

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
APRIL 17-18, 2008**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>STRATEGIC PLANNING OF THE UNIVERSITY OF IDAHO'S LAW SCHOOL</b>	Motion to Approve
<b>2</b>	<b>NEW DOCTORATE PROGRAM – FULL PROPOSAL – PH.D IN PUBLIC POLICY AND ADMINISTRATION – BOISE STATE UNIVERSITY</b>	Motion to Approve
<b>3</b>	<b>NEW GRADUATE PROGRAM – FULL PROPOSAL – MASTER IN COMMUNITY AND REGIONAL PLANNING – BOISE STATE UNIVERSITY</b>	Motion to Approve
<b>4</b>	<b>NEW GRADUATE PROGRAM – FULL PROPOSAL – MASTER OF SCIENCE IN BIREGIONAL PLANNING AND COMMUNITY DESIGN – UNIVERSITY OF IDAHO</b>	Motion to Approve
<b>5</b>	<b>APPROVAL OF HIGHER EDUCATION RESEARCH COUNCIL FY 2009 BUDGET</b>	Motion to Approve
<b>6</b>	<b>IDAHO TECHNOLOGY INCENTIVE GRANT PROGRAM FY 2009 AWARD</b>	Motion to Approve
<b>7</b>	<b>IDAHO FALLS LOCAL OPERATIONS COMMITTEE-SUMMARY REPORT</b>	Information Item
<b>8</b>	<b>APPROVAL OF TEMPORARY AND PROPOSED RULES GOVERNING REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS, IDAPA 08.01.11</b>	Motion to Approve

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<b>9</b>	<b>WICHE RELEASE OF “KNOCKING ON THE COLLEGE DOOR: PROJECTIONS OF HIGH SCHOOL GRADUATES BY STATE AND RACE/ETHNICITY”</b>	Information Item
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<b>10</b>	<b>TITILE II, PART A, SUBPART 1 GRANTS TO STATES, STATE ACTIVITIES FUNDS</b>	Motion to Approve
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**UNIVERSITY OF IDAHO – COLLEGE OF LAW**

**SUBJECT**

Strategic planning process on how best to fulfill the University of Idaho's statewide mission in legal education during the "second century" of the College of Law

**REFERENCE**

October 11, 2007                      Information item presented to Regents – update on status of strategic planning process.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.Z  
Idaho State Board of Education Governing Policies & Procedures, Section V.K.

**BACKGROUND**

The University of Idaho is charged with the statewide mission for legal education. The University fulfills that mission through the College of Law, which will mark its centennial in 2009. Throughout 2007, the College has been engaged in a strategic planning process to determine how best to fulfill this statewide mission in the College's "second century." The College reported on its progress at the October 2007 meeting in Lewiston. The College returns to the Regents with the results of the strategic planning to date and a request for approval of a direction forward.

**DISCUSSION**

The College of Law's strategic planning process to date has included significant effort engaging statewide stakeholders and professionals. The College has:

- Conducted, in conjunction with the Idaho State Bar, a conclave of leading practitioners and judges throughout the state,
- Obtained and considered marketing surveys from existing practitioners, current students (both those attending at Moscow as well as those attending other law schools) and would-be students,
- Obtained and considered the analysis of an outside Strategic Planning Academic Consultant,
- Engaged a dedicated team of College faculty to study the examined "supply side" issues of cost, revenue, and academic quality in delivering legal education.
- Engaged the College of Law Advisory Board in its individual consideration of the issues as well as consideration of the conclave, the marketing surveys and the consultant analysis, and
- Worked in consultation and cooperation with the state's judiciary.

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The result of this process is the determination by the College of Law that the concept of a statewide public law school providing opportunities at two locations, Moscow and Boise, with cost-effective unified administration and a curricular design that emphasizes ethics and professionalism while responding to needs and opportunities at each location is the optimum approach for the College to fulfill the University's statewide mission for legal education.

The College of Law Advisory Board and the Strategic Planning Academic Consultant concur with this determination. It is supported by former and current Chief Justices of the Idaho Supreme Court and by the University of Idaho Administration.

At this point, the University is asking for approval of this concept and authority to proceed ahead, focused on the two location approach, to conduct the initial planning for operations in the two locations, including operating budget, capital budget, facility needs analysis, curriculum and implementation timeline. The University recognizes that much work remains to be done to make the concept a reality. Information on progress will be brought routinely to the Regents attention, and any approvals required regarding curriculum and facility issues will be brought to the Regents for approval as required by Board Policy.

**IMPACT**

There is no fiscal impact beyond the relatively modest funds to be expended in developing the initial planning. This will be internally funded at the University and will be presented to the Regents prior to seeking authority for formal facility planning expenditures, construction of any facilities and commencement of any new academic programs, all as required by existing policy.

**ATTACHMENTS**

Attachment 1 – Strategic Planning Proposal

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

The expansion of the Law School into the Treasure Valley has the support of the College of Law Advisory Council. It also appears to be supported by the Idaho State Bar. There is no question that the Treasure Valley offers unique advantages for locating a legal education including a number of law firms, concentration of governmental entities and proximity to large corporate businesses with significant legal infrastructure. Proximity to the Idaho Supreme Court and the possibility of sharing a new law library also strengthens the case for a Treasure Valley location. These factors support the development of a plan for consideration by the Board. Staff recommends approval.



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**BOARD ACTION**

A motion to approve the request by the University of Idaho for 1) approval of the concept of a two location approach for the University of Idaho College of Law to strengthen statewide delivery of public legal education in Idaho, as described in the material presented to the Regents, and 2) authority to proceed with implementation planning for two locations, including operating budget, capital budget, facility needs analysis, curriculum and an implementation timeline. Information on progress will be brought routinely to the Regents attention, and any approvals required regarding curriculum and facility issues shall be brought to the Regents for approval as required by Board Policy.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**"LET OUR MINDS BE BOLD"**

**FULFILLING A STATEWIDE MISSION  
IN THE UNIVERSITY OF IDAHO'S  
SECOND CENTURY OF LEGAL EDUCATION**



**PREPARED FOR THE BOARD OF REGENTS**  
**March 19, 2008**

**University of Idaho**  
College of Law

**"LET OUR MINDS BE BOLD"**

**FULFILLING A STATEWIDE MISSION  
IN THE UNIVERSITY OF IDAHO'S  
SECOND CENTURY OF LEGAL EDUCATION**

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## APPENDICES

1. Conclave on Idaho Legal Education in the 21 <sup>st</sup> Century – July 16, 2007 --177 pages, available in hard copy on request, or accessible on-line at: <a href="http://www.law.uidaho.edu/documents/Conclave%20Document.pdf&amp;pid=101948&amp;doc=1">http://www.law.uidaho.edu/documents/Conclave%20Document.pdf&amp;pid=101948&amp;doc=1</a>	
2. Moore Information, Inc. – Summary of College of Law Market Survey Study – October 15, 2007, and Summary of Internal College of Law Survey	[41, 49]
3. Recommendation by the Academic Consultant – October 27, 2007	[56]
4. Recommendation by the College of Law Advisory Council – October 29, 2007	[67]
5. Letter from the State Bar/Foundation Visiting Committee – December 18, 2007	[70]
6. Review of Concept Statement by the Academic Consultant – March 19, 2008	[72]

**EXECUTIVE SUMMARY**

This document provides to the University of Idaho Board of Regents (State Board of Education) --

- An update on the strategic planning process, together with an analysis of the data gathered and alternatives considered, in developing a proposal to meet the state's future needs by fulfilling the University's statewide mission in legal education.
- An explanation of the concept of a statewide public law school providing opportunities at two locations, Moscow and Boise, with cost-effective unified administration and a curricular design that emphasizes ethics and professionalism while responding to needs and opportunities at each location.

Idaho's population has doubled, and its need for legal expertise has grown dramatically, in the 35 years since the Menard Law Building – home of the University of Idaho College of Law -- was designed and built. Needs for legal services have risen in response to an increasingly urbanized population, a rapidly expanding economy, and an expanding regulatory role of government. Moreover, the demand for legal education has been spurred by the diversity of career paths made available by the Juris Doctor degree.

Legal expertise is essential to a democratic society's mechanisms for civil dispute resolution, administration of criminal justice, protection of individual liberty, and promotion of economic development through ordered markets. Idaho's legal profession, which has a smaller per capita presence than the profession in adjacent states, is destined to grow. Idaho's legal education opportunities, as reflected in the ratio of law school seats to population, are similarly small in comparison to those provided in other states. The demand for legal education is especially acute in the Treasure Valley, one of the most underserved urban areas in the United States.

The response to this demand should come from public legal education. It is the state law school that keeps legal education affordable, thereby helping to assure that legal services are available, and justice is accessible, to Idahoans of ordinary means. It is the state law school, moreover, that has a special duty and ability to advance values now receiving a resurgence of interest in legal education circles – such as client-centered practice, professionalism, unselfish commitment to the public trust, and development of moral judgment. Idaho can become nationally distinctive by

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emphasizing these values in the design of a public law school that transcends geography in fulfilling a statewide mission.

As reported to the State Board last fall in Lewiston, the University has examined its statewide mission through an open process that occasionally generated controversy but assured that all perspectives would be heard and considered. In light of significant changes in the state and the legal profession, the College analyzed and rejected the "business as usual" option, finding that it would be injurious to the College and University, and would leave the statewide mission unfulfilled. The College also reviewed three broad approaches for the future: (a) focusing on Moscow with relatively little expansion in Boise; (b) relocating the J.D. instructional program from Moscow to Boise, while retaining an interdisciplinary research and outreach function in Moscow; and (c) preserving the Moscow program while expanding the College's presence in Boise through the phased development of a two-location model of legal education.

The College examined these alternatives in depth during a three-day Conclave on Legal Education conducted in cooperation with the Idaho State Bar, in July, 2007. The College also gathered data from marketing surveys, which showed that the College enjoys a strong academic reputation but also showed that a single-location law school in Moscow is unattractive to many would-be students and is not even preferred by most students enrolled at Moscow. After reviewing Idaho's needs in relation to the strengths and weaknesses of all three major approaches (including possible constitutional problems with the relocation approach), the College's academic consultant, the College's Law Advisory Council, and the University's administration all have agreed that a two-location model, with adequate resources, will be the best approach for Idaho. The Idaho State Bar has expressed its full support of the process leading to this conclusion. The College faculty has adopted the model in concept and has moved forward with developing a design to implement this concept.

Under the two-location model, the University of Idaho's statewide law school would deliver an integrated curriculum featuring basic offerings in Moscow and Boise, plus an array of differentiated and complementary emphases based on each location's needs and opportunities. Thus, Moscow would emphasize land grant-related interdisciplinary research in law and science, and would develop strength in natural resources and environmental law, American Indian law, and public lands. Boise would take advantage of its location at a center of commerce and government to develop business law and entrepreneurship, intellectual property, and international business transactions and trade. Both locations would feature small-scale teaching and learning environments with strong emphasis upon professional skills and values.

The two-location model would be developed in phases correlated with the availability of resources, the depth and quality of the student applicant pool, and the requirements of continuing accreditation. The phasing sequence, to be determined soon after the two-

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location concept has been approved, could begin either with a modestly sized first-year class followed by second and third years, or with a full third-year program that would be complemented thereafter by first- and second-year classes. In either event, the University would move forward with the first phase as expeditiously as possible -- perhaps as early as the fall of 2009.

The University's statewide legal education initiative provides a once-in-a-generation opportunity to collaborate with the Idaho Supreme Court in the development of an "Idaho Law Learning Center" in Boise. The Center could be scaled to the needs of the legal education program while also serving other public purposes -- including shared use and improvement of the State Law Library, and cooperation with the judiciary and other branches of government in providing civic outreach on the rule of law in a democratic society. The Center would be unique and distinctive in national legal education. The Menard Law Building in Moscow also would be modernized at a cost that would be less than moving that portion of the law school to Boise.

This document is a concept statement, so it does not set forth detailed cost and revenue figures. Those will be contained in a Business Plan to be crafted upon approval of the two-location concept. Nonetheless, for the purpose of illustrating the scope of the concept, it can be estimated that the *eventual* operating cost of the fully developed two-location expansion would be roughly \$5-6 million over the current budget of approximately \$8 million. That amount could be covered by a proportionate increase in state funding, coupled with an increase in law student fees. By way of illustration, if the proportionately increased state investment were \$3.5 million per year, the student fee increase could be an average of \$4,000 per year per student -- over and above other planned fee increases -- thereby generating an additional \$2 million with 500 students. (Idaho residents currently pay approximately \$10,200 per year.) Private giving would provide a margin of academic excellence as well as a source of increased student financial aid. Grants and contracts also would contribute toward meeting the law school's operating expenses.

This is a turning point in the history of the College of Law and of the University. The state's needs are manifest, and the statewide mission in legal education must be fulfilled. Idaho needs a renewed investment in legal education. It is a time for bold minds and bold actions.



**PART ONE: MEETING IDAHO'S NEEDS AND  
FULFILLING A STATEWIDE MISSION**

*"If we would guide by the light of reason, we must let our minds be bold."*<sup>1</sup>

The State Board has assigned to the University of Idaho the statewide mission for delivery of legal education.<sup>2</sup> A statewide mission "denotes that the institution is assigned by the Board to offer and deliver a program in order to meet a particular educational and workforce need in all regions of the state."<sup>3</sup> As explained below, Idaho's law-related educational and workforce needs are growing and changing rapidly. The University has a special calling to address these needs and changes because high-quality public legal education serves the state and its people, promotes economic development and civic professionalism, and provides affordable entry into the legal profession -- thereby keeping legal services and access to justice within reach for Idahoans of ordinary economic means. The University's special high calling must be answered with bold action.

***Idaho's Need for Legal Expertise Is Growing***

The University's responsibility for legal education began in 1909, when the Legislature approved the Board of Regents' proposal to establish a public law school that would provide legally trained individuals to develop the rapidly forming legal fabric of a young state. The University of Idaho College of Law initially occupied space in the University's Administration Building, remaining there until the present Menard Law Building, designed for approximately 250 students, was constructed in 1972-73. At that time, the population of the state stood at approximately 750,000.

Today, as the College of Law approaches its second century in 2009, the population of Idaho has doubled to approximately 1.5 million. The state is one of the fastest growing

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<sup>1</sup> Justice Louis D. Brandeis, *New State Ice Co. v. Liebmann*, 285 U.S. 262, 311 (1932) (dissenting opinion).

<sup>2</sup> Idaho State Board of Education Policies and Procedures, Section III (Post Secondary Affairs), Part I (Roles and Missions), Institutional Role and Missions – University of Idaho. The assignment of law to the University of Idaho is also reflected in the State Board publication "2008 Higher Education in Idaho", at page 35.

<sup>3</sup> State Board Policies and Procedures, Section III, Part Z.

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in the nation – indeed, the fourth fastest in recent years.<sup>4</sup> Yet opportunities in Idaho legal education have remained nearly static. The current number of Idaho law students -- 296 in the spring of 2008 -- represents little change from the level contemplated for the Menard Law Building in the 1970s. (Even with this modest increase, however, the building is being stretched beyond its intended capacity.) The growth of demand for legal education is reflected in the fact that the College has received an average of 813 applications in the past five admissions cycles, for entering classes that averaged 105 students.

The doubling of Idaho's population is not the only force driving an increased demand for legal education. Additional pressure on the current legal education system arises from changes in the sources of demand for legal expertise:

- Idaho's population has become more urbanized, producing higher caseloads in the state and federal criminal justice systems and increasing the demand for prosecutors, defenders, and judges. (In Idaho state district courts, for example, criminal cases nearly quadrupled from 1982 to 2006.<sup>5</sup>) The judiciary has a special connection with the University of Idaho; more than half of the Supreme Court Justices, and more than half of Idaho's trial judges, are alumni of the University.
- Idaho's economy has expanded rapidly, with Idaho's gross domestic product increasing at an annual rate of 7.4 % (the fastest growth rate in the nation) between 2003 and 2006.<sup>6</sup> Manufacturing has recently become the largest sector of the state's economy, and the most important manufacturing sector is science and technology. Indeed, Idaho recently ranked seventh nationally in the concentration of high-tech workers.<sup>7</sup> This economic growth generates a demand for – and is dependent upon – a supply of lawyers and law-trained businesspersons with expertise in negotiations, civil litigation, mediation, arbitration, business formation and organization, commercial transactions, consumer protection, construction, real estate finance, business and estate planning, employment law, international business transactions, and other law-based private sector services contributing to economic development. For example, University of Idaho law graduates who have held state and national

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<sup>4</sup> "State of Idaho News," Governor's Website, March 3, 2008.

<sup>5</sup> Annual Reports of the Idaho Courts, 1982-2006.

<sup>6</sup> "Idaho has been tops among states in economic growth since 2003. It has ranked high nearly every year since 1987, a run of good times unmatched by any other state. Even the recessions of 1991 and 2001 didn't stop growth.... Idaho's economy has clicked in every sector: farming, technology, tourism, construction, service industries. Big business has thrived, and small entrepreneurs have, too. The state has a 2.4% jobless rate, the lowest in the nation, and has added jobs every year since 1987." *USA Today*, Sep 26, 2007.

<sup>7</sup> Idaho Department of Commerce website, March 16, 2008.

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leadership positions in the business community include Dennis Johnson, president and chief executive officer of the United Heritage Financial Group; Steve Hanks, past president and chief executive officer of Washington Group International; Frank Shrontz, past chief executive officer of the Boeing Company; Lucinda Weiss, past associate general counsel of the Goodyear Tire & Rubber Company; and Dennis Wheeler, president and chief executive officer of Coeur, The Precious Metals Company.

- Idaho governmental regulation and public sector services also are burgeoning, as evidenced by a nearly three-fold increase in the budget of Idaho's state government from 1992 to 2007.<sup>8</sup> This growth, combined with growth in federal agencies as well as county and city governments, creates a growing demand for legal expertise in land use, natural resources law and environmental protection, energy, health and human services, child protection, immigration, workplace safety, public utilities, and general government administration. The University of Idaho has produced lawyers in public service such as Idaho Senate Majority Leader Bart Davis; former U.S. Senator Jim McClure; U.S. Securities and Exchange Commission Secretary Nancy Morris; and Idaho Lieutenant Governor (and past Governor) Jim Risch.
- Moreover, demand is growing for law-trained individuals, often holding joint degrees in law and other disciplines, in diverse additional occupations, ranging from science and teaching to higher education administration and human resource management, where the rigorous analytical tools developed in a legal education provide a professional advantage. For example, University of Idaho law graduates include Jon Oliver, executive associate director of the Department of Athletics at the University of Virginia; Sally Savage, general counsel of Washington State University; and Georgia Yuan, general counsel of Smith College and immediate past president of the National Association of College and University Attorneys.

A quality legal education leads to a wide variety of careers. As noted in the College of Law viewbook: "You may become a transactional lawyer, a litigator, a judge, an administrator, a business entrepreneur, a teacher, a writer - - the J.D. degree can take you almost anywhere. Your Idaho legal education will sustain you wherever you go." Placement data for the legal profession confirm these opportunities. While most law school graduates find employment as lawyers and judges, graduates are prepared for the many positions that value critical-thinking skills. A 1993 study conducted by the Law School Admission Council<sup>9</sup> indicated that nearly 10% of law school graduates were

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<sup>8</sup> Idaho Legislative Services Office, *Idaho Fiscal Facts 2007*.

<sup>9</sup> Joe G. Baker, *Employment Patterns of Law School Graduates* (RR-00-01), LSAC Research Report Series (2001).

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employed in business and industry as managers, executives and administrators, with others employed in sales and marketing, as college law teachers, and in science and health fields. Data compiled more recently by The National Association for Law Placement (NALP) showed similar employment patterns, with over 12% of 2006 graduates employed in business/industry, and a growing percentage in public interest professions.<sup>10</sup> The growth of business and public interest law was evidenced nationally in the career choices of diverse categories of students:

**National Data:**  
**Initial Employer Types — Comparisons for the Classes of 1982, 1994, and 2006**

	Minorities and Non-minorities					
	1982		1994		2006	
	Non-minorities	Minorities	Non-minorities	Minorities	Non-minorities	Minorities
Private Practice	59.4%	43.5%	57.5%	46.2%	57.6%	54.5%
<b>By Size of Firm*</b>						
Solo	7.2	6.5	5.2	4.7	2.5	2.4
2-10	38.4	35.5	37.4	27.5	33.0	25.7
11-25	14.3	11.1	12.1	8.9	10.6	7.5
26-50	10.7	8.1	7.5	5.6	7.1	5.1
51-100	10.1	10.0	7.6	9.3	6.0	4.8
101+	14.5	21.3	22.7	34.0	34.8	48.5
Business/Industry	10.5	11.4	11.7	11.4	12.7	14.2
Government	12.8	21.0	12.4	20.8	12.0	12.6
Judicial Clerkships	10.9	9.6	13.3	11.6	11.7	8.3
Public Interest	1.7	7.4	2.2	5.4	4.8	7.4
Academic	1.3	1.8	0.9	1.8	0.6	2.1
Total # of Jobs	21,495	1,339	19,622	3,298	24,445	6,257

With varied backgrounds, interests, and skills, lawyers provide much of the human infrastructure of public health and safety, through their work in regulatory law and in the criminal justice system; through their civic leadership, they energize community and nonprofit organizations; and through their civil practices and transactional work, they resolve conflicts and play a crucial role in the operation of a rules-based market system that has made the American economy the most powerful in the world.

***Legal Expertise Is a Vital Component of Economic Development***

Legal expertise is essential to a democratic society's mechanisms for civil dispute resolution, administration of criminal justice, protection of individual liberty, and promotion of economic development through ordered markets. The role of the legal

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<sup>10</sup> For further discussion and updates, see the National Association for Law Placement website: <http://www.nalp.org/content/index.php?pid=515>.

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profession in economic development, and its resultant influence on the demand for legal education, is not always fully appreciated.<sup>11</sup> Economic data compiled by the US

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<sup>11</sup> During the 1980s hysteria regarding the supposed rise of "Japan, Inc.", various studies attempted to explain Japan's superior growth rates by pointing to the differing levels of lawyers in the respective countries, with more lawyers equating to lowered growth rates. The subsequent weaknesses in the Japanese economy revealed the simplicity of this analysis, and later studies questioned both the methodology and conclusions of these earlier studies. *See, e.g.,* Charles Silver and Frank B. Cross, *What's Not To Like About Being A Lawyer?* 109 Yale Law Journal 1443 (April 2000):

When it comes to debunking anti-lawyer myths, as good a place to start as any is the widely reported assertion that the United States has too many lawyers. An open-minded person with a modicum of respect for markets would presume against the accuracy of this claim. The legal sector is the fourth largest part of the service economy, with revenues in excess of \$140 billion. The most obvious explanation for its tremendous size is that clients want and are willing to pay for the services that lawyers provide. Moreover, the legal sector and America's economy have grown hand in hand. The correlation was especially clear in the 1990s when both the economy and the need for corporate legal services grew dramatically....

Michael Porter, the renowned professor at the Harvard Business School ... studied [in 1999] the per capita gross domestic product (GDP) in fifty-eight nations. Porter found a positive association between "adequacy of private sector legal recourse" and societal wealth. In size, the beneficial effect was comparable to those of infrastructure quality, public investment in research and development, quality of scientific research institutions, and financial market sophistication.

Moreover, the comparisons of numbers of lawyers in the United States to the numbers in Japan and elsewhere have long been recognized as flawed:

Japan may have more *law-trained persons* per capita than the United States. The trick is that the Japanese system defines the term "lawyer" far more narrowly than the American system does. Here are the facts behind the myth:

- In Japan, as in most countries, law is an *undergraduate* discipline. Only in the United States and Canada is law a graduate discipline requiring an undergraduate degree prior to enrollment in law school.
- In Japan, a great many undergraduates major in law. Graduates from these programs use their law training in a variety of ways. Only a few go on to be licensed to practice before the High Court of Japan. These few are the only ones who are officially called "lawyers." The vast majority of graduates who are law-trained are, in fact, involved in law-related employment and focus their careers on legal issues.... They are, for all purposes, lawyers.... Yet, in Japan, they are not called lawyers or counted in the lawyers census.

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Department of Commerce's Bureau of Economic Analysis (BEA) demonstrate the positive impact of the legal profession to the nation's Gross Domestic Product. Using BEA's estimates for 2005,<sup>12</sup> the legal services industry contributed \$180.9 billion in value to the Gross Domestic Product of the US. This is just behind the \$233 billion contributed by the mining industry and ahead of \$123 billion contributed by the "agriculture, forestry, fishing, and hunting" industry, the \$150 billion contributed by the publishing industry, and the \$175 billion contributed by the "food and beverage and tobacco products" industry.

A headline in a *New York Times* article from 2006 captures the role played by the legal profession in contributing to economic growth: "Step 1 in Starting a Small Business: Hire a Lawyer." The author concludes that "[d]espite the proliferation of both self-help books and Internet advice, when starting a business even the most sophisticated of business people find . . . that they need an individual lawyer to guide them through the most basic of decisions as well as the more complicated ones, like financing and property issues."<sup>13</sup> The need for lawyers is especially acute as a result of the globalization of the U.S. economy. In a keynote address to the American Society of International Law in 2006, Brad Smith, the Senior Vice President and General Counsel for Microsoft concluded, "[T]he world does not have enough lawyers." The central point of Smith's keynote address was that international trade and development cannot thrive without the support of a vibrant legal profession and independent judiciary.<sup>14</sup>

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- Today, Japan is growing concerned about the quality of its legal training programs and is beginning to adopt the U.S. model of graduate legal education....

Rennard Strickland and Frank T. Read, *The Lawyer Myth: A Defense of the American Legal Profession* (Swallow Press/Ohio University Press 2008), at pages 25-26.

See also Ray August (known to many Idahoans during his lifetime as a revered teacher and business law professor in the College of Business at Washington State University), "The Mythical Kingdom of Lawyers," 78 American Bar Association Journal 14 (September, 1992) (explaining that if legal service providers were counted according to the legal education standards of their own countries, the United States would rank about 35<sup>th</sup> among the nations of the world in "lawyers" per capita).

<sup>12</sup> See, Thomas F. Howells III and Kevin B. Barefoot, Annual Industry Accounts: Advance Estimates for 2006 (May 2007), accessed at BEA website:

[http://www.bea.gov/scb/pdf/2007/05%20May/0507\\_annual\\_industry\\_accounts.pdf](http://www.bea.gov/scb/pdf/2007/05%20May/0507_annual_industry_accounts.pdf).

<sup>13</sup> Ellen Rosen, "Step 1 in Starting a New Business: Hire a Lawyer," *New York Times* (on-line), November 16, 2006.

<sup>14</sup> Brad Smith, Address to American Society of International Law Second Century Dinner, November 3, 2006, accessed at <http://cc.msnsnscache.com/cache.aspx?q=72882347511503&mkt=en-US&lang=en-US&w=a8fcac97&FORM=CVRE4>.

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The contribution of legal expertise to economic development represents one of the reasons for the increased number of persons seeking and obtaining a legal education. The number of people graduating from law schools has grown steadily for the past 25 years from approximately 35,600 in 1980 to 43,883 in 2005. Even with this increased supply of law-trained professionals, the U.S. Department of Labor estimates that the next decade (through 2016) will see steady growth in jobs for lawyers. The DOL reports that

[e]mployment of lawyers is expected to grow 11 percent during the 2006-16 decade, about as fast as the average for all occupations. The growth in the population and in the level of business activity is expected to create more legal transactions, civil disputes, and criminal cases. Job growth among lawyers also will result from increasing demand for legal services in such areas as health care, intellectual property, venture capital, energy, elder law, antitrust, and environmental law. In addition, the wider availability and affordability of legal clinics should result in increased use of legal services by middle-income people.<sup>15</sup>

With its population growth and expanding economy, Idaho will provide opportunities for individuals with a legal education. Idaho currently ranks 47th nationally in the number of lawyers per capita. This means that there are relatively fewer lawyers in Idaho to draft wills, assist families with divorce or adoption, deal with real estate transactions, advise entrepreneurs regarding the start-up of new businesses, assist the state regulatory framework, advise businesses on regulatory matters, ensure the public safety by working in the criminal law sector, etc.

Idaho's legal profession will grow in response to all of these diverse sources of demand for legal expertise. Currently, there are approximately 6.1 lawyers – not all of whom are necessarily practicing – per 10,000 residents in Idaho. As the sources of demand for legal expertise continue to expand, this ratio is likely to rise toward the levels found in adjacent western states: Nevada (10.4), Utah (9.1), Washington (8.7), Montana (8.5), Wyoming (8.3), and Oregon (7.9).<sup>16</sup> Idaho's legal profession, and the services it provides, will grow.

***Legal Education Is Changing, Even as Demand for It Is Rising***

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<sup>15</sup> U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, accessed at: <http://cc.msnsnscache.com/cache.aspx?q=72907993473644&mkt=en-US&lang=en-US&w=1defbe9a&FORM=CVRE> (last modified December 18, 2007). This projection is probably conservative because it does not include the uses of a legal education to pursue or enhance nontraditional careers outside the law and judiciary.

<sup>16</sup> Avery Index website ([www.averyindex.com/lawyers\\_per\\_capital.php](http://www.averyindex.com/lawyers_per_capital.php)), March 16, 2008.

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Population increases and the expansion and diversification of the economy have reshaped the practice of law and, therefore, are changing the content and methods of legal education. In Idaho, as elsewhere, legal practice has become increasingly specialized and increasingly international and transnational. At the same time, Idaho still needs small town, “Main Street” lawyers – i.e., lawyers who practice solo or in small firms in communities throughout our nation” and whose “work touches many people at some of the most significant points in their lives – buying a home, writing a will, [or] settling an estate.”<sup>17</sup> This duality places elevated demands upon legal education. Moreover, legal employers increasingly demand law school graduates who are practice ready. Thus, some law students need to graduate prepared to enter a specialized, globalized practice while others must be ready for a small-town, main street practice.

As the state’s only law school, the University of Idaho College of Law must consider the diverse practice paths our graduates will take. Some paths, such as those leading to careers in natural resources and environmental law, may start at the intersection of law and science in a multidisciplinary program. Examples include the University of Idaho’s concurrent degrees (Juris Doctor and Master’s degrees in accounting or environmental science at the University of Idaho, or J.D./M.B.A. in cooperation with Washington State University), as well as the University of Idaho’s new joint degree (Juris Doctor and Master’s or Ph.D. degrees) program in water resources – the unique and acclaimed “Water of the West” program. Other paths, such as business law or regulatory practice, might get a good start at a metropolitan center of state government and commerce such as Boise.

The College has additional responsibilities as a nearly century-old state law school. It must preserve the University’s tradition of producing many of the state’s legislators, judges, civic leaders, and business leaders. And, beyond producing graduates to fill these roles, the College must continue to provide – and even expand – the help rendered to other disciplines within the academic community and the help provided to state government in analyzing existing law and contributing to improvements in the law. Law and policy issues facing Idaho have been, and must continue to be, an important focus of legal research and outreach at the University of Idaho – befitting its identity as Idaho’s statewide land grant institution.

Paying attention to Idaho’s needs is especially important at a time of rapidly rising demand for legal education. Nationwide, twenty new law schools have been started in the past 25 years.<sup>18</sup> Continuing growth may be expected in the future. If legal

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<sup>17</sup> Michael S. Greco, American Bar Association President’s Message, “America’s Main Street Lawyers,” ABA website, March 16, 2008: [http://72.14.253.104/search?q=cache:65-DYzh\\_0kkJ:www.abanet.org/media/releases/opedmainstreet.html+Greco+Main+Street+Lawyers&hl=en&ct=clnk&cd=1&gl=us](http://72.14.253.104/search?q=cache:65-DYzh_0kkJ:www.abanet.org/media/releases/opedmainstreet.html+Greco+Main+Street+Lawyers&hl=en&ct=clnk&cd=1&gl=us).

<sup>18</sup> American Bar Association Report, “Enrollment and Degrees Awarded 1963-2005 Academic Years (<http://www.abanet.org/legaled/statistics/charts/enrollmentdegreesawarded.pdf>).

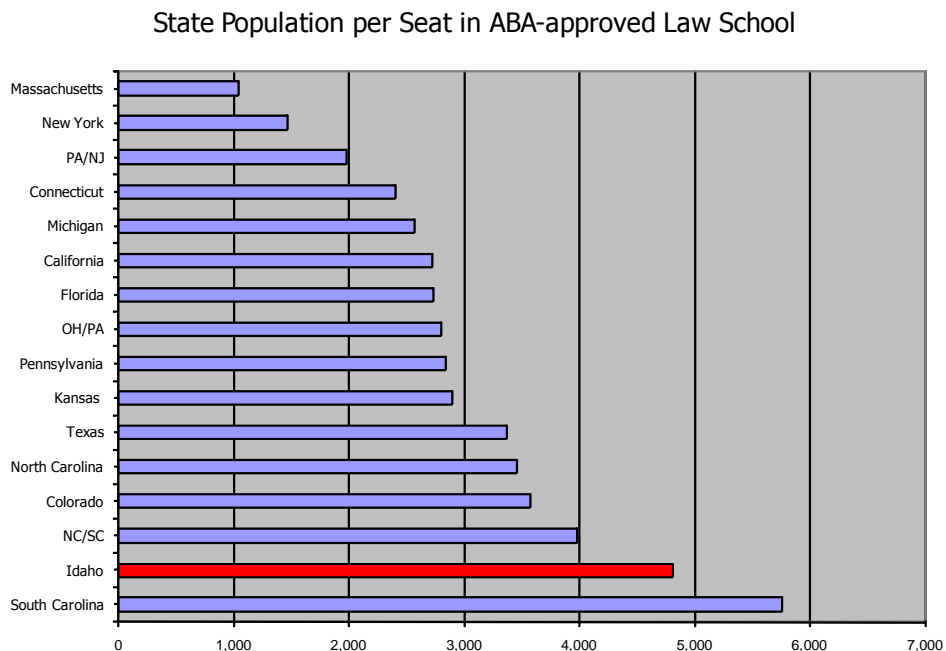


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education opportunities in Idaho remain static at the level of the 1970s, Idaho will be at risk of trailing other economically vibrant states in terms of the number of in-state “seats” (in ABA-approved law schools) available to residents interested in pursuing a legal education. For example, California has 1 seat per 2,724 residents, and the high-growth states of Florida and North Carolina have 1 seat per 2,733 and 3,457 residents respectively, with new law schools planned in all 3 states. Idaho, meanwhile, currently has 1 seat per 4,812 residents, and this ratio is expected to erode to 1 seat per 6,000 residents over the next 20 years if no new opportunities are provided.

The table below compares the availability of law school seats in Idaho to the availability of seats in states that have metropolitan statistical areas the size of the Treasure Valley (or larger) that do not contain an ABA-approved law school. Only South Carolina has a worse ratio.



The importance of this ratio is underscored by the fact the number of graduates of the College of Law has remained essentially flat over the past 30 years (95 graduates in 1976, 89 in 2006, and 105 in 2007), while the state’s population – as noted earlier in this report -- has doubled.

This shortfall of opportunity will result in Idaho residents leaving the state to attend law school at higher cost. Many will not return to Idaho upon graduation or may return only to take jobs that pay more than Idaho’s public sector and small-town “Main Street” practice can provide. A related concern is that any failure of the University of Idaho College of Law to deliver a J.D. degree program in the Treasure Valley would greatly

impact the accessibility of public legal education in the state. For many Idahoans, especially those with jobs and families in southern Idaho, relocating to Moscow for three years raises the total cost of legal education far above the threshold level of student fees and on-site living expenses.

The demand for more – and more accessible -- legal education is readily apparent. Indeed, as detailed in the Conclave on Legal Education document accompanying this report,<sup>19</sup> there are only four Metropolitan Statistical Areas (MSAs) in the United States that are at least the size of the Treasure Valley (more than 600,000 residents) and do not have an ABA-approved law school within 100 miles. (The other three are El Paso, Texas; Mission, Texas; and Wichita, Kansas.) Of these four MSAs, only the Treasure Valley contains a state capital. Further, the residents of Kansas and Texas both have greater access to in-state legal education, with Texas having one seat in an ABA-approved law school per 3,367 residents and Kansas have one seat per 2,895 residents – far below the Idaho level noted and depicted above. Idaho is under-investing in legal education opportunity.

### *Public Legal Education Brings Value (and Values) to Idaho*

How should Idaho respond to this shortfall and the growing demand? Idaho has a stake in both the affordability and the excellence of public legal education. Legal education must be affordable in order for legal services and legal expertise to be accessible by all who need them. The affordability issue is underscored by the fact that legal education is increasingly financed by student debt; at private schools, the debt load approaches that of a home mortgage.<sup>20</sup> Student debt is a major factor determining whether students can afford to take public sector jobs or to work in private practice settings representing Idaho families and small businesses. Many law students with private school-level debts loads have difficulty taking jobs at Idaho salary levels.<sup>21</sup> The state law school serves a vital role in making legal education more affordable than it typically is at private law schools, and a more affordable legal education enables law

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<sup>19</sup> The Conclave document also can be accessed on the College of Law website:

<http://www.law.uidaho.edu/documents/Conclave%20Document.pdf&pid=101948&doc=1>.

<sup>20</sup> Among law students graduating in 2006, the national average debt – just for legal education (excluding other educational or personal debt) – was \$54,509 for students who attended public law schools and \$83,181 for those who attended private law schools. The average for University of Idaho College of Law graduates in 2006 was \$51,582. (Source: American Bar Association.)

