaf and blind education.

DISCUSSION

The workgroup recommends that the Legislature appropriate funding for 1 FTE (administrator) either in the OSBE, the SDE or the CDHH to develop Deaf Education Program standards, design specific program elements, and assist in the transition to the new service delivery models.

The workgroup also recommends that the Legislature appropriate funding for 1 FTE (administrator) in ICBVI to develop Blind Education Program standards, design specific program and service delivery elements and assist in the transition to the new service delivery models.

The workgroup recommends that the Board establish a transition committee to assist the blind/visually impaired administrator, and a separate transition committee to assist the deaf/hard of hearing administrator.

The workgroup recommends that the blind/visually impaired education program administrator, with the assistance of the blind/visually impaired transition committee, and the deaf/hard of hearing education program administrator, with the assistance of the deaf/hard of hearing transition committee, develop education program standards for their respective programs and submit those standards to the Board for approval no later than August 2007.

The workgroup recommends that the administrators and transition committees develop an framework for delivery of education services to deaf/hard of hearing and blind/visually impaired students statewide by August 2007. The workgroup recommends that transition to the new service delivery model for blind and visually impaired students would occur no later than July 2008 and that the transition to the new service delivery model for deaf and hard of hearing students should occur by July 2009.

The workgroup's intention is that students would receive appropriate services, as determined by their Individual Education Program (IEP) team and that the services would be supported, in part, by the State.

IMPACT

The impact on education services for students will be positive. Students will be able to receive services that they may not be receiving at this time. Programs will be required to meet state standards. The result will be more consistency in the quality of services provided to students.

The fiscal impact may be minimal. The funding formula presented by Legislative Services Offices resulted in an added cost to the State of approximately $700,000 which is an increase of 8.5 % from the current ISDB appropriation. The small increase will allow a much higher percent of students to receive services throughout the state.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve the recommendations of the workgroup and direct OSBE staff to work with the Legislative Services Office, Division of Financial Management, the SDE, ICBVI and ICDHH to develop standards for deaf/hard of hearing education programs and blind/visually impaired education programs, and design a transition plan for the programs.

BOARD ACTION

A motion to approve the recommendations of the deaf/blind education workgroup and direct staff to work with the deaf/hard of hearing education program administrator, the blind/visually impaired education program administrator, and their respective transition committees to develop standards for deaf/hard of hearing and blind/visually impaired education programs, and to develop a plan to transition the administration of education services and programs for deaf/hard of hearing and blind/visually impaired students from the Idaho School for the Deaf and the Blind to the Idaho Commission for the Blind and Visually Impaired, the Idaho Council for the Deaf and Hard of Hearing, the State Department of Education, and/or the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Blind/Visually Impaired Working Group Recommendations

The State Board of Education believes in providing blind and visually impaired students a continuum of services and resources to ensure that all students receive a free appropriate public education. These recommendations aim at delivering a standards based education model for blind/visually impaired students with state supported resources to meet students' needs.

Overall Goal:

Blind and visually impaired education services will be provided to students in all regions of the state. State funds will be provided to regions in an appropriate manner to ensure all students receive appropriate services based on Individual Education Program (IEP) decisions.

Blind and visually impaired education programs will be overseen by a central administration that will be part of the Idaho Commission for the Blind and Visually Impaired (ICBVI). This central administration will include certified education staff and employees of essential functional areas to oversee statewide programs.

First Steps: Standards and Programs:

The ICBVI, SBOE and SDE will work cooperatively to develop standards for Blind and visually impaired education programs by no later than August 2007. Program standards will be adopted by SBOE no later than November 2007 and forwarded to the Legislature in January 2008.

The ICBVI, SBOE, and SDE will also work together to develop an infrastructure for blind/visually impaired education programs statewide by August 2007.

Blind/Visually Impaired education programs will be required to provide direct blind education services to students.

All blind education programs must meet state standards and provide a continuum of services and placement options for students. Placements, supports and interventions should be based upon the individual needs of students.

Administration of Programs:

A blind/visually impaired education administrator will be hired by the ICBVI no later than July 2007.

The SBOE will establish a transition committee that will assist the blind/visually impaired administrator. The transition committee will begin meeting in December 2006 and will include, at a minimum, a member of the SBOE, a member of the

ICBVI, a representative from a school district a representative from a postsecondary institution, and a representative from the SDE.

The SBOE and the SDE will continue in their respective responsibilities to set standards for, monitor and assist all education programs in Idaho.

Funding:

The State will provide necessary funding and resources to support the administrative structure and services that is necessary to operate the statewide system.

Transition Time:

All current statewide programs will continue to operate during the transition period and will be moved into the new structure based on the timeline. Existing programs may be modified based on recommendations of the transition committee.

The transition from existing programs to the central administration under ICBVI will occur no later than July 2008.

Deaf/Hard of Hearing Working Group Recommendations

The State Board of Education believes in providing deaf/hard of hearing students a continuum of services and resources to ensure that all students receive a free appropriate public education. These recommendations aim at delivering a standards based education model for deaf/hard of hearing students with state supported resources (through a combination of funds directed for education for deaf/hard of hearing and funds appropriated through the regular public school budget process) for students' placement and communications needs. The State Board of Education is committed to providing the state, local school districts, parents and students with flexibility in choosing programs that meet student needs and state standards.

Overall Goal:

Deaf/hard of hearing education services will be provided to students in all regions of the state. State funds will be provided to regions in an appropriate manner to ensure all students receive appropriate services based on Individual Education Program (IEP) decisions.

Deaf/hard of hearing education programs will be overseen by a central administration that will ultimately be part of SBOE (State Board of Education), CDHH (Council for the Deaf and Hard of Hearing), DHW (Department of Health and Welfare) or the SDE (State Department of Education). This central administration will include directors, coordinators, and employees of essential functional areas to oversee statewide programs (e.g., info/media clearinghouse, outreach, interpreter training, etc.).

First Steps: Standards and Programs:

The CDHH, SBOE, DHW and SDE will work cooperatively to develop standards for deaf/hard of hearing education programs by no later than August 2007. Program standards will be adopted by the SBOE no later than November 2007 and forwarded to the Legislature in January 2008.

A plan will be developed for a state education service infrastructure for deaf/hard of hearing education programs by January 2008.

Deaf/hard of hearing education programs will be required to include a continuum of communication options beginning at the time of identification of hearing loss and continuing throughout the student's education.

Deaf/hard of hearing education programs will be required to include a continuum of placement services. Such placements and accompanying supports and interventions should be based on the needs of the child.

Local school districts may create their own programs instead of participating in the state infrastructure and regional service delivery models. Any deaf/hard of hearing education programs offered by local districts will also be required to include a continuum of placement services, communication options and meet state deaf education standards.

Administration of Programs:

A deaf/hard of hearing education administrator will be hired by the CDHH, SBOE or SDE to oversee standards and program development and program transition no later than July 2007.

The SBOE will establish a transition committee that will assist the deaf/hard of hearing administrator. The transition committee will begin meeting in December 2006 and will include, at a minimum, a member of the SBOE, a member of the CDHH, a representative from the SDE, a representative from a school district and a representative from a postsecondary institution.

The deaf/hard of hearing administrator will work with the transition committee to develop a detailed plan for program delivery, funding and transition. This report will be provided to the SBOE, the SDE and the CDHH no later than October 2007 and forwarded to the Legislature in January 2008.

CDHH will act as an advisory group for deaf/hard of hearing education programs to assist evaluating that the needs of all students are being met and that programs are aligned to the deaf/hard of hearing education standards referenced above. The SBOE and the SDE will continue in their respective responsibilities to set standards for, monitor and assist all education programs in Idaho.

Funding:

The State will provide funding and resources to support the administrative structure that is necessary to operate the statewide system.

The transition committee will propose a funding structure to address facility needs for deaf/hard of hearing students.

As part of the 2007 legislative session, SBOE, SDE, or CDHH will receive funding to immediately hire a new deaf/hard of hearing education administrator to work with CDHH, SDE, the SBOE, school districts, parents, and other experts to design the education program, transition plan, and timeline. CDHH, SDE, or SBOE will also receive appropriate funding for support services related to this task (including funds for support staff, funds to conduct research and hold meetings of appropriate stakeholders).

Transition Time:

All current service delivery models will continue during the transition period and will be moved into the new structure based on the timeline. Existing service delivery models may be modified based on the recommendations of the transition committee.

The Idaho Department of Commerce and Labor will establish a committee to address the economic impact of the changes in deaf education programs on the Magic Valley, current ISDB employees and the state. This group will make recommendations to the Legislature no later than January 2008.

The goal is to transition from existing programs to the central administration and modified service delivery model by July 2009.