<sup>21</sup> For the University of Idaho College of Law graduating class of 2005, the median starting salary at all jobs in the public and private sectors was \$40,000 with a 25th/75th percentile range of \$37,000 to \$48,000. The national median salary for all jobs that year was \$60,000. The national median salary for jobs at firms with 2-10 attorneys was \$50,000. The median salary for the Mountain Region (Arizona, Colorado, Idaho, Montana, New Mexico, Nevada, Utah, and Wyoming) was \$52,000. (Sources: National Association of Law Placement and UI College of Law Career Development Office.)

school graduates more easily to take jobs in the public sector and in law firms that serve people of ordinary means.

Affordability of legal education is a critical consideration for students. The general public sometimes assumes that lawyers are well-to-do, and that legal education can be financed with loans easily repaid with later earnings. That certainly is true for some members of the legal profession, but it is far from true for many. As noted in the foregoing paragraph and its accompanying footnote, there is an uneasy relationship between educational loan amounts and average entry-level salaries in the Mountain West, including Idaho. Moreover, in our state, many lawyers – especially those working the public sector or in small communities – never attain high personal incomes. In Idaho, a recent survey by the Idaho State Bar disclosed that 22% of all responding lawyers made less than \$50,000 per year, and another 26% made \$50,000 - \$75,000 per year. Only 9% made \$200,000 or more per year. The State Bar's survey is consistent with the State Board's own publication, *Higher Education in Idaho (2008)*, which does not list law among the "25 Highest Paying Jobs in Idaho."

For most Idaho attorneys, therefore, the law is a service profession, not a gateway to accumulation of great wealth. Nonetheless, the law remains attractive as a career – and demand for legal education is strong – because the Juris Doctor degree opens doors to professional opportunities that provide satisfactions and rewards other than pecuniary compensation. For these lawyers and lawyers-to-be, the quality of legal education is properly measured not only by its coverage of the substantive law but also by its development of professional skills and by its inculcation of career-sustaining professional values.

American law schools have long wrestled with their dual identity as graduate schools and professional schools. There is a growing recognition that law schools should devote more attention to the professional side by developing client-centered practice skills along with a greater sense of professional purpose and identity, civic responsibility, and moral judgment among future lawyers.<sup>22</sup> Justice Louis Brandeis (whose call for bold minds appears elsewhere in this document), declared a century ago that "there is a call upon the legal profession to do a great work for this country."<sup>23</sup> This call still echoes in two major reports on legal education, issued just last year, by

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<sup>22</sup> See, e.g., Anthony T. Kronman, *The Lost Lawyer: Failing Ideals of the Legal Profession* (Harv. Univ. Press 1993); Jerome Shestack, *President's Message: Defining our Calling*, 83 A.B.A.J. 8 (1997). In a similar vein, the ABA Model Rules of Professional Conduct for Lawyers have been amended to emphasize the roles of lawyers as officers of the legal system and as public citizens with special responsibilities for the quality of justice, vis-à-vis their role as representatives of clients. See, e.g., Rules 1.6 (confidentiality and its exceptions) and 1.13 (duties of the lawyer for an organization). American Bar Association Center for Professional Responsibility, *Model Rules of Professional Conduct* (2004) (*hereinafter* the Model Rules).

<sup>23</sup> From the famous Brandeis address, "The Opportunity in the Law," delivered to the Harvard Ethical Society, May 4, 1905, *reported in* American Law Review (July-August 1905).

the Clinical Legal Education Association<sup>24</sup> and by the Carnegie Foundation for the Advancement of Teaching.<sup>25</sup> A full discussion of these reports is beyond the scope of this document, but both are clarion calls for heightened emphasis upon professionalism in legal education and for transformational, rather than incremental, changes in the standard law curriculum. In their articulation of professional values that should underlie legal education, the reports reaffirm the reasons why public legal education is so important. They call for education that not only provides a store of knowledge and analytical ability, but also develops client-oriented practice skills together with good character, anchored in a systematically inculcated sense of public trust and professional purpose.

Public (state-supported) law schools provide value to the public not only through their graduates but also through their research and outreach. A state law school attracts professors whose research often focuses on issues of particular importance to the state. This research is disseminated through contacts between the professors and the state bench and bar, as well as the state legislature and state institutions of higher learning. Although many private law schools likewise have state-law scholars, public law schools appropriately give particular prominence to serving state needs. This is emphatically true of the University of Idaho College of Law, whose faculty – consistently with the University’s status as a land grant institution – engage in significant research and outreach to state institutions on matters of state law and policy, as detailed in the Conclave document appended to this document. The College’s record of service also reflects the reality that universities themselves are sources of demand for legal expertise, because law school faculties enhance interdisciplinary research – as exemplified in the University of Idaho’s acclaimed “Water of the West” program, in which the College of Law provides a vital role.

The University of Idaho now has an opportunity to design a statewide, public legal education curriculum that responds to needs and opportunities at more than one geographical location, while also makes a unifying commitment to civic responsibility and an ethos of service. The College of Law can become distinctive in its second century, not only in the breadth of its mission, but also in its focus on preparing students to serve clients and the public unselfishly, to seek justice, and to safeguard the rule of law.<sup>26</sup> Although all worthy law schools address these needs to some extent, the

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<sup>24</sup> Roy Stuckey, *et al.*, *Best Practices for Legal Education: A Vision and A Roadmap* (2007), available upon request by contacting the Clinical Legal Association at <http://cleaweb.org>.

<sup>25</sup> William Sullivan, *et al.*, *Educating Lawyers: Preparation for the Profession of Law* (John Wiley & Sons, 2007).

<sup>26</sup> The College already has a mandatory pro bono service program in which every student undertakes a law-related project to serve persons of modest means or to improve the administration of justice -- without any compensation or award of credit hours -- under the professional guidance of a lawyer or judge. The College also devotes each student’s first day of law school to professionalism, including small group dialogues with leaders of the Idaho bench and bar about the ethical and service expectations of the legal profession.

expectations for a state's public law school are especially (and appropriately) high. Fulfilling these expectations is one of the College's most valuable returns on the state's investment in legal education.

***The University Has Conducted a Thorough Strategic Planning Process  
to Address Its Statewide Mission in Legal Education***

The Conclave booklet accompanying this document provides a history of the strategic planning process up to the year 2007. The origin of the process may be traced to the report of a special advisory panel (sometimes called the "blue ribbon committee") appointed in 1999. The panel's report, entitled "Strategic Directions in Legal Education for Idaho," completed in January, 2000, was published by the Idaho State Bar in the June, 2000, edition of *The Advocate*. The College then produced its "Report and Recommendations of the Faculty of the University of Idaho College of Law," completed in June, 2000, and published by the Idaho State Bar in August. The faculty report laid the foundation for establishing the College's Boise office, hiring a law instructor and director of external programs (Lee Dillion), and creating the current semester-in-practice program, which enables third-year law students to spend their final semester of law school working in legal practice settings (externships) located primarily in the Treasure Valley.

In the eight ensuing years, the College has engaged in continued planning in relation to new curricular directions and evolving accreditation standards. In 2003, the faculty adopted a "Statement of Strategic Direction". In 2005 the faculty revisited strategic issues as part of a periodic accreditation self-study. In 2006 and 2007, the College received "clean bills" on accreditation from the Association of American Law Schools and the American Bar Association, enabling the College to return its strategic focus to the geographical dimensions of programs necessary to meet Idaho's legal education needs. As discussed above, these needs include responding to a growing demand for J.D. degree education – a demand that comes not only from individuals seeking to enter the legal profession, but also from individuals for whom the J.D. degree is a marketable asset for ancillary careers such as in business, higher education, or public administration. Moreover, universities themselves are sources of demand for legal education, because law school faculties enhance interdisciplinary research and provide valuable service, both on-campus and in outreach activities.

In 2007 the planning process intensified. It included regular meetings of a faculty committee and of the full faculty, open discussions with staff and students, conferences with senior University leadership, consultations with members of the State Board, a public information session with the State Board in Lewiston, and the three-day "Conclave on Idaho Legal Education in the 21<sup>st</sup> Century" co-sponsored by the College of Law and Idaho State Bar. The Conclave brought leaders of the Idaho legal profession

and judiciary together with law faculty and University of Idaho President Tim White, to discuss in depth what approach to legal education would best serve the state and the University's students. Following the Conclave, the College examined "supply side" issues of cost, revenue, and academic quality in delivering legal education. In addition, the College engaged a market survey consultant to obtain "demand side" data on legal education needs in Idaho as well as a consultant to provide advice on academic and accreditation issues.

The College of Law considered three different expansion plans for the law school, not including the status quo (i.e., continuing to maintain the law school in Moscow with only a small presence, mainly internships and community relations activities, in Boise). The three broad alternatives were: (a) the "Moscow Plus" approach, in which the law school and its JD program in Moscow would be significantly enhanced through curricular revisions and implementation of inter-curricular programs and opportunities, while Boise-based activities would be limited to a third-year program and research or outreach centers; (b) the "Relocation" approach, in which the bulk of the law school – i.e., the J.D. instructional program -- would be moved from Moscow to Boise, while retaining only an interdisciplinary research and outreach function in Moscow; and (c) the "Phased, Dual Location" approach, in which, over time, the Moscow-based law school would develop a branch campus in Boise, so that the University of Idaho College of Law would be able to offer a statewide J.D. program at two locations, with an overall curriculum enhanced by specialties appropriate to each location.

The College conducted an open inquiry into the relative strengths and weaknesses of all of these approaches, and variations of them. This process occasionally generated controversy, but it assured that all perspectives were heard and considered. For reasons set forth at length in the Conclave document, there was a broad consensus that continuing to do "business as usual" would not be viable for the future, would represent a failure to fulfill the University's statewide mission, and therefore would be harmful to the University as well as to the College of Law.

***Market Surveys Have Confirmed the College's Strong Reputation  
But Also Have Shown That a Single-Location Law School in Moscow Is  
Unattractive to Many Prospective (and Even Current) Law Students***

A summary of the market surveys, conducted in the fall of 2007 by Moore Information, Inc., is appended to this document. The surveys confirmed the strategic value of

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expanding the College of Law to include J.D. programs in both Moscow and Boise.<sup>27</sup> The results of the surveys indicated that the College of Law maintains a strong reputation with the practicing bar, despite its relative geographic isolation from the legal, financial and population areas of Idaho. "(M)ore than seven-in-ten lawyers (71%) rate the College of Law excellent or good and almost nine-in-ten (88%) would recommend applying to the University of Idaho College of Law."

The College's positive reputation notwithstanding, location is a very important factor when students choose a law school. The College's single location in Moscow presents a challenge to enrolling the best students in the region.<sup>28</sup> A large portion of non-enrollees (persons admitted but who chose to not enroll at Idaho) surveyed said the Moscow location was a negative factor in their consideration of the College of Law.<sup>29</sup> An even larger portion of potential applicants surveyed listed the Moscow location as a negative factor.<sup>30</sup>

Both groups (non-enrollees and potential applicants) indicated enthusiasm for a University of Idaho College of Law presence in Boise. Almost two-thirds of non-enrollees (individuals who had been offered admission to the College but had chosen to go elsewhere) said they would have been more likely to attend the College of Law if they had the option to attend in either Moscow or Boise.<sup>31</sup> Future law applicants were

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<sup>27</sup> Surveys were administered to three groups: (1) prospective law school applicants from Idaho, Utah, and Washington; (2) students admitted to the College of Law, but who did not enroll ("non-enrollees"); and (3) practicing attorneys in Idaho.

<sup>28</sup> According to the 2005 Law School Applicant Study conducted by LSAC, 72% of applicants listed Location as Important/Extremely Important. 57% gave the same answer for "Surroundings." Only Job Success (84%), Reputation (77%), and Bar Success (73%) were rated as Important/Extremely important by more students.

<sup>29</sup> 43% of non-enrollees surveyed viewed the College of Law's location in Moscow as a "Negative" factor. 34% viewed it as positive, and 23% said it was "no factor" in their consideration of the College of Law. Among Idaho residents who did not enroll, 59% viewed the College's location in Moscow negatively, while only 17% viewed it positively and 24% as not a factor. Interestingly, virtually all Washington residents cited location as a factor, 56% seeing the sole location in Moscow as negative and 39% as a positive.

<sup>30</sup> 48% of potential applicants surveyed viewed the College of Law's location in Moscow as a negative factor. 21% viewed it as a positive factor, and 31% said it was not a factor at all or did not know whether it was a factor. The percentage of potential applicants who viewed the Moscow location as a negative factor was consistent among all potential applicants surveyed – whether they resided in Idaho, Utah, or Washington -- although many more Idaho potential applicants viewed Moscow as a positive factor (31%) than did potential applicants from Utah (11%) or Washington (17%).

<sup>31</sup> 17% of non-enrollees said they would have been "much" more likely to attend the UI College of Law if they had a choice of locations in Moscow and Boise, and another 47% said they would have been "somewhat" more likely to attend, given a choice of Moscow or Boise. 10% of non-enrollees said they would have been less likely to choose the U of I if they had a choice of a Moscow or Boise location, and 27% said it would not have made any difference. Going forward, the data indicate the existence of a pool of applicants we can tap in order to increase overall enrollment, provided we can increase our applicant pool accordingly.

slightly more cautious than non-enrollees, with 47% of potential applicants indicating a two-location College of Law as more attractive than the current Moscow-located College of Law.<sup>32</sup>

This preference, expressed by recent and soon-to-be law school applicants, to attend law school in a more urban environment was also found in current students, and from Idaho residents and non-residents alike. Of non-enrollees residing in Idaho, 79% indicated that they would have been more likely to stay in Idaho for their legal education had they been given an opportunity to enroll at a University of Idaho J.D. program in Boise, with 31% being “much more likely” to do so. In a survey of current College of Law students studying in Moscow, 57% indicated that they would prefer to attend a University of Idaho College of Law program in Boise over the existing one in Moscow.<sup>33</sup>

The survey also indicated that the legal community would also welcome an expanded presence of the College of Law in Boise. According to the survey of Idaho lawyers, 53% of practitioners in the Treasure Valley felt they would directly benefit professionally from a College of Law programmatic presence in Boise.

***The Strengths and Weaknesses of Each Strategic Approach Have Been  
Examined from Academic, Legal, and Public Policy Perspectives***

The imperatives of excellence and affordability in public legal education are combined in Idaho with the need to serve a vast and diverse state. The growth of demand for legal expertise has occurred throughout Idaho, but the greatest concentration is in the Treasure Valley. More than 600,000 persons reside within the Boise metropolitan area. More than half of the state’s gross domestic product is generated in the Treasure Valley. Boise is the center of state government, the principal location of the federal courts, and the site of approximately half of all of Idaho’s legal practitioners. As noted earlier, Boise is the only city of its size in the United States that contains a state capital yet lacks a legal education program, either within its boundaries or in the vicinity.

Further, the purposes and pedagogies of legal education are changing. As explained in the Conclave document, small residential law schools like the University of Idaho College of Law in Moscow have their distinct advantages, but so do metropolitan schools. A metropolitan location provides students close contact with the legal

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<sup>32</sup> 40% of potential applicants either did not know whether a choice of location would have had an impact on their decision to attend the U of I or felt it would have no impact. This high percentage of “neutral” feelings may reflect potential applicants’ lower level of knowledge about law school relative to non-enrollees who had completed the admissions process.

<sup>33</sup> This is by no means an indication that students are unhappy with the current College of Law operation in Moscow. 43% of students would choose Moscow over Boise, which is a significant proportion.



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profession. It also affords faculty an opportunity to conduct scholarship and outreach on matters of law and policy directly relevant to the business community, to the state legislature and the courts, and to a wide array of state and federal agencies.

These points, and others, have informed the evaluation of strengths and weaknesses of the three broad approaches. The strengths and weaknesses are summarized in the Conclave document, and the Conclave discussion largely reinforced these points of evaluation. Although the Conclave did not vote on any one approach, a concluding session – with reports from discussion roundtables – revealed some support for relocating the law school to Boise but a clear majority of tables favoring an expansion in Boise while retaining the Moscow program.

The Conclave participants were aware of an informal opinion of the Idaho Attorney General, requested by Senate Majority Leader Bart Davis and shared with the Conclave, expressing the view that Article IX, Section 10, of the Idaho Constitution would preclude relocating the law school to Boise. This opinion, appended to the Conclave document, stated the Constitutional provision “does not prohibit the establishment of branches of the University of Idaho outside Moscow; but it would prohibit closure of a college or department at the University of Idaho in Moscow and its relocation in whole to a branch of the University in another city.” The opinion also observed that the University could not “offer so much of the College of Law’s program in Moscow in another city so as to effect a de facto ‘removal’ of the College of Law from Moscow.” In contrast, establishing a second J.D. location in Boise, while maintaining the J.D. program in Moscow, apparently would not contravene the Attorney General’s opinion.

The College of Law Advisory Council, a group of leading lawyers and judges, met in the spring and fall of 2007 to consider the alternative approaches. The Council was chaired in the spring by Idaho Falls attorney Tim Hopkins (a non-alumnus). When the fall meeting occurred, the chair’s responsibility had moved to the Hon. Linda Copple Trout (an alumna), former Justice and Chief Justice of the Idaho Supreme Court. At the fall meeting, which took place after the Conclave (in which many members of the Council also participated), the Council received the views of College’s strategic planning academic consultant and of the University leadership including President White.

***The Two-Location Concept Has Been Recommended by the Academic  
Consultant and the College of Law Advisory Council,  
and Endorsed by the University***

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The academic consultant, three-time law dean Richard J. Morgan,<sup>34</sup> recommended the “Phased, Dual Location” approach, stating as follows:

In my view, the law school should aspire, over the long-term, to operate one law school from two key locations in the state--Moscow and Boise. Moscow is key because it is the main campus of the University of Idaho, because it is an appropriate venue for service to northern Idaho, and because the history and traditions associated the Moscow campus are an important part of the law school's strength. Boise is key because of its large population and need for services, because it is the seat of Idaho government, and because it is an appropriate venue for serving southern Idaho.

Operating a state-wide law school from two separate campuses is a novel concept and an excellent opportunity. There are only a few law schools that have embarked on multi-campus programs, only one of which--Penn State--is a public law school and none of which has, as you do, the statewide franchise on public legal education. This novelty is both a challenge and opportunity. While the law school has the opportunity to be a pioneer in establishing a model for statewide education and services, it will be challenged by the lack of precedents and models to draw on.

To establish a single law school at dual locations will require a long-term plan, the implementation of which will depend on procurement of substantial new resources. Such a plan should proceed when and to the extent that sufficient resources are available.

Dean Morgan found the dual location approach to be superior to the other alternatives. He noted that the “Moscow Plus” option would have attractive features as part of a larger plan to meeting the state’s needs, but that it would not suffice as a stand-alone approach to fulfilling the University’s statewide mission. He also rejected the “relocation” approach, giving the following reasons:

First, a single location in Boise does not expand the law school’s statewide presence; a single location--in Moscow or Boise--is still a single location. In fact, relocating the entire operation to Boise lessens the law school’s statewide presence, since the relocated law school would then operate out of one location

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<sup>34</sup> Dean Emeritus, William S. Boyd School of Law, University of Nevada/Las Vegas. Dean Morgan is an experienced legal educator, having served as dean at the Arizona State University College of Law, the University of Wyoming College of Law, and William S. Boyd School of Law. He has chaired, and continues to chair, the American Bar Association committee to review standards for approval (accreditation) of law schools.

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(Boise) rather than the current two (Moscow and Boise). While the relocated law school would be in the state [capital] and population center, the law school's statewide service mission would not be enhanced by such a move.

Second, the law school is an integral part of the University of Idaho, which is located in Moscow. For the law school to leave the campus in Moscow for a remote location could do great harm to the university, since the law school is an important part of the teaching, scholarly, governance and service fabric of that university. For that reason, I am not surprised that your president and provost strenuously object to the relocation option. Indeed, as I stated at the Law Advisory Council meeting, if the law school were relocated to Boise, I can imagine a move a few years down the road to open another law school on the Moscow campus to fill the intellectual and disciplinary void created by the relocation of the current law school.

Third, for this planning process to succeed in substantially improving the law school for the 21<sup>st</sup> century, it must have the full support of key constituents in Idaho. Among those—indeed, at the top of the list—are your president and provost. Since they object, for good reason, to the relocation approach, it ought not go forward.

Fourth, the removal of the law school from the Moscow campus will generate very hard feelings on the part of some alums, legislators, other community leaders and citizens. Even if their views are in the minority, the feelings will still be very hard and the divisions created will be very deep (and probably quite enduring). In such circumstances, the support for the relocated law school would likely be at least somewhat impaired, perhaps substantially so.

Fifth, there are significant legal issues that may be raised in connection with the relocation alternative. Whatever the ultimate outcome, the legal battles will likely delay the implementation of the plans for the law school's new, 21<sup>st</sup> century role. And, those battles will fuel a continuing controversy that will probably affect support for the law school.

The University of Idaho College of Law Advisory Council met in the spring and fall of 2007. After the fall meeting, the Council made the following findings and recommendations, essentially concurring with Dean Morgan's recommendation, and noting at the outset that the status quo for the College of Law was not an acceptable option for the future:

In order to continue fulfilling its statewide mission, the University must take account of rapid growth and changes in Idaho, as well as emerging trends in American legal education. The status quo will not be adequate in the "second century" of the College of Law, as it prepares its students

to provide guidance, advice and knowledge in an expanding global and highly complex environment. Students at the College of Law need and deserve an education which will provide a solid basis from which they can face a vast array of career and life challenges in Idaho as well as throughout the country.

The College of Law is a critical part of Idaho's land-grant university and of the university community in Moscow. The University of Idaho's exclusive statewide mission in legal education, as prescribed by the Board of Regents/State Board of Education, is fundamentally important to - and an institutional responsibility of - the University. We are also mindful that the College of Law must continue to be responsive to the needs of the Idaho Bench and Bar as key members of our constituency. In order to continue fulfilling its statewide mission, the University must take account of rapid growth and changes in Idaho, as well as emerging trends in American legal education. The status quo will not be adequate in the "second century" of the College of Law, as it prepares its students to provide guidance, advice and knowledge in an expanding global and highly complex environment. Students at the College of Law need and deserve an education which will provide a solid basis from which they can face a vast array of career and life challenges in Idaho as well as throughout the country.

With these considerations in mind, and after extensive thought and discussion, the Law Advisory Council recommends that the College of Law and the University of Idaho create, and take to the State Board, a proposal that expresses a bold vision of high-quality legal education in Idaho. This education should be delivered by the University of Idaho at Moscow and at Boise, with courses of study leading to the J.D. degree at both locations. The locations may offer different emphases within an overall curriculum shaped by a unified faculty in the College of Law, and administered as an integral part of the University of Idaho. Planning for the Boise location should include continued exploration of possible collaboration between the College and the Idaho Supreme Court in an "Idaho Law Learning Center."

In making this recommendation, the following conditions are critical to the Council's understanding and support:

- The University Administration has committed its best efforts to provide, and will vigorously support the College of Law in obtaining, the resources necessary to achieve high quality at both the Moscow and Boise locations.

- The College and the University will craft a business plan that addresses current and future needs of the College of Law at Moscow as well as needs at Boise.
- The Boise location will be developed as a satellite or branch in phases consistent with accreditation standards, the overall adequacy of resources, and the depth and quality of the student applicant pool.

The vote of Law Advisory Council members at the fall meeting was unanimous. The University leadership concurred with this recommendation, as did the Dean of the College. The law faculty voted to adopt the recommendation in principle, subject to the same conditions articulated by the Council. The Dean then appointed a "second century" committee to develop a vision of a statewide law school providing opportunities in two locations, subject to review by the State Board. The remainder of this document explains the two-location concept.

**PART TWO:**  
**ONE STATEWIDE LAW SCHOOL, TWO PLACES OF OPPORTUNITY**

***A Statewide Law School with Two Locations Would Deliver  
an Integrated Curriculum Featuring Basic Offerings at Each Site  
Plus Differentiated and Complementary Emphases Reflecting  
Location-Relevant Needs and Opportunities***

The two-location model would provide students an enhanced curriculum in substantive law and interdisciplinary perspectives. Moreover, the College would take a national leadership role – pursuant to the "Best Practices" and Carnegie reports -- by emphasizing at Moscow and Boise the development of practice skills and the values of civic professionalism, selfless purpose, and development of moral judgment.

Existing joint and concurrent degree programs would be strengthened on the Moscow campus, while new joint degree opportunities with Boise State University, Idaho State University, and other institutions in southern Idaho would be actively explored. Centers for business law and for state law, policy, and education would be developed at the Boise location, connecting faculty scholarship and outreach with needs and opportunities in the Treasure Valley.

***Curriculum and Learning Environment.*** Both locations would be scaled to allow a personalized legal education in an collegial setting. The residential environment of the College in Moscow provides an educational atmosphere that is more inviting and collaborative, among both students and faculty, than at most other law schools. This

allows us to instill a strong sense of civility and professionalism, as well as highlighting the public nature of the legal profession, in our students. As we create the complementary program in Boise, we would continue to emphasize these attributes as fully as possible in a metropolitan setting.

As noted previously in this document, the opportunity presented by the development of a complementary J.D. program in Boise comes at a propitious time. Law schools are being urged to place stronger emphasis on preparing law students to be “practice ready” upon graduation. With a greater emphasis on incorporating practice skills and professional values into the doctrinal teaching, the curriculum at the College is being reconsidered with an eye to creating a truly distinctive program.

In developing the curricular framework for complementary programs in Moscow and Boise, we anticipate streamlining the foundational curriculum – comprised of the first year and portions of the second year - so that it is more tightly coordinated and coherent. The reformation of the foundational curriculum will include the elimination of redundancies in doctrinal coverage in the first and second years, thereby freeing up faculty resources and student time for more specialized upper division coursework. In addition, this streamlining will reduce the unavoidable duplication of basic instruction and training that will be necessary in the first 3-4 semesters at each location. While the foundational curriculum will need to be provided in both Boise and Moscow, the curriculum will be redesigned to provide a progressive educational and training experience enabling students at each location to participate and benefit from a wider range of upper division-third year course offerings, including opportunities to participate in so-called “capstone opportunities” -- i.e., experiences that synthesize doctrine from multiple areas, employ the range of skills and values acquired over the course of the student’s legal education, and provide the student with a real-life exposure to the practice of law, whether through clinical, externship, or simulated experiences.

Reformation of the foundational curriculum will also feature greater coordination among doctrinal, clinical, and legal research and writing faculty. This faculty cooperation will allow the curriculum to be better coordinated so that basic concepts and skill sets can be mastered by students in a progressive, context rich program. Students will develop the necessary knowledge, skills, and professional identity they will need to take full advantage of the third year capstone opportunities. For example, the curriculum will be reformed to integrate doctrinal coverage so that students see the interconnectedness of legal theories across subject areas. Further, doctrinal courses will include greater coordination with legal writing faculty, particularly in the first year, to provide an integrated educational experience that places doctrine in the context of legal skills such as written and oral communication. A model for this more integrative learning environment is close to home: the Integrated Business Curriculum currently being

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offered in the University of Idaho College of Business and Economics ([www.cbehome.uidaho.edu/ibc](http://www.cbehome.uidaho.edu/ibc)).

The greater integration of the curriculum, and coordination among the faculty, will facilitate the development of shared and reinforced learning outcomes. The reformation of the curriculum in this integrated fashion will facilitate greater incorporation of writing throughout the curriculum through greater coordination among the doctrinal faculty, clinical faculty, and the legal writing faculty. This curricular reform will strengthen the College's preparation of lawyers, in both Moscow and Boise, for the general practice of law to serve the citizens of Idaho throughout the State. As noted earlier, one of the signature strengths of the College is its tradition of legal education that is personal and provided in a collegial, professional setting. The College, in both Moscow and Boise, will continue to provide a liberal education in the law to all of its students, inculcating the values of civic responsibility and professionalism for which it is rightly proud.

The increased integration and coordination of the foundational curriculum will improve the progressive mastery of important lawyering skills and values while also allowing the College to develop greater efficiencies in the delivery of these outcomes. These efficiencies will be necessary to reduce the level of duplication of faculty resources to provide the foundational curriculum in both Boise and Moscow. More importantly, this integrative and progressive approach will allow faculty to develop upper division capstone opportunities and course work unique to each location.

***Specialization Opportunities in Moscow.*** It is anticipated that the Moscow campus will offer students and faculty opportunities for specialization in natural resources (including natural resources on public lands) and environmental law; and in American Indian law, tribal governance, and federal-state tribal relations. The first area of specialization reflects and capitalizes on the University's increasingly strong and interdisciplinary programs of teaching and research in natural resources and the environment. Faculty teaching and research resources in several Colleges on the Moscow campus will provide depth of expertise in these areas unavailable elsewhere in the State. The second emphasis area reflects and takes advantage of the University's unique location between two major tribes, the Coeur d'Alene to the north and the Nez Perce to the south, each of which is within 50 miles of the Moscow campus. These emphasis areas will inform and enrich even the foundational curriculum, for example as the basic legal principles and concepts taught in criminal law or property law, are taught through crimes and property concepts involving natural resource and environmental concerns. By streamlining the foundational curriculum, and focusing the emphasis of the Moscow campus, the faculty will be enabled to enrich the upper-level curriculum with specialized courses and seminars, in-house clinical opportunities, expanded externship opportunities, and in the depth and quality of research and service provided to the State and region by faculty and students.

***Specialization Opportunities in Boise.*** On the Boise campus, similar developments would occur in the creation of emphasis areas that take advantage of a location in the commercial and political center of the State. Of immediate consideration is the development of emphasis areas in business and entrepreneurship and in intellectual property. Such emphasis areas take advantage of the entrepreneurial business climate in the State's commercial center, and also allow the students and faculty to participate in the growing technology sector of the economy. Through development of specialized course work, clinical opportunities and externship placements, the College will better prepare our students to contribute to the commercial and economic growth of the State. As with development of the specialties in Moscow, the specialization in business and intellectual property in Boise will enable greater and more expert research and service to the State by students and faculty of the College of Law.

***Relationships between Moscow and Boise.*** The main elements of the two-location model can be summarized as follows:

**Moscow**

- Small ("quality over quantity") residential law program; intimate teaching/learning environment
- Interdisciplinary connections to land grant research university in law, public policy, and science
- Emphases in natural resources and environmental law, American Indian law, and public lands
- Principal administrative offices, and service to academic community, on University's main campus

**Boise**

- Small (reinforcing "quality over quantity") metropolitan program with variable-time curriculum
- Emphases in intellectual property and business law, including international business transactions and trade
- State law-related research and service to judiciary, legislature, and city/state/federal agencies
- Enhanced access to readily available, high-quality affiliate faculty

**Dynamic Connections at Both Locations**

- Delivery of core Juris Doctor degree education, including clinical programs, advocacy, and dispute resolution, with curricular progressions and capstone experiences
- Emphasis on development of professional identity, skills, values, and a sense of public calling, concurrent with generating intellectual growth and a fund of knowledge, as recommended by the Carnegie Report and Clinical Legal Education Association "Best Practices" Report
- Differentiated and complementary upper-division offerings under integrated curricular plan
- Linkages of people and places through distance education and related technologies
- Outreach to the legal profession and judiciary, and to communities in Idaho and beyond
- Unique and innovative approach to legal education – transcending distance



***"Ties that Bind" the Two Locations.*** The success of the "one law school, two locations" model will depend on the development of carefully designed linkages between the two locations. These linkages or ties will flow organically throughout the law school administration, curriculum, and outreach, and will include the following elements:

*Curriculum.* As described above, we will develop a program of instruction at each location that has three attributes: (1) The coursework will be progressive – so that work in later semesters successively builds on the knowledge, skills, and professional identity that students have developed over the course of prior semesters. The progression will culminate in 3rd-year opportunities for capstone experiences. (2) From day one we will provide experiential, context-dependent learning to help students learn the law in action and "on the ground." (3) The curriculum will be highly integrated, helping students to make connections among doctrinal areas as well as connections between the law and other disciplines; to learn doctrine; and to begin to develop a professional identity and professional judgment, through instruction in lawyering skills. Each location will offer unique skills and doctrinal learning opportunities, such that faculty and students interested in a particular emphasis area might find it useful to spend time at both locations. In view of these location-relevant strengths, the curriculum would be designed to facilitate such movement of faculty and students.

*Administration and Services.* The College would have unitary admissions, financial aid, and development offices. Videoconferencing will facilitate governance by faculty committees with members on each campus, while professional and administrative staff will collaborate as one unit. All such ties, of course, ultimately aim to create human ties and a sense of a shared mission.

*Faculty.* As additional measures to foster human ties and common purpose, we hope to provide incentives for faculty to spend time on each campus. For example, a faculty member could be encouraged to teach a course in the fall semester in Moscow and then teach the same course in the spring semester in Boise. We hope also to encourage collaboration in teaching and research between faculty and students in Boise and Moscow.

*Students.* We would also facilitate the movement of students between the two campuses and interaction of students on each campus with students on the other campus. For example, we might hold the final rounds of our internal moot court competitions on different campuses in alternating years. We could plan to hold beginning-of-school-year convocations in a central location that would bring together students matriculating at each campus. Specialized short courses (e.g., winter intersession courses) at each campus could attract students from the other campus.

Ultimately, we would expect most students to spend some time at each location, though none would be required to do so.

***Development of the Boise Location Would Be Phased***

As outlined below, and consistent with the recommendation of the Law Advisory Council, the College's second location in Boise would be developed in phases reflecting the availability of resources, the quality and depth of the student applicant pool, and adherence to all continuing accreditation requirements. Ultimately, the College would embrace two locations and would have approximately 38 full-time-equivalent (FTE) faculty – compared with 25 presently – including the dean, associate deans, clinical programs director, and law library director. The statewide law school would contain a total of approximately 500 J.D. students (counting all students in the first, second, and third years of the program at any given time), compared with 296 presently. The students and the teaching faculty would be represented approximately equally at the two locations.

The sequence of phases for establishing a complete three-year J.D. program in Boise will be determined in the Business Plan that will follow approval of the two-location concept. One sequence under consideration would entail admitting a modestly sized first year class, and adding second and third years in annual succession, and growing the J.D. program to the anticipated total enrollment of approximately 250 students in Boise. An alternative sequence would entail expanding the College's existing "semester in practice" program in Boise into a program that enables third-year law students to spend their entire third year – not just their last semester – in Boise. This third-year program would serve as a bridge to establishing a complete three-year J.D. program in Boise, and, in the meantime, it would represent a curricular enhancement and option for students who have completed their first and second years of law school in Moscow.

Under either sequence, the University would seek to move forward with the first-phase implementation step as soon as possible. If the start-with-third-year approach were taken, the College could go forward possibly as early as the fall of 2009, using space expected to be made available at the Idaho Water Center in Boise. With the addition of three or four doctrinal and clinical faculty, coupled with the judicious employment of adjunct faculty from the Boise area practicing bar, a rich array of upper-level courses, consistent with the goal of providing capstone opportunities, could be offered in the third-year program. In this way, the College could provide additional opportunities to our students, particularly those interested in business and intellectual property, while continuing to lay the groundwork for the full three-year J.D. program in Boise as outlined above. The third-year program, eventually subsumed into the full three-year J.D. program, also would be beneficial to law students seeking to pursue concurrent

degree programs, such as a J.D./Masters of Taxation program now being developed in cooperation with Boise State University.

As noted above, development of the three-year J.D. program at the Boise location will depend upon the availability of resources. the quality and depth of the student applicant pool, and continuing compliance with accreditation standards. The program likely would start – either as a first step as noted above or as a complement to the third-year program – with an entering first-year class smaller than the class size that ultimately would generate a total student enrollment of about 250 students in Boise. Growth would be managed in light of student quality and available resources. Moreover, operation of the full three-year program necessarily would await the availability of an appropriate facility (see “Idaho Law Learning Center” below).

***The “Idaho Law Learning Center” Offers a Once-in-a Generation Opportunity for Collaboration between Higher Education and the Judiciary***

The Idaho Supreme Court and the University of Idaho are mutually exploring the idea of re-locating the Idaho State Law Library (currently housed in the Supreme Court Building) into a new facility that could also house the final phase of the University’s legal education initiative in Boise. The facility, originally proposed and named the “Idaho Law Learning Center” by former Chief Justice Gerald Schroeder, would serve multiple purposes:

- Resolving a security issue posed by the law library within the Supreme Court
- Improving the law library collection and operations through cooperation with the College of Law
- Making room in the Supreme Court Building for efficient housing of an expanded Court of Appeals. (Legislation authorizing this expansion has been passed by the 2008 Legislature. The Court of Appeals will move from commercially rented space it has occupied since 1982.)
- Establishing a venue for intergovernmental cooperation
- Providing a unique center for legal education as well as for continuing judicial education and civic outreach on the rule of law in a democratic society

The “Idaho Law Learning Center” could be a new building east of the Supreme Court, or a remodeled improvement of the old Ada County Courthouse, or another alternative in the Capitol Mall area. The total cost of such a multi-purpose building has been preliminarily estimated at roughly \$29 million if a wholly new facility is constructed.

The Center could be completed as early as 2012 or 2013. The Supreme Court, under the current leadership of Chief Justice Daniel Eismann, has made the Center a budget priority. (The state judiciary has not had a major capital request since the Supreme Court itself was constructed approximately forty years ago.) Money for planning the Center has been recommended by the Department of Public Works. At the time of this writing, the planning fund (approximately \$176,000) is embodied in a legislative appropriation bill that carries the recommendation of the Joint Finance & Appropriations Committee.

The "Idaho Law Learning Center" is a visionary idea. It is well-scaled to the two-location concept for legal education in Idaho, with approximately 250 students at each location. For students and faculty in Boise, the Center would provide a superb location for teaching, learning, research and outreach. The Center would enable the College of Law to provide service to the public and to state government while fulfilling the University's statewide mission. The Center's synergy of purposes would be an efficient use of public funds, and the facility would bring distinction to Idaho.