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SUBJECT

Update on the Just for the Kids (JFTK)

REFERENCE

August 12, 2005	Idaho School Boards Association President Wanda Quinn, as an informational item, presented ISBA's interest in working with Just for the Kids to add Idaho's student achievement data to the JFTK website and researching the possibility of forming a state affiliate program with JFTK for best practice studies. The SBOE agreed to have the staff pursue the idea and if appropriate share the data with JFTK under password protection.

APPLICABLE STATUTE, RULE, OR POLICY

The Family Education Records Privacy Act of 1974.

BACKGROUND

The Just for the Kids (JFTK) program is a clearinghouse for national education data, a nationwide collaborative effort by the Education Commission of the States, the University of Texas and the National Center for Educational Accountability. The Just for the Kids Improvement model is a powerful web-based resource that helps all members of a school community to gauge their school's performance relative with schools of similar populations, and gives them opportunity to replicate the proven practices of consistently high performing schools. This program has great promise in providing our schools with another tool to help increase student achievement and meet Adequate Yearly Progress requirements under No Child Left Behind.

DISCUSSION

The Idaho School Boards Association will provide an update on the JFTK.

IMPACT

The Idaho School Boards Association (ISBA) has asked the SBOE and State Department of Education to assess expenses related to preparing the data to be sent to JFTK beyond that which is required for NCLB and AYP purposes. ISBA proposes soliciting funds from foundations and businesses to cover those expenses as well as expenses related to best practice studies. This would eliminate any negative fiscal impact on the State.

Interested stakeholders will have access to a tool that is helpful in analyzing assessment data from schools in Idaho.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

BOARD ACTION

This item is for informational purposes only.

Information Item
Update on the Just for the Kids Project
Idaho School Boards Association, Inc.

Since the last communication with the State Board much has been accomplished with the Just for the Kids project.

- ISBA President Wanda Quinn presented the Just for the Kids concept to the State Board of Education on August 12, 2005.
- The State Board of Education gave the green light for NCES to receive, cull and post the student data from the State Department and to a secure the data on web server.
- A meeting was held with State Department information technology and State Board staff to determine what type of data was available and how it would be transferred.
- Idaho student data was transferred to NCES and the Idaho website was created and secured with a password. To Access the New Website: go to www.just4kids.org <http://www.just4kids.org> . Choose Idaho from the map or the state drop-down list. That will prompt a password login. Your temporary password is: ID05m22 (the 0 is zero)
- Project stakeholders met in August of this year reviewed the Idaho Just for the Kids website and decided to continue the process if the State Board gave the approval for the site to go public.
- The data for 2006 is complete and ready to be transferred to the Just for the Kids website which will give Idaho two years of good, clean and usable data on the site.
- A meeting with the Deans of the Colleges of Education will be held on September 13, 2006 to determine their interest in the research component of the Just for the Kids project to develop the "Best Practice Studies."
- A meeting is scheduled for September 15, 2006 to discuss organizational design for an advisory committee if approval to proceed is grant by the State Board.
- In August 2006 OSBE staff reviewed the JFTK website and granted permission for JFTK to remove the password protection. The Idaho School Boards Association would like to make an announcement to coincide with our annual convention in November.
- ISBA is asking Just For the Kids to provide a letter indicating that the cost associated with posting the Just for the Kids Idaho website is covered by the Broad Foundation.

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SUBJECT

Best Practice Idaho: Wallace High School Seniors in Transition Program

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State Board of Education is beginning a new feature at its Board meetings called, "Best Practice Idaho." This segment will be dedicated to sharing best practices in K-12 and higher education. The Best Practice Idaho reports will also be featured on the State Board of Education webpage, http://www.boardofed.idaho.gov

DISCUSSION

The K-12 Best Practice Idaho, at this meeting, features a successful parent, community and school partnership in Wallace High School aimed at helping students understand and receive help to prepare for opportunities beyond high school.

The program began at Wallace High School four years ago with a handful of parents who came in weekly to help junior and senior students. Volunteers help students search for scholarships, fill out federal financial aid forms, research internships, provide career counseling, and act as a listening ear for students. The group also sponsors senior night for parents and students as well as junior information sessions.

Board member Sue Thilo saw a presentation by the volunteers who run the Seniors in Transition program and recommended the group present to the board.

IMPACT

For the 2005-2006 school year, the group helped Wallace High School students secure $200,000 in scholarship dollars. In addition, two students were accepted into the military academies – one to West Point Academy and the other to the Merchant Marine Academy. Each academy acceptance is equated to $400,000 in scholarships.