***Long-Term Facility Needs in Moscow Also Should Be Addressed, Bringing the Menard Law Building up to 21<sup>st</sup> Century Standards for Legal Education***

The demands of legal education today include the use of technology for legal research and for instruction involving simulated cases and clients, collaborative drafting, digital presentations, and other forms of interactive learning that are fast becoming the norm at law schools throughout the country. To educate lawyers who are well prepared to fill the diverse social and professional roles that await them upon graduation from law school, the Menard Law Building must be aligned to the pedagogical, scholarly, and professional functions it is expected to serve. This will require updating of classrooms, the creation of three small- to medium-size classrooms, supplementing the current large classrooms that were designed for the lecture method of legal education extant during the 1970s. Faculty, staff, and student organization officers also need to be reconfigured for better functionality.

Improvements totaling more than \$1 million already have been made in the Menard Law Building during the past two years, using a combination of funds from private donations, student fees, and University allocations. Further modernization, to make the Moscow facility competitive with other law schools and attractive in comparison to the "Idaho Law Learning Center," is expected to cost approximately \$3-4 million. This expenditure will be in addition to the Center, but it is far less than the increased cost would be for a facility in Boise large enough to house an entire 500-student law school.

***Under the Guidance and Direction of the State Board, Following Review and Preliminary Approval of the Two-Location Concept, the College Will Prepare a Business Plan Containing Detailed Timelines and Revenue/Expense Projections***

Although this document explains the concept rather than providing operational details, a broad picture of the operating expenses can be painted. As noted, the two-location concept eventually would result ultimately in a statewide law school with an aggregate enrollment of approximately 500 students, divided approximately equally between Moscow and Boise. Phased development of the Boise location could begin, for example, with initial development of a full third year of education in Boise (to begin as soon as possible, as early as the fall of 2009), utilizing space and classrooms at the University of Idaho's Water Center location. The next phase – establishment of a full three-year course of study in Boise at a facility such as the "Idaho Law Learning Center" (ILLC) – would unfold in increments of new students along with faculty and staff. The transition from the third-year program in Boise into development of the full three-year course of study could begin as early as 2012, but in any event – as noted above – would occur only on a timeline consistent with accreditation standards, with the overall adequacy of resources, and with the depth and quality of the student applicant pool.

Multiple funding sources for investment in this proposal will include a combination of appropriated funds obtained and allocated by the University; appropriated funds obtained and allocated by the Idaho Supreme Court to the ILLC; revenues derived from student fees and tuition; endowment donations as well as recurring annual gifts; and government/foundation grants and contracts in support of clinical education and other program activities. Direct operating costs of the statewide two-location law legal education program are likely to be approximately \$5-6 million per year (above the current College of Law annual budget of approximately \$8,000,000). Of this direct annual expenditure, approximately \$750,000 to \$1 million would be needed during the first phase if the phasing sequence begins with a full third-year program in Boise, along with related scholarship and outreach.

Under the University's financial management system, appropriated funds now account for approximately \$5,000,000 of the University's annual direct support of the College of Law. If this support were adjusted in proportion to the eventual growth of the law student body – from the current level of 296 students to the eventual level of 500 – the resultant increase would be approximately \$3,500,000. The remainder of the needed \$5-6 million per year in additional, direct operating expenses could be covered through a student fee increase – on top of other planned fee increases – averaging approximately \$4,000 per student per year, which would generate \$2 million. The current level of law student fees is \$10,200 for Idaho residents and \$20,280 for

nonresidents.<sup>35</sup> (Of course, food, lodging, books, and other living and travel expenses contribute to the students' total annual cost of obtaining a legal education.) In order to preserve the affordability of public legal education, it is important to keep the average student fee contribution to the overall funding package as reasonable as possible. Additional funds from private giving, grants, and contracts would be invested in scholarships, programs, and clinical opportunities that create the margin between competence and excellence in legal education.

These figures are tentative and illustrative only, to aid in depicting the scope of the proposal. Costs and revenues will be the focus of more detailed analysis in the Business Plan to follow the conceptual review and discussion of this proposal.

***"Let Our Minds Be Bold"***

Public legal education is an investment in the infrastructure of Idaho's criminal justice system, of economic development, of fair and effective government administration, and of sound public policy. It is also an investment in opportunity for men and women to obtain the training needed for a broad array of useful careers (and, in some cases, second careers). Public legal education makes this training affordable, enabling lawyers to serve Idaho families of ordinary means, small businesses striving to create jobs, nonprofit entities dedicated to the public good, and government entities upon whose effective functioning our social fabric depends. Affordable legal education makes justice accessible, and problem-solving expertise available, for Idahoans.

Thirty-five years ago the State of Idaho took a bold step in expanding the legal education program at the University of Idaho and in constructing a new facility for it. Today, Idaho needs a renewed investment in legal education. It is time to be bold again.

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<sup>35</sup> The College's fee structure might be characterized as "lower mid-range" when compared to the fees charged by other public law school in the region. Lower fees may be found at the University of Wyoming (\$8,491 for residents in 2007-08) and the University of Montana (\$9,991). The University of Nevada/Las Vegas currently charges \$9,800 but has announced a major increase for next year. Higher fees are charged at the University of Utah (\$12,852), University of Washington (\$17,846), and University of Oregon (19,956). Private schools presently range from \$27,000 at Willamette to \$29,250 at Gonzaga and \$29,880 at Seattle University. The J. Reuben Clark Law School at Brigham Young University has a hybrid fee structure analogous to the resident/nonresident distinction at public schools. It charges just \$8,700 for members of the LDS Church but \$17,400 for other students.



# MOORE INFORMATION

OPINION RESEARCH • STRATEGIC ANALYSIS

October 15, 2007

TO: Dean Don Burnett  
FROM: Bob Moore  
RE: University of Idaho College of Law Market Study  
CC: Stephen Perez

## Overview

### ***College of Law Image***

Idaho lawyers are widely impressed with the University of Idaho College of Law and most would recommend it to potential law school students.

- More than seven-in-ten lawyers (71%) rated the College of Law excellent or good and almost nine-in-ten (88%) would recommend applying to the University of Idaho College of Law.

### ***Part-time Legal Education Program***

There is interest in a part-time legal education program in Idaho.

- Almost six-in-ten lawyers believe there are people in their community who would benefit from such a program.
- One-in-four applicants (24%) who were accepted to the University of Idaho College of Law, but did not enroll, said a part-time legal education program in Idaho would have been attractive to them. Ten percent of those said a part-time program was "very" attractive (approximately 18 people/year).
- 49% of Idaho LSAT registrants said they were interested in pursuing a part-time legal education program if available, 17% were very interested (25 people yearly in Idaho).

### ***JD Program in Boise***

There is significant market potential for the College of Law to offer a JD program in Boise.

- One-in-four lawyers statewide said they would benefit if the College of Law offered a JD program in Boise instead of Moscow.
- 65% of applicants who were accepted to the University of Idaho College of Law, but did not enroll, said they were more likely to have enrolled if the College of Law was located

in Boise instead of Moscow. Twenty three percent said they would have been “much” more likely to have enrolled (40 potential additional enrollees per year).

- 59% of LSAT registrants said the U of I College of Law would have been more attractive if it was located in Boise instead of Moscow. Among Idaho LSAT registrants, 68% said a Boise-only campus would be more attractive and 49% said it would be “much” more attractive (approximately 149 additional potential enrollees).

### ***JD Programs in Moscow and Boise***

There is also significant potential for JD programs in both cities.

- 38% of lawyers statewide said they would benefit if the College of Law offered a JD program in both Moscow and Boise.
- 64% of non-enrollees would have been more likely to have enrolled at the U of I if there were JD programs in both cities. Seventeen percent would have been “much” more likely (approximately 30 per year).
- 47% of LSAT registrants said the U of I would be more attractive if it offered JD programs in both cities. Among Idaho LSAT registrants, 65% said a JD program in Boise and Moscow was more attractive and 32% “much” more attractive (97 potential additional enrollees).

### ***Other Considerations***

Today in Idaho, approximately 8% of the population age 20-49 with bachelor’s degrees or studying for law school has considered law school at some point. With roughly 140,000 people in this category, that means up to 400 Idaho residents consider law school annually. Yet just over 300 registered for the LSAT last year. These non-LSAT registrants are more likely than LSAT registrants to be interested in pursuing a part-time legal education (28% versus 17% very interested). Like LSAT registrants, a majority prefers a Boise-only campus for the College of Law over a Moscow-only campus, and a majority is also supportive of JD programs in both cities.



## Idaho Lawyers

A total of 150 interviews were conducted among a representative sample of lawyers in Idaho, randomly selected from the Idaho State Bar 2007 Directory. Among these lawyers, the University of Idaho College of Law is highly regarded, and recommended to those who might be considering a legal education.

- Seven-in-ten (71%) of lawyers in the state rate the quality of education provided by the U of I College of Law as “excellent” (32%) or “good” (39%), while just 2% give the College a poor rating. Fully 27% of lawyers surveyed were not able to offer an opinion about the quality of the U of I College of Law. U of I College of Law graduates were more likely to be impressed than graduates of other law schools.
- Nearly nine-in-ten (88%) of lawyers surveyed said they would recommend applying to the U of I College of Law to someone considering a legal education. Just 4% would not, and 8% are unsure.
- Likewise, nearly as many (85%) would also recommend accepting an offer to attend the U of I College of Law.

When recommending application to the U of I College of Law, Idaho lawyers are most likely to do so based on perceptions of low tuition/value for the money (19%) and the school is “good for those who will live/practice in Idaho/network/make connections” (18%). Followed by the belief that U of I offers a “quality education” (14%) and “location” (11%). At the same time, for the few (N=18 respondents) who would not recommend the U of I College of Law, the leading reason stems from the respondents’ own lack of familiarity with the college rather than anything specific to do with the college. Indeed, six of the 18 respondents (33%) said they wouldn’t recommend U of I because they were unfamiliar with the school, while another four respondents (22%) would not recommend based on location/size, and two respondents (11%) would not recommend based on “low ranking” of the University.

Among reasons for recommending acceptance of an offer from U of I College of Law, quality education/programs offered tops the list (24%), followed by perceptions of good value tuition rates (16%), “good school” (15%) and because it’s good for “practicing law in Idaho/networking” (15%). As for those who would not recommend accepting an offer to attend U of I, the leading reason (mentioned by 6 people, or 27%) was that this decision should be “dependent on offers and objectives” of the individual applying. Nothing else was mentioned by more than one person as a reason for unwillingness to recommend the U of I College of Law to others.

### ***Part-time Legal Education Program***

There is significant interest on the part of lawyers in the state in a part-time legal education program.

- 58% of lawyers say there are people in their community who are qualified to attend law school who they believe would benefit from a part-time legal education program. Importantly, this sentiment is shared equally by lawyers in the Treasure Valley and elsewhere in the state.

### ***JD Program in Boise***

One-in-four lawyers in Idaho say they would benefit professionally if the University of Idaho College of Law offered a JD program in the Boise area *instead of* Moscow. Indeed, 25%

believe they would benefit, while 60% would not and 15% are unsure. In raw numbers, this translates into 755 lawyers statewide who believe they would benefit from such a program. Importantly, Treasure Valley lawyers are more likely to perceive a benefit from this program than those who practice elsewhere in the state (33% vs. 14%). In the Valley, this translates into 578 lawyers in the Treasure Valley who believe they would benefit from a JD program at the U of I. In addition, lawyers in firms of 16 or more lawyers are more likely than lawyers in smaller firms to see the benefits of a JD program in Boise rather than Moscow.

There is a higher level of perceived benefit from a JD program offering in Boise, along with Moscow – 38% (1,148 lawyers) say they would benefit from this scenario, while 52% would not and 10% are unsure. Again, sentiment in the Treasure Valley is significantly different than the rest of the state – 53% of lawyers (929 lawyers) in the Treasure Valley perceive a benefit from the University of Idaho offering JD programs in both Moscow and Boise, while only 17% of those who practice elsewhere in the state think this would be a beneficial system. Lawyers who practice in larger firms (16+ lawyers) are more likely to see a benefit from a JD program offering in Boise.

The major perceived benefits of a JD program *in Boise* among lawyers who believe they would benefit are widespread, ranging from “increased employment opportunities” (21%) to “convenience” (16%), “continuing legal education” (11%), “large population base/serving the public” (11%) and “more access to lawyers/business/information” (11%).

The major benefits of a JD program in *both Moscow and Boise* is “convenience” (25%), followed by “available internships/increased applicants” (18%), “accessibility” (14%), “more opportunities” (10%) and “more interaction” (5%).

### ***Suggestions from Lawyers***

Most (74%) lawyers surveyed did not offer any additional suggestions or thoughts for the U of I, and there was no consensus theme or pattern among the few comments offered. Some suggested that the U of I “should offer a law program in Boise” (7%), expressed opposition to “relocating or creating a university” (5%), believe the U of I “should expand before the competition does” (3%), “makes sense” (3%) and perceive “people /students would benefit” (2%).

## **Non-Enrollees**

A total of 108 interviews were conducted September 19-28, among a universe of 544 people who were admitted to the University of Idaho College of Law in the past three years but did not enroll. This sample was provided by the U of I. Of the 108, 23% indicated they are residents of Idaho, 24% Utah residents, 17% Washington residents and 37% reside elsewhere.

### ***Law School Choices***

The leading schools attended by respondents of this survey include the University of Utah (attended by 13% of the sample), BYU (7%), Gonzaga (6%), University of Montana (5%), Willamette University (5%) and Seattle University (4%). However, a total of 43 different institutions are represented in this sample. Among the non-enrollees who are Idaho residents, the most popular university is the University of Utah (20%). Among the Utah residents, University of Utah and BYU were the leaders, and for the Washington State respondents, Gonzaga and Seattle University were the leading institutions of attendance.

For these respondents, location was the leading factor in their selection of a law school. In fact, more than three-in-ten non-enrollees (31%) cite "location" as the major reason they chose the law school they did. This is distantly followed by other consideration factors such as "availability of scholarships/financial assistance" (12%), "lower/affordable tuition" (11%), "reputation/ranking" (9%), "program offerings" (6%) and "personal reasons" (5%). Location is the leading decision factor among all respondents, regardless of their current residence. Likewise, it is the leading factor among both men and women and applicants of all ages.

Satisfaction with their choice of law schools is widespread; fully 71% of respondents are "very" satisfied with their choice, and another 23% are "fairly" satisfied. Only 3% are not too/not at all satisfied and the remaining 2% has no opinion. Importantly, there are no significant variations in satisfaction levels with regard to geography, gender or age.

Among the respondents who are "very" or "fairly" satisfied with their choice of law schools, the major factors in their satisfaction are "quality of teachers/professors" (20%), "good environment/student atmosphere" (16%), "location" (14%), "cost of tuition" (8%), "good school" (8%) and "offers quality programs" (6%).

### ***Factors in Applying to the U of I College of Law***

The importance of location in college selection is again widely evident when respondents were asked why they applied to the University of Idaho College of Law. In fact, more than half (54%) of applicants said this was the major factor in their application decision. Tuition is a distant second (for 12%), followed by applicants who simply "applied to multiple schools, one of which was the U of I" (5%), liked the U of I's "reputation" (4%), "familiar with the school" (4%) and for "environmental programs" (4%). Location was the leading decision factor regardless of age, gender, location, etc.

The location of the U of I College of Law in Moscow was problematic in the decisions of a significant percentage of this audience. For example, 43% of non-enrollees said the Moscow location was a negative factor in their consideration of the U of I College of Law. However, location was a positive consideration factor for 34%, and was not a factor at all in the decisions of 23% of these applicants.

Looking at differences by subgroup, we find the Moscow location is most problematic among residents of Idaho and Washington, where majorities say Moscow was a negative factor in their choice of law school.

Had the University of Idaho College of Law been located in Boise rather than Moscow, 23% of respondents said they would have been “much” more likely to have chosen to attend the U of I, while another 42% would have been “somewhat” more likely to have enrolled. Just 17% said the Boise location would have made them less likely to choose U of I, and 18% said it would make no difference. The 23% who are “much” more likely to have enrolled at a University of Idaho Law School located in Boise represents approximately an additional 125 potential enrollees over a three year period (23% of 544 total non-enrollees).

The major perceived advantages of a Boise location are “a bigger city” (28%), “family and/or friends live in Boise” (19%), “location” in general (16%), “employment opportunities” (14%), “available opportunities” in general (9%), “nothing to do in Moscow” (3%), “legal hub is in Boise” (3%), the weather (2%) and availability of “more classes” in Boise (2%).

For those who prefer Moscow, the leading perceived advantages to that location are “location” in general (27%), respondents who “dislike Boise” (24%), prefer small towns (12%), people who have heard Moscow is actually a larger city (10%), people who are “politically opposed to relocating” the University (4%) and those who think “Moscow is a good college town” (4%).

Additional evidence that a location in Boise would be a positive move for the U of I is found when respondents were asked whether they would have been more or less likely to have chosen the University if it had locations in both Boise and Moscow. Fully 17% were “much” more likely to choose U of I, another 47% said they would have been “somewhat” more likely to choose the U of I for law school if they’d had the option of Moscow or Boise, while just 10% would have been less likely to choose U of I based on this, and for 27%, the location option would have not made any difference. The 17% who said they would be “much” more likely represents approximately 92 additional potential enrollees over a three year period (17% of 544 total non-enrollees).

### ***Part-time Legal Education***

One-in-four former applicants indicates that a part-time legal education program in Idaho would have been an attractive feature. Specifically, 10% said this would be a “very” attractive feature, and 14% said it would be “fairly” attractive. Translating this percentage to raw numbers, we find that somewhere between 54 and 130 non-enrollees would have found a part-time legal education program to be attractive. Still, for 72% this would not be something they would be enthused about, and 4% have no opinion.

### ***Suggestions from Non-Enrollees***

Most non-enrollees did not provide any additional suggestions for the U of I (76% had no comment), and among the 24% who did, there was no consensus among the wide variety of sentiments offered.

## Potential Applicants

A total of 498 interviews were conducted September 19-October 6, 2007, among potential law school applicants, in Idaho, Eastern Washington and the Salt Lake City metro area. The sample included 349 respondents who had taken the LSAT in the past two years and 149 respondents with bachelor's degrees or studying for bachelor's degrees who are either considering or have considered a law school education (most of these were Idaho residents). Idaho has a population of approximately 140,000 residents age 20-49 who have a bachelor's degree or are working on a bachelor's degree program. In our survey process, approximately **8%** indicated attending law school. This translates into approximately **11,200** Idaho residents who have considered law school over the past 30 years, an average of almost **400** per year.

### **Law School Choices**

Respondents in this audience have applied to, or have considered a wide range of institutions for legal education. Overall, the leading institution is the University of Washington (considered or applied by 21%), followed by the University of Utah (17%), BYU (15%), University of Idaho (13%) and Seattle University (12%). In looking at subgroups, we find proximity plays a key role in consideration and application to the various institutions. For example, among Idaho residents, LSAT registrants leading choice was the U of I (for 37%), while for non-LSAT Idaho residents, the U of W (21%) and University of Utah (18%) were the leading choices. For Utah respondents, the University of Utah was the leading choice (36%), followed by BYU (25%) and for Washington State residents, the U of W (34%) and Seattle University (23%) were considered/applied to most often. Interestingly, for potential applicants age 40 and older, the U of I was considered or applied to most (37%), while for the 30-39 age group there is no consensus institution, and among the 26-29 year olds, U of W and University of Utah rose to the top. For respondents under age 25, the University of Washington was the leader, followed by BYU, University of Utah and Seattle University.

Reasons for not considering or applying to the University of Idaho are centered primarily around location. In fact, 29% of respondents who indicated they had not applied to or considered the U of I for a legal education, said they hadn't done so because of the University's location/didn't want to move to Idaho. This was the leading response from residents of Idaho, however, Washington and Utah residents were more likely to feel this way (21% in Idaho, 35% in Washington, 31% in Utah). The next most frequently offered reason was from people who were simply "unaware" of the school or need more information about it (19%). Other reasons mentioned for not having considered or applied to the U of I included, "did not live in the area at the time" (8%), "low ranking" (6%), "dislike the area" (5%), "am considering" (4%), "looking into other schools" (3%) or "haven't thought about it" (3%).

### **U of I Location**

As was the case with the non-enrollee survey, this survey also finds the plurality of respondents reporting that the U of I's location in Moscow was a negative factor in their consideration – 48% said it was a negative, 21% said it was a positive, and 31% said it wasn't a factor at all (28%) or didn't know (3%). The negative impact on decision making was consistent among residents of Idaho, Washington and Utah, alike. However, for the 25 and younger audience, Moscow was more likely to have had a negative impact on their decision than older respondents.

Potential applicants who were enthused about the location of U of I in Moscow primarily "live in/are familiar with/like" that area of Idaho (32% said this was the major reason they had a

positive reaction to Moscow), simply feel Moscow is a “good location” (16%) or like the “size or distance to the University” (14%). Still, others say Moscow is “closer to family and friends” (6%), comes from people who “want to study further from home” (4%) or “have heard positive things about Moscow” (4%). At the same time, for those who were turned off by the Moscow location, there is no consensus reason – 21% claim it is the “location/size/distance,” another 20% say they simply “prefer bigger cities,” 16% say it was “too far away/don’t want to live there” and 13% are “unfamiliar with or dislike the location.”

A location for the U of I College of Law in Boise meets with widespread positive reaction from the potential applicants audience. Fully 59% of this group says the U of I would be more attractive to them if it were located in Boise instead of Moscow (29% say it would be “much” more attractive). Just 17% said this would make U of I a less attractive option, and 23% had no opinion. For both Idaho and Utah residents, a possible Boise campus meets with widespread enthusiasm (62% and 66% more attractive, respectively). Further, a Boise location would be more attractive to respondents age 29 and younger (63% more attractive) than it would be for older respondents, but still nearly half of the “older” respondents said Boise would be a positive option. Among Idaho LSAT registrants, 68% said Boise was more attractive and 49% said a Boise location was “much” more attractive than Moscow. This represents approximately 149 additional potential enrollees at the College of Law.

Boise would be an attractive option because it is a “bigger city” than Moscow – fully 28% of those who said U of I would be a more attractive option if it were in Boise cite this as the reason for their sentiment. Others cite “convenience” (11%), “good city” (8%), “better/more opportunities” (6%), “location” (6%) and “available employment opportunities/internships” (6%). The desire for a “big city” is much more prevalent among residents of Washington (47%) and Utah (34%) than it is among Idaho residents (12%). For the Idaho residents, “convenience/closer to family” is the most attractive feature of a U of I campus in Boise (22%). Additionally, Boise being a “bigger city” is far more attractive to residents in the under 25 group than it is with older respondents, and for the 40+ crowd, proximity to family/convenience would be the best part of a Boise U of I campus (42%).

At the same time, among the respondents who said a Boise campus would make U of I a less attractive option, the leading reason is simply preference for Moscow (28%), followed by respondents who “dislike or are unfamiliar with the area” (16%) or say Boise is “too far” (14%).

A two-campus structure for the U of I College of Law draws interest from nearly half of the potential applicant audience. Indeed, 47% of respondents said U of I would be a “much” more attractive option (20%) or at least a “somewhat” more attractive option (27%) with locations in both Moscow and Boise. Just 13% said they would find the U of I a less attractive alternative if there were campuses in both cities, and 40% said this would have no impact on their feelings about U of I. Looking at subgroups, Moscow and Boise locations are more popular among Idaho residents (57% more attractive) than it is for Utah (43%) or Washington residents (37%). Further, for those who said a Boise campus would be an attractive option, the majority (53%) also feels that a two-campus scenario would be a positive move. Among Idaho LSAT registrants, 65% would find locations in Boise and Moscow more attractive and 32% “much” more attractive. This 32% represents approximately 97 additional potential enrollees.

Negative reactions to a two-campus structure stem from concerns that the school will become “fragmented” (mentioned by 22%), followed by people who simply “have issues with that location” (11%) or perceive it would make the College “less prestigious” (9%).

Others are concerned that the “law school would suffer” if housed in two locations (8%), feel that students and faculty should be united in one single location (8%), preference for the Moscow location (6%) and perceptions that “no other law school has a split campus” (6%).

***Part-time Legal Education***

There is significant interest among potential law school applicants in pursuing a part-time legal education if it were available. Overall, 43% of potential applicants would be “very” (19%) or “fairly” interested (24%), while 56% would not and 1% have no opinion. This offering generates the most interest among residents of Idaho (53% in Idaho vs. 36% elsewhere), and among respondents age 30 and older (56%). Further, interest in part-time legal education is high among those who are also enthused about a Boise campus (60%). Among Idaho LSAT registrants, 49% are interested and 17% “very” interested in pursuing a part-time legal education (52 potential additional enrollees).

***Suggestions from Potential Applicants***

As was the case among both non-enrollees and Idaho lawyers, the vast majority of potential applicants surveyed did not offer any additional comments or suggestions for the U of I, and there was no consensus among the wide variety of suggestions offered.

# Report:Internal Student Survey--Summary

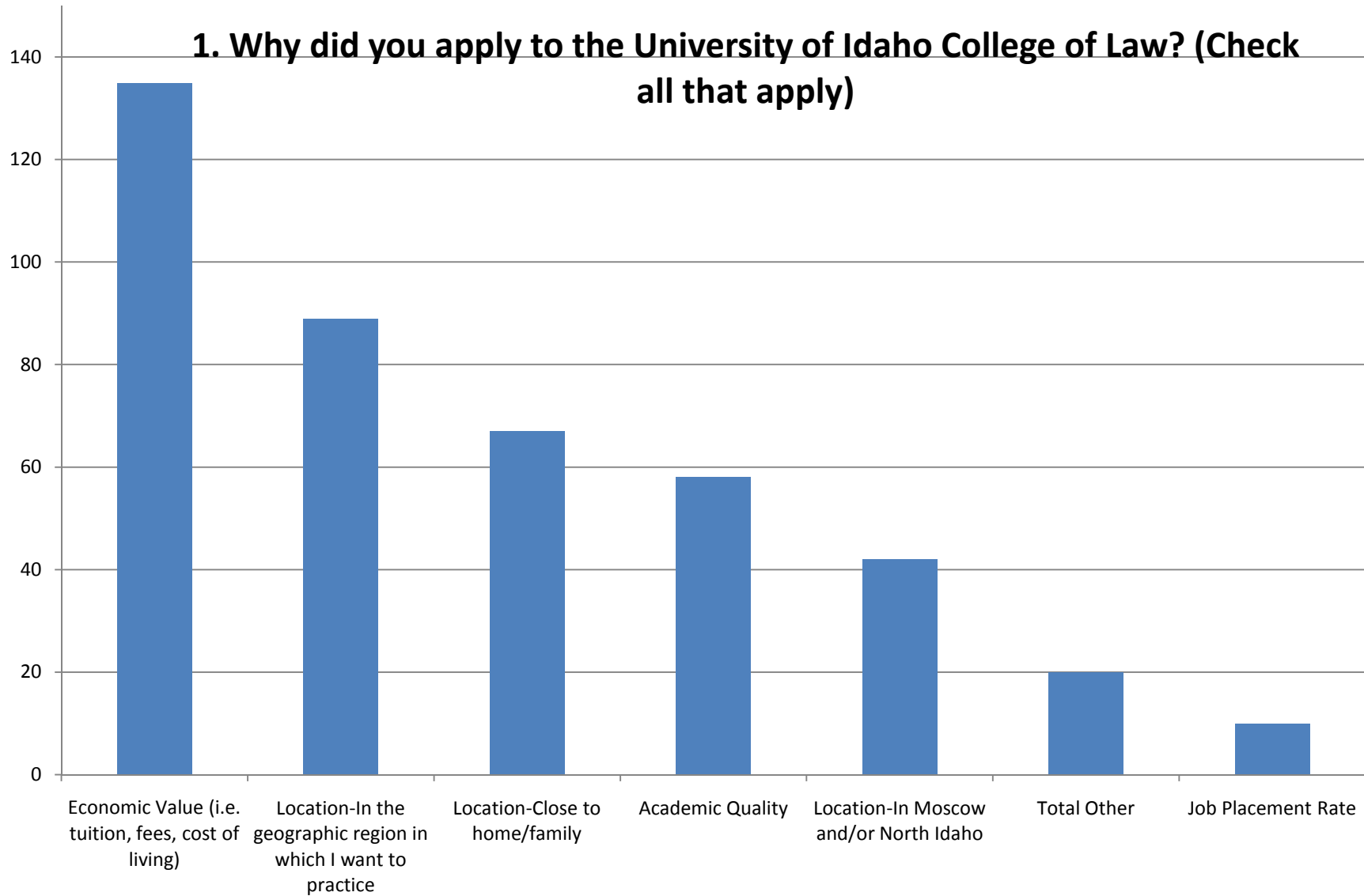
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## 1. Why did you apply to the University of Idaho College of Law? (Check all that apply)

Value	Count	Percent
Economic Value (i.e. tuition, fees, cost of living)	135	91.2%
Location-In the geographic region in which I want to practice	89	60.1%
Location-Close to home/family	67	45.3%
Academic Quality	58	39.2%
Location-In Moscow and/or North Idaho	42	28.4%
Total Other	20	13.5%
Job Placement Rate	10	6.8%
Alumni recommendation:Other	5	3.4%
Scholarship:Other	2	1.4%
Only law school in Idaho:Other	2	1.4%
Close to where I went to undergrad:Other	1	0.7%
water resources program:Other	1	0.7%
small law school:Other	1	0.7%
I Like Idaho:Other	1	0.7%
I was treated as an individual in the application process.:Other	1	0.7%
Steve is a good recruiter.:Other	1	0.7%
It was close to other academic resources:Other	1	0.7%
I have always loved UI and wanted my degree from here:Other	1	0.7%
Vandal Football:Other	1	0.7%
acceptance:Other	1	0.7%
Small Classes:Other	1	0.7%
It was my backup - I felt I could get in:Other	1	0.7%
Good scholarship offer:Other	1	0.7%
clinic programs and atmosphere:Other	1	0.7%
Clinical Offerings:Other	1	0.7%
friend was a 1L. Plus, I received an offer of a waiver on tuition and it was close to hime:Other	1	0.7%
Recreational Opportunities:Other	1	0.7%
Total Responses:	148	



**1. Why did you apply to the University of Idaho College of Law? (Check all that apply)**

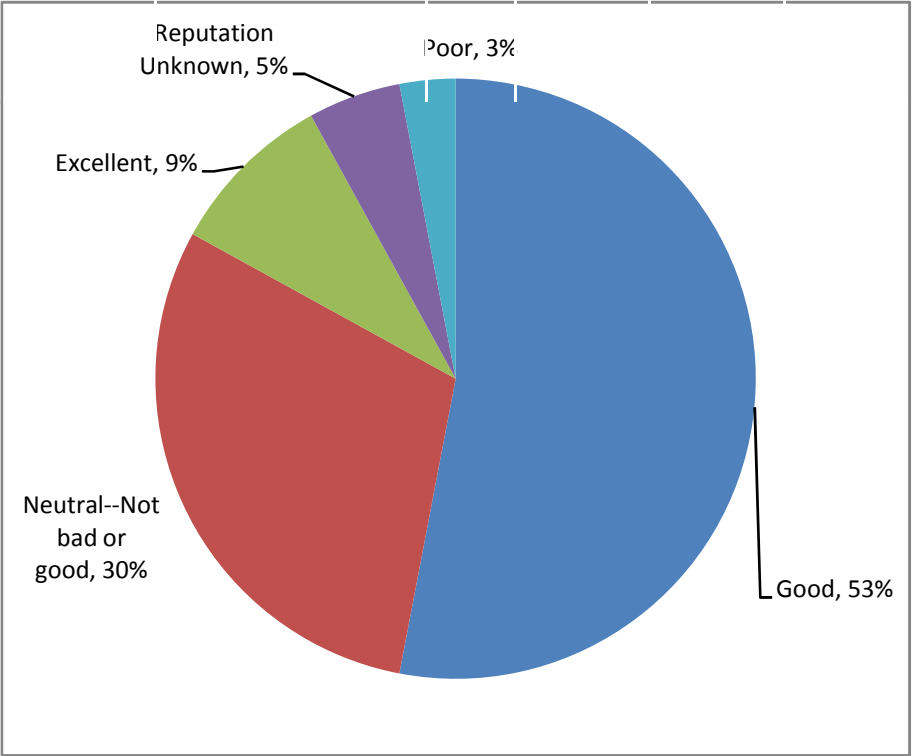


**2. Did you have any contact with the College of Law before you applied? If yes, please indicate how influential each was in your decision to attend Idaho.**

Item	Not Influential	Somewhat Influential	Very Influential	I did not have this type of contact before applying.	Total
Alumni	13.5%	17.6%	27.0%	41.9%	148
Class visit/tour	17.6%	8.8%	12.8%	60.8%	148
College recruiting fair	18.9%	8.8%	4.1%	68.2%	148
Phone/email question(s)	18.2%	14.9%	11.5%	55.4%	148
Special Event (e.g. Bellwood lectures, guest speakers)	18.2%	6.1%	4.1%	71.6%	148
Viewbook mailing	23.6%	18.9%	4.7%	52.7%	148
Total Responses:	148				

**3. How did you perceive the reputation of the College of Law before you applied. (Rating Scale)**

Value	Count	Percent
Good	79	53%
Neutral--Not bad or good	45	30%
Excellent	13	9%
I didn't know Idaho's reputation before I enrolled.	7	5%
Poor	4	3%
Total Responses:	148	

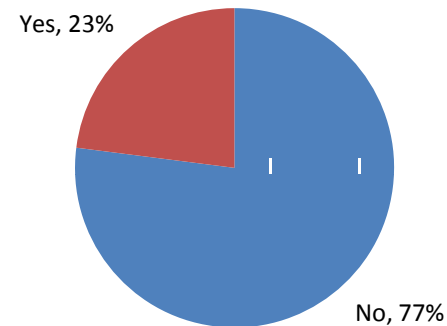


#### 4. Rank the following factors according to their importance to your decision to attend the College of Law.

Value	1	2	3	4	5	6	7	AVG Rank
Value (tuition, fees, cost of living)	35	19	24	16	21	18	14	3.5
Location-home/family	22	19	25	30	19	14	18	3.8
Scholarship	26	21	21	21	20	17	21	3.8
Academic Quality	14	19	29	22	26	14	23	4.1
Location-Geographic region in which I want to practice	14	28	21	14	19	27	24	4.2
Location-Moscow/N. Idaho	14	23	18	24	21	22	25	4.2
Job Placement Rate	22	18	9	20	21	35	22	4.3
Total Responses:	147							

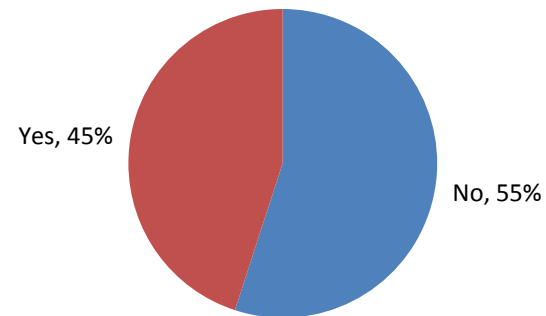
#### 5. Did you visit the University of Idaho, specifically to visit the law school or for any other reason, before making your decision to apply?

Value	Count	Percent
No	114	77%
Yes	34	23%
Total Responses:	148	



#### 6. Did you visit the University of Idaho, specifically to visit the law school or for any other reason, AFTER applying but BEFORE making your decision to attend?

Value	Count	Percent
No	82	55%
Yes	66	45%
Total Responses:	148	

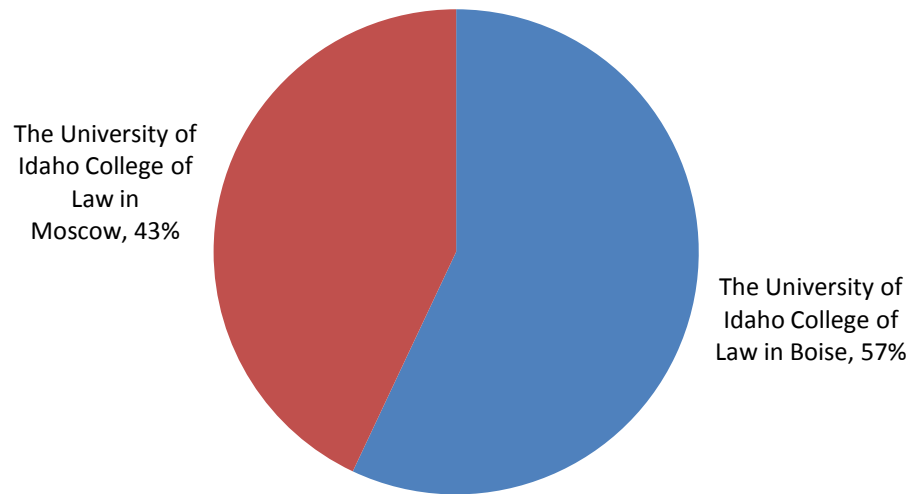


**7. Rank the following options in the order that you would have found most desirable as an applicant**

Value	1	2	3	AVG Rank
Boise, no Moscow	59	26	36	1.8
Moscow, w/ optional 3rd year in Boise.	36	50	35	2.0
Moscow, no Boise	26	45	50	2.2
Total Responses:	121			

**8. If the University of Idaho operated two otherwise identical law schools, one in Moscow and one in Boise, which would you prefer to attend?**

Value	Count	Percent
The University of Idaho College of Law in Boise	84	57%
The University of Idaho College of Law in Moscow	64	43%
Total Responses:	148	



## 9. Gender

Value	Count	Percent
Male	84	57%
Female	64	43%
Total Responses:	148	

## 10. Class

Value	Count	Percent
First Year	64	43%
Third Year	47	32%
Second Year	37	25%
Total Responses:	148	

## 11. Race/Ethnicity

Value	Count	Percent
Caucasian	111	75%
Decline to Respond	13	9%
Asian/Pacific Islander	9	6%
Hispanic	9	6%
Other/Multi-racial	4	3%
Native American/Alaska Native	2	1%
Total Responses:	148	

Richard J. Morgan  
10032 Pinnacle View Place  
Las Vegas, Nevada 89134-2596  
(702) 240-2465; (702) 858-6477  
[dick.morgan@hotmail.com](mailto:dick.morgan@hotmail.com)

October 27, 2007

Dean Donald Burnett  
The University of Idaho  
College of Law  
P.O. Box 442321  
Moscow, Idaho 83844-2321

Dear Don:

Thanks for the opportunity to consult with the University of Idaho College of Law as it plans for Idaho Legal Education in the 21<sup>st</sup> Century. Thus far in this engagement, I have reviewed the "Consultant Draft" and appendices contained in the binder entitled "Idaho Legal Education in the 21<sup>st</sup> Century"; participated in two conference calls involving you and your faculty; visited the University of Idaho College of Law to meet with faculty, staff, students and university administrators; reviewed the materials that were prepared for the Law Advisory Council Meeting on October 22, 2007; and attended and participated in that meeting.

As I stated at the Law Advisory Council meeting, this is an exciting and important time in the life of a well-established law school with an excellent reputation for serving its state and region over the last century. While I very much respect the decision of the faculty to reject the status quo in favor of greater aspirations of service and excellence, it is important to remember that any new initiatives of the law school will rest on a strong foundation established over the last century. This is a strong law school with an appropriate desire to become stronger and better in the future, and the process that you have put in place—engaging the faculty, staff, students, university administration, alums, bar and community leadership in a dialogue about goals and directions for the next century—is likely to further that desire.

Among the law school's many strengths are its reputation among the lawyers of Idaho, as reflected in the survey materials considered by the Law Advisory Council; its reputation in the legal academy as a well-established and very good law school that aspires to serve the needs of its state and region; its relationships with the Idaho bench and bar, whose leaders include numerous alums of the law school; and its relationship with the University of Idaho, whose president and provost view the law school as a very important part of the university. These reputations and relationships are the product of the work of people at the law school, who are the law school's greatest strength. By assembling excellent faculty, administrators, staff and students the law school is able to serve the state and educate future leaders in ways that produce beneficial relationships and reputation.

Two other strengths are worthy of special note. The first is that the University of Idaho College of Law is supported by the State of Idaho, which has given the law school an exclusive, state-wide franchise on public legal education, scholarship and service. The second is that the law school has chosen to be a small school, one that values the benefits of an intimate educational setting in which to teach law, produce scholarship and instill and model professionalism.

While the law school is concerned about the possibility of future competition from other law schools that might locate in Idaho, I believe that the law school should proceed from a positive position of strength and optimism—rather than out of fear of competition—as it plans for the 21<sup>st</sup> century. As noted above, there is plenty of strength on which to build and which will give this good and existing law school many and substantial comparative advantages over any newcomers to the field. In addition, it is impossible to predict when or how the anticipated competition will, or will not, emerge, although it is very clear that Boise is a very attractive location in which to situate a new law school. More importantly, it is impossible to predict the effect that any such competition will, in fact, have on the law school. While the planning documents project negative consequences, it is very possible that increased competition will have the opposite effect, since competition often brings out the best in both competitors. Rather than speculate about future competition and its effects, the law school should do what it is now doing—developing a plan to better fulfill its statewide mission and beginning the conversations that will result, over time, in the resources to implement that plan.

In developing that plan, it is important not to bite off more than the law school can chew. While it is appropriate (and, I think, desirable) to articulate bold long-term goals, those goals must be conditioned on the acquisition of sufficient resources to attain them. The outcome of this long-term process must be to improve legal education in Idaho, not to harm it.

Also, the law school and its constituents must realize that it cannot do everything that is done by someone, somewhere in legal education. The University of Idaho College of Law has chosen to be a small law school, which means that it has far fewer faculty than many of this country's larger law schools. This, in turn, means that the curriculum cannot be as rich, or specialization as readily available, as in larger law schools. But even a small school must provide fundamental instruction in legal analysis, writing, professionalism, skills training, core substantive courses and at least some electives, at the same time that the faculty who provide that instruction are charged with substantial governance, service and scholarly responsibilities. Thus, in a small law school the faculty can be stretched thinly, particularly if the school aspires to do everything in its curriculum that Harvard does.

In my view, the law school has made wise choices in resource deployment. For example, the planning materials reflect that the school ranks highly in availability of clinic and externship opportunities per student. This is important, I believe, for these opportunities provide practical skills and professionalism training, while providing valuable community service in Idaho. Also, I very much agree with the decisions of the faculty to stress appropriate dispute resolution and to try to instill comparative and international law across the curriculum. I am less concerned about the school's relative paucity of elective courses and opportunities for specialization. While a well-trained professional can become a specialist after law school, it is harder for a person with specialized knowledge to become a lawyer after law school, if he or she leaves law school without a fundamental understanding professionalism and legal skills and values.



As the planning process continues, decisions on resource deployment will continue to be necessary. It is imperative not to overburden people by trying to emulate other law schools that may have very different missions and much greater resources.. Rather, the law school should seek to fulfill its own mission and should tailor that mission to the availability of the resources to support it.

The planning documents describe three different expansion plans for the law school, not including the status quo (i.e., continuing to maintain the law school in Moscow with a small presence, mainly internships and community relations activities, in Boise). These alternatives are the “Moscow Plus” approach, in which the law school and its JD program would remain in Moscow, but Boise-based activities would expand substantially to include a third-year program and a number of centers or institutes; the “Relocation” approach, in which the entire law school would be moved from Moscow to Boise; and the “Phased, Dual Location” approach, in which, over time, the Moscow-based law school would develop a branch campus in Boise, so that the University of Idaho College of Law would be able to offer its J.D. program at two locations in the state. These three approaches are discussed in appropriate detail in the planning document, which provides comprehensive listings of the respective pro and con arguments at pages 70-71, 72-74, 81-83 and 88-90. I will not repeat that discussion or those arguments here, although my views (set forth below) have certainly benefitted from them.

## RELOCATION

In my view, relocating the law school to Boise is not a viable alternative. There are several reasons for this.

First, a single location in Boise does not expand the law school’s statewide presence; a single location—in Moscow or Boise—is still a single location. In fact, relocating the entire operation to Boise lessens the law school’s statewide presence, since the relocated law school would then operate out of one location (Boise) rather than the current two (Moscow and Boise). While the relocated law school would be in the state capitol and population center, the law school’s statewide service mission would not be enhanced by such a move.

Second, the law school is an integral part of the University of Idaho, which is located in Moscow. For the law school to leave the campus in Moscow for a remote location could do great harm to the university, since the law school is an important part of the teaching, scholarly, governance and service fabric of that university. For that reason, I am not surprised that your president and provost strenuously object to the relocation option. Indeed, as I stated at the Law Advisory Council meeting, if the law school were relocated to Boise, I can imagine a move a few years down the road to open another law school on the Moscow campus to fill the intellectual and disciplinary void created by the relocation of the current law school.

Third, for this planning process to succeed in substantially improving the law school for the 21<sup>st</sup> century, it must have the full support of key constituents in Idaho. Among those—indeed, at the top of the list—are your president and provost. Since they object, for good reason, to the relocation approach, it ought not go forward.

Fourth, the removal of the law school from the Moscow campus will generate very hard feelings on the part of some alums, legislators, other community leaders and citizens. Even if their views are in the minority, the feelings will still be very hard and the divisions created will be very deep (and probably quite enduring.) In such circumstances, the support for the relocated law school would likely be at least somewhat impaired, perhaps substantially so.

Fifth, there are significant legal issues that may be raised in connection with the relocation alternative. Whatever the ultimate outcome, the legal battles will likely delay the implementation of the plans for the law school's new, 21<sup>st</sup> century role. And, those battles will fuel a continuing controversy that will probably affect support for the law school.

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## PHASED DUAL CAMPUSES RESULTING IN A STATEWIDE LAW SCHOOL.

In my view, the law school should aspire, over the long-term, to operate one law school from two key locations in the state—Moscow and Boise. Moscow is key because it is the main campus of the University of Idaho, because it is an appropriate venue for service to northern Idaho, and because the history and traditions associated the Moscow campus are an important part of the law school's strength. Boise is key because of its large population and need for services, because it is the seat of Idaho government, and because it is an appropriate venue for serving southern Idaho.

Operating a state-wide law school from two separate campuses is a novel concept and an excellent opportunity. There are only a few law schools that have embarked on multi-campus programs, only one of which—Penn State—is a public law school and none of which has, as you do, the statewide franchise on public legal education. This novelty is both a challenge and opportunity. While the law school has the opportunity to be a pioneer in establishing a model for statewide education and services, it will be challenged by the lack of precedents and models to draw on.

To establish a single law school at dual locations will require a long-term plan, the implementation of which will depend on procurement of substantial new resources. Such a plan should proceed when and to the extent that sufficient resources are available.

Among other resource issues, two deserve special mention. The first, of course, is money, both to support an appropriate operating budget for the multi-campus school and to provide the capital that will be necessary build the facilities of the new campus and to upgrade the facilities of the existing campus. The second is future law students, who must be present in sufficient numbers to support the two campuses.

With respect to money, your president is quite optimistic that a bold new law school initiative—for serving the entire state from Moscow and Boise—will receive additional legislative and philanthropic support. He also envisions working with the law school to develop an enrollment strategy (which might increase the number of non-resident law students, so long as all well qualified Idahoans have been served) and a tuition/fee structure that will bring new money to the state-wide law school.

With respect to potential law students, I think that there is a need to enlarge and strengthen the current applicant pool. The new campus should be helpful in this regard, since it will provide another (and for some, more attractive) location at which to study law. In addition, the new campus may also provide (depending on the outcome of faculty curricular discussions) a different sort of program—perhaps one that features part-time legal education and a curriculum that differs from that of the Moscow campus. This sort of program and location differentiation should help in deepening the applicant pool.

Also of assistance in deepening that pool will be more aggressive marketing and branding by the College of Law. There is great potential for significant progress in this area, since survey data indicate that most of the law school's students and applicants were not reached, prior to applying, by any of the law school's outreach efforts. To try to rectify this situation and tap into this marketing potential, you indicated at the Law Advisory Council meeting that you will consider adding a marketing director for the law school.

Success in deepening the pool will be essential, since the current pool is insufficient to support the expanded, multi-campus law school. Success in developing additional funds for operations and capital needs is also essential, since the current budgets are barely adequate to cover the needs of the existing law school. Indeed, any plans to expand the law school's presence must include funding to strengthen the Moscow campus as well.. For the expansion into Boise to be successful, the Moscow campus must be—and remain—strong.

Dean Burnett  
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#### MOSCOW PLUS.

Until the resources—both monetary and human—are available to open a JD program at a second campus in Boise, I believe that the law school should continue to strengthen the Moscow-based program and expand its presence in Boise. One way to accomplish this is through the “Moscow Plus” approach outlined in the materials, which contemplates new resources for both Moscow and Boise. However, if the ultimate goal is to locate a JD program in both Moscow and Boise, the Moscow Plus approach should be reexamined to determine if it is an appropriate interim step towards this long-term goal. Since the Moscow Plus approach was intended to be a stand-alone approach, it may not work as a part of a different goal.

While I think that the Moscow Plus approach is thoughtful and well conceived, I do not think that it is as good as the Dual Location approach in facilitating the state-wide mission of the law school. For that reason, and because of the enthusiasm of your president, provost and advisory council for the Dual Location approach, I recommend that approach to you, subject to the availability of resources.

#### ACCREDITATION MATTERS.

As I said at the Law Advisory Council meeting, while accreditation matters are important, they should not drive the planning of 21<sup>st</sup> century legal education for the state of Idaho. Whatever challenges accreditation presents, your school will certainly meet them. However, you should know what the issues are, so that you can plan to meet them as you develop your long-term plan. Hence, let me close with a few paragraphs on American Bar Association Accreditation.

Because the University of Idaho College of Law is an ABA-accredited law school, before making any “major change” in its program or structure it must receive the ABA’s acquiescence. Standard 105 provides:

“Before a law school makes a major change in its program of legal education or organizational structure it shall obtain acquiescence of the Council for the change. . . [A]cquiescence shall be granted only if the law school establishes that the change will not detract from the law school’s ability to meet the requirements of the Standards.

“ . . . If the proposed major change involves instituting a new full-time or part-time division . . . or opening a Branch or Satellite campus, the law school must also establish that the law school is in compliance with the Standards or that the proposed major change will substantially enhance the law school’s ability to comply with the Standards.”

Interpretation 105-1 provides that the sorts of major changes that require ABA acquiescence include starting a new full- or part-time JD program (as is contemplated in the “Dual Location” approach); opening a Branch or Satellite campus (to be discussed more fully below, but which the Dual Location and Moscow Plus approaches contemplate); or relocating the law school in a way that could result in substantial changes in the faculty, administration, student body or management of the school (which is certainly possible under the “Relocation” approach.). These matters are dealt with in subsections 1, 13, and 15, respectively, of Interpretation 105-1.

The procedure for obtaining the ABA’s acquiescence to a proposed major change is set forth in Rules 20(d) and 21 of the ABA’s Rules of Procedure. Among the requirements are the completion of a major change questionnaire, the submission of the school’s most recent self-study, an analysis of the effect of the proposed major change on the school’s compliance with the standards, and a site visit by the ABA to evaluate the school. In addition, Rule of Procedure 20(b)(3) sets forth additional requirements when seeking the ABA’s acquiescence in the opening of a “branch” campus, including a business plan for the new branch.

In addition to seeking ABA acquiescence in a major change, it may also be necessary to seek provisional and then full accreditation from the ABA for a new program, depending on the circumstances. The relevant rules for this analysis are Interpretation 105-2, Standards 106(4) and (15) and Rule of Procedure 20. These rules will be discussed, in turn, in connection with each of the possible approaches.

1. Dual Location Approach. Under this approach, a new JD program would be established in Boise. Under Standard 106(4), this would constitute a “branch” campus, since a student can earn all of the credit hours for a JD degree there. Under Interpretation 105-2 and Rule of Procedure 20(b)(3), the opening of a branch campus creates a new law school (in addition to the existing one), requiring provisional and full accreditation by the ABA for that new campus. Rule of Procedure 4 governs applications for provisional and full approval, requiring, among other things, financial statements, a site inspection questionnaire, a self-study, a feasibility study that addresses resource, programmatic and applicant pool sufficiency, and a site evaluation by the ABA.

2. Moscow Plus Approach. Under this approach, the law school would offer a full third year program in Boise. Assuming that it would be possible for a student to earn sixteen credit hours there, this would constitute a “satellite” campus under Standard 106(15). A satellite campus offering a third-year program is subject to the requirements of Interpretation 105-4, which specifies the sorts of resources and support that the satellite campus must provide. A satellite campus is not usually required to apply for provisional and full approval, as branch campuses are.

3. Relocation Approach. Under the relocation approach, the whole law school would move to Boise. While the ABA-acquiescence would be necessary under Standard 105, set forth above, it is possible that the law school could retain its existing accreditation, even though it has moved to a new location. Assuming that the faculty, student body, administration and academic program remained substantially the same, it is at least possible that the school would not be required to seek new accreditation.

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However, Procedural Rule 20(b) allows the Accreditation Committee to determine, based on factors listed in Rule 20(b)(2), that the relocation of a law school, or the opening of a branch campus, or the opening of a satellite campus, is in reality the closure of the existing law school and the opening of a whole new enterprise. If the Accreditation Committee were to make such a determination, the existing University of Idaho College of Law would be regarded as closing, to be replaced by a new relocated or multi-campus enterprise. In this circumstance, the whole new law school would be required to seek accreditation, as provided in Rule 20(b)(c).

If the Moscow campus remains substantially intact as the Boise enterprise is developed, I doubt that the Accreditation Committee would invoke its Rule 20(b) authority. However, as the process unfolds, it will be necessary to be in regular contact with the ABA's Consultant on Legal Education to ensure that he and his office provide support, rather than surprises. Knowing the Consultant as I do, I am sure that he and his staff will be very helpful to you as you move forward.

I hope that this letter is responsive to your needs. If not, or if you have questions or concerns, please let me know.

Best regards.

Very truly yours,

Richard J. Morgan



THE STATE OF IDAHO  
SUPREME COURT



LINDA COPPLE TROUT  
JUSTICE (Ret.)

SUPREME COURT BUILDING  
P.O. BOX 83720  
BOISE, IDAHO 83720-0101

October 29, 2007

Don Burnett  
Dean, University of Idaho College of Law  
PO Box 442321  
Moscow, ID 83844-2321

**Re: College of Law Advisory Council Recommendations**

Dear Dean Burnett,

In my role as chair of the University of Idaho College of Law Advisory Council, I have been asked to send a letter memorializing the thoughts and recommendation of the Council as an outcome of our recent meeting in Moscow on October 22, 2007. We are well aware that the College of Law will celebrate its centennial in 2009, and is currently engaged in strategic planning for its "second century." The Law Advisory Council has been closely involved in this effort and is very grateful for the opportunity to participate in this process and to have its views considered.

Before discussing the recommendation of the Council, some introductory comments and thanks are appropriate. First of all, to the Dean and the faculty of the College of Law, we are very appreciative of the extraordinary efforts and hours devoted to this project. We congratulate all of you on your hard work throughout this past year in developing the strategic planning issues and in providing detailed, expert analyses of them. We also appreciate the data gathered by, and the insights received from, the consultants engaged by the College of Law. The depth and breadth of Dean Richard Morgan's experience gave us a national perspective on the strategic planning issues.

We also wish to thank President White, Provost Baker, and the other members of their leadership team for recognizing the importance of these issues, for participating in key discussions during the year, and for bringing their valuable perspectives to the Council meeting on October 22. Their participation on behalf of the Administration of the

University of Idaho helped to inform our discussions about the importance of the College of Law's presence on the University campus.

As a result of these meetings and discussions, we reaffirm that the College of Law is a critical part of Idaho's land-grant university and of the university community in Moscow. The University of Idaho's exclusive statewide mission in legal education, as prescribed by the Board of Regents/State Board of Education, is fundamentally important to – and an institutional responsibility of – the University. We are also mindful that the College of Law must continue to be responsive to the needs of the Idaho Bench and Bar as key members of our constituency.

In order to continue fulfilling its statewide mission, the University must take account of rapid growth and changes in Idaho, as well as emerging trends in American legal education. The status quo will not be adequate in the "second century" of the College of Law, as it prepares its students to provide guidance, advice and knowledge in an expanding global and highly complex environment. Students at the College of Law need and deserve an education which will provide a solid basis from which they can face a vast array of career and life challenges in Idaho as well as throughout the country.

With these considerations in mind, and after extensive thought and discussion, the Law Advisory Council recommends that the College of Law and the University of Idaho create, and take to the State Board, a proposal that expresses a bold vision of high-quality legal education in Idaho. This education should be delivered by the University of Idaho at Moscow and at Boise, with courses of study leading to the J.D. degree at both locations. The locations may offer different emphases within an overall curriculum shaped by a unified faculty in the College of Law, and administered as an integral part of the University of Idaho. Planning for the Boise location should include continued exploration of possible collaboration between the College and the Idaho Supreme Court in an "Idaho Law Learning Center."

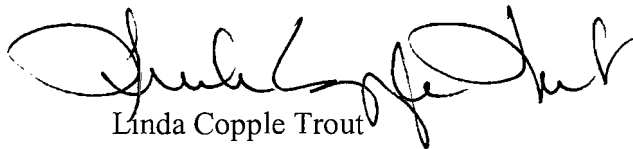
In making this recommendation, the following conditions are critical to the Council's understanding and support:

- \* The University Administration has committed its best efforts to provide, and will vigorously support the College of Law in obtaining, the resources necessary to achieve high quality at both the Moscow and Boise locations.
- \* The College and the University will craft a business plan that addresses current and future needs of the College of Law at Moscow as well as needs at Boise.
- \* The Boise location will be developed as a satellite or branch in phases consistent with accreditation standards, the overall adequacy of resources, and the depth and quality of the student applicant pool.

On behalf of the Law Advisory Council, I want to again extend our thanks and appreciation to the Dean, the law faculty, President White and the leadership team, for the time, effort and thought that have been devoted to this strategic planning process.

That effort has resulted, we believe, in the Council's ability to make a strong and thoughtful recommendation for the College of Law as it moves into its next century of providing an unparalleled legal education to its students. We are appreciative of having been included in the process and we stand ready to contribute in any way we can to assist in this bold and exciting vision for the University of Idaho.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Linda Copple Trout', written in a cursive style. The signature is positioned above the printed name 'Linda Copple Trout'.

Linda Copple Trout



## Idaho State Bar

525 West Jefferson P. O. Box 895 Boise, Idaho 83701 PH: (208) 334-4500 FAX: (208) 334-4515

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December 18, 2007

Donald L. Burnett, Jr., Dean  
University of Idaho College of Law  
Moscow, Idaho 83843-2321

Re: Visiting Committee 2007 College of Law Visit

Dear Dean Burnett:

The Commissioners, ILF President Linda Judd, Brad Andrews, Diane Minnich and I appreciate the hospitality shown to us by the law school administration, faculty, staff and students during the 2007 law school visit. Again this year, it was a productive, informative and enjoyable time for us. As Visiting Committee members, we value the relationship between the bar and the law school and appreciate the effort devoted to planning the visit so it is beneficial to the law school and to the bar.

This letter serves to offer the Visiting Committee's comments and observations about the 2007 College of Law visit. The focus of most of the discussions this year was the future of the law school; specifically the decision to go forward and pursue the dual approach. As the Visiting Committee, we commend the leadership shown in this effort, by you, your colleagues, and the university administration.

Our overall impression of the meetings with the various groups is that those involved with the College of Law are supportive of the process that the law school has undertaken to determine what approach will best serve the legal education needs of the college of law, the university and the state. We sensed varying degrees of support from faculty and staff for the dual approach; however, most of the groups and individuals seem willing to move forward. President White and the Provost were both candid and supportive of the efforts to date and of the decision. As we discussed, the Commission will continue to monitor and assist with future planning by having Commissioner Newal Squyres on the Second Century Committee and Commissioner Dwight Baker serve as a liaison to the Law Advisory Council.

At the meeting with students, the primary questions and comments were about the admissions process and the students' observations about the decision to pursue the dual approach. The student's were generally supportive of the efforts of the law school to seriously consider the future best course of action. Due to the construction, the venue for this year's meeting with students created some challenges to having an open and informal discussion. Next year, in lieu of lunch, we would request that the schedule include a social event or mixer with the students rather than a meeting set up with a panel. This would give us the opportunity for more casual, one-on-one conversation with the students.

Again this year, we discussed the concept of establishing rules to allow UI College of Law Faculty to become members of the Idaho State Bar without taking the bar examination. Professor Alan Williams has provided a proposed rule to us, which we will review and consider for the 2008 resolution process. We appreciate Professor William's efforts to gather

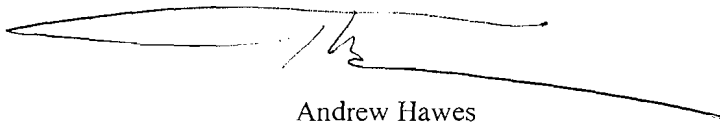
information about law faculty membership in other mandatory state bars to generate an appropriate proposal for the bar's consideration.

The tour of the building, the update on the construction projects, and the information provided by the various individuals and groups was helpful and interesting. We appreciate the opportunity to learn about what the law school, both faculty and students, are undertaking and the progress of the many programs, initiatives, groups, and individual efforts. Overall, we are impressed with the College of Law's many contributions to the quality of the practice of law in Idaho.

We offer our praise for the many hours of time, and the resources that have been devoted to determining how best to advance legal education in Idaho. We applaud the fact that a decision has been made regarding the future of the law school, and that the university is engaged and taking ownership of the decision. Making the decision is just a first step in a long process. The delivery of public legal education is an important issue. The quality of the Bar depends upon the ability of the University of Idaho College of Law to deliver quality legal education. After all, The Idaho State Bar and the University of Idaho College of Law share many common missions and goals. In addition, increasing the quality of legal education now is critical in order to assist new lawyers to take on the demands of the practice of law in the 21<sup>st</sup> century. We agree that the status quo is not acceptable and that the phase-two location approach would greatly enhance the effectiveness of the delivery of public legal education in Idaho. However, we concur with the Law Advisory Council in their October 29, 2007 recommendation that the ability of the University of Idaho to deliver on this bold vision will largely depend upon securing the resources necessary to achieve high quality at both the Moscow and Boise locations.

Again, thank you for the warm welcome we received from the College of Law administration, faculty, staff and students. The Idaho State Bar and Idaho Law Foundation value the relationship between the law school and the organized bar; it is beneficial to the students, bar members and the consumers of legal services in Idaho. As you need our assistance or expertise, certainly let us know.

Sincerely,



Andrew Hawes  
ISB President

cc: UI President Tim White  
UI Provost Doug Baker  
Terrence White  
Dwight Baker  
Newal Squyres  
Douglas Mushlitz  
Linda Judd  
Diane Minnich

Richard J. Morgan  
9901 Trailwood Drive, Unit 2110  
Las Vegas, Nevada 89134-5923  
(702) 240-2465; (702) 858-6477  
[dick.morgan@hotmail.com](mailto:dick.morgan@hotmail.com)

March 17, 2008

President Timothy P. White  
The University of Idaho  
P.O. Box 443151  
Moscow, Idaho 83844-3151

Dean Donald Burnett  
The University of Idaho  
College of Law  
P.O. Box 442321  
Moscow, Idaho 83844-2321

Dear President White and Dean Burnett:

Thanks for the opportunity to review and comment on the document, entitled 'Let Our Minds Be Bold', that you will soon submit to the Idaho Board of Regents (State Board of Education) in connection with the College of Law's plan to improve its educational and community service for the 21<sup>st</sup> century. I believe that you, your colleagues and your constituents have produced an excellent document, one that reflects the hard work and hard thought that all of you have given to this matter over a period of years. You are to be commended not only for the excellence of the document, but for the excellence of the process that you used to garner ideas and criticism from the law school's many constituencies. Having played a role in that process, I believe that the current document is an appropriate response to the decision of the faculty, the law school and university administrations and the Law Advisory Council to seek to better serve Idaho in the 21<sup>st</sup> century through a single law school with degree, scholarly and community service programs at two locations, Moscow and Boise.

Of course, the decision to pursue the dual location approach was not made in a vacuum. It was preceded by substantial study, analysis and discussion of three alternatives, the other two of which were a possible relocation of the law school from Moscow to Boise; and an enhancement of law school activities in Boise (but not the creation of a degree program there), so that students would continue to do most of their work in Moscow, with some opportunities available in Boise.

The dual location approach, if appropriately funded and implemented, will provide substantial educational opportunities and community service in northern and southern Idaho; will better connect the College of Law to the seat of Idaho government in Boise; will continue the important role that the law school has played over the years in the life of the University of Idaho in Moscow; will provide opportunities for program differentiation between the Boise and

Moscow programs; will avoid substantial legal and community problems that might arise in connection with a relocation of the law school; and will take advantage of a unique opportunity to partner with the Idaho Supreme Court in bringing legal educational resources to the Treasure Valley. The dual location approach also provides an opportunity for the University of Idaho College of Law to provide a national model for serving an entire state through dual campuses of a single state law school.

Since last October, when I and the Law Advisory Council made our recommendations, you and your colleagues have made very substantial progress. In addition to developing a faculty consensus in favor of the dual location approach, subject to appropriate conditions pertaining to resources, you have produced and received comments on multiple drafts of the document which is the subject of this letter, and you are now ready to submit the final version of that document to the Idaho Board of Regents. In addition to reviewing the drafts and the final document, I have also reviewed several faculty comments, which I found to be very thoughtful.

Having reviewed the final document, I believe that sets forth an exciting and appropriate plan for the University of Idaho College of Law. Of course, it is also an ambitious plan, one that will require substantial new resources and a great deal of work on the part of the law school and its supporters. However, when implemented, the plan should produce substantial benefits for the State of Idaho.

I believe that the plan that is outlined in the accompanying document is reasonable and that it can be accomplished if the law school and its constituents work with the Board of Regents and Legislature to secure the needed resources. I base that belief in large part on the quality of the faculty and administration of the University of Idaho, which through its committees, administration and faculty discussions has developed this plan. These are the folks who best know Idaho's legal and education environment and needs; and their assessment of those needs and their willingness to use their talents to meet them suggest to me that the plan will be successful.

I hope that this letter is of some use to you and to the Board of Regents. It may be useful to consider this letter in connection with my earlier letter, dated October 27, 2007, in which I recommended the adoption of the dual location approach.

If you have questions or concerns, please feel free to call upon me. I look forward to following the progress of your bold proposal for better serving Idaho in the 21<sup>st</sup> century.

Very truly yours,

Richard J. Morgan

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**INSTITUTION / AGENCY AGENDA**  
**BOISE STATE UNIVERSITY**

**SUBJECT**

New Doctorate Program – Full Proposal – Ph.D., in Public Policy and Administration – Boise State University

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4(a) and 5(a), Program Approval and Discontinuance  
Section 33-107 (7) and 33-4005, Idaho Code  
Role and Mission – Boise State University

**BACKGROUND**

In accordance with Board policy III.G.5., (a) (2) and (3), The Chief Academic Officer shall forward program requests to the CAAP for its review and recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action. A request for a new graduate program requires a full proposal.

**DISCUSSION**

Boise State University (BSU) proposes to establish a new doctoral program leading to the degree of Doctor of Philosophy in Public Policy and Administration. Boise State University has the statewide mission for public policy and urban and regional planning, including Ph.D. degrees in public policy and public administration. The proposed Ph.D. program is also consistent with SBOE Institutional Role and Mission statement for BSU, including a primary emphasis on the social sciences and public affairs (among others), and an educational scope that includes select doctoral degrees and coordinated and externally funded research activities.

The proposed program is to be offered through the Department of Public Policy and Administration (DPPA) in the College of Social Sciences and Public Affairs in cooperation with other academic departments within the university. The program will be designed to prepare students for a variety of career choices including administration in public and nonprofit organizations; policy research in natural resource, environmental and other areas of public policy in government, nonprofits, advocacy groups, consulting organizations, as well as academic teaching/research positions.

The proposed program builds on a nationally accredited master's degree program in public administration, five regionally recognized program centers (Public Policy Center, Environmental Finance Center, Social Science Research Center, Energy Policy Institute, and Office of Conflict Management) that conduct public policy research and training services, and faculty members with special expertise in public policy and administration. Public administration is a broad

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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discipline that encompasses a wide array of academic fields including political science, management, leadership, economics, history, criminal justice, health policy and several other administrative and public policy disciplines.

Boise State University operates at the center of public policy and administration in the State of Idaho. Boise is the state capital, the largest city, and the seat of the most populous county in Idaho. The southwest Idaho region is one of the fastest growing areas in the country, and with this growth and the escalating demands upon ever-limited resources comes advanced need for more rigorous public policy analysis. Boise is a center for a number of federal programs (nearly two-thirds of Idaho's land is owned by the federal government). There is a critical need for policy research and effective public administration in an area influenced to such a degree by private, public, and nonprofit organizations.

There are a number of trends in the field of public administration that will require highly qualified leaders in the field. Among these trends are the continuing delegation of federal government programs to the states and the contracting of public programs to nongovernmental actors such as nonprofit and private organizations. These trends will create a need for administrators who are able to deal with multiple issues and constituencies at a higher level of analytical and administrative sophistication. Administrators will not only have to administer new types of contracts but will also have to understand the principles of a representative democracy and the important distinction between private sector based models of efficiency and the public good. Further stresses upon policy makers that require greater knowledge and analytical sophistication include aging and archaic information systems that do not provide decision makers with usable information to respond to rapid change. As their environments become global and virtual, state and local government officials also face constituents who are more connected technologically and who evidence escalating service expectations.

The proposed Ph.D. in Public Policy and Administration at Boise State University will focus specifically on policy research – policy analysis and program evaluation. The focus on policy research is beneficial because (1) students will leave the program with analytical skills that are applicable to any policy area (e.g., public administration, health, social work, criminal justice, or education) and (2) substantive areas of emphasis can easily be expanded beyond the initial two areas: (a) environment, energy, and natural resources; (b) state and local government. Through strategic course selection in substantive existing disciplines at Boise State, students could earn a Ph.D. in Public Policy and Administration (gaining expertise in public administration as well as policy research) with a specialty in such areas as health, social work, criminal justice, economics, or the environment.

The University of Idaho presently has three Ph.D. programs each of which contains a component of policy. The University of Idaho programs begin from the perspective of a particular disciplinary focus – natural resources,

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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environmental science, or water resources – and have strands relating to public policy issues. The proposed Boise State program will take a very different perspective: the focus will begin with public policy and administration and with the analysis, evaluation, and implementation of public policy, which are then applied to a range of disciplines, including, but not limited to, the environment. There is, of course, an intersection between two programs when one program applies policy analysis to a discipline and when one program involves a discipline examining policy implications. BSU's Public Policy program and UI's Natural Resources programs come at this intersection from fundamentally different foundations. The two different perspectives will be complementary, not competitive, and are likely to yield important opportunities for productive interaction between faculties.

This program was developed in response to a series of inquiries from within and outside the university seeking information on the possibility of doctoral education in public administration at Boise State. This interest echoes labor trends in Idaho. According to U.S. Census data, since 1990, Idaho experienced a 42.7% increase in overall labor force from 443,703 to 633,240. In 1990, 23.6% of that labor force was in executive, administrative, management or professional occupations. By 2000, this proportion rose to 27.2% of the overall labor force. The members of these occupational categories are most likely to seek advanced education to fulfill professional expectations. In specific terms, 104,782 Idahoans were categorized in these occupations and the proportion of Idahoans increased by 80.9% to 189,537 by 2000. This trend will continue as evidenced by the 15% increase in enrollment in the Masters of Public Administration (MPA) program since 2003. In the specific example of workplace succession in the public sector, the Office of State Controller provided a quick overview of the overall number of state employees by age group category in December 2007. More than half (67.3%) of all employees are aged 40 or more. Within ten years, approximately 43% of state employees will be retiring or within a few years of retirement. Although not all of these employees are administrators or analysts, there is a clear need not only for active career progression planning within the Idaho public sector, but also for the development of the staff who will move into these positions.

The Ph.D. will be delivered on the Boise State campus.

**IMPACT**

	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>
Expenditures			
A. Personnel	\$539,367	\$720,820	\$799,627
B. Operating Expenditures	\$11,400	\$21,834	\$26,051
C. Capital Outlay	\$27,895	\$28,282	\$21,180
D. Physical Facilities	\$12,000	\$12,300	\$6,365
E. Indirect Costs	\$0	\$0	\$0
Total Expenditures	<b>\$590,662</b>	<b>\$783,236</b>	<b>\$853,223</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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Revenue			
A. Source of Funds			
1. Appropriated funds -- Reallocation	\$590,662	\$783,236	\$853,223
2. Appropriated funds -- New MCO	0	0	0
3. Federal funds	0	0	0
4. Other grants	0	0	0
5. Fees	0	0	0
6. Other:	0	0	0
Total Revenues	<b>\$590,662</b>	<b>\$783,236</b>	<b>\$853,223</b>
B. Nature of Funds			
1. Recurring*	\$563,662	\$755,936	\$839,358
2. Non-recurring**	\$27,000	\$27,300	\$13,865
Total Revenues	<b>\$590,662</b>	<b>\$783,236</b>	<b>\$853,223</b>

Personnel costs include (i) the addition of five new full-time faculty members, (ii) funds for a program director, and (iii) reallocation of faculty time to the new program. Much of the reallocated appropriated time reflects additional students in existing courses offered for existing programs, and this strategy minimizes impact on existing programs. The implementation of the new program requires additional operating expenses such as travel and materials and supplies.

Funding will come from a number of sources, including tuition and enrollment workload adjustments associated with enrollment growth, private donations, and grants and contracts.

## **ATTACHMENTS**

Attachment 1 – Full Proposal and External Review Report

Page 7

## **STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University (BSU) is bringing forward a Ph.D. in Public Policy and Administration with the following areas of emphasis: environmental policy and administration (with specializations in environment, energy, and natural resources) or state and local government policy and administration.

The University of Idaho (UI) has three Ph.D. programs in the areas of Environmental Sciences, Water Resources, and Natural Resources each containing a component of policy (see page 14 of full proposal). BSU and UI have held various discussions regarding the Public Policy and Administration program and those offered at UI to ensure that the proposed program will be complementary to the UI programs.

BSU's request to offer a new Ph.D. in Public Policy and Administration is consistent with their Statewide Mission and with their Eight-Year Plan for Delivery of Academic Programs in the Southwest Region for 2008-2009.

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The Council on Academic Affairs and Programs (CAAP) committee has reviewed the proposal and recommended approval at their April 3, 2008 meeting. IRSA and Board staff recommends approval as presented.