ATTACHMENTS

Attachment 1 - Brochure from the program Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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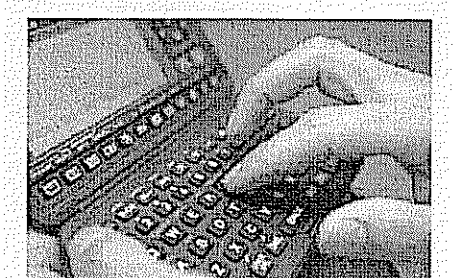
In 2004, a group of volunteers began working with Wallace Jr/Sr High Counselor, Robert Benfit and WHSHS Principal, Mrs. Harding-Thomas to put together a program to help students pursue higher-education. The group began by addressing the needs of the Senior Class of 2004, by organizing the scholarship information available, hosting an orientation night for Seniors and parents and mentoring one-on-one with interested Seniors.

Working with these Seniors proved beneficial as over $100,000 in scholarships was awarded to these students at an awards ceremony hosted by the group in May 2004.

As the volunteer base has grown, the program has expanded to include many programs as well as provided the group with the opportunity to work with interested underclassmen



For more information regarding this career counseling program phone (208) 753-5315 and ask for Robert Benfit, Counselor

 # 1 Miners Alley
Wallace, ID 83873

High school to Adult Hood

Wallace High School Career Counseling Program

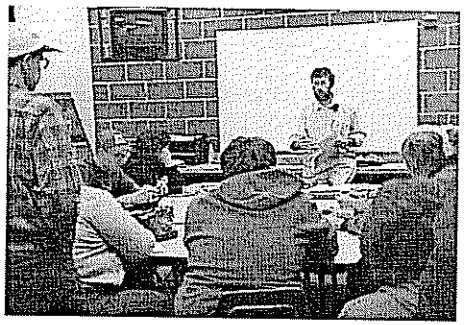
Our Volunteers are here to help you, whatever the question, whatever the problem, we can help you find the answer!

All we need is YOU!

1 Miners Alley
Wallace, ID 83873

Phone: 208-753-5315

OUR GOAL IS TO HELP STUDENTS TRANSITION FROM HIGH SCHOOL INTO ADULT HOOD NO MATTER THEIR PATH.



Volunteers host several workshops throughout the year to give students and their parents information necessary to pursue the pathway of their choice.

- ☑ Entry to Colleges and Universities
- ☑ Entry into the Military
- ☑ Entry into the work force
- ☑ Entry to Vo-tech school
- ☑ Entry into apprenticeship programs

We begin working with students as early as 9th grade to help them explore possible career paths and take high school courses that prepare them for learning beyond graduation. We also encourage community volunteer service, participation in extra-curricular school & community activities as well as genuine efforts in their academics. These pursuits help transform them into well-rounded individuals, which is what most scholarship foundations are looking for.

- ◊ We can help students identify scholarships at the local, regional, state & national levels which may provide them with additional funding opportunities.
- ◊ We help students organize the information they will need for scholarship and higher-education institution applications.
- ◊ We help students identify resources within the community to fulfill the volunteer hours required of many scholarship opportunities.
- ◊ We help students register for ACT/SAT tests.
- ◊ We help students and parents identify websites and other resources which can help them in their decision making process.
- ◊ We help find the information needed by students to make the right choices as to which college, university, trade-school or workforce training program is right for them.
- ◊ Reminders are sent out to college students about renewable scholarship applications and deadlines.
- ◊ We keep students apprised of changes and scholarships.

Our program continues to expand each year as our base of volunteers grows. Here is a list of the different services our program offers throughout the course of the year.

- ◊ Senior Orientation night
- ◊ FAFSA workshop
- ◊ CIS workshop
- ◊ Coordinate ACT/SAT testing for students
- ◊ Maintain volunteer's available in the counselors office one or more days a week for student assistance.
- ◊ Coordinate Community service hours
- ◊ Assist teachers with half day Career day & student class selections
- ◊ Workshop for Military bound students
- ◊ Mentor students when class schedules don't allow interaction during scheduled volunteer hours. Host evening KRASH nights.
- ◊ Host the Scholarship awards ceremony & reception
- ◊ Remind college students of renewable scholarship applications and deadlines

 # 1 Miners Alley
Wallace, ID 83873

Phone: 208-753-5315 many of these Scholarships applications can be accessed on the website at www.sd393.k12.id.us