**BOARD ACTION**

A motion to approve the request by Boise State University to offer a Ph.D. in Public Policy and Administration.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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# IDAHO STATE BOARD OF EDUCATION

## ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

### FULL PROPOSAL

to initiate a

**NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS INSTRUCTIONAL PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT**

Submitted by:

**Boise State University**

Institution Submitting Proposal

**College of Social Sciences and Public Affairs**

**Department of Public Policy and Administration**

Name of College, School, or Division

Name of Department(s) or Area(s)

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program Leading to:

**Ph.D. in Public Policy and Administration  
(CIP 2000 44.0501)**

**Public Policy Analysis**

Degree/Certificate & 2000 CIP

**Not Applicable**


Program Change, Off-Campus Component


**Fall 2009**

Proposed Starting Date

This proposal has been approved by:

 2/21/08  
Chief Fiscal Officer (Institution) Date

 2/21/08  
Chief Academic Officer (Institution) Date

 2/22/08  
President Date

\_\_\_\_\_  
Chief Academic Officer (OSBE) Date

\_\_\_\_\_  
SBOE/OSBE Approval Date

**Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance.**

1. Describe the **nature of the request**. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than \$150,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

Boise State University proposes to establish a new doctoral program leading to the degree of Doctor of Philosophy in Public Policy and Administration. Doctoral students will be required to complete substantial graduate course work and a dissertation that demonstrates their ability to conduct successfully independent research of significant value for policy analysis or program evaluation in the public, nonprofit, or academic sectors.

Boise State University operates at the center of public policy and administration in the State of Idaho. Boise is the state capital, the largest city, and the seat of the most populous county in Idaho. The southwest Idaho region is one of the fastest growing areas in the country, and with this growth and the escalating demands upon ever-limited resources comes advanced need for more rigorous public policy analysis. Boise is a center for a number of federal programs (nearly two-thirds of Idaho's land is owned by the federal government). There is a critical need for policy research and effective public administration in an area influenced to such a degree by private, public, and nonprofit organizations.

Individuals who are bound to this region because of work commitments or the desire to live in the area have requested advanced educational opportunities in public policy research and public administration. Inquiries into a Ph.D. program in public policy and administration have come from a number of individuals:

- (1) those who want to continue their education beyond the MPA degree;
- (2) those who wish to use advanced education to further their careers in government through promotion or career change;
- (3) those who would like to further their education to prepare them for consulting with government and nonprofit organizations; and
- (4) those who want to teach or conduct policy research in an academic environment.

These demands reflect important trends in the field of public administration that will require highly qualified leaders in the field. Among these trends are the continuing "devolution" of federal government programs to the states and the phenomenon of the "hollow state" where public programs are no longer carried out by public employees, but are being contracted out to nongovernmental actors such as nonprofit and private organizations. This devolution will create a need for administrators who are able to deal with multiple issues and constituencies at a higher level of analytical and administrative sophistication. Administrators will not only have to administer new types of contracts but will also have to understand the principles of a representative democracy and the important distinction between private sector based models of efficiency and the public good. Further stresses upon policy makers that require greater knowledge and analytical sophistication include aging and archaic information systems that do not provide decision makers with usable information to respond to rapid change. As their environments become global and virtual, state and local government officials also face constituents who are more connected technologically and who evidence escalating service expectations.

This program will be delivered on the main campus of Boise State University. This request for a PhD in Public Policy and Administration establishes a new degree program that extends existing, established fields of study previously reported and evaluated. As such, this is not a substantive change for a Level II institution per NWCCU guidelines.

2. **Quality** – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be



named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.

The following measures will ensure the high quality of the proposed program:

*Regional Institutional Accreditation.* Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

*Disciplinary Accreditation.* No doctoral accreditation mechanism currently exists specific to public policy and public administration programs. However, this proposed program is founded upon a long-standing, successful graduate program in public administration. The Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration (NASPAA) has accredited the MPA program since 1996.

*Program Review.* Internal program evaluations will take place periodically as part of the departmental and programmatic review process conducted by the Office of the Provost at Boise State University. This process requires a detailed self study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

*Graduate College.* The program will adhere to all policies and procedures of the Graduate College, which is assigned broad institutional oversight of all graduate degree and certificate programs.

*Department of Public Policy and Administration.* Admission will be highly selective and students will be supervised carefully by a committee established to guide them through the course work, comprehensive exam, oral defense of the comprehensive exam, dissertation proposal, and ultimately the completion of a dissertation that reflects original research that advances policy and/or public administration scholarship.

*Advisory Council.* An advisory council for the Ph.D. program will be established to ensure that the program maintains the highest standards. This advisory board will be composed of representatives from the public sector, nonprofit and academic communities. The Department of Public Policy and Administration will work with this advisory council to establish and maintain a program that addresses the demands of public policy development and administration while maintaining the appropriate academic rigor for doctoral level work.

Further, if this new program is a doctoral, professional, or research, it must have been reviewed by an external peer-review panel (see page 7, "Guidelines for Program Review and Approval). A copy of their report/recommendations must be attached.

A copy of the external review report and the response offered by the Department of Public Policy and Administration is attached.

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

Doctoral students must complete 74 credits. Of these credits, seven classes designate the Public Policy and Administration Core, the majority of which are exclusive to doctoral students. In addition, doctoral students complete a rigorous nine-credit methodology sequence with emphasis on both quantitative and qualitative research. Beyond the regular Public Policy and Administration core and methods sequence, students select twelve credits from one of two emphasis areas - Environmental Policy and Administration or State and Local Government Policy and Administration. The student will also complete six additional credits of graduate-level electives in consultation with their supervisory committee. This curriculum design provides a foundational knowledge and central set of competencies, but also grants flexibility for students

to pursue specific policy areas and draw upon course work from other graduate programs throughout Boise State and other Idaho postsecondary institutions.

**Proposal: Ph.D. in Public Policy and Administration**

Core/Elective Requirements	Credits
<b>Public Policy and Administration Core</b> PUBADM 501 – Public Policy Process..... 3 PUBADM 503 – Research Methods in Public Administration..... 3 PUBADM 504 – Public Budgeting and Financial Administration..... 3 PUBADM 6xx – Philosophy of Social Inquiry..... 3 PUBADM 6xx – Philosophical and Practical Foundations of Governance..... 3 PUBADM 6xx – Administration and the Study of Public Policy..... 3 PUBADM 6xx – Advanced Techniques in Policy Research ..... 3	<b>21</b>
<b>Methods Sequence</b> PUBADM 5xx – Qualitative Analysis and Methodology..... 3 PUBADM 5xx – Intermediate Quantitative Analysis and Methodology..... 3 <b>AND 3 credits from</b> PUBADM 5xx – Survey Research..... 3 PUBADM 5xx – Policy Analysis..... 3 PUBADM 5xx – Program Evaluation ..... 3 GEOG 560 – Introduction to Geographic Information Systems..... 3	<b>9</b>
<b>Areas of Emphasis</b> (Select one area – 12 credit hours) <u><b>Environmental Policy and Administration</b></u> PUBADM 6xx – Seminar in Environmental Policy and Administration <b>AND 9 credits from</b> PUBADM 540 – Contemporary Issues in Natural Resource and Environmental Policy PUBADM 541 – Environmental Regulatory Policy and Administration PUBADM 542 – Science, Democracy and the Environment PUBADM 543 – Public Land Resource Policy and Administration PUBADM 5xx – Energy in the West PUBADM 5xx – Energy Policy DISPUT 5xx – Conflict Management in Environment, Natural Resource and Energy Policy  <u><b>State and Local Government Policy and Administration</b></u> PUBADM 6xx – Seminar in State and Local Government Policy and Administration <b>AND 9 credits from</b> PUBADM 520 – Community and Regional Planning PUBADM 530 – Administrative Law and Regulation PUBADM 550 – The Executive and the Administrative Process PUBADM 5xx – Information Technology and Public Policy PUBADM 5xx – Economics and Public Policy PUBADM 5xx – Introduction to Nonprofit Management and Collaboration PUBADM 5xx – Policy Implementation and Practice DISPUT 501 – Human Factors in Conflict Management (1 credit) DISPUT 502 – Negotiation Theory and Practice (1 credit) DISPUT 503 – Conflict Intervention Method (1 credit) DISPUT 5xx – Conflict Analysis	<b>12</b>

<b>Electives – (with supervisory committee approval)</b>	<b>6</b>
<b>Comprehensive Examination</b> PUBADM 600 Assessment - Ph.D. Comprehensive Exam (Pass/Fail)..... 4 <b>Dissertation Proposal</b> PUBADM 600 Assessment - Ph.D. Dissertation Proposal (Pass/Fail)..... 4 <b>Culminating Activity</b> PUBADM 693 Dissertation (Pass/Fail)..... 18	<b>26</b>
<b>Total Credit Hours</b>	<b>74</b>

## **DISPUT – Dispute Resolution**

## **GEOG – Geography**

## **PUBADM – Public Administration**

**DISPUT 501 HUMAN FACTORS IN CONFLICT MANAGEMENT (1-0-1) (F).** The course presents communication theories to assist managers understanding, analyzing, and managing conflict. The course focuses on the causes of conflict and includes the influence of style on conflict. The course is pragmatic as well as theoretical.

**DISPUT 502 NEGOTIATION THEORY AND PRACTICE (1-0-1) (F).** The successful manager in professional settings is involved in a variety of negotiation activities. The tactics, strategies, and operations of effective and ineffective bargaining/negotiation behaviors will be presented. The course develops negotiator skills and knowledge leading to collaborative based action and solutions.

**DISPUT 503 CONFLICT INTERVENTION METHODS (1-0-1) (F).** This course overviews the various contexts of third party intervention into conflict: facilitation, public involvement processes, mediation and arbitration, and develops skills at first level supervisor/manager intervention into employee conflicts.

**DISPUT 5xx – CONFLICT MANAGEMENT IN ENVIRONMENT, NATURAL RESOURCE AND ENERGY POLICY (3-0-3) (F/S).** Public and private interests in environmental, natural resource, and/or energy policy often clash. The course examines processes to manage larger scale issues, the roles of government and private entities in these conflicts, and case studies of regional interest.

**DISPUT 5xx – CONFLICT ANALYSIS (3-0-3) (F/S).** Conflict Analysis procedures, negotiation strategies, and conflict settlement processes are examined, including negotiated rulemaking, consensus building, mediation, and court-annexed processes.

**GEOG 560 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) (2-2-3) (F/S).** Designed for graduate students without a background in geographic information systems, or GIS who wish to use these techniques in their research. Introduces the student to GIS concepts and principles.

**PUBADM 501 PUBLIC POLICY PROCESS (3-0-3)(F/S).** Process of policy-making, both within an agency and within the total governmental process, emphasizing policy and program planning, policy implementation and the value system of administrators.

**PUBADM 503 RESEARCH METHODS IN PUBLIC ADMINISTRATION (3-0-3)(F/S).** An introduction to quantitative and qualitative data analysis with an emphasis on using descriptive and inferential statistics as tools in both public policy analysis and public program analysis. The use of quantitative analysis to support management decision making is examined. Computers, especially microcomputers, will be used in the analysis of quantitative data. PREREQ: PUBADM 500

**PUBADM 504 PUBLIC BUDGETING AND FINANCIAL ADMINISTRATION (3-0-3)(F/S).** Determination of fiscal policy, budgeting processes, and governmental forms of budgeting. Consideration of fiscal policy and processes in various program areas. Emphasis on the interface between technical and political processes.

**PUBADM 520 COMMUNITY AND REGIONAL PLANNING (3-0-3)(F/S).** A study of the theories, objectives, techniques, and problems of governmental planning within cities, metropolitan areas, and regions, as well as at the national level of government in the United States. A discussion of the planning profession and the politics of planning.

**PUBADM 530 ADMINISTRATIVE LAW AND REGULATION (3-0-3)(F/S).** Sources of power and duties of administrative agencies, rules and regulations made by agencies through investigation and hearings, judicial decisions and precedents relating to administrative activities.

**PUBADM 540 CONTEMPORARY ISSUES IN NATURAL RESOURCE AND ENVIRONMENTAL POLICY AND ADMINISTRATION (3-0-3)(F/S).** Examines current and topical issues and controversies in natural resource and environmental policy from the perspective of public policy and public administration.

**PUBADM 541 ENVIRONMENTAL AND REGULATORY POLICY AND ADMINISTRATION (3-0-3)(F/S).** Examines aspects of environmental regulatory politics and policy. Topics examined include the politics of regulation, pollution and energy policy, and intergovernmental environmental management.

**PUBADM 542 SCIENCE, DEMOCRACY AND THE ENVIRONMENT (3-0-3)(F/S).** Examines the role of science and scientists in the formation of U.S. environmental policy making. Special attention is given to the tension between elite and democratic forms of decision making.

**PUBADM 543 PUBLIC LAND AND RESOURCE POLICY AND ADMINISTRATION (3-0-3)(F/S).** Examines the major issues, actors, and policies affecting the public lands and resources of the United States. Special attention is paid to the processes, institutions, and organizations that influence how public land policy and resource policy is made.

**PUBADM 550 THE EXECUTIVE AND THE ADMINISTRATIVE PROCESS (3-0-3) (F/S).** This course covers the powers and responsibilities of elected and appointed executives in the public sector. Concepts examined in the class include leadership and management, executive roles, management theories and styles, relationships with the separate branches of government and other actors in the political environment. The unique position of the executive between politics and administration and the relevant activities in policy formation through implementation form the basis of discussion.

**PUBADM 5XX QUALITATIVE ANALYSIS AND METHODOLOGY (3-0-3) (F/S).** Interviews, observation, focus group methods examined in relation to planning and public administration. Other topics include communication skills in terms of writing, presentation, interpersonal dialogue, and group process.

**PUBADM 5XX INTERMEDIATE QUANTITATIVE ANALYSIS AND METHODOLOGY (3-0-3) (F/S).** Elementary distribution theory, statistical inference, and an introduction to multiple regression. Emphasis on practical applications. PREREQ: PUBADM 503 or PERM/INST.

**PUBADM 5XX – SURVEY RESEARCH (3-0-3) (F/S).** This course addresses the theoretical and practical nexus between public policy and public opinion and the role that surveys play in that relationship. Students will engage directly in survey research. Topics include survey design, implementation, sampling, data collection, follow-up, analysis, and ethical considerations. PREREQ: PUBADM 503 or PERM/INST.

**PUBADM 5XX – PUBLIC POLICY ANALYSIS (3-0-3) (F/S).** This class will provide an introduction to policy analysis, policy tools, and factors shaping the utilization of policy analysis. A significant portion of the course will be spent in learning and applying analytical techniques. PREREQ: PUBADM 503 or PERM/INST.

**PUBADM 5XX – PROGRAM EVALUATION (3-0-3) (F/S).** Exploration of issues related to evaluation research and design with particular attention to design and critique of process, outcome, and impact evaluations and the utility of evaluation in performance monitoring. PREREQ: PubAdm 503 or equivalent.

**PUBADM 5XX ENERGY POLICY (3-0-3) (F/S).** Exploration of the key issues in the development of major energy policy choices in the U.S. with attention also paid to issues with international ramification.

**PUBADM 5XX ENERGY IN THE WEST (3-0-3) (F/S).** Examines the major issues and policy choices surrounding water resources and energy development in the United States and elsewhere. Special attention is paid to the interaction between energy development and water resources in the western United States and North America.

**PUBADM 5XX INFORMATION TECHNOLOGY AND PUBLIC POLICY (3-0-3) (F/S).** Examines implications of information technology for policy making and policy analysis as well as the management of knowledge and information in and between organizations.

**PUBADM 5XX ECONOMICS OF PUBLIC POLICY (3-0-3) (F/S).** Contributions of economic analysis to the justification, design, and implementation of economic policy, especially as it relates to the market economy and the benefits and costs associated with government intervention.

**PUBADM 5XX POLICY IMPLEMENTATION AND PRACTICE (3-0-3) (F/S).** Examines mechanisms, assumptions and measurement issues surrounding various forms of public policy implementation including the use of direct service delivery by public organizations, collaborative systems and the use of for-profit and nonprofit organizations.

**PUBADM 5XX INTRODUCTION TO NONPROFIT MANAGEMENT AND COLLABORATION (3-0-3) (F/S).** The course examines the implementation of public policy through nongovernmental organizations. Students will gain a general understanding of the history of philanthropy in selected nations and will explore the various social, economic, and political assumptions that found contemporary cross-sector delivery systems.

**PUBADM 6XX PHILOSOPHY OF SOCIAL INQUIRY (3-0-3) (F/S).** Exploration of epistemological and normative issues involved in social science and public policy research.

**PUBADM 6XX PHILOSOPHICAL AND PRACTICAL FOUNDATIONS OF DEMOCRATIC GOVERNANCE (3-0-3) (F/S).** Examines political, social, economic, and administrative theories that have shaped democratic government and its institutions and processes. Topics include prominent writings in both political and public administration theory.

**PUBADM 6XX ADMINISTRATION AND THE STUDY OF PUBLIC POLICY (3-0-3) (F/S).** The course combines an overview of the field of public administration with an introduction to the range of research foci pertinent to the study of public policy and its administration. A practical orientation for the beginning researcher includes development and refinement of technical oral and written communication skills through the preparation of research critiques, research proposals including dissertation prospectus, and proposals for research funding. PREREQ: PERM/INST.

**PUBADM 6XX ADVANCED TECHNIQUES IN POLICY RESEARCH (3-0-3) (F/S).** Direct application of quantitative and qualitative analysis to contemporary and emerging local, regional, state, national, comparative policy questions. Students are expected to work on selected policy research projects with identified public, private or nonprofit organizations. PREREQ: PERM/INST.

**PUBADM 6XX SEMINAR IN ENVIRONMENTAL POLICY AND ADMINISTRATION (3-0-3) (F/S).** Examines the major issues, policy choices and actors in current environmental and natural resource policy. Attention is centered upon, but not limited to, U.S. policies and issues.

**PUBADM 6XX SEMINAR IN STATE AND LOCAL GOVERNMENT POLICY AND ADMINISTRATION (3-0-3) (F/S).** Examines current issues in state and local governance, with some particular attention paid to Western U.S. and state of Idaho issues and policies.

**PUBADM 600 ASSESSMENT (Comprehensive Examination) (0-0-1).** Culminating assessment comprising a comprehensive examination to evaluate the depth and breadth of knowledge in Public Policy and Administration. Graded Pass/Fail.

**PUBADM 600 ASSESSMENT (Dissertation Proposal) (0-0-1).** Presentation of background, objectives, scope, methods and timeline of proposed dissertation research. Graded Pass/Fail.

**PUBADM 693 DISSERTATION (0-0-V)** Original research and analysis of results culminating in the preparation of a dissertation. Graded Pass/Fail.

- b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

The following table reflects the anticipated faculty participation by FY12.

A&S – College of Arts and Sciences  
 SSPA – College of Social Sciences and Public Affairs  
 COMM – Department of Communications  
 DPPA – Department of Public Policy and Administration  
 GEOS – Department of Geosciences  
 POLS – Department of Political Science  
 PPC – Public Policy Center

Regular Faculty	College & Department	Expertise	Teaching Responsibility in the Program
New Faculty #1, PhD Professor/Director	SSPA - DPPA	Public Administration Policy: Public Finance	30% FTE
New Faculty #2, PhD Asst. Prof.	SSPA - DPPA	Public Administration Research Methodology/open policy focus	40% FTE
New Faculty #3, PhD Assoc. Prof.	SSPA - DPPA	Public Administration Research Methodology/open policy focus	40% FTE
New Faculty #4, PhD Asst. Prof.	SSPA - DPPA	Public Administration Policy: Economic Development	40% FTE
New Faculty #5, PhD Asst. Prof.	SSPA - DPPA	Public Administration Policy: open policy focus	30% FTE
Leslie Alm, PhD Professor	SSPA - DPPA	Public Administration Policy: Natural/Environmental Resources	30% FTE
John Freemuth, PhD Professor	SSPA - POLS	Public Administration Policy: Natural/Environmental Resources	20% FTE
Elizabeth Fredericksen, PhD, Assoc. Prof	SSPA - DPPA	Public Administration Policy: HR, Ethics, Implementation	20% FTE
Suzanne McCorkle, PhD Professor	SSPA – DPPA	Public Administration Policy: Conflict/Disput Resolution	30 % FTE

Richard Kinney, PhD Professor	SSPA - POLS	Public Administration Policy: Budgeting	10% FTE
Greg Hill, PhD Asst. Professor	SSPA - DPPA	Public Administration Policy: Organization Administration, Policy Analysis, Program Evaluation	35% FTE
Susan Mason, PhD Asst. Professor	SSPA - POLS	Public Administration Policy: Urban	20% FTE
Stephanie Witt, PhD Professor /PPC Director	SSPA - DPPA	Public Administration Policy: State/Local, HR, Implementation	30% FTE
David Solan, PhD Energy Policy Institute Asst. Professor	SSPA - DPPA	Public Administration Policy: Energy	30% FTE
TBA, PhD, Energy Policy Institute, Director	SSPA - DPPA	Public Administration Policy: Energy	10% FTE
Ross Burkhardt, Ph.D. Assoc. Professor	SSPA - POLS	International Relations Policy: Conflict/Disput Resolution	5% FTE
Lori Hausegger, PhD Asst. Professor	SSPA - POLS	Law and Legal Studies Policy: Judicial Decision Making	5% FTE
Brian Wampler, PhD Asst. Professor	SSPA - POLS	Comparative Government Policy: Comparative Public Adm	5% FTE
David Wilkins, PhD Assoc. Professor	A & S - GEOS	Geographic Information Systems	5% FTE

In addition, we anticipate inclusion of a post-doc to teach two courses each year (20% FTE) and provide active applied research effort in work with doctoral students through the affiliated policy centers. Since policy-based research must reflect the most current trends and perspectives, the nine adjunct faculty anticipated by FY12 (45% FTE) will provide policy specific courses as well as handle existing graduate coursework in the accredited Masters in Public Administration program to free regular faculty to supervise research and respond to emerging policy issues of immediate and urgent interest to decision makers at all level of government and in the public, private and nonprofit economic sectors.

c. Student – briefly describe the students who would be matriculating into this program.

Students matriculating into the doctoral program will be a mix of part and full time students who demonstrate the cognitive and analytical capacity for doctoral level study and research. These students will have four potential goals for this degree. 1) to continue education beyond the MPA degree for personal achievement; 2) to use advanced education to further their career in government through promotion or career change; 3) to acquire further education in preparing for consulting with nonprofit, government or business and industry; or 4) to teach or conduct policy research in an academic environment. Given the policy research focus of this program, the majority of matriculates are likely to use the advanced education to further their career or to prepare for consulting opportunities though students who seek additional education out of personal interest or who are inclined to work in an academic setting are anticipated. The latter scenario may be increasingly likely with the expanded community college opportunities in the region.

d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

*Personnel.* The PhD in Public Policy and Administration will be administered by a program director who is a faculty member appointed at a minimum of associate level. Existing faculty affiliated with the Departments of Public Policy and Administration, Geosciences, and Political Science will participate to varying degrees. Five additional faculty are proposed in the PhD budget along with administrative support staff. Reflecting the heightened research activity, this proposed budget also includes designated Policy Center professional staff and a post doc.

*Graduate Assistants.* Funding for four graduate students each year is proposed for this PhD in Public Policy and Administration. Additional graduate assistants will be funded through anticipated grant and contract activity.

*Library.* The Albertsons Library at Boise State has done an outstanding job of acquiring periodicals, books/monographs and databases to support the accredited MPA program and these materials, along with those available because of the Library's designation as a government archive, provide a base. Additional funding is proposed to expand holdings related to the emphasis areas of Natural Resources/Environment and State/Local Government.

*Equipment.* Policy research requires information and the capacity to extract, analyze, and manage large quantities of data. Thus, the emphasis in this proposed program must be upon faculty and library/data resources, and included in the budget are funds to purchase several high capacity computers. Affiliated personnel anticipate updating equipment as needed through ongoing grant and contract activity.

e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

Presently there are no plans to expand the proposed program beyond that described herein.

3. **Duplication** – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication..

Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

The proposed Ph.D. in Public Policy and Administration at Boise State University will focus specifically on policy research – policy analysis and program evaluation. The focus on policy research is beneficial because (1) students will leave the program with analytical skills that are applicable to any policy area (e.g., public administration, health, social work, criminal justice, or education) and (2) substantive areas of emphasis can easily be expanded beyond the initial two areas: (a) environment, energy, and natural resources; (b) state and local government. Through strategic course selection in substantive existing disciplines at Boise State, students could earn a Ph.D. in Public Policy and Administration (gaining expertise in public administration as well as policy research) with a specialty in such areas as health, social work, criminal justice, or economics.

The University of Idaho has three PhD programs each of which contains a component of policy. The PhD in Environmental Sciences has “policy and law” as one of its options, the PhD in Water Resources has “law, management, and policy” as one of its focus areas, and the PhD in Natural Resources program has several faculty members with policy interests. The University of Idaho programs begin from the perspective of a particular disciplinary focus – natural resources, environmental science, or water resources – and have strands relating to public policy issues. The proposed Boise State program is based upon its long-standing, nationally-accredited Masters in Public Administration program, and will take a very different perspective: the focus will begin with public policy and administration and with the analysis, evaluation, and implementation of public policy, which are then applied to a range of disciplines, including, but not limited to, the environment. There is, of course, an intersection between two programs when one program applies policy analysis to a discipline and when one program involves a discipline examining policy implications. But BSU's Public Policy program and UI's Natural Resources programs come at this intersection from fundamentally different foundations. The two different perspectives will be complementary, not competitive, and are likely to yield important opportunities for productive interaction between our faculties.

From a more closely aligned disciplinary focus, the University of Idaho also offers a Ph.D. in political science and Idaho State University offers a doctor of arts (D.A.) in political science. Although these might be more



similar than the comparison with the Environmental Sciences, Water Resources and Natural Resources, there are substantial differences between doctoral degrees in political science and those in public policy and administration. Political science degrees tend to be more theoretical and general, whereas the public administration degrees generally have a greater applied focus.

Ph.D. programs in political science with emphasis in public administration and/or public policy are offered at the University of Utah, Washington State University, and the University of Nevada, Reno. Other programs at universities in the West include a Ph.D. program in public administration at the University of Southern California, a Ph.D. in public administration at the University of Arizona, a Ph.D. in public affairs at the University of Colorado at Denver, a Ph.D. program in public policy and management at the University of Washington, and a Ph.D. in public administration and policy at Portland State University. Some of the most notable universities in the country offer a Ph.D. in public administration, including Harvard University, Northeastern University, University of Maryland, Carnegie Mellon University, University of Chicago, George Mason University, and Virginia Commonwealth University.

**Enrollment and Graduates By Institution for the Proposed Program**  
(i.e., number of majors or other relevant data)

Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current 2006-07 (estimate)	Previous Year 2005-06	Previous Year 2004-05	Current 2006-07 (estimate)	Previous Year 2005-06	Previous Year 2004-05
BSU PhD in Public Policy (proposed)	Proposed			Proposed		
CSI						
EITC						
ISU D.A. in Political Science	20	Unavailable	Unavailable	4	0	2
LCSC						
NIC						
UI PhD in Political Science	6	3	3	Unavailable	1	1

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

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU PhD in Public Policy and Administration	Doctoral	governance (both domestic and global), ethics, modes of decision making, management, leadership, public policy management, management in urban setting, urban policymaking, comparative public administration, health, finance	Proposed specializations: (1) environment, energy and natural resources; (2) state and local government. These two areas of specialization were chosen because they are directly applicable to policy and administration in Idaho and the West and currently serve as the two specializations in the accredited Master of Public Administration Program
CSI			
EITC			
ISU Doctor of Arts in Political Science (D.A.)	Doctoral		Intended for students interested in careers in teaching political science; specialty areas of American politics and two additional specialty areas from fields of public law, political theory,

			comparative/international politics, and public administration
LCSC			
NIC			
UI PhD in Political Science	Doctoral		General doctorate in political science with interests in voting studies, state and local government, policies for developing states, American foreign policy, and biomedical policy

4. **Centrality** – documentation ensuring that program is consistent with the Board’s policy on role and mission is required. In addition, describe how the proposed program relates to the Board’s current Statewide Plan for Higher Education as well as the institution’s long-range plan.

According to the statewide missions in higher education assigned by the State Board of Education (SBOE), Boise State University has statewide responsibility for public policy and urban and regional planning, including Ph.D. degrees in public policy and public administration (8-Year Plan for Delivery of Academic Programs, two-year update approved 8/10/06, page 6). The proposed Ph.D. program is also consistent with the SBOE Institutional Role and Mission statement for the university, including a primary emphasis on the social sciences and public affairs (among others), and an educational scope that includes select doctoral degrees and coordinated and externally funded research activities.

The proposed Ph.D. program aligns with the university strategic plan (Charting the Course, 2006). Specifically, the program promotes excellence in teaching, research, and service to address major social and political issues, in line with the major components of the strategic plan to provide academic excellence (engaging students in community-based learning), public engagement (linking the university’s academic mission with community partners), vibrant culture (embracing inclusiveness, diversity, and effective stewardship), and exceptional research (graduate programs that have application locally, regionally, and globally). In this regard, the program will balance the theoretical and applied natures of its associated disciplines to meet the needs of student and community constituents.

The proposed program is to be offered through the Department of Public Policy and Administration (DPPA) in the College of Social Sciences and Public Affairs in cooperation with other academic departments within the university. The program will be designed to prepare students for a variety of career choices including administration in public and nonprofit organizations; policy research in natural resource, environmental and other areas of public policy in government, nonprofits, advocacy groups, consulting organizations, as well as academic teaching/research positions. The proposed program builds on a nationally accredited master’s degree program in public administration, five regionally recognized program centers (Public Policy Center, Environmental Finance Center, Social Science Research Center, Energy Policy Institute, and Office of Conflict Management) that conduct public policy research and training services, and faculty members with special expertise in public policy and administration. Public administration is a broad discipline that encompasses a wide array of academic fields including political science, management, leadership, economics, history, criminal justice, health policy and several other administrative and public policy disciplines. The Ph.D. program will utilize carefully selected courses and faculty from other disciplines at the University that are appropriate to the focus of the program.

5. **Demand** – address student, regional and statewide needs.
- Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and on-going assessment. (See the Board’s policy on outcome assessment.)

The Department of Public Policy and Administration and Boise State University began to develop this proposal in 2000 in response to a series of inquiries from within and outside the university. Increased interest in advanced education in public policy and public administration was prompted by recognition of the values of an MPA in general and the overall quality of the accredited MPA at Boise State. Nineteen separate inquiries in the previous three years came from working professionals seeking information on the possibility of doctoral education in public administration at Boise State. This interest echoes labor trends in Idaho. According to U.S. Census data, since 1990, Idaho experienced a 42.7% increase in overall labor force from 443,703 to 633,240. In 1990, 23.6% of that labor force was in executive, administrative, management or professional occupations. By 2000, this proportion rose to 27.2% of the overall labor force. The members of these occupational categories are most likely to seek advanced education to fulfill professional expectations. In specific terms, 104,782 Idahoans were categorized in these occupations and the proportion of Idahoans increased by 80.9% to 189,537 by 2000. This trend will continue as evidenced by the 15% increase in enrollment in the MPA program since 2003. In the specific example of workplace succession in the public sector, the Office of State Controller provided a quick overview of the overall number of state employees by age group category in December 2007. More than half (67.3%) of all employees are aged 40 or more. Within ten years, approximately 43% of state employees will be retiring or within a few years of retirement. Although not all of these employees are administrators or analysts, there is a clear need not only for active career progression planning within the Idaho public sector, but also for the development of the staff who will move into these positions.

*Need for Policy Research.* Administrators and legislators throughout Idaho call for more specific and timely information for their use in determining the best use of resources to accomplish public goals. A prime example of this occurred when the Office of the State Controller provided the information for use in considering workplace succession. Controller staff noted that it is not possible to consider education or training levels in the information systems available for public personnel policy analysis. In addition, there are so many variations of class/occupational code and position titles that projecting progression and succession is nearly impossible. Inadequate information systems introduce inefficiencies into government and frustrate both public employees who seek to do their jobs and the citizens they serve. This is exactly the type of issue that skilled policy analysts can help address.

*Need for Doctoral Education in Policy Research per MPA Alumni.* Of the 336 alumni of the MPA program at Boise State, 82.1% reside in Idaho and 66.1% live in the Treasure Valley. These MPA alumni came from a variety of undergraduate majors and pursued the MPA because of its broad employment potential across the public, private and nonprofit economic sectors and the degree to which public administration curriculum encompasses a variety of policy and disciplinary interests. Of the 122 MPA alumni for whom undergraduate data is available, MPA alumni report the following distribution of undergraduate interests:

- 31.1% Political Science/Public Administration
- 21.3% Science and/or Engineering
- 22.1% Social Sciences
- 11.5% Business and/or Economics
- 9.0% Liberal and/or Fine Arts
- 4.1% Recreation and/or Planning
- 0.8% Education

*Ongoing Assessment.* The doctoral program will replicate the rigorous pre/post program assessment in the MPA program where input is gathered at the beginning and end of the student program to consider necessary curriculum and policy revision. Information to hone the curriculum will be gathered from student course evaluations, supervisory committee observations and ongoing discussions with community members and the advisory board.

- b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.

In addition to the inquiries described in the preceding section, MPA alumni were surveyed in late 2007 to assess their interest in pursuing a doctorate at Boise State University. Logically, MPA graduate would be most interested in advanced education in public administration or public policy and would have the most familiarity with the quality of the instruction and research in the Department of Public Policy and Administration. With a 22.3% response rate from 336 MPA alumni, 53 respondents indicated great interest in pursuing a doctorate in public policy and administration from Boise State University. Of these 53 affirmations, 37 indicated a desire to begin the program by FY10 or sooner. Of the 53 affirmations, 17 indicated that they would want to enroll as full time doctoral students, while 36 indicated preferring part time status in a structure similar to the existing MPA program.

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

We project new enrollment of a cohort of six students each year (four full time and two part time). We presume that full time students will enroll for twelve credits per semester and part time students will enroll for six credits each semester. We anticipate no enrollment shift from other doctoral programs at Boise State.

- c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

The Ph.D. in Public Policy and Administration builds upon long-standing, successful, nationally recognized undergraduate and graduate education provided in the College of Social Sciences and Public Affairs through the Department of Public Policy and Administration and the Department of Political Science. The Ph.D. will be delivered on campus using a full time, traditional graduate education model to supplement the existing part time Masters in Public Administration and the anticipated Masters in Community and Regional Planning.

## 6. Resources – fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

### I. PLANNED STUDENT ENROLLMENT<sup>1</sup>

	FY <u>10</u>		FY <u>11</u>		FY <u>12</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>5.0</u>	<u>6</u>	<u>10.0</u>	<u>12</u>	<u>15.0</u>	<u>18</u>
B. Shifting enrollments	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
<b>Total</b>	5.0	6	10.0	12	15.0	18

<sup>1</sup>Student FTE is computed by dividing the total number of student credits generated in an academic year by 24. Projected FTE based upon estimated head count of six new doctoral students enrolled each year. Of these six, we project enrollment of four full time and two part time students.

## II. EXPENDITURES

	FY <u>10</u>		FY <u>11</u>		FY <u>12</u>	
	FTE	Cost	FTE	Cost	FTE	Cost
<b>A. Personnel Costs<sup>2</sup></b>						
1. Faculty	<u>2.80</u>	<u>\$193,528</u>	<u>3.90</u>	<u>\$261,693</u>	<u>4.55</u>	<u>\$305,171</u>
2. Administrators	<u>0.40</u>	<u>\$ 38,000</u>	<u>0.40</u>	<u>\$ 39,140</u>	<u>0.40</u>	<u>\$ 40,314</u>
3. Adjunct faculty <sup>3</sup>	<u>0.30</u>	<u>\$ 5,071</u>	<u>0.30</u>	<u>\$ 5,224</u>	<u>0.45</u>	<u>\$ 12,105</u>
4. Graduate/instructional Assistants <sup>4</sup>	<u>4.00</u>	<u>\$ 80,000</u>	<u>4.00</u>	<u>\$ 82,400</u>	<u>4.00</u>	<u>\$ 84,872</u>
5. Research personnel <sup>5</sup>	<u>1.00</u>	<u>\$ 60,000</u>	<u>1.80</u>	<u>\$ 93,800</u>	<u>1.80</u>	<u>\$ 96,614</u>
6. Support personnel	<u>1.00</u>	<u>\$ 30,000</u>	<u>2.00</u>	<u>\$ 55,900</u>	<u>2.00</u>	<u>\$ 57,577</u>
7. Fringe benefits <sup>6</sup>	<u>N/A</u>	<u>\$118,435</u>	<u>N/A</u>	<u>\$167,614</u>	<u>N/A</u>	<u>\$187,172</u>
8. Other: GA Tuition/Fees	<u>N/A<sup>7</sup></u>	<u>\$ 14,333</u>	<u>N/A</u>	<u>\$ 15,049</u>	<u>N/A</u>	<u>\$ 15,802</u>
<b>Total FTE Personnel And Costs</b>	<u>9.50</u>	<u>\$539,367</u>	<u>12.40</u>	<u>\$720,820</u>	<u>13.20</u>	<u>\$799,627</u>

<sup>2</sup> Salary and stipend increases in Table II.A are estimated at 3% per year.

<sup>3</sup> Adjunct faculty costs estimated using FY08 step 2 designation of \$885 per credit as a base. The base estimate is \$2,665 per adjunct per 3-credit class with a 3% increase each year subsequent to the FY08 base. Required adjuncts: FY10 - 6; FY11 - 6; FY12 - 9.

<sup>4</sup> Graduate assistants will not teach in the proposed doctoral program. Graduate assistants are not included as instructional personnel in section 6.a. instructional personnel tables.

<sup>5</sup> Research personnel include the professional staff assigned to the policy research center beginning in FY10 and the post doc assigned as 0.80 to policy research center beginning in FY11.

<sup>6</sup> Personnel fringe benefits are proportionally higher as a percentage of salary/wage as personnel compensation decreases given the fixed nature of medical insurance. Fringe benefits for personnel earning in excess of \$50,000/yr are estimated at an average rate of 35% of salary/wage. Fringe benefits for personnel earning less than \$50,000/yr are estimated at an average rate of 44% of salary/wage. Fringe benefits for graduate students are estimated at 4% of stipend.

<sup>7</sup> Total tuition and fees for graduate assistants are listed for an academic year; tuition and fee increases are estimated at 5% per year using a tuition/fee base of \$6,500 from the 2007-08 academic year.

	FY <u>10</u>	FY <u>11</u>	FY <u>12</u>
B. Operating expenditures			
1. Travel	\$ 5,500	\$ 10,000	\$ 11,500
2. Professional services	\$ 1,000	\$ 1,000	\$ 1,000
3. Other services	0	0	0
4. Communications	\$ 720	\$ 1,440	\$ 1,800
5. Utilities	0	0	0
6. Materials & supplies	\$ 3,680	\$ 8,894	\$ 11,251
7. Rentals	0	0	0
8. Repairs & maintenance	0	0	0
9. Materials & goods for manufacture & resale	0	0	0
10. Miscellaneous (Recruitment materials)	\$ 500	\$ 500	\$ 500
<b>Total Operating Expenditures:</b>	\$ 11,400	\$ 21,834	\$ 26,051
	FY <u>10</u>	FY <u>11</u>	FY <u>12</u>
C. Capital Outlay			
1. Library resources	\$ 12,895	\$ 13,282	\$ 13,680
2. Equipment	\$ 15,000	\$ 15,000	\$ 7,500
Total Capital Outlay:	\$ 27,895	\$ 28,282	\$ 21,180
D. Physical facilities			
Construction or major Renovation <i>and other one-time office expenses</i>	\$ 12,000	\$ 12,300	\$ 6,365
E. Indirect costs (overhead)			
<i>No unusual IC expected</i>	0	0	0
<b>GRAND TOTAL EXPENDITURES:</b>	\$590,662	\$783,236	\$853,223

### III. REVENUES

	FY <u>10</u>	FY <u>11</u>	FY <u>12</u>
A. Source of funds			
1. Appropriated funds -- Reallocation – MCO	<u>\$590,662</u>	<u>\$783,236</u>	<u>\$853,223</u>
2. Appropriated funds -- New – MCO	<u>0</u>	<u>0</u>	<u>0</u>
3. Federal funds	<u>0</u>	<u>0</u>	<u>0</u>
4. Other grants	<u>0</u>	<u>0</u>	<u>0</u>
5. Fees	<u>0</u>	<u>0</u>	<u>0</u>
6. Other: _____	_____	_____	_____
<b>GRAND TOTAL REVENUES:</b>	<u>\$590,662</u>	<u>\$783,236</u>	<u>\$853,223</u>

	FY <u>10</u>	FY <u>11</u>	FY <u>12</u>
B. Nature of Funds			
1. Recurring*	<u>\$563,662</u>	<u>\$755,936</u>	<u>\$839,358</u>
2. Non-recurring** <sup>8</sup>	<u>\$ 27,000</u>	<u>\$ 27,300</u>	<u>\$ 13,865</u>
<b>GRAND TOTAL REVENUES:</b>	<u>\$590,662</u>	<u>\$783,236</u>	<u>\$853,223</u>

\* Recurring is defined as ongoing operating budget for the program which will become part of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

<sup>8</sup> Non-recurring funding required for equipment located under capital outlay and for one-time office expenses that include items such as desk, chair, phone line and related expenses.

#### a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

The proposed doctorate will require additional courses and faculty effort to supervise doctoral student course work, comprehensive examinations, and dissertation research. Salaries projected FY10 to FY12 reflect an estimated 3% annual increase for personnel.

**FY10 Instructional Personnel**

<b>Name/Rank</b>	<b>Annual Salary</b>	<b>FTE Assignment</b>	<b>Program Salary Dollars</b>	<b>Projected Student Credit Hours</b>	<b>Student FTE</b>
TBA Asst Professor DPPA	\$ 50,000	0.30	\$ 15,000	12	0.50
TBA, Director & Professor DPPA	\$ 95,000	0.30	\$ 28,500	12	0.50
Leslie Alm, Professor DPPA	\$ 88,003	0.30	\$ 26,401	12	0.50
John Freemuth, Professor DPPA	\$ 67,749	0.15	\$ 10,162	6	0.25
Patricia Fredericksen, Assoc Professor DPPA	\$ 55,640	0.20	\$ 11,128	9	0.375
Suzanne McCorkle, Professor DPPA	\$ 75,484	0.30	\$ 22,645	12	0.50
Richard Kinney, Professor DPPA	\$ 68,224	0.10	\$ 6,822	6	0.25
Greg Hill, Asst Professor DPPA	\$ 47,778	0.30	\$ 14,333	12	0.50
Susan Mason, Asst Professor DPPA	\$ 48,256	0.15	\$ 7,238	6	0.25
Stephanie Witt, Center Director & Professor DPPA	\$ 99,234	0.30	\$ 29,770	12	0.50
David Solan, EPI Asst Professor DPPA	\$ 50,470	0.30	\$ 15,141	6	0.25
TBA, EPI Director DPPA	\$ 63,860	0.10	\$ 6,386	3	0.125
TBA, Ph.D. Adjunct	\$ 16,902	0.30	\$ 5,071	12	0.50
<b>TOTAL</b>	<b>\$ 826,600</b>	<b>3.10</b>	<b>\$ 198,598</b>	<b>120</b>	<b>5.00</b>



**FY11 Instructional Personnel**

<b>Name/Rank</b>	<b>Annual Salary</b>	<b>FTE Assignment</b>	<b>Program Salary Dollars</b>	<b>Projected Student Credit Hours</b>	<b>Student FTE</b>
TBA Asst Professor DPPA	\$ 51,500	0.35	\$ 18,025	21	0.875
TBA Asst Professor DPPA	\$ 51,500	0.35	\$ 18,025	21	0.875
TBA, Assoc Professor DPPA	\$ 69,525	0.40	\$ 27,810	24	1.00
TBA, Director & Professor DPPA	\$ 97,850	0.30	\$ 29,355	24	1.00
Leslie Alm, Professor DPPA	\$ 90,643	0.30	\$ 27,193	24	1.00
John Freemuth, Professor DPPA	\$ 69,781	0.20	\$ 13,956	9	0.375
Patricia Fredericksen, Assoc Professor DPPA	\$ 57,309	0.20	\$ 11,462	9	0.375
Suzanne McCorkle, Professor DPPA	\$ 77,749	0.30	\$ 23,325	18	0.75
Richard Kinney, Professor DPPA	\$ 70,271	0.10	\$ 7,027	6	0.25
Greg Hill, Asst Professor DPPA	\$ 49,211	0.35	\$ 17,224	18	0.75
Susan Mason, Asst Professor DPPA	\$ 49,704	0.15	\$ 7,456	6	0.25
Stephanie Witt, Professor DPPA	\$ 102,211	0.30	\$ 30,663	24	1.00
David Solan, EPI Asst Professor DPPA	\$ 51,984	0.30	\$ 15,595	12	0.50
TBA, EPI Director DPPA	\$ 65,776	0.10	\$ 6,578	6	0.25
TBA, Post Doc	\$ 40,000	0.20	\$ 8,000	6	0.25
TBA, Ph.D. Adjunct	\$ 17,412	0.30	\$ 5,224	12	0.50
<b>TOTAL</b>	<b>\$1,012,426</b>	<b>4.20</b>	<b>\$ 266,917</b>	<b>240</b>	<b>10.0</b>

**FY12 Instructional Personnel**

<b>Name/Rank</b>	<b>Annual Salary</b>	<b>FTE Assignment</b>	<b>Program Salary Dollars</b>	<b>Projected Student Credit Hours</b>	<b>Student FTE</b>
TBA, Asst Professor DPPA	\$53,045	0.30	\$15,914	24	1.00
TBA, Asst Professor DPPA	\$53,045	0.40	\$21,218	27	1.125
TBA, Asst Professor DPPA	\$53,045	0.40	\$21,218	27	1.125
TBA, Assoc Professor DPPA	\$71,611	0.40	\$28,644	33	1.375
TBA, Director & Professor DPPA	\$100,786	0.30	\$30,236	33	1.375
Leslie Alm, Professor DPPA	\$93,362	0.30	\$28,009	30	1.25
John Freemuth, Professor DPPA	\$71,875	0.20	\$14,375	15	0.625
Patricia Fredericksen, Assoc Professor DPPA	\$59,028	0.20	\$11,806	15	0.625
Suzanne McCorkle, Professor DPPA	\$80,081	0.30	\$24,024	24	1.00
Richard Kinney, Professor DPPA	\$72,379	0.10	\$7,238	9	0.375
Greg Hill, Asst Professor DPPA	\$50,688	0.35	\$17,741	18	0.75
Susan Mason, Asst Professor DPPA	\$51,195	0.20	\$10,239	15	0.625
Stephanie Witt, Professor DPPA	\$105,277	0.30	\$31,583	30	1.25
David Solan, EPI Asst Professor DPPA	\$53,544	0.30	\$16,063	18	0.75
TBA, EPI Director DPPA	\$67,749	0.10	\$6,775	12	0.50
Ross Burkhart, Assoc Professor Political Science	\$69,294	0.05	\$3,465	3	0.125
Lori Hausegger, Asst Professor Political Science	\$53,752	0.05	\$2,688	3	0.125
Brian Wampler, Asst Professor Political Science	\$52,019	0.05	\$2,601	3	0.125
David Wilkins, Assoc Professor Geosciences	\$61,897	0.05	\$3,095	3	0.125
TBA, Post Doc	\$41,200	0.20	\$8,240	6	0.25
TBA, Ph.D. Adjunct	\$26,901	0.45	\$12,105	12	0.50
<b>TOTAL</b>	<b>\$1,341,773</b>	<b>5.00</b>	<b>\$317,276</b>	<b>360</b>	<b>15.00</b>

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Infrastructure is necessary to support policy research and to grow grants and contracts for analysis and program evaluation. Commonly, federal program grants require a percentage of the budget to be devoted to external program evaluation. Unfortunately, little capacity exists to conduct this research for federal, state, and local agencies and nonprofit organizations charged with engaging it. Expansion of this infrastructure allows the University to offer this service, provides doctoral students with applied research experience, strengthens the ability of Idaho's government agencies and nonprofit organizations to acquire funding, and aids policy makers in making decisions about the effectiveness of programs.

**RESEARCH SUPPORT PERSONNEL FY 10**

Name/Position/Rank	Annual Salary	FTE Assignment	Program Salary	% Annual Salary to Program
TBA, Professional Staff, <i>Applied Research</i>	\$60,000	1	\$60,000	100%

**RESEARCH SUPPORT PERSONNEL FY 11**

Name/Position/Rank	Annual Salary	FTE Assignment	Program Salary	% Annual Salary to Program
TBA, Professional Staff, <i>Applied Research</i>	\$61,800	1	\$61,800	100%
TBA, Post Doc, <i>Applied Research</i>	\$40,000	0.8	\$32,000	80%

**RESEARCH SUPPORT PERSONNEL FY 12**

Name/Position/Rank	Annual Salary	FTE Assignment	Program Salary	% Annual Salary to Program
TBA, Professional Staff, <i>Applied Research</i>	\$63,654	1	\$63,654	100%
TBA, Post Doc, <i>Applied Research</i>	\$41,200	0.8	\$32,960	80%

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

The proposed doctorate will require administrative work by the Ph.D. director and will require program coordination with the Masters in Public Administration, the proposed Masters in Community and Regional Planning, the Community and Regional Planning graduate certificate and the Conflict Management graduate certificate. An administrative assistant and an additional office specialist will assist in clerical duties required by the program along with an additional professional staff member and post doc associated with the Center for Public Policy (salary and FTE details regarding research personnel are in tables within the preceding section III.B.a.). The following tables show details. Administrative salaries are estimated to increase at 3% per year as in the instructional personnel and research support personnel tables in the preceding section.

**ADMINISTRATIVE PERSONNEL FY10**

<b>Name/Position/Rank</b>	<b>Annual Salary</b>	<b>FTE Assignment</b>	<b>Program Salary</b>	<b>% Annual Salary to Program</b>
TBA, Ph.D. Director	\$95,000	0.4	\$38,000	40%
TBA, Administrative Assistant	\$30,000	1.0	\$30,000	100%

**ADMINISTRATIVE PERSONNEL FY11**

<b>Name/Position/Rank</b>	<b>Annual Salary</b>	<b>FTE Assignment</b>	<b>Program Salary</b>	<b>% Annual Salary to Program</b>
TBA, Ph.D. Director	\$97,850	0.4	\$39,140	40%
TBA, Administrative Assistant	\$30,900	1.0	\$30,900	100%
TBA, Office Specialist	\$25,000	1.0	\$25,000	100%

**ADMINISTRATIVE PERSONNEL FY12**

<b>Name/Position/Rank</b>	<b>Annual Salary</b>	<b>FTE Assignment</b>	<b>Program Salary</b>	<b>% Annual Salary to Program</b>
TBA, Ph.D. Director	\$100,786	0.4	\$40,314	40%
TBA, Administrative Assistant	\$31,827	1.0	\$31,827	100%
TBA, Office Specialist	\$25,750	1.0	\$25,750	100%

- c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

Projected operating expenditures include funds for travel, professional services, communication, materials/supplies and student recruitment. Travel is estimated at \$1,500 per new faculty line, post doc, and professional staff member along with \$1000 for the four graduate students for attendance/presentation at research and policy conferences. Professional services will include printing and graphics. An estimated \$120 in communication charges per faculty, graduate student, research staff and administrative staff for the pertinent FY (FY10 – 6 individuals, FY11 – 12 individuals; FY12 – 15 individuals). Materials and supplies including necessary software are projected to increase from an estimated \$3680 in FY10 to \$11,251 in FY12. Recruitment materials including brochures and other informational pieces will be developed and distributed to interested policy makers, likely employers and potential students.

- d. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

In preparation for the doctoral proposal, library staff evaluated public policy and public administration needs. Although the Boise State library's resources have grown substantially, staff identified seven additional periodicals, and two additional databases that would be critical along with ongoing needs for books and monographs.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

The following projected costs were provided by library staff. The budget presumes 3% inflation on costs for FY10 through FY12. Costs by resources are estimated for FY10:

\$5000 per year for books/monographs

Periodicals:

- \$773/yr - *Financial Accountability and Management*
- \$479/yr - *Public Performance and Management*
- \$661/yr - *Review of Public Personnel Administration*
- \$90/yr - *Counties*
- \$1,007/yr - *Municipal Finance Review*
- \$270/yr - *Public Affairs Quarterly*
- \$120/yr - *State Politics and Policy Quarterly*

Databases:

- \$3495/yr - ENVIROneBase: Environmental Resources Online
- \$1000/yr - Human Population and Natural Resource Management

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

No off-campus programs are anticipated.

## (2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Budget projections include \$2,500 each for full time personnel by year. No inflationary increase was budgeted for equipment.

## (3) Facilities

Office space for new faculty and staff will be available in a new building scheduled for occupancy in FY11. Existing facilities will be used during FY10.

## e. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The reallocation of existing appropriated funding is derived from faculty FTE assigned to the PhD in Public Policy and Administration (see instructional personnel tables in section III. B. a.). The number of new faculty lines described in this proposal was derived from a careful analysis of a projected MPA/PhD schedule of courses through FY15. Additional rotations and/or sections of MPA core and existing MPA emphasis and elective classes will be offered when necessary to meet the increased demand from the anticipated MCRP and

projected demand by PhD students. Additionally, the budget reflects an adjusted workload beginning FY11 for existing faculty and the requisite new faculty necessary for instructional supervision of doctoral students and the escalated research expectations of doctoral faculty. This presumes that all planning classes and administrative release for the direction of the existing planning certificate courses will become the responsibility of any new faculty hires associated with the proposed MCRP.

- (2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

New funding will be required for this program to grow to its full capacity. That funding will be developed from a number of sources, including tuition and enrollment workload adjustments associated with enrollment growth, private donations, grants and contracts, and possible future budget requests to the legislature. We are not certain at this time if we will need to ask the State Board for new legislative funding for FY10, and therefore, we have not listed any required funding in the budget section III.A.2. Revenue, Source of Funds, Appropriated Funds- New MCO, but instead have listed the entire sum of required funding in section III.A.1. Revenue, Source of Funds, Appropriated Funds- Reallocation-MCO. Boise State is deeply committed to securing the funding necessary for this program, and recognizes that further reallocation may be necessary.

- (3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Boise State does not expect a decrease in grant/contract funding to the Department of Public Policy and Administration. With the additional of a doctoral program focused upon applied research and the commensurate additions to research and instructional personnel in the Department of Public Policy and Administration and its affiliated centers, Boise State anticipates that this department will continue to generate external funding and will increase grant/contract work beyond current levels.

# **Site Visit Report**

## **Reviewing the proposal for Doctor of Public Policy and Administration**

**Department of Public Policy and Administration  
College of Social Sciences and Public Affairs Administration  
Boise State University  
Boise, Idaho**

**Site visit occurred during February 6-8, 2008**

### **Site Visit Team:**

**Dr. Craig W. Shinn and Dr. Eric Herzik**

## **FINAL REPORT**

**February 11, 2008**

## **SECTION I. INTRODUCTION**

### A. Summary of site visit activities

1. Site Visit Team
  - a. Dr. Craig W. Shinn, Portland State University
  - b. Dr. Eric Herzik, University of Nevada
2. Dates of the site review: February 7-8, 2008
3. The site visit schedule: See attached.

### B. Summary of basic facts about the degree under review, the lead academic unit responsible for administration of the degree and larger institution.

1. Boise State University, the largest of Idaho's four-year public universities, operates, at the center of public policy and administration in the State of Idaho. BSU is charged by the Idaho State Board of Education with responsibility for public policy and urban and regional planning administration. Boise is the state capital, the largest city and the seat of the most populous county in Idaho.
2. The PhD in Public Policy and Administration (CIP 2000 44.0501) Public Policy Analysis, the degree under review, is a proposed degree new to BSU. However, the Master of Public Administration degree program is long standing, widely respected regionally and accredited by the National Association of Schools of Public Policy and Administration.
3. The Department of Public Policy and Administration in the College of Social Sciences and Public Affairs will be the lead academic unit responsible for administration of the degree. Other academic units, i.e. Political Science, College of Health Sciences, etc. and research and service units, i.e. Center for Public Policy, etc. are cooperators in the delivery of this degree and the PPA PhD is seen as an initiative of the larger Social Science College and Graduate College.

### C. Organization of report

1. Background for the review, mission of Department, College and University, mission, values and goals relevant to design of degree
2. Item by item review of proposal with findings, analysis and conclusions
3. Commendations and recommendations



## **SECTION II. BACKGROUND AND MISSION**

### **Mission**

Boise State University proposes a new doctoral program leading to the degree of Doctor of Philosophy in Public Policy and Administration. The program is offered through the Department of Public Policy and Administration (DPPA) in the College of Social Sciences and Public Administration. The proposal clearly falls within the mission of the University as outlined by the State Board of Education and as articulated in the 8-year Plan for delivery of Academic Programs and the institution's strategic plan (Charting the Course 2006).

The proposed degree program builds upon the long established and successful Master's of Public Administration (MPA) degree offered through the DPPA. The MPA degree is unique within the state and the proposed DPA will also avoid any overlap with existing programs at other Idaho institutions of higher education.

During the site visit we took special note of the enthusiasm and support given the program from all sectors of the University. DPPA faculty have given considerable thought to program specifics (i.e. curriculum) and resource needs (i.e. graduate assistantships, faculty workload). Upper level administrators have been fully engaged in discussions of necessary personnel support (i.e. new faculty hires), workload expectations and even physical resource planning (i.e. moving into the new CESED building.) A meeting with community leaders and with academics outside of DPPA showed similarly high levels of support and enthusiasm for the new program. Indeed, if there is any potential problem in terms of support it is that so many parts of the potential policy community both on and off-campus are clamoring to participate and contribute students to the emerging degree.

### **Justification and Need**

As the preceding sentence suggests, there is more than adequate demand and need for the proposed program. The proposal documents growth patterns within the state and demands from state and local governmental agencies regarding the need for highly trained policy analysts. This data was expanded in individual meetings with community leaders. In fact, areas of need beyond those identified in the proposal (i.e. Health Administration and Criminal Justice) became evident during the course of the site visit. The proposal, if anything, understates the potential for demand of graduates from the program and the range of analytic areas within the state that the program might effectively serve. As discussed below, there are areas of opportunity that need to be better addressed in the proposal. The proposal is also too modest in terms of projecting student cohort numbers given the stated demand observed during the site visit.

### SECTION III. SECTION BY SECTION REVIEW OF PROPOSAL

#### Proposal Section number:

1. Describe the **nature of the request**. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than \$150,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

The proposal adequately describes the nature of the request for a new doctoral degree program leading to the Doctor of Philosophy in Public Policy and Administration. The proposal addresses the general demand and purpose of the degree in a manner consistent with the strengths of Boise State University, the College and the Department of Public Policy and Administration and addresses the target student population. The site visit team found that the degree will be delivered on the main campus of BSU and while it does establish a new degree and will demand new resources it extends existing fields well established at the graduate level in the department of PPA at BSU. According to senior administrators at BSU because of the academic fields to be used for this new degree are well established the proposal is not a substantive change for a Level II institution per NWCCU guidelines.

2. **Quality** – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.

The site visit review team found that the proposal was accurate in describing the means by which the Department of Public Policy and Administration will ensure the high quality of the proposed program. There is no accreditation process of PhD programs in public administration and policy. However, the Master in Public Policy program which is the major graduate degree offered by the department is accredited and is currently undergoing reaccreditation with the National Association of Schools of Public Policy and Administration. Similarly, Boise State University is in good standing with its regional accreditation body, the Northwest Commission on Colleges and Universities (NWCCU). Boise State University's current proposal calls for program review at all levels of the university during development, on going Graduate College oversight and establishment of an advisory council. These steps all suggest to the site review team that mechanisms are in place to ensure the program will be of high quality in its design and initial implementation.

***NOTE: This is the external review report required by the Idaho State Board of Education***

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

The curriculum design included in the proposal for the doctoral degree reflects course work and requirements common among other Public Administration and Policy PhD programs. The segmentation of the curriculum into a common core, methods, and specialization fields for course work and then examination and dissertation research is common among doctoral programs. The two specialization fields envisioned for the initial offering of the degree, environmental policy and state and local government, reflect areas of department and university strength.

The proposed curriculum is appropriate but needs better clarification in creating a clearer distinction from the existing MPA. Professional master's degrees are largely coursework driven and less theoretically and methodologically developed than doctoral degrees. However, theoretical and methodological rigor is not a function of more coursework. The current proposal, with 54 credits of didactic instruction is on the high side of any such comparable program. The demand for coursework and credit attainment might actually detract from the development of those specialized theoretical and analytical skills that mark a doctoral program and which are often achieved outside the confines of formal classroom instruction. The site review team suggests that the 12 credits of electives found in the proposal might be better shifted to credits directed towards preparation of comprehensive examinations and the dissertation.

In developing the detailed content of the CORE 600 level courses the site review team recommends that faculty consider several factors including socialization of incoming students to doctoral studies, imparting signature "BSU" PPA values or orientation toward public policy research, and engaging students in the emerging scholarly culture. Similarly, the site review team recommends that faculty monitor the development of content in the methods courses and the sequencing of such courses to meet the myriad of needs implied in the design of this degree.

- b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

The site review team finds the faculty accomplished, capable and fully ready to engage in doctoral level program delivery. The university has a flexible load policy that will allow faculty most involved with delivery of the doctoral program to accommodate changes in time allocation to research. The proposal adequately reflects the need for additional faculty resources to meet the increase capacity needs of the new program while maintaining excellence in existing programs.

As with all doctoral programs, the Department should anticipate an asymmetrical involvement of faculty in the doctoral program based on the specializations identified, the interests of anticipated students and the nature of differences in scholarly agenda among faculty. While faculty interest and support of the proposal is high, the site review team noted awareness on the part of the most likely to be involved faculty that working with

doctoral students would be different than current work with MPA students. We recommend that faculty work together to intentionally develop a PPA doctoral program culture that establishes norms for faculty –doctoral student engagement; expectations among faculty for involvement in both the doctoral program and the MPA program, processes for involving non-DPPA faculty in the PPA doctoral program, etc. A PhD program director should be identified early and take some responsibility for mentoring existing and new faculty regarding faculty roles in the doctoral program.

To underscore, the existing faculty is of high quality and perfectly competent to deliver the doctoral program as design. As additional faculty are added as proposed, care should be taken to ensure that capacity and competency are added in relationship to the program design. In particular, a faculty member with competency in environmental policy with a background in environmental economics, and an understanding of the American political economy and complementary methodological skills (non-market valuation, modeling, econometrics, etc.) would be appropriate.

The site review team was impressed by the abundance of complementary faculty resources available in other academic units, i.e. political science, communications, health sciences and found that the proposal reflects the willingness of such faculty to engage in the PPA doctoral program. The site review team found that at the faculty level and at the administration level there was a common understanding of the “low walls” between units and an intent to further existing traditions of collaboration in support of this proposed degree. The site review team finds that the level of collaboration, the low administrative barriers to collaboration and the expressed interest in collaboration is a unique strength of BSU.

The review team found that faculty included in the proposal as participating do in fact see themselves as likely to participate. The proposal adequately reflects existing faculty resources and identifies the needs for new faculty resources.

c. Student – briefly describe the students who would be matriculating into this program.

The proposal focuses on describing the student most likely to matriculate into the doctoral program. The proposal suggests that local full time students who are prepared with existing masters level work will be the primary target for initial student cohorts. The site review team did find student demand is high, perhaps initially higher than the level designed into the proposal.

The proposal suggests yearly cohorts of 3 students. We believe this is not sustainable and understates the demand the program is likely to see from day one. In terms of sustainability, separate 600 level doctoral student only seminars of 3 students are not efficient and if there is any attrition of this cohort during the course of a year (certainly not an uncommon occurrence) graduate seminars would morph into “tutorials.” This limits the student-to-student interaction that is a critical component of the doctoral education experience.

Judging from both the data presented in the proposal and in meetings during the site visit, we believe that there will be sufficient demand to double the yearly cohort size. Not all students will be funded, but there is ample local demand that makes it financially reasonable for local area professionals to pursue the degree. We would further suggest that in order to diversify the program, assistantships be directed to candidates from outside the local catch-pool of applicants. The increase in cohort size should not decrease the overall quality of the student body. Indeed, the increased size should enhance the graduate experience by producing viable cohorts for both classroom instruction and collaborative student research.

The program should also consider admitting students on both a full-time and part-time basis. The ideal situation is of course having full-time degree seeking students. However, the data presented in the proposal (and reinforced at various meetings during the site visit) indicates strong demand from working professionals who cannot leave their current employment for full-time student status. However, these working professionals are the very type of individuals who might best benefit from the enhanced value of the doctoral program. These students are also poised, given their employment, to make immediate use of the value-added skills and intellectual development of the doctoral curriculum. A combination of full-time and part-time students is an easy way to increase the cohort size to more viable levels and does not place an undue burden on existing staff. Increase in student cohort size and faculty time is not linearly related. Exceedingly small classes can be as difficult (if not more difficult) to conduct than appropriately sized graduate seminars. As students progress through the program they will also, by force of individual interests, disperse to different faculty for guidance on their individual dissertation research projects. Indeed, by increasing the cohort size it is likely that more faculty will be tapped for such individual student guidance. This spreads the faculty workload more equitably across the program and can also produce greater long-term faculty support for the program.

The number of proposed funded graduate assistants (GA) is two per year. This is a minimal level for program viability. The University should consider increasing this number. This recommendation has multiple points of justification. More funded GA positions addresses the need to increase yearly cohort size. Having more GA positions also allows the program to diversify the range of students recruited such that local interest is augmented with students recruited both regionally and nationally. Increased numbers of GA positions may also have the effect of enhancing, overtime, the development of research grants and contracts which would then lead to an increase of self-funded positions.

- d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

The site review team found that the proposal adequately addresses infrastructure support. We found that the existing and planned support for the proposed degree is generally adequate. This includes library, equipment, etc. Plans for administration and staff support seem appropriate. The site review team was impressed by the plans for a new building and the total space allocated seems well planned. The site review team recommends that as the specific offices and work space is allocated that attention be given to ensure that the clinical and research institutes and centers are co-located among faculty

and students to cultivate interaction and an active research culture for doctoral students. Similarly, the site review team was pleased to see the plan call for support of post docs and GAs. As expressed elsewhere, the site review team suggests that the support for GAs be increased to reflect a larger cohort of doctoral students each year. In summary, BSU has the infrastructure in place or planned to adequately support the envisioned doctoral program in Public Policy and Administration.

e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

As stated in the proposal, the site review team found no plans to extend the program off-campus.

3. **Duplication** – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication..

Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering How similar or dissimilar are these programs to the program herein proposed?

The site review team can confirm the analysis included in the proposal regarding duplication of this degree. This degree would be unique to BSU and is significantly different from the two political science based degrees at UI and ISU. The focus of the proposed Ph.D. in Public Policy and Administration at Boise State University on public policy research – policy analysis and program evaluation is distinguishing. Similarly, the site review team can confirm the regional and national assessment of other public policy degree programs. The proposal offers a distinct degree, unduplicated in Idaho.

4. **Centrality** – documentation ensuring that program is consistent with the Board’s policy on role and mission is required. In addition, describe how the proposed program relates to the Board’s current Statewide Plan for Higher Education as well as the institution’s long-range plan.

The site review team found that the proposed degree is central to the state wide mission assigned to BSU, that the proposed degree is central to the mission of BSU, and carefully aligned with the university strategic plan (Charting the Course, 2006).

5. **Demand** – address student, regional and statewide needs.

- a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and on-going assessment. (See the Board’s policy on outcome assessment.)

See site review team comments under “*student*” above (about page 6). The team finds local and state demand to be at least as large as the proposal suggests and that the program will likely attract extra regional students as well. Community leader demand for policy research is high and the program is designed to meet such demand.

- b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.

See site review team comments above under “*student*”.

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

The site review team concurs with the proposal in anticipating no enrollment shift from other doctoral programs at Boise State.

- c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

The site review concurs with the proposal in finding that the Ph.D. in Public Policy and Administration builds upon long-standing, successful, nationally recognized undergraduate and graduate education provided at BUS in the MPA among other existing academic programs.

6. **Resources** – fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

The proposed budget is adequate but recruitment and retention of faculty may be a challenge given the reported salary levels. It is important that projected faculty hires be accomplished in a timely fashion, especially if the number of students entering the program is increased. The site visit team concurs with the mix of junior and senior levels hires projected over the next five years. As noted, we recommend an increase in the number of graduate assistant positions be considered. Library resources appear to be adequate and there is a strong working relationship between the program and the library staff. As the doctoral program matures, graduate students will likely become more involved with professional conference activities and it is important for students (and faculty) that travel funds increase to match this interest.

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

The site review team agrees that the proposed doctorate will require additional administrative work and that a position of Ph.D. director be established for the PPA

degree. The site review team found that the proposal reflects such a position and appropriate supporting personnel.

- c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

The site review team found that operating expenditures are adequately reflected. As reflected in our budget note, we are concerned that travel reflect the increased need for expenditures associated with the professional development of doctoral students to attend conferences and meetings.

- d. Capital Outlay

- (1) Library resources

Site review team finds that plans for library services are adequate.

- e. Revenue Sources

**See budget note**



## **SECTION IV. SUMMARY COMMENDATIONS AND RECOMMENDATIONS**

### **Commendations**

The site review team was favorably impressed with the program proposal, the department and related faculty's commitment to this endeavor and the support for the proposal among all parts and levels of the university. The following are characteristics that the site visit team found noteworthy:

- 1. Close alignment of proposed degree with University, College and Department goals**
- 2. Broad and deep university support for proposed program**
- 3. DPPA faculty quality and preparation for delivering proposed degree**
- 4. Clear evidence of student demand**
- 5. Evidence of need for the competencies of students likely to graduate from the proposed program.**

### **Recommendations**

The site visit team drew on the experience of its members to identify opportunities for the program to improve its effectiveness. These opportunities are presented as recommendations.

- 1. Increase planned cohort size to ensure viability**
- 2. Consider accommodating students with an interest in part time studies**
- 3. Consider reallocating credit hours between course work and research**
- 4. Anticipate and monitor the impact of the Ph.D. program on MPA and other on going programs**

ATTACHMENT:

**IDAHO STATE BOARD OF EDUCATION  
ON-CAMPUS VISIT BY REVIEW TEAM  
Ph.D. Public Policy and Administration (proposed)**

**DEPARTMENT OF PUBLIC POLICY AND ADMINISTRATION  
BOISE STATE UNIVERSITY**

**February 6-8, 2008**

**Wednesday, February 6, 2008**

Evening Review team arrives in Boise: Dr. Erik Herzik (University of Nevada, driving from Reno, NV), and Dr. Craig Shinn (Portland State University, arriving by air from Portland, OR; Alaskan Airlines 2591 operated by Horizon Air, arrival time 6:05 PM). Dr. Shinn will use rental car or public transportation for travel from airport to Courtyard Marriott Hotel, 222 South Broadway Avenue, Boise.

Thursday, February 7, 2008

- 07:40 Meet in lobby, Courtyard Marriott Hotel: Dr. Herzik, Dr. Shinn, and Dr. Jack Pelton (Dean of the Graduate College). Dr. Pelton escorts Dr. Herzik and Dr. Shinn to Le Poulet Rouge, 106 N. 6th Street for breakfast.
- 08:00 Breakfast (Le Poulet Rouge, 106 N. 6th Street), Dr. Herzik, Dr. Shinn, Dr. Sona Andrews (Provost and Vice President for Academic Affairs), Dr. Shelton Woods (Interim Dean of the College of Social Sciences and Public Affairs), and Dr. Pelton. Escort to next event: Dr. Pelton.
- 09:15 Meeting (PAAW-120), Overview of the department and proposed program plus discussion: Dr. Herzik, Dr. Shinn, Dr. Ross Burkhart (Chair, Department of Political Science), Dr. Stephanie Witt (Director, Public Policy Center, and Chair, Department of Public Policy and Administration starting in mid-2008), Dr. Elizabeth Fredericksen (Associate Professor, and Graduate Studies Director for the Department of Public Policy and Administration starting in mid-2008), and Dr. John Freemuth (Professor and Interim Director of the Energy Policy Institute, and future Director of the PhD program). Escort to next event: Dr. Fredericksen.
- 10:15 Walking tour of existing departmental facilities in PAAW building: Dr. Herzik, Dr. Shinn, Dr. Fredericksen. Escort to next event: Dr. Fredericksen.
- 10:40 Meeting (PAAW-120), Discussion of proposed program with faculty participants and key staff members: Dr. Herzik, Dr. Shinn, Dr. Fredericksen, Dr. Freemuth, and others. Escort to lunch: Dr. Fredericksen.

- Noon Lunch (Wallace Conference Room - Education Building, Room 709), Context of new program within the community: Dr. Herzik, Dr. Shinn, Dr. Fredericksen, Dr. Mark Rudin (Vice President for Research), ad hoc external advisory group, and others from the community. Escort to next event: Dr. Fredericksen.
- 01:30 Meeting (Graduate College Conference Room, B-117C), Overview of new CESED building: Dr. Herzik, Dr. Shinn, Dr. Burkhart, and James Maguire (Associate VP for Campus Planning and Facilities). Remain in B-117C for next event.
- 02:15 Meeting (Graduate College Conference Room, B-117C), Discussion: Dr. Herzik, Dr. Shinn, Dr. Woods, Dr. James Girvan (Dean, College of Health Sciences), Dr. Pelton, and Peggy Cooper (Head of Collection Development, Library). Escort to next event: Dr. Pelton.
- 03:00 Meeting (Provost's office, B-307), Discussion: Dr. Herzik, Dr. Shinn, and Dr. Andrews. Escort to next event: Naomi Fields.
- 04:00 Meeting (PAAW-120), Discussion with existing and prospective graduate students. After the meeting with students, escort Dr. Herzik and Dr. Shinn to hotel: Dr. Freemuth.
- 05:00 Review team returns to Courtyard Marriott Hotel escorted by Dr. Freemuth.
- 06:15 Pick up review team at hotel (Dr. Freemuth) for dinner (Cottonwood Grill, reservation 6:30 under the name Gerrard), Dr. Herzik, Dr. Shinn, and Dr. Freemuth. Dr. Freemuth will provide transportation for Dr. Herzik and Dr. Shinn from Courtyard Marriott Hotel to Cottonwood Grill and return.

Friday, February 8, 2008

- 08:00 Pick up review team at hotel (Dr. Pelton) and transport to campus. Report preparation (Graduate College Conference Room, B-117C), Dr. Herzik and Dr. Shinn meet to prepare report and recommendations. Two laptop computers with MS Word will be made available unless Dr. Herzik and Dr. Shinn wish to bring personal laptops. Morning refreshments and lunch will be provided.
- 01:00 Exit Interview (Graduate College Conference Room, B-117C), Dr. Herzik, Dr. Shinn, Dr. Andrews, Dr. Woods, Dr. Pelton, and Dr. McCorkle (Professor, and Associate Chair, Department of Public Policy and Administration starting in mid-2008).
- 02:00 End of on-campus visit by review team. Dr. Herzik to depart by car (possibly on Saturday). Dr. Shinn will be staying in Boise on personal business and will depart Sunday by air (Alaska Airlines 2592 operated by Horizon Air, departure time 6:35 PM)

**Response to  
Site Visit Report on  
the proposal for  
Doctor of Public Policy and Administration**

**Department of Public Policy and Administration  
College of Social Sciences and Public Affairs Administration  
Boise State University  
Boise, Idaho**

**Site visit occurred during February 6-8, 2008**

**Site Visit Team:**

**Dr. Craig W. Shinn and Dr. Eric Herzik**

**RESPONSE**

**February 15, 2008**

The faculty and staff in the Department of Public Policy and Administration are pleased to provide additional comment and response to the very useful assessment provided by Professor Herzik (University of Nevada, Reno) and Professor Shinn (Portland State University). The following response document is structured to follow the Site Visit Report provided on February 11, 2008. Thus, the headings are drawn from the site visit report.

## **SECTION I. INTRODUCTION**

### A. Summary of site visit activities

Response: n/a

### B. Summary of basic facts about the degree under review, the lead academic unit responsible for administration of the degree and larger institution.

Response: The site visit report is entirely accurate.

### C. Organization of report

Response: n/a

## **SECTION II. BACKGROUND AND MISSION**

### **Mission**

Response: The site visit report is entirely accurate in its assessment that the proposed PhD in Public Policy and Administration is consistent with Boise State University's mission as outlined by the State Board of Education and articulated in planning documents. No overlap will occur between this proposed doctorate and existing postsecondary programs in Idaho. The proposed PhD will complement the existing, well-regarded MPA. The proposed doctorate has clear and enthusiastic support throughout the university and the community and the Department of Public Policy and Administration has devoted substantial time and effort to prepare and plan for expanded graduate education in the form of this doctorate.

### **Justification and Need**

Response: We concur with Professors Herzik and Shinn in their assessment of need. The clear potential exists for collaboration with existing strong graduate programs at Boise State University (e.g., health administration and criminal justice). Given the clear resource constraints in the public sector, we are offering a cautious and limited initial proposal to establish the doctorate. However, our goal is to work with targeted graduate programs and the graduate college at Boise State to develop graduate policies that facilitate shared credit and emphasis arrangements to respond to the

demonstrated need in the state for analysts and researchers with public policy analysis expertise.

### SECTION III. SECTION BY SECTION REVIEW OF PROPOSAL

#### Proposal Section number:

1. Describe the **nature of the request**. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than \$150,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

Response: We concur with the site visit report.

2. **Quality** – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.

Response: We concur with the site visit report.

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

Response: We concur with the assessment offered by Professors Herzik and Shinn in terms of the appropriateness of the curriculum content and structure for public administration and policy doctoral programs and the logic of emphasizing the specializations of environmental policy and state/local government. In addition, we have restructured the credit/coursework distribution to respond to recommendations offered in the site visit report by shifting half of the elective credits outlined in the reviewed proposal draft to comprehensive exam and dissertation preparation. We are retaining six elective credits to allow us to collaborate more effectively with existing graduate programs as noted in Section II, *Justification and Need*. In addition, we will reallocate credit hours between coursework and research and will pursue those changes formally with the Boise State University Graduate College Curriculum Committee. The revised curriculum will be consistent with the overall University guidelines for PhD programs and will be suitably vetted by the University's Graduate College Curriculum Committee. As the program is implemented and developed, the Department of Public Policy and Administration will consider the detailed content of the core 600 courses as recommended by the site visit team.

- b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

Response: We concur with the assessment regarding the flexibility of the University's load policy and the need for additional faculty at varied professional levels (assistant, associate and full) to implement this program. We are also pleased that the site visit team observed and acknowledged our collaborative relationship with other departments in the University and our clear commitment that the proposed PhD in Public Policy and Administration serve to strengthen existing collaborations. As the program is implemented and developed, the Department of Public Policy and Administration will pay close attention to establishing expectations and a culture that reflects the differences between masters-level graduate education and the heightened expectations associated with faculty/student interaction at the doctoral level. Further, the Department will identify the PhD program director upon approval of this program to facilitate the development of appropriate administrative policies and procedures as well as mentorship of existing and new faculty. In particular, we will prioritize recruitment of a senior faculty member (at the level of full professor) and the recruitment of faculty with expertise in environmental policy, political economy, and appropriate methodological training.

- c. Student – briefly describe the students who would be matriculating into this program.

Response: Based upon recommendations by the site team, we revised the proposed doctorate to anticipate a planned cohort of six students annually. We have included an additional two graduate assistantships each year beyond what we had initially proposed in the draft reviewed by Professors Herzik and Shinn. We must anticipate that the remaining eight full time doctoral students (by FY12) will not be on assistantships unless additional funds can be identified through grants or contracts. In addition, we will work with the graduate college to develop procedures and admission protocols to matriculate both full-time and part-time students.

- d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Response: We agree with the comments offered by the site team. In particular, we will work with those administering the development and completion of the new building to maintain the existing planned space and to consider additional embedded policy lab space in the section currently designated as the 'second floor shell.'

- e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

Response: The University/Department of Public Policy and Administration has no plans to extend the program off-campus.

3. **Duplication** – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication. Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering. How similar or dissimilar are these programs to the program herein proposed?

Response: We agree with the comments offered by the site team.

4. **Centrality** – documentation ensuring that program is consistent with the Board's policy on role and mission is required. In addition, describe how the proposed program relates to the Board's current Statewide Plan for Higher Education as well as the institution's long-range plan.

Response: We agree with the comments offered by the site team.

5. **Demand** – address student, regional and statewide needs.

- a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and on-going assessment. (See the Board's policy on outcome assessment.)

Response: We agree with the comments offered by the site team under “*student*”.

- b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.

Response: We agree with the comments offered by the site team under “*student*”.

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

Response: We agree with the comments offered by the site team.

- c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

Response: We agree with the comments offered by the site team.

6. **Resources** – fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

Response: We, too, are deeply concerned about the recruitment and retention of faculty in and for the department at existing salary levels. The salary levels projected in the budget, considered too low by the site visit team, are actually higher than salaries for most existing faculty in comparable promotional levels (e.g., assistant-to-assistant comparisons and associate-to-associate comparisons). This is noteworthy given the productivity of the faculty and quality of the existing graduate program noted by Professors Herzik and Shinn at several points in their report. This dilemma is not unique to the Department of Public Policy and Administration and reflects a long-term competitive disadvantage that the University will face in faculty recruitment and retention and its aspirations toward becoming a comprehensive metropolitan research university. The full proposal budget has been adapted to reflect the increase in graduate assistantships recommended and the shift of the initial associate professor and director hire to a full professor/director hire per the site visit recommendations to add senior faculty at the inception of this program.

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Response: We agree with the comments offered by the site team.



- c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

Response: We agree with the comments offered by the site team. The full proposal budget is adjusted from the draft provided to the site visit team to reflect additional operating expenditures for conference travel for doctoral students and faculty.

- d. Capital Outlay

- (1) Library resources

Response: We agree with the comments offered by the site team.

- e. Revenue Sources

Response: No specific comments were offered by the site team.

## **SECTION IV. SUMMARY**

### **COMMENDATIONS AND RECOMMENDATIONS**

Response: Detailed responses are provided throughout this document to observations made by the site visit team. In addition, the Department appreciates the positive comments about the proposed program, the existing graduate program, and the faculty. We concur with the site visit team's observations about policy needs in the state, student demand for the program and support offered by the university and its constituencies for this program. The full proposal submitted to the State Board of Education reflects the site visit team's recommendations with an increase in projected cohort size. In addition, we will reallocate credit hours between coursework and research and will pursue those changes formally with the Boise State University Graduate College Curriculum Committee. We will work with the Graduate College to matriculate both full and part-time students during implementation. We will monitor closely the impact of the Ph.D. program on the MPA and will work with NASPAA, our accrediting body for the MPA, to assure continued quality.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: G. Instructional Program Approval and Discontinuance Rev-August 9, 2007**

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**4. Program Approval Policy**

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;

(1) Board Approval – Board approval prior to implementation is required for any new:

- (a) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact\* of \$250,000 or more per year;
- (b) graduate program leading to a master's, specialist, or doctoral degree.

(2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit with a financial impact of less than \$250,000 per year.

- b. Existing instructional programs, majors, minors, options, emphases and instructional units.

(1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.

(2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

- c. Routine Changes

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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Non-substantive changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

**5. Approval Procedures**

**a. Board Approval Procedures**

- (1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in the manner prescribed.
- (2) Academic requests will be forwarded to the Chief Academic Officer. The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.
- (3) Professional-technical requests will be forwarded to the State Administrator of the Idaho Division of Professional-Technical Education for review and recommendation. The Administrator shall forward the request to the CAAP for its review and recommendation. If the CAAP and/or PTE administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the Division and the State Board of Education.
- (4) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the next CAAP meeting for initial review prior to being forwarded to the Board for approval.
- (5) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

**b. Executive Director Approval Procedures**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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- (1) All academic requests delegated for approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. All professional-technical requests delegated for approval by the Executive Director will be forwarded to the State Administrator of Professional-Technical Education for review and recommendation. At the discretion of the State Administrator, the request may be forwarded to the CAAP for review and recommendation.
- (2) Requests will then be submitted, along with the recommendations, to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the Board for final reconsideration.
- (4) Distance Learning Delivery and Residence Centers  
  
All academic and professional-technical programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted using the process outlined above.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY – continued**

TITLE 33  
EDUCATION  
CHAPTER 1  
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

TITLE 33  
EDUCATION  
CHAPTER 40  
BOISE STATE UNIVERSITY

33-4005. POWERS AND DUTIES OF THE BOARD OF TRUSTEES. The board of trustees of said college upon proper conveyance thereof, shall have all rights and title to real estate and personal property of said college, control over all buildings, power to elect presidents and contract with faculty of said college, supervise students and all powers and duties with reference to said college as are now granted by the statutes of the state of Idaho to the board of regents of the University of Idaho, and the board of trustees of Idaho State University as set forth in Chapters 28, 29, 30, 36, 37 and 38 of Title 33, Idaho Code, as the same may hereafter be amended, are fully empowered to exercise said powers and assume such duties with relation to said college from and after January 1, 1969, unless otherwise specifically authorized herein to the exercise of said powers prior to said date.

**Role and Mission**  
**Boise State University**

1. Type of Institution

Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.

Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services\*

Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs

Associate Education: Offers a wide range of associate degrees and some qualified professional programs

Graduate: Offers a variety of masters and select doctoral degrees consistent with state needs

Certificates/Diplomas: Offers a wide range of certificates and diplomas

Research: Conducts coordinated and externally funded research studies

Continuing Education: Provides a variety of life-long learning opportunities

Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs

Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies

### 3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Boise State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

\* Programs and Services are listed in order of emphasis.

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Academic Year	College	Degree Level	Program	Location
<b>2008-09</b>				
BSU	Education	Ph.D.	Educational Leadership	Treasure Valley
BSU	Engineering	Ph.D.	Mechanical Engineering	Treasure Valley
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs	Treasure Valley/Statewide
BSU	Social Sciences & Public Affairs	Masters	Family Studies	Treasure Valley
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning	Treasure Valley & Statewide
BSU	Education	Ph.D.	Educational Technology	On-line
BSU	Engineering	M.S.	Construction Management	Treasure Valley
BSU	Social Sciences & Public Affairs	Master's	Urban Studies	Treasure Valley/Statewide
ISU	Health Professions	Ph.D.	Counselor Education and Counseling	Boise
ISU	Health Professions	B.S. (completion)	Dental Hygiene	Boise
ISU	Health Professions	AS	Sign Language Studies	Boise
ISU	Health Professions	BS	Educational Interpreting	Boise
ISU	Health Professions	DNP	Doctorate of Nursing Practice	Statewide
ISU	Technology	B.S.	Emergency Management	Boise
ISU	Technology	A.S.	Fire Services Administration	Boise
UI	Graduate Studies	Certificate	Bioregional Planning and Community Design	Boise
UI	Law	Post J.D.L.L.M.	Law	Boise
<b>2009-10</b>				
BSU	Applied Technology	A.T.C., A.A.S.	Aboriculture	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Database Technology	Treasure Valley
BSU	Applied Technology	A.A.S.	Web Design	Treasure Valley
BSU	Applied Technology	T.C.	Certified Landscape Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Coding	Treasure Valley

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**INSTITUTION / AGENCY AGENDA**  
**BOISE STATE UNIVERSITY**

**SUBJECT**

New Graduate Program – Full Proposal – Master in Community and Regional Planning – Boise State University

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4(a) and 5(a), Program Approval and Discontinuance  
Section 33-107 (7) and 33-4005, Idaho Code  
Role and Mission – Boise State University

**BACKGROUND**

In accordance with Board policy III.G.5.(a) (2) and (3), The Chief Academic Officer shall forward program requests to the CAAP for its review and recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action. A request for a new graduate program requires a full proposal.

**DISCUSSION**

Boise State University proposes a new program leading to the degree of Master of Community and Regional Planning. The Master of Community and Regional Planning (MCRP) degree is an applied, terminal degree and will be designed to prepare students to become practitioners in the community, serving as regional planning professionals with expertise in environmental and natural resources, land use, transportation, and community and economic development.

The proposed program will be offered through the Department of Public Policy and Administration in the College of Social Sciences and Public Affairs in cooperation with other academic departments within the university. The Department of Public Policy and Administration presently offers an accredited Masters in Public Administration (MPA) program and a graduate certificate program in Community and Regional Planning.

The creation of a new Master of Community and Regional Planning program at Boise State University will serve the needs of Idaho students and communities in the following ways:

- The proposed program will emphasize four highly relevant areas: environmental and natural resources; land use and transportation; economic development; and housing, social and community development planning.
- Consistent with its metropolitan character and emphasis on community engagement, Boise State University's Master of Community and Regional Planning will focus on the preparation of professional planners who would

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be employable in local, state, and federal agencies as well as by developers and consulting companies.

- There is extensive need for a master's program in planning, as will be described below
- Boise State University is located in the largest metropolitan area of Idaho. Boise is also the location of the headquarters of all state agencies and many federal agencies. Such co-location provides direct interaction for graduate students and their mentors with agencies that need their research and in many cases fund their research. It is much easier for agency personnel to work with researchers in their own location than to travel out of the state.

Analysis by CCBenefits, Inc, predicts Boise State's 10-county service region will have six openings (new positions plus turnover) annually for Community and Regional Planners and a total of 15 new positions in the next five years. Idaho is predicted to have 12 openings annually for Community and Regional Planners and a total of 25 new positions in the next five years. The Occupational Outlook Handbook published by the U.S. Department of Labor states that (i) Local governments employ 7 out of 10 urban and regional planners, and (ii) Most entry-level jobs require a master's degree; bachelor degree holders may find some entry-level positions, but advancement opportunities are limited.

The needs assessment for the graduate certificate program in Community and Regional Planning indicated that there is substantial demand for professionally trained planners not just in the Treasure Valley, but also throughout the state: many towns in the region do not have planners. Additionally, of the communities that do have planners, many of them have untrained citizen planners. The graduate certificate program in Community and Regional Planning which began in the fall 2006 semester at Boise State University was a first step to address the critical demand for professionally trained planners in the region and throughout the state. Thus far there have been 5 graduates from the program and another five are anticipated to graduate in May, 2008. Enrollment in the program is presently more than 30.

Research by faculty members and graduate students involved with the proposed program will be important to the agencies, businesses, and citizens of southwest Idaho in two primary ways: (i) the research contributes to the development of public policy in areas of environmental policy, urban development, public administration, resource management, and conflict resolution, emergency preparedness and transportation and land use. (ii) The research provides students a foundation in the planning sub-fields of environment and sustainability, transportation and land use, as well as regional and intergovernmental relations. In particular, students will acquire the methodological and theoretical background to investigate problems relating to human cooperation (e.g., environmental sustainability), and have the opportunity to study current and historical concerns in community and regional planning

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(e.g., land and water use, human health, development patterns, housing, transportation and economic development).

The proposed programs will build on the foundation of courses and faculty committed to teaching courses in the existing Community and Regional Planning program that leads to a graduate certificate. There are at present no plans to deliver the program off campus.

The University of Idaho is simultaneously submitting a proposal to create a program that offers, at the UI Moscow campus, a Master of Science and a Graduate Certificate in Bioregional Planning and Community Design. The proposed UI programs will have a greater emphasis on bioregional planning and natural resources planning than will the proposed BSU program in Master of Community and Regional Planning. However, there will be partial overlap between the programs in the subdisciplines covered. In addition, both programs will (i) produce professional planners, (ii) provide training opportunities for current planners, elected officials, and other community leaders; (iii) work with Idaho communities on planning projects. UI will not be offering their Master of Science in Bioregional Planning and Community Design in the Treasure Valley with the exception of serving the needs of students in the areas of design and physical planning (e.g., landscape planning, architectural planning, interior design planning). BSU and UI will seek mutually agreeable ways to collaborate and cooperate so as to strengthen the programs of both institutions.

**IMPACT**

	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>
Expenditures			
A. Personnel	\$512,422	\$610,287	\$641,317
B. Operating Expenditures	\$7,760	\$15,320	\$18,140
C. Capital Outlay	\$91,500	\$17,000	\$17,000
D. Physical Facilities			\$10,000
E. Indirect Costs	\$0	\$0	\$0
Total Expenditures	<b>\$611,682</b>	<b>\$642,607</b>	<b>\$676,457</b>
Revenue			
A. Source of Funds			
1. Appropriated funds -- Reallocation	\$611,682	\$642,607	\$686,457
2. Appropriated funds -- New MCO	0	0	0
3. Federal funds	0	0	0
4. Other grants	0	0	0
5. Fees	0	0	0
6. Other:	0	0	0
Total Revenues	<b>\$611,682</b>	<b>\$642,607</b>	<b>\$686,457</b>
B. Nature of Funds			
1. Recurring*	\$554,000	\$632,607	\$666,457
2. Non-recurring**	\$57,682	\$10,000	\$20,000
Total Revenues	<b>\$611,682</b>	<b>\$642,607</b>	<b>\$686,457</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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Personnel costs include (i) the addition of three new full-time planning faculty members, (ii) the addition of adjunct faculty members, (iii) funds for a program director, and (iv) reallocation of faculty time to the new program. Much of the reallocated appropriated time reflects additional students in existing courses offered for existing programs, and this strategy minimizes impact on existing programs. The implementation of the new program requires additional operating expenses: travel, professional services such as printing and graphics, new telephone lines, materials and supplies, computer hardware, and specialized software

The library costs assignable to the proposed program will require approximately \$7,000 annually to increase monograph holdings, add journals that reflect the research interests of incoming graduate students, and add an appropriate database.

Funding will come from a number of sources, including tuition and enrollment workload adjustments associated with enrollment growth, private donations, and grants and contracts.

**ATTACHMENTS**

Attachment 1 – Full Proposal including letters of support

Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University (BSU) and the University of Idaho (UI) are simultaneously bringing forward planning programs. The BSU program focuses on environmental and natural resources; land use and transportation; economic development; and housing, social and community development planning. The UI program focuses on the areas of sustainable natural resources planning, design and landscape planning, hydraulics and watershed planning, and sustainable transportation planning.

Both institutions held various discussions regarding their planning programs to create two strong programs that will be complementary to one another and effectively provide opportunities throughout the state. The Council on Academic Affairs and Programs (CAAP) committee reviewed BSU's full proposal and recommended approval at their March 6, 2008 meeting.

BSU's request to offer a new Master in Community and Regional Planning is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Southwest Region for 2008-2009 academic school year. IRSA, CAAP, and Board staff recommends approval as presented.

**BOARD ACTION**

A motion to approve the request by Boise State University to offer a Master of Community and Regional Planning.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# IDAHO STATE BOARD OF EDUCATION

## ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

### FULL PROPOSAL

#### to initiate a

**NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS  
INSTRUCTIONAL PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT**

Submitted by:

Boise State University  
Institution Submitting Proposal

College of Social Sciences and Public Affairs  
Name of College, School, or Division

Department of Public Policy and Administration  
Name of Department(s) or Area(s)

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program Leading to:

Master of Community and Regional Planning  
(CIP 04.0301)  
Degree/Certificate & 2000 CIP

Not Applicable  
Program Change, Off-Campus Component

Fall 2009  
Proposed Starting Date

This proposal has been approved by:

Glaen Pearson 11/7/07  
Chief Fiscal Officer (Institution) Date

Mark Anderson 11/8/07  
Chief Academic Officer (Institution) Date

[Signature] 11/9/07  
President Date

\_\_\_\_\_  
Chief Academic Officer (Institution) Date

\_\_\_\_\_  
SBOE/OSBE Approval Date

**Before completing this form, refer to Board Policy Section III.G: Program Approval and Discontinuance.**

1. Describe the **nature of the request**. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than \$150,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

Boise State University proposes a new program leading to the degree of Master of Community and Regional Planning. The Master of Community and Regional Planning (MCRP) degree is an applied, terminal degree and will be designed to prepare students to become practitioners in the community, serving as regional planning professionals with expertise in environmental and natural resources, land use, transportation, and community and economic development. Because Boise State University has been awarded Level II oversight by our regional accrediting agency, the Northwest Commission on Colleges and Universities (NWCCU), the creation of this new program is not regarded as a substantive change by that agency.

The proposed program will be offered through the Department of Public Policy and Administration in the College of Social Sciences and Public Affairs in cooperation with other academic departments within the university. The Department of Public Policy and Administration has an accredited Masters in Public Administration (MPA) program, as well as a graduate certificate program in Community and Regional Planning, and graduate and undergraduate certificates in Conflict Management. The MPA program over the last seven years has averaged 16 graduates per year. The Department of Public Policy and Administration, including the Public Policy Center and its affiliates, has an extensive record of research and publication, and has received external grant and contract support. The graduate certificate program includes collaboration with the Departments of Civil Engineering, Construction Management, Economics, Geosciences, and College of Health Sciences, as well as the conflict management program. The Master of Community and Regional Planning program will build on the graduate certificate program and will include carefully selected courses and faculty members from other disciplines at the university that are appropriate to the focus of the program. Those disciplines include public policy and public administration, political science, business and economics, civil engineering (primarily transportation), environmental sciences (environmental policy center, ecology, environmental chemistry, geochemistry, geological hazards, and geographic information systems [GIS]), public finance (including the Environmental Finance Center), criminal justice, public health, dispute resolution and conflict management. A specific example is the way the Master of Community and Regional Planning program will use an existing series of courses in GIS offered by the Department of Geosciences. These course offerings will be incorporated into the program and complimented with additional applied courses in GIS that are especially tailored to planning and public policy development.

The proposed program will meet the needs of the large number and variety of communities in the State of Idaho. The program will equip students with the fundamentals of planning and methods as well as an understanding of the balance and interconnectedness of transportation, air quality, crime, housing, economic development, recreation, and other essential components of growth. The program will increase the capacity to perform research needed by local, county, state, and federal agencies. The program will provide local elected officials, current planners, and future planners with training opportunities to increase their effectiveness as planners. The



Master of Community and Regional Planning will increase the capacity of faculty members and graduate students to contribute to the formulation of public policy and to provide communities with a level of expertise in planning presently not available to them locally.

The Master of Community and Regional Planning has significant support from the following personnel at local businesses and state and local governmental and non-governmental agencies (see the letters of support in Appendix A):

George Iliff, Board Chair, and Nancy Vannorsdel, President and CEO	Boise Metro Chamber of Commerce
Scott Simplot, Chairman of the Board	J. R. Simplot Company
Judy Peavey-Derr, Governmental Affairs Director	Hubble Homes
Dennis L. Johnson, President, CEO	United Heritage Financial Group
Rob R. Perez, Senior Vice President & Manager	US Bank Commercial Real Estate Division
Phillip K. Kushlan, Executive Director	Capital City Development Corp.
Daren Fluke, AICP, Senior Planner	J-U-B Engineers, Inc.
Mark A. Bowen, VP, Area Manager	CH2MHill
Jenn Atkinson, Planner	Sage Community Resources
Bill Clark	Clark Development
Morty Prisament, AICP, Planning Manager	Tetra Tech
David Bieter, Mayor	City of Boise
Tom Dale, Mayor	City of Nampa
Garret L. Nancolas, Mayor	City of Caldwell
Tammy de Weerd, Mayor	City of Meridian
Nancy C. Merrill, Mayor	City of Eagle
John G. Evans, Mayor	City of Garden City
Scott Dowdy, J.D., Mayor	City of Kuna
Frank McKeever, Mayor	City of Middleton
Sharon Pratt, Michele Sherrer, Lan Smith, Commissioners	Gem County Board of Commissioners
Fred Tilman, Rick Yzaguirre, Paul Woods, Commissioners	Ada County Board of Commissioners
John S. Franden, President	Ada County Highway District
Kelli Fairless, Executive Director	Valley Regional Transit
Pamela K. Lowe, P.E., Director	Idaho Transportation Department
Daniel G. Chadwick, Executive Director	Idaho Association of Counties
Ken Harward, Executive Director	Association of Idaho Cities
Dale Dixon, Executive Director	Idaho Rural Partnership
Matthew J. Stoll, Executive Director	Compass Community Planning Association of Southwest Idaho
Patricia A. Nilsson, AICP, President	Idaho Planning Association
Frank Martin, Chair, ULI Idaho District Council	Urban Land Institute
Thomas M. Lay, Executive Director	Neighborhood Housing Services, Inc.
Tim M. Breuer, Executive Director	Land Trust of the Treasure Valley
Rachel Winer, Executive Director	Idaho Smart Growth

2. **Quality** – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.

Further, if this new program is a doctoral, professional, or research, it must have been reviewed by an external peer-review panel (see page 7, “Guidelines for Program Review and Approval). A copy of their report/recommendations must be attached.

The following measures will ensure the high quality of the proposed programs:

Regional Institutional Accreditation: Boise State University is regionally accredited by the NWCCU. Regional accreditation of the university has been continuous since initial accreditation in 1941. Boise State University is currently accredited at all degree levels (Associate, Bachelors, Masters, and Doctoral). As part of Boise State University’s compliance with NWCCU standards, all departments are required to prepare assessment reports for each degree program. Those reports include a description of expected program outcomes, means for their assessment, and the manner in which improvements will be instituted as a result of those assessments.

Specialized Accreditation: The Master of Community and Regional Planning is designed to meet the accreditation standards of the Planning Accreditation Board (PAB), the accrediting body, and will seek accreditation as soon as it meets initial graduation requirements. The PAB is a partnership between the Association of Collegiate Schools of Planning, the American Institute of Certified Planners, and the American Planning Association. The PAB administrative criteria include:

- A minimum of 5 FTE faculty members including full-time and part-time participants
- A minimum of 25 students have graduated from the program
- A minimum of two academic years of full-time study or the equivalent
- A focus of preparing students to become practitioners in the planning profession
- Establishing an independent entity headed by a clearly identified administrator (with rank of at least Associate Professor with tenure)

Curriculum criteria for knowledge components include:

- Knowledge of cities and their regional context, including geographical, political, economic, and social structure
- History and theory of planning practices
- Administrative, legal, and political aspects of plan-making and policy implementation

Curriculum criteria for skill components include:

- Problem formulation, research skills, and data gathering
- Quantitative analysis using computers
- Written, oral, and graphic communications
- Collaborative problem solving
- Synthesis and application of knowledge to practice

The core of the program will focus on the central areas paralleling the curriculum knowledge and skill components as listed above.

The four emphasis areas that will serve as the initial focus of the program are listed below. They were selected based on the needs assessment completed for the creation of the graduate certificate in Community and Regional Planning. They are:

- Environmental and Natural Resource Planning and Policy
- Land Use and Transportation Planning
- Economic Development Planning and Analysis
- Housing, Social, and Community Development Planning

Students will be required to complete a collaborative research project centered on the synthesis and application of knowledge to practice as part of their capstone experience. These projects will provide students “real world” planning experience. Students will utilize their classroom education and work under the supervision of University planning professionals and with local municipalities, businesses, and agencies on projects of import to our communities. In addition to the capstone course, students will be engaged with local communities through courses as appropriate.

Finally, an advisory council for the Community and Regional Planning program will be created and composed of representatives from the public sector, business, nonprofit, and academic communities. The Department of Public Policy and Administration will work with this Advisory Council to establish and maintain a program that addresses the demands of the community and the regional planning profession while maintaining the appropriate academic rigor for Master degree level work.

Institutional Program Review: The Boise State University Office of the Provost oversees the departmental review process, which occurs on a five year cycle. This process requires a detailed self study (including an outcomes assessment), a comprehensive review and site visit by external evaluators, and an in-depth analysis and evaluation of all graduate programs.

Admissions Policies: The Department of Public Policy and Administration is committed to the development and maintenance of rigorous selection and retention standards. Students applying for the Master of Community and Regional planning will be expected to have completed a bachelor’s degree. Program admission will require a 3.0 overall GPA, a combined score of 1000 on the GRE (verbal and quantitative), a resume, and letters of recommendation from academic faculty or employers. Students will be required to maintain a 3.0 GPA while enrolled in the program.

Other: The program will adhere to all policies and procedures of the Graduate College, which is assigned broad institutional oversight of all graduate degree and certificate programs.

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

The curriculum for the Master of Community and Regional Planning requires a core sequence in planning theory and methods. The emphasis areas allow students to specialize in one of four areas: environment and natural resources; land use and transportation; economic development; or housing, social and community development. The degree requires 36 hours of course work and 3 credit hours for a community-based project and professional report.

Master of Community and Regional Planning	
Course Number and Title	Credits
MCRP students must successfully complete 39 credit hours of approved MCRP course work. Eighteen semester credit hours are in planning and methods core courses. Eighteen additional semester credit hours are in the student's area of emphasis and the electives requirement. Additionally, all students complete a three-credit hour capstone experience. Course selection is made in consultation with the student's academic advisor.	
<b>Planning Core Sequence</b> Each MCRP student is required to complete the following core courses. The core courses emphasize the knowledge and skills necessary to be an effective planner.  CRP 5XX History and Theory of Planning .....3 CRP/PUBADM 520 Introduction to Community and Regional Planning ....3 CRP 5XX Economic Applications to Community and Regional Planning .3 CRP 5XX Plan Making and Implementation .....3	12
<b>Methods Core Sequence</b> The methods core courses require students to develop skills that will enable them to be effective planners and also provide an opportunity for students to obtain methodological skills that will be most appropriate to their professional goals.  <i>Required</i> CRP 5XX Community Data .....3 CRP 5XX Introduction to Policy Formation-Geographic Information Systems (GIS) or GEOG 560 Introduction to Geographic Information Systems .....3  <i>Choose one</i> CRP 5XX GIS Applications and Visualization Techniques in Planning .....3 CRP 5XX Qualitative Methods .....3 CRP 5XX Quantitative Methods .....3 GEOG 561 Remote Sensing and Image Processing .....3 GEOG 562 Geographic Information Analysis .....3 GEOG 563 Geospatial Project .....3	9

<b>Area of Emphasis Requirements</b>	9
<p>An area of emphasis is a concentration in the program that provides the student with a field of specialization. Each student is required to complete 9 credits hours drawn from one of the four areas of emphasis.</p>	
<b>1. Environmental and Natural Resource Planning and Policy</b>	
<i>Required</i>	
PUBADM 541 Environmental and Regulatory Policy and Administration...3	
<i>Choose two</i>	
CE 522 Hazardous Waste Engineering .....3	
CRP 5XX Sustainable Development .....3	
MHLTHSCI 510 Advanced Environmental Health .....3	
PUBADM 540 Contemporary Issues in Natural Resource and Environmental Policy and Administration.....3	
PUBADM 543 Public Land and Resource Policy and Administration .....3	
<b>2. Land Use and Transportation Planning</b>	
<i>Required</i>	
CRP 5XX Introduction to Land Use and Transportation Problems and Policy .....3	
<i>Choose two</i>	
CE 572 Transportation Planning .....3	
CE 575 Traffic Engineering .....3	
CMGT 570 Land Development .....3	
CRP/PUBADM 523 Planning and Zoning .....3	
CRP 5XX Public Finance for Planners.....3	
CRP 5XX Economics of Transportation Planning.....3	
CRP 5XX Housing Policy and Community Development .....3	
CRP 5XX Community Design and Site Planning .....3	
CRP/CMGT 5XX Sustainable Development .....3	
<b>3. Economic Development Planning and Analysis</b>	
<i>Required</i>	
CRP 5XX State, Regional and Community Economic Development .....3	
<i>Choose Two</i>	
CRP 5XX Public/Private and Mixed Enterprises Planning .....3	
CRP 5XX Real Estate Development.....3	
CRP 5XX Public Finance for Planners.....3	
CRP 5XX Downtown Revitalization .....3	
<b>4. Housing, Social, and Community Development Planning</b>	
<i>Required</i>	
CRP 5XX Housing Policy and Community Development .....3	
<i>Choose Two</i>	
CMGT 570 Land Development .....3	
CRP/PUBADM 523 Planning and Zoning .....3	
CRP 5XX Public Finance for Planners.....3	
CRP 5XX Real Estate Development .....3	
CRP 5XX Community Design and Site Planning .....3	
CRP 5XX Sustainable Development.....3	

CRP 5XX State, Regional and Community Economic Development .....3 DISPUT 502 Negotiation Theory and Practice .....1 DISPUT 503 Conflict Intervention Methods .....1 DISPUT 504 Facilitating Groups in Conflict .....1	
<b>Elective Courses</b> Students must complete 6 elective semester credit hours in addition to their area of emphasis and core requirements. These credits may be taken as courses or as a CRP 696 Directed Research which relates to their area of emphasis. CE 527 (GEOS 526) Aqueous Geochemistry .....3 CE 564 Seepage, Drainage, Flow Nets and Embankments .....3 CRP/PUBADM 522 Planning: Process and Practice .....3 CRP 5XX Legal Frameworks .....3 CRP 581 Environmental and Natural Resources..... 1-3 CRP 582 Land Use and Transportation ..... 1-3 CRP 583 Economic Development ..... 1-3 CRP 584 Housing, Social, and Community Development ..... 1-3 GEOS 512 (CE 512) Hydrogeology .....3 GEOS 516 (CE516) (GEOPH 516) Hydrology .....3 HIST 594 Workshops..... 1-3 MHLTHSCI 517 Principles of Toxicology .....2 MHLTHSCI 542 Hazardous Waste Management .....2 MHLTHSCI 560 Public Health Disaster Preparedness Planning – Risk Management .....3 PUBADM 501 Public Policy Process .....3 PUBADM 521 Intergovernmental Relations.....3 PUBADM 560 State and Local Government Policy and Administration ....3 PUBADM 581 Natural Resource & Environmental Policy..... 1-3 PUBADM 582 Public Policy and Policy Analysis ..... 1-3 PUBADM 583 Public Management Skills and Techniques..... 1-3 PUBADM 586 Community and Regional Planning ..... 1-3 Any courses in the emphasis areas that are beyond the required methods or emphasis area credits hours needed can count as electives as well as other appropriate graduate classes with advisor approval. HIST 594 and PUBADM 581, 582, and 583 can only be taken for elective credit with permission of the CRP program coordinator.	6
<b>Planning Internship</b> CRP 590 Planning Internship .....3	3
<b>Capstone Experience</b> CRP 600 Assessment [Capstone Course] .....3 This culminating activity is a collaborative problem-solving project – planning practicum.	3
<b>TOTAL</b>	<b>42</b>

### Planning Internship

Those MCRP students with at least one year of planning experience may waive the internship requirement. The internship is served in either the private sector, a public or non-profit agency

at the state or local level, or in an appropriate organization, such as a private developer or engineering firm. The internship component comprises three (3) credit hours. The internship is meant to be a meaningful experience for both the MCRP student and the organization in which the internship is served. Through the internship, students can further enhance their preparation for work in the planning profession. At the same time, they are expected to make a valuable contribution to their assigned organizations. The internship is usually served when the student has completed at least one half of the course work in MCRP.

CE - CIVIL ENGINEERING  
CMGT - CONSTRUCTION MANAGEMENT  
CRP - COMMUNITY AND REGIONAL PLANNING  
DISPUT- DISPUT RESOLUTION  
GEOG - GEOGRAPHY  
GEOS – GEOSCIENCES  
HIST – HISTORY  
MHLTHSCI - MASTER HEALTH SCIENCE  
PUBADM - PUBLIC ADMINISTRATION

**CE 522 HAZARDOUS WASTE ENGINEERING (3-0-3) (F/S).** Physical, chemical, and biological treatment of hazardous wastes. Consideration of legal and political issues. PREREQ: CHEM 112.

**CE 527 (GEOS 526) AQUEOUS GEOCHEMISTRY (3-0-3) (F/S).** Basic tools and topics of aqueous geochemistry with an emphasis on low temperature processes in natural waters. Essentials of thermodynamics, kinetics, aqueous speciation, mineral-water interaction, and elemental cycling in the context of surficial earth processes and environmental challenges. May be taken for CE or GEOS credit, but not both. PREREQ: PERM/INST.

**CE 564 SEEPAGE, DRAINAGE, FLOW NETS AND EMBANKMENTS (3-0-3) (F/S).** Emphasis on the applied aspects of groundwater flow and seepage through porous media from a theoretical point of view; examination and development of governing field equations; flow net construction, modeling techniques, filter design, construction dewatering; simplified design of small earthfill dams and slope stability of embankments. PREREQ: CE 360, CE 361.

**CE 572 TRANSPORTATION PLANNING (3-0-3) (S) (Odd years).** Theory and practice of transportation planning at the metropolitan as well as regional levels. Use of software and completion of a project will be required. Recent advances in transportation planning will be introduced. PREREQ: CE 370 or PERM/INST.

**CE 575 TRAFFIC ENGINEERING (3-0-3) (F) (Odd years).** Covers the theory and practice of traffic operations, control, and management. Topics include traffic signal systems, isolated and area-wide signal system operations, and traffic simulation. Use of software and completion of a project will be required. PREREQ: CE 370 or PERM/INST.

**CMGT 570 LAND DEVELOPMENT (3-0-3) (F/S).** An overview of the land development process, including planning, design, construction, and sale of various types of real estate. Key concepts in successful development, feasibility studies, site selection and improvement, government policy and regulation, project planning and master planning, design of public infrastructure, and construction of site improvements.

**CRP/PUBADM 520 INTRODUCTION TO COMMUNITY AND REGIONAL PLANNING (3-0-3) (F/S).** A study of the theories, objectives, techniques, and problems of governmental planning within cities, metropolitan areas and regions, as well as at the national level of government in the United States. A discussion of the planning profession and the politics of planning.

**CRP/PUBADM 522 PLANNING: PROCESS AND PRACTICE (3-0-3) (F/S).**

Examines the role of planners and the processes and techniques used in the planning profession. Types of economic analysis, forces in the development of cities, human capital and non-labor resources, making plans, strategic planning, involving the public and citizen participation.

**CRP/PUBADM 523 PLANNING AND ZONING (3-0-3) (F/S).** Examines zoning theory, concepts, techniques and procedures in the practice of zoning. An introduction to zoning; the process; the legal aspects of zoning and its financing; implementing the comprehensive plan and integrating city and regional plans; responsible growth; and the transportation/land use connection.

**CRP 5XX INTRODUCTION TO POLICY FORMATION–GEOGRAPHIC INFORMATION SYSTEMS (GIS) (3-0-3) (F/S).** Use computers and ArcGIS software to analyze public policy problems that have a geographic component. The course has three objectives: To become familiar with ArcGIS, to learn about as well as how to utilize geographic data, and to perform spatial analysis.

**CRP 5XX INTRODUCTION TO LAND USE AND TRANSPORTATION PROBLEMS AND POLICY (3-0-3) (F/S).** Examines the linkages between land use and transportation in the planning process. Analysis of policies relating to transportation alternatives; institutional environment and background; federal, state, regional, and local agency responsibilities and interactions.

**CRP 5XX HISTORY AND THEORY OF PLANNING (3-0-3) (F/S).** Examines the scope and historical development of planning. Competing and complementary theories on the practice of planning, social and physical development policy. Considers the development of modern regional city centers.

**CRP 5XX ECONOMIC APPLICATIONS TO COMMUNITY AND REGIONAL PLANNING (3-0-3) (F/S).** Economic concepts and tools of analysis for public policy and planning. Examines micro and macro approaches for understanding economic behavior, and developing solutions to economic problems with applications to the environment, housing, poverty, and economic development.

**CRP 5XX PLAN MAKING AND IMPLEMENTATION (3-0-3) (F/S).** Considers the theory and practice of strategic planning, strategic management, and project implementation. Approaches to designing and conducting strategic planning, including specific techniques for conducting environmental scans, SWOT analyses, strategic issue identification, and strategy formulation as well as project management tools are examined.

**CRP 5XX COMMUNITY DATA (3-0-3) (F/S).** Reviews the history of community indicators, examines conceptual foundations and operationalization of indicators of economic, social, institutional and environmental health and vitality that have been developed and used by urban and rural communities in the US and elsewhere.



**CRP 5XX GIS APPLICATIONS AND VISUALIZATION TECHNIQUES IN PLANNING (3-0-3) (F/S).** Topics include urban ecology/land use/cartography; methods of market areas analysis; graphic analysis; gravity concepts within transportation analysis; urban climate; ecosystems McHarg method/floodplain; and visualization techniques and community participation.

**CRP 5XX QUALITATIVE METHODS (3-0-3) (F/S).** Interviews, observation, focus group methods are examined in relation to planning and public administration. Other topics include communication skills in terms of writing, presentation, interpersonal dialogue, and group process.

**CRP 5XX QUANTITATIVE METHODS (3-0-3) (F/S).** Basic statistical skills for policy research in planning and decision making including regression and time series. Other topics include research design and survey creation, implementation, and reporting of results.

**CRP 5XX ECONOMICS OF TRANSPORTATION PLANNING (3-0-3) (F/S).** Economic analysis of transportation planning including land use and transportation systems as well as transportation investments. Social and environmental impacts, incentive structures, alternate travel, investment guidelines, and technological change will be considered. Student will apply methods to evaluate various proposals.

**CRP 5XX PUBLIC/PRIVATE AND MIXED ENTERPRISES PLANNING (3-0-3) (F/S).** Case studies of planning and public/private and mixed enterprises; public production of private goods; privatization of public services; public/private partnerships; mixed enterprises.

**CRP 5XX PUBLIC FINANCE FOR PLANNERS (3-0-3) (F/S).** Examines public finance concepts for planners; budgets, local taxation options, expenditures, and debt financing. Specific topics include alternatives to the property tax; development exactions; tax-increment financing; and the possible implications of demographic changes (e.g., aging and immigration) on local budgets.

**CRP 5XX DOWNTOWN REVITALIZATION (3-0-3) (F/S).** Examines growth and revitalization for downtowns and commercial districts. Includes evolution of downtown areas and theoretical explanations for commercial location, approaches to maintaining activities in commercial areas in both urban and rural locations.

**CRP 5XX COMMUNITY DESIGN AND SITE PLANNING (3-0-3) (F/S).** Community design considered in concert with geological, aesthetic, environmental, and legal issues of site planning. Environmentally sensitive areas compatibility with surrounding development and zoning are considered.

**CRP 5XX SUSTAINABLE DEVELOPMENT (3-0-3) (F/S).** Explores the many challenges of achieving sustainable development at the local, regional and national levels. A broad range of sustainable development topics, tools, and techniques are examined.

**CRP 5XX STATE, REGIONAL AND COMMUNITY ECONOMIC DEVELOPMENT (3-0-3) (F/S).** Examination of regional, state, and local economic development theory, analysis, policy and administration.

**CRP 5XX HOUSING POLICY AND COMMUNITY DEVELOPMENT (3-0-3) (F/S).** This course examines housing policy and programs at the federal, state, and local levels as well the role of

community based organizations involved in housing activities. Also considers social and community development aspects of neighborhoods and metropolitan regions.

**CRP 5XX REAL ESTATE DEVELOPMENT (3-0-3) (F/S).** Fundamentals and techniques of real estate development including the influence of public interest, private investment, public policies and the use of investment analysis methods.

**CRP 5XX LEGAL FRAMEWORKS (3-0-3) (F/S).** Introduction to public interest, state, and federal constitutional law. Examines the legal tools and, pivotal courts decisions, and landmark legislation in land use law such as Kelo v. New London as well as environmental justice cases, civil rights, and fair housing acts.

**CRP 590 INTERNSHIP (Variable credit).** Arranged as field experience for those students with no or little prior experience in community and regional planning. Such internships will be established and arrangements made for placement through the MCRP Internship Director.

**CRP 594 CONFERENCE OR WORKSHOP (1 credit).** Conferences or workshops covering various topics in planning or public administration may be offered on an irregularly scheduled basis, according to student interest and staff availability. No more than 3 credits provided through conferences or workshops can be applied toward the MCRP.

**CRP 595 READING AND CONFERENCE (1-4 credits).** Directed reading on selected materials in community and regional planning and discussion of these materials, as arranged and approved through the student's major advisor.

**CRP 597 SPECIAL TOPICS (1-3 credits).** These courses are offered occasionally. Examples of Special Topics courses offered include and citizen participation, designing parks and open space, and green building.

**CRP 696 DIRECTED RESEARCH (3 credits).** Students work with a single professor in completing a project that includes original research.

**CRP 600 ASSESSMENT [Capstone Course] (3-0-3) (F/S).** Practical planning experience in community settings. Students work in teams for actual clients gaining experience and exposure to real planning needs and problems.

**DISPUT 502 NEGOTIATION THEORY AND PRACTICE (1-0-1) (F).** The successful manager in professional settings is involved in a variety of negotiation activities. The tactics, strategies, and operations of effective and ineffective bargaining/negotiation behaviors will be presented. The course develops negotiator skills and knowledge leading to collaborative based action and solutions.

**DISPUT 503 CONFLICT INTERVENTION METHODS (1-0-1) (F).** This course overviews the various contexts of third party intervention into conflict: facilitation, public involvement processes, mediation, and arbitration, and develops skills at first level supervisor/manager intervention into employee conflicts.

**DISPUT 504 FACILITATING GROUPS IN CONFLICT (1-0-1) (S).** Public input processes on controversial issues may generate conflict. The causes and skills for facilitating public input processes will be discussed, as well as techniques for facilitating conflict within small and large group meetings.

**GEOG 560 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (2-2-3) (F/S).**

Designed for graduate students with no background in geographic information systems, or GIS, who wish to use these techniques in their research. Introduces the student to GIS concepts and principles. Lab fee. PREREQ: PERM/INST.

**GEOG 561 REMOTE SENSING AND IMAGE PROCESSING (2-2-3) (F/S).** Introduces students to acquisition, interpretation, and analysis of digital imagery. Applications presented in different contexts including forestry, geology, ecology, and urban planning. Lab exercises focus on digital image processing, georeferencing and image interpretation and analysis. Lab fee. PREREQ: GEOG 560 or PERM/INST.

**GEOG 562 GEOGRAPHIC INFORMATION ANALYSIS (2-2-3) (F/S).** For graduate students with previous GIS experience or course work. Covers the operations and spatial analysis capabilities of a GIS, including spatial data models and data structures, spatial data management, and the spatial statistical analyses used to solve various problems. Lab fee. PREREQ: GEOG 561 or PERM/INST.

**GEOG 563 GEOSPATIAL PROJECT (1-6-3) (F/S).** For graduate students with extensive previous GIS experience or course work. Students will independently identify a problem, design, implement and complete a project utilizing geospatial techniques and analysis of that problem. This course and the project are intended to supplement thesis or dissertation research. Lab fee. PREREQ: GEOG 562 or PERM/INST.

**GEOS 512 (CE 512) HYDROGEOLOGY (3-0-3) (F).** The study of subsurface water and its relationship to surface water, the hydrologic cycle, and the physical properties of aquifer systems. Flow nets and flow through porous and fractured media. Methods of determination of aquifer characteristics and performance and groundwater modeling. May be take for either CE or GEOS credit, but not both. PREREQ: MATH 175

**GEOS 516 (CE516) (GEOPH 516) HYDROLOGY (3-0-3) (S).** Interdisciplinary earth science concerned with movement and occurrence of water. Watershed-based hydrologic phenomena including hydrologic cycle water-cycle analysis, precipitation, evapotranspiration, snow-snowmelt, streamflow, floods, routing and surface runoff events. Application of analytical techniques to solve water resources problems. May be take for CE, GEOPH, or GEOS credit, but not in more than one department. PREREQ: MATH 175 or PERM/INST.

**MHLTHSCI 510 ADVANCED ENVIRONMENTAL HEALTH (3-0-3) (F/S).** As a review for the practicing professional and foundation for the recent graduate, discussion will focus on current issues in environmental health management. The course will provide an overview of basic concepts of water quality management, food protection, solid and hazardous waste management, vector and occupational hazards control and others, and will emphasize effective management and decision-making models. PREREQ: Admission to Graduate Program in Master of health Science or Nursing.

**MHLTHSCI 517 PRINCIPLES OF TOXICOLOGY (2-0-2) (F/S).** An examination of the absorption, distribution, and excretion of toxicants and the health effects on target organs. Toxicologic evaluation, risk assessment, fate of hazardous substances in the environment and policies for the control of such substances will also be discussed. The course is taught concurrently with an undergraduate section, with additional course work and/or projects required

of graduate students. PREREQ: Admission to MHS program and one year each undergraduate chemistry and biology for science majors, or PERM/INST.

**MHLTHSCI 542 HAZARDOUS WASTE MANAGEMENT (2-0-2) (S).** Historical, regulatory, and technical aspects of hazardous waste management, relating primarily to the requirements of the Resource Conservation and Recovery Act and the Comprehensive Environmental Reclamation, Compensation, and Liability Act.

**MHLTHSCI 560 PUBLIC HEALTH DISASTER PREPAREDNESS PLANNING—RISK MANAGEMENT (3-0-3) (F) (Even years).** Risk assessment or risk management methods in public health disaster preparedness planning will be presented in context of natural and human-caused disasters. The environmental, economic, and social consequences for communities will be studied. PREREQ: Graduate standing or PERM/INST.

**PUBADM 501 PUBLIC POLICY PROCESS (3-0-3) (F/S).** Process of policy-making both within an agency and within the total governmental process, emphasizing policy and program planning, policy implementation and the value system of administrators.

**PUBADM 540 CONTEMPORARY ISSUES IN NATURAL RESOURCE AND ENVIRONMENTAL POLICY AND ADMINISTRATION (3-0-3) (F/S).** Examines current and topical issues and controversies in natural resource and environmental policy from the perspective of public policy and public administration.

**PUBADM 541 ENVIRONMENTAL AND REGULATORY POLICY AND ADMINISTRATION (3-0-3) (F/S).** Examines aspects of environmental regulatory politics and policy. Topics examined include the politics of regulation, pollution and energy policy, and intergovernmental environmental management.

**PUBADM 543 PUBLIC LAND AND RESOURCE POLICY AND ADMINISTRATION (3-0-3) (F/S).** Examines the major issues, actors, and policies affecting the public lands and resources of the United States. Special attention is paid to the processes, institutions, and organizations that influence how public land policy and resource policy is made.

**PUBADM 560 STATE AND LOCAL GOVERNMENT ADMINISTRATION (3-0-3) (F/S).** This course examines state and local government administration in a political and organizational context and the role of state and local governments in policy administration within the U.S. federal system.

**SELECTED TOPICS (1-3 Variable).** To be offered as staff availability permits:

**PUBADM 581 NATURAL RESOURCE & ENVIRONMENTAL POLICY**

**PUBADM 582 PUBLIC POLICY AND POLICY ANALYSIS**

**PUBADM 583 PUBLIC MANAGEMENT SKILLS AND TECHNIQUES**

**CRP 581 ENVIRONMENTAL AND NATURAL RESOURCES**

**CRP 582 LAND USE AND TRANSPORTATION**

**CRP 583 ECONOMIC DEVELOPMENT**

**CRP 584 HOUSING, SOCIAL, AND COMMUNITY DEVELOPMENT**

- b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

Fourteen official faculty members (tenured or tenure-track) from the Colleges of Social Sciences and Public Affairs, Arts and Sciences, Engineering, and Business and Economics will participate in the program. In addition, Boise State University plans to hire three new full-time faculty members with doctorates in planning who will be dedicated to the Master of Community and Regional Planning program. The FTE teaching assignments of the official (tenured or tenure-track) faculty members in the third year of the program (FY12) are given in the table below:

Regular Faculty	College/Department	Expertise	Teaching Responsibility in Program
New Faculty #1 and Director Assoc Prof Ph.D.	SSPA/Community and Regional Planning	Methods/GIS	40% FTE
New Faculty #2 Assoc Prof Ph.D.	SSPA/Community and Regional Planning	Economic and Community Development	66% FTE
New Faculty #3 Assoc Prof Ph.D.	SSPA/Community and Regional Planning	Land Use/Sustainability	66% FTE
John Freemuth Prof Ph.D.	SSPA/ Public Policy and Administration	Environmental Policy	33% FTE
Patricia Fredericksen Assoc Prof Ph.D.	SSPA/Public Policy and Administration	Public Administration	12% FTE
Suzanne McCorkle Prof Ph.D.	SSPA/ Public Policy and Administration	Dispute Resolution	5% FTE
Richard Kinney Prof Ph.D.	SSPA/Political Science	Public Policy	5% FTE
Greg Hill Asst Prof Ph.D.	SSPA/Public Policy and Administration	Public Administration	5% FTE
Susan Mason Asst Prof Ph.D.	SSPA/Political Science	Public Policy and Urban Development	33% FTE
Dale Stephenson Assoc Prof Ph.D.	SSPA/Environmental Health	Environmental Health	10% FTE
Uwe Reischl Prof Ph.D.	SSPA/ Community and Environmental Health	Disaster Preparedness	10% FTE
David Wilkins Assoc Prof Ph.D.	A &S/Geosciences	GIS	10% FTE
Shawn Benner Asst Prof Ph.D.	A & S/ Geosciences	Hydrology	3% FTE
James McNamara Prof Ph.D.	A & S/ Geosciences	Hydrology	5% FTE
Rebecca Mirsky Assoc Prof Ph.D.	Engineering/ Construction Management	Land Use	16% FTE
Mandar Khanal Assoc Prof Ph.D.	Engineering/ Civil Engineering	Transportation Planning	16% FTE
Sian Mooney Assoc Prof Ph.D.	Bus and Economics/ Economics	Agricultural/Environmental Economics	3% FTE

Six adjunct faculty members will also participate in the program by teaching graduate level coursework:

**JoAnn Butler J.D. Chicago-Kent College of Law**, Illinois Institute of Technology, Chicago, IL 1987. She has also earned a Certificate in Environmental and Public Utilities Law and an MA in Geography. She is a partner in Boise law firm of Spink Butler, LLP and concentrates her practice on real estate, land use, and business law. Land use experience includes working with developers and local governments to guide commercial, residential and industrial development through planning, annexation and zoning procedures. She has authored various articles and monographs on planning and zoning issues and techniques and their influence on private and public development. Prior to her law experience, she was a research officer with the American Planning Association in Chicago and the Director of its Planning Advisory Service.

**Bill Clark MA., Master of Urban and Regional Planning**, University of Oregon, Eugene, OR. 1974. President and founder of Clark Development; involved in residential, resort and commercial projects in both consultant and principal roles in Boise, Seattle, Portland and elsewhere in the western US. Also, served as Asst Professor, Dept of Urban and Regional Planning, University of Oregon (UO), 1974-1976, and taught courses on part-time basis at UO through 2000.

**David Eberle, Ph.D., Economics**, University of Nebraska, 1995. Sole proprietor of W. David Eberle, Consulting, Inc experience conducting projects such as economic impact models for one-way as compared to two-way road designs, economic valuation model for estimating the financial impact on a private golf and Socio-economic analysis of the potential impact of six different urban design plans for revitalizing older neighborhoods, developing greenfields and city centers. He has been an incorporator for the Boise Improvement District, Idaho Small Business Development Center, and The Land Trust of the Treasure Valley. And, most recently Dr. Eberle was elected to the Boise City Council and serves on the board of the Capital City Development Corporation. He also taught full-time from 1983-1993 at the College of Idaho Economics Department.

**Don Kostelec, MA., AICP., Master of Urban Planning and Policy**, University of Chicago, Chicago, IL. 2001. Manager, Planning and Programming for Ada County Highway District, a regional agency in Boise, Idaho. Manages planning, and programming, funding, and utility sectors including comprehensive planning, short and long range planning, capital planning, multi-modal planning, project management, and agency coordination for six cities and unincorporated Ada County.

**Diane Kushlan MA., AICP., Master of City Planning**, San Diego State University, San Diego, CA. 1973. Sole proprietor of Planning and Management Services, a firm providing assistance to local governments in Idaho. Clients include the cities of Boise, Caldwell, Garden City, Meridian, Middleton, Mountain Home, Nampa, and Sun Valley; the Urban Land Institute; Ada County Highway District; Caldwell Economic Development Council, the University of Idaho, and the Valley Ride Transit Agency.

**Whitney Rearick, MA., Master of Urban and Environmental Policy and Planning**, Tufts University, Medford, MA 2001. Manager of Facilities and Space Planning for Boise State University. Previous experience as a developer of affordable housing at Mercy Housing in Nampa and in Newton, MA.

The three new faculty members along with the existing fourteen faculty members and six adjunct faculty members are sufficient to begin the proposed program. An additional three adjuncts will be needed as the program expands and students get more involved in community based projects.

c. Student – briefly describe the students who would be matriculating into this program.

Students matriculating in the proposed program will be primarily of two types. One type will be interested in a career as a professional planner, and will be seeking appropriate applied coursework and practical project-based experience. The other type will be students interested in a research-based and/or academic career in planning that will be seeking preparation to pursue a doctoral degree at a major university. The subject focus and structure of the programs are likely to be attractive to students from inside and outside Idaho.

Students enrolling in the program will have a variety of backgrounds, with baccalaureate degrees in economics, geography, history, English, architecture, sociology, engineering, political science and other disciplines. Most students will be part-time students, but there will be some full-time students.

d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Personnel: The Master of Community and Regional Planning program will be administered by a director of the program who is a faculty member with a specialty in planning, and a full-time administrative assistant.

Graduate Assistantships: The program budget includes proposed funding for the support of six full-time graduate assistants with academic year stipends and full tuition and fee waivers. These graduate assistants will not have responsibility for delivering courses in the graduate planning program, but may assist the program and the Department of Public Policy and Administration in other ways. Additional graduate assistantships will be offered based on grant funding.

Library: Under the graduate certificate program, the department has begun to expand the library planning holdings in anticipation of offering more graduate level courses. Additional funding of \$7,000 annually is proposed to further expand the library holdings related to planning.

Equipment: A new computer laboratory for teaching methods courses in GIS, community data, qualitative and quantitative analysis, impact analysis, and visualization techniques in planning will require the acquisition of new computer hardware and software. The new computer laboratory, as well as office space for the new faculty members, will be accommodated in a new building planned for the eastern main Boise campus, and currently in the schematic design phase (occupancy scheduled for spring or fall 2010). Existing Boise State University campus facilities will accommodate the program during its first year.

e. Future plans – discuss future plans for the expansion or off campus delivery of the proposed program.

At present there are no plans to expand the proposed program off campus.

3. **Duplication** – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication.

Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

Boise State University is entrusted with the statewide mission in social sciences and public affairs, is located in the state capital and largest metropolitan area, and is charged by its strategic plan with community engagement. The proposed MCRP program will connect the university's scholarly expertise in public policy, the environment, land use, transportation, and economic policy-making with the professional expertise of planning from Boise and the surrounding area. The proposed program will also build upon the recently developed graduate certificate program in Community and Regional Planning, which Boise State University began offering in Fall 2006.

The University of Idaho presently offers three graduate degrees in the College of Art and Architecture that touch on some aspects of planning and that involve several faculty members with graduate degrees in architecture:

- Master of Arts in Architecture (M.A. Architecture)
- Master of Architecture (M. Architecture.)
- Master of Science in Landscape Architecture (M.S. Landscape Architecture)

It is important to note that these architecture degrees are not planning degrees. Furthermore, architecture and landscape architecture have their own accrediting agencies distinct from PAB (i.e., the National Architecture Accreditation Board and the Landscape Architecture Accreditation Boards). Only PAB is devoted to professional planning education.

The University of Idaho recently submitted Notices of Intent and a Full Proposal, presently under consideration by CAAP, to create a program that offers, at the UI Moscow campus, a Master of Science and a Graduate Certificate in Bioregional Planning and Community Design. The proposed UI programs will have a greater emphasis on bioregional planning and natural resources planning than will the proposed BSU program in Master of Community and Regional Planning. However, there will be partial overlap between the programs in the subdisciplines covered. In addition, both programs will (i) produce professional planners, (ii) provide training opportunities for current planners, elected officials, and other community leaders; (iii) work with Idaho communities to work with local communities on planning projects. UI will not be offering their Master of Science in Bioregional Planning and Community Design in the Treasure Valley with the exception of serving the needs of students in the areas of design and physical planning (e.g., landscape planning, architectural planning, interior design planning). BSU and UI will seek mutually agreeable ways to collaborate and cooperate so as to strengthen the programs of both institutions.

An examination of the graduate programs in surrounding states (see table below) shows that most neighboring states offer at least one graduate planning degree. Several of the programs are narrowly focused on urban planning, bio-regional planning, or land use planning.

The creation of a new Master of Community and Regional Planning program at Boise State University will serve the needs of Idaho students and communities in the following ways:



- The proposed program will emphasize four highly relevant areas: environmental and natural resources; land use and transportation; economic development; and housing, social and community development planning.
- Consistent with its metropolitan character and emphasis on community engagement, Boise State University's Master of Community and Regional Planning will focus on the preparation of professional planners who would be employable in local, state, and federal agencies as well as by developers and consulting companies.

<b>Master-level Programs in Planning in Idaho and Adjacent States</b>	
Institution and Programs	Institution and Programs
<p><b><u>IDAHO</u></b>  <b>Boise State University:</b>  none*</p> <p><b>Idaho State University:</b>  none</p> <p><b>University of Idaho:</b>  none</p> <p><b><u>MONTANA</u></b>  <b>Montana State University:</b>  none</p> <p><b>University of Montana:</b>  none</p> <p><b><u>NEVADA</u></b>  <b>University of Nevada -- Las Vegas:</b>  none</p> <p><b>University of Nevada – Reno:</b>  Master of Land Use Planning Policy</p> <p><b><u>UTAH</u></b>  <b>University of Utah:</b>  Master of Urban Planning</p> <p><b>Utah State University:</b>  Master of Bioregional Planning</p>	<p><b><u>OREGON</u></b>  <b>Oregon State University:</b>  none</p> <p><b>Portland State University:</b>  Master of Urban &amp; Regional Planning**</p> <p><b>University of Oregon:</b>  Master of Community and Regional Planning**</p> <p><b><u>WYOMING</u></b>  <b>University of Wyoming:</b>  Master of Planning</p> <p><b><u>WASHINGTON</u></b>  <b>Eastern Washington University:</b>  Master of Urban and Regional Planning**</p> <p><b>University of Washington:</b>  Master of Urban Planning**</p> <p><b>Washington State University:</b>  Master of Regional Planning</p>

\*Boise State University offers a graduate certificate program in Community and Regional Planning.

\*\* PAB Accredited Program

\*\*\*The University of Idaho has proposed the creation of a Master of Science and a Graduate Certificate in Bioregional Planning and Community Design.

- There is extensive local need for a master' program in planning. Many professionals and other individuals are not in a position to pursue graduate degrees and/or coursework in neighboring states, but are place-bound because of personal or professional constraints that keep them in Boise.
- Boise State University is located in the largest metropolitan area of Idaho. Boise is also the location of the headquarters of all state agencies and many federal agencies. Such co-location provides direct interaction for graduate students and their mentors with agencies that need their research and in many cases fund their research. It is much easier for agency personnel to work with researchers in their own location than to travel out of the state.

In sum, Boise State University's Master of Community and Regional Planning program will have emphases that differ from those at other institutions, will provide the opportunity for students to pursue coursework and advanced degrees in planning, and will benefit agencies and other entities in southwest Idaho and throughout the state with research and projects that directly address local problems.

4. **Centrality** – documentation ensuring that program is consistent with the Board's policy on role and mission is required. In addition, describe how the proposed program relates to the Board's current Statewide Plan for Higher Education as well as the institution's long-range plan.

The proposed Master of Community and Regional Planning program is consistent with the current role and mission statement formulated for Boise State University by the State Board of Education (SBOE) The following are excerpts from our current role and mission statement:

*"Boise State University will formulate its academic plan and generate programs with primary emphasis on ... the social sciences...[as well as several other fields]"*,

*"...offers a variety of master's and select doctoral degrees consistent with state needs..."*

*"...conducts coordinated and externally funded research studies."*

*"...is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research..."*

The proposed program is also consistent with the SBOE Eight-Year Plan for Delivery of Academic Programs (two-year update approved 8-10-06). According to the 8-year plan, Boise State University is assigned the statewide mission for "public policy" and "urban regional planning", including master's and doctoral programs in public policy, doctoral programs in public administration, master's and doctoral programs in urban studies, master's and doctoral programs in urban and regional planning, and master's and doctoral programs in social work.

The proposed program is also consistent with *Charting the Course*, the strategic plan for Boise State University. No thriving metropolitan region exists in the U.S. without a viable institution of higher education in its midst. Boise State University's vision is to become a metropolitan research university of distinction. The University is growing its endowment, its research capacity, and directly serves well over 19,000 students through its eight colleges. A program leading to the Master of Community and Regional Planning degree will add to the strategic vision of the university by providing additional avenues to develop networking and outreach opportunities with the community as well as recruit and retain an academically-prepared and diverse student body. The Master of Community and Regional Planning program will also strengthen and enhance educational opportunities for students at the graduate level.

In terms of community engagement, the Master of Community and Regional Planning program will provide a unique partnership between university educators and researchers and the increasingly urbanized Boise-Nampa metropolitan areas which recently passed the half-million population milestone. The program provides the community and region a way to:

- address pressing issues of growth, economic development, and quality of life
- provide resources (faculty and students) to the planning community, state and local governments, and other groups and organizations;
- educate future planners for Idaho;
- provide a source of information about growth, economic development, and quality of life in one convenient location.

**5. Demand** – address student, regional and statewide needs.

- a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and on-going assessment. (See the Board's policy on outcome assessment.)

1. The Need for a Graduate Program by Communities and Agencies both Locally and Statewide  
Analysis by CCBenefits, Inc, predicts Boise's 10 county service region will have six openings (new positions plus turnover) annually for Community and Regional Planners and a total of 15 new positions in the next five years. Idaho is predicted to have 12 openings annually for Community and Regional Planners and a total of 25 new positions in the next five years.

Urban and regional planning is a rapidly growing professional field. The Occupational Outlook Handbook published by the U.S. Department of Labor provides the following commentary:

- Local governments employ 7 out of 10 urban and regional planners;
- Most entry-level jobs require a masters degree; bachelor degree holders may find some entry-level positions, but advancement opportunities are limited;
- Most new jobs will arise in affluent, rapidly growing urban and suburban communities.

Community members, government officials, and business leaders recognize that issues such as suburban sprawl, air and water quality, social inequalities, traffic congestion, and crime threaten both the quality of life and ability to sustain economic development. Boise State University believes that the situation in the Treasure Valley, as well as other growing regions, is conducive to the creation of a nationally accredited graduate program that will produce professional planners to meet the critical need in Idaho and the Intermountain West.

In the fall of 2005, several Idaho county commissioners and real estate developers contacted Boise State University about their needs for professionally trained planners in their communities. Feedback as part of the needs assessment for the graduate certificate program in Community and Regional Planning indicated that there is substantial demand for professionally trained planners not just in the Treasure Valley, but also throughout the state. This feedback specifically revealed a lack of available training such that many towns in the region do not have planners. Additionally, of the communities that do have planners, many of them have untrained citizen planners. The graduate certificate program in Community and Regional Planning which began in the fall 2006 semester at Boise State University was a first step to address the critical

demand for professionally trained planners in the region and throughout the state. The proposed program will be the only true Master of Community and Regional Planning program in the Intermountain West. The University of Utah has a new urban planning program, and bachelor's and master's programs in landscape architecture and a bio-regional planning program. The University of Nevada has a program in land use planning and the University of Wyoming has a planning degree but there are no graduate programs in community and regional planning in the Intermountain West and no graduate level programs at all in Montana or Idaho.

Boise State University is located in the state center of public policy and administration. Boise is the state capital, and is the largest city and the seat of the most populous county in Idaho. The southwest Idaho region is one of the fastest growing areas in the country. With this growth comes increased demand for expertise in the planning process in the region, throughout the state and potentially the entire Intermountain West.

A number of cities and counties as well as consulting firms have indicated there is a substantial need for professionally trained planners. Agencies and industry also need local educational opportunities to better recruit, educate, and retain their employees. Many companies assess the availability of appropriate educational programs before locating to an area. It can be argued that the lack of a local master level program in planning is holding back the growth in many sectors. In particular, there exists an unmet need in several fields of planning: transportation, environmentally sustainable projects; adequate infrastructure development; and affordable housing to name a few. The lack of a trained workforce to address the increasing number of growth management issues hampers the way the Boise-Nampa region and State of Idaho can address these concerns during this period of high population growth and into the future.

The following quotes from letters of support illustrate the need for the proposed program:

*"...A Masters in Community and Regional Planning will not only create a pool of experts for local government hiring purposes but also generate research and tools to assist our counties. ..."* – Daniel Chadwick, Executive Director, Idaho Association of Counties

*"...Through our direct work in Idaho's rural communities, I can tell you, unequivocally, the need for trained planners far exceeds availability. ..."* – Dale Dixon, Executive Director, Idaho Rural Partnership

*"...It would be much more beneficial to have locally trained and educated urban planners than importing this resource from outside. ..."* – Scott Simplot, Chairman of the Board, J.R. Simplot Company

*"...many people working in planning today have no educational background in the field at all. ..."* – Daren Fluke, AICP, Senior Planner, J-U-B Engineers, Inc.

*"...The Masters in Community and Regional Planning at Boise State will fill a critical need at a critical time. ..."* – Jenn Atkinson, Planner, Sage Community Resources

*"...It is thus imperative that we develop the creativity and expertise in community in planning... to help our valley deal effectively with the challenges that growth will bring in the coming years..."* – David Bieter, Mayor, City of Boise

*"The proposed ... program would assist local communities by not only educating future planners for Idaho but also provide continuing education and thus offer a valuable resource to local governments...."* – Garret Nancolas, Mayor, City of Caldwell

*“...A masters program will provide local communities new resources for training and recruitment of professionals that can help guide our communities to greatness. ...” – Nancy Merrill, Mayor, City of Eagle.*

*“It is critical to our region that we create the intellectual capacity to address planning needs from long range transportation planning ...to short range service planning...” – Kelli Fairless, Executive Director, Valley Regional Transit*

*...”We have had a difficult time recruiting planners that have a degree in Urban, Community or Regional Planning. ...” – Pamela Lowe, P.E., Director, Idaho Transportation Department*

## 2. The Need for Research by our Faculty and Students

Research by faculty members and graduate students involved with the proposed program will be important to the agencies, businesses, and citizens of southwest Idaho in two primary ways: First, the research contributes to the development of public policy in areas of environmental policy, urban development, public administration, resource management, and conflict resolution, emergency preparedness and transportation and land use. Second, that research provides students a foundation in the planning sub-fields of environment and sustainability, transportation and land use, as well as regional and intergovernmental relations. In particular, students will acquire the methodological and theoretical background to investigate problems relating to human cooperation (e.g., environmental sustainability), and have the opportunity to study current and historical, concerns in community and regional planning (e.g., land and water use, human health, development patterns, housing, transportation and economic development). The creation of a Master of Community and Regional Planning program will strengthen research because master's students are able to conduct studies of depth and scope to the field the planning. The following are the types of studies presently underway:

- Information on urban design and building social capital in our communities;
- Better modeling of transportation and land use patterns;
- Emergency preparedness studies;
- Benchmarking the state of our region and change on more than 40 indicators on social, economic, fiscal, and environmental aspects of the region and comparing Boise and Coeur d'Alene with 13 other peer regions in western United States on indicators of importance including demographics, crime, income, and transportation.

## 3. The Need by Potential Students

Section 5.b. “Students” below describes in detail the need for the program by potential students.

## 4. Needs Assessment

The Department of Public Policy and Administration used a number of methods to assess the need for a program leading to the degree of Master of Community and Regional Planning. Results of our assessment efforts are described in sections 5.a.1 and 5.a.2 above as well as Section 5.b.1 “Students” below.

- Planners working in the area and region were solicited. Specifically, we sought input from private companies, nonprofits agencies, city, county and state agencies regarding their interest in having Boise State University offer a Master of Community and Regional Planning program;
- Companies/agencies were queried as to their interest in hiring BSU graduates in planning and the extent to which planners in the area would make use of graduate programs by seeking degrees or extended training;

- Current students in the Community and Regional Planning graduate certificate program were asked to respond to a survey of their potential interest in enrolling in a master's program in planning if offered at Boise State University.
- Current students in the MPA program were asked if they would enroll in a graduate program at Boise State or be interested in taking graduate level courses in planning;
- Alumni of the MPA program were asked to respond to a survey of their potential interest in the program;
- Current undergraduate students have made queries about preparation for a post baccalaureate planning degree.
- We asked CCBenefits, Inc., to conduct an assessment of the number of planning jobs that will be come available in the Treasure Valley and in the state of Idaho.

### 5. Ongoing Assessment

Ongoing assessment of program design will be accomplished using input from students, alumni, employers, graduate faculty, the Graduate College, and external program reviewers. Factors assessed will be the quality of faculty and their teaching, the currency and relevance of the curriculum, the utility of flexibility in scheduling of courses and methods of delivery, the availability of internships and research opportunities, the relevance and quality of culminating experiences, and the ability of students to make satisfactory progress in the program.

Initial and ongoing assessment of the program will include surveys of prospective and enrolled students as well as alumni. Surveys will query students regarding their reasons for enrolling in the programs or applying to other programs. The department will seek insight as to why admitted students do not enroll and what appears as the most important issues in their decisions. The department will further seek to determine the reasons why students in good standing leave the programs.

Input of current and potential employers is essential to determining the appropriateness of program design and implementation. The program will periodically conduct inquiries and phone interviews of current and potential employers of Boise State University planning degree-holding graduates. Such surveys will assess the level and type of preparation sought by potential employers. In addition, companies and agencies offering internships and participating in the capstone experience will be asked to provide evaluations of student performance in areas of preparation that allow assessment of the success of the program design. The director of the Master of Community and Regional planning with the department's graduate faculty and in conjunction with the Graduate College, will assess the results of these data in evaluating the need for program change.

- b. Students - explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

There will be five primary sources of students in the program:

1. One source will be students presently enrolled in the graduate certificate program in Community and Regional planning that would like to continue to furthering their planning education and remain in Boise. Twenty of the current 39 certificate students indicated they would go on for the Master of Community and Regional Planning degree. Another six

students indicated they would consider it or at least take additional course work in planning if it were available.

2. A second source will be students presently or previously in the MPA program that choose the MPA program because it was the closest Master level degree to a Master's in planning. There are three people from these groups that would like to go on and pursue the Master of Community and Regional planning. Another five students indicated that they would consider it or at least take additional course work in planning if it were available.
3. Another source of students includes people who are presently employed by government agencies, consulting companies, and other entities who will want to increase their standing in their profession by acquiring a graduate degree or taking courses to earn credit toward the American Institute of Certified Planners (AICP) certification. The department has received very positive feedback from its contact with planners and administrators working locally and regionally in private and city/county/state capacity. All expressed interest in providing research and work opportunities for graduate students and in hiring graduates. Many respondents are very eager for Boise State University to provide this educational opportunity as soon as possible.
4. An additional source will be a portion of the undergraduate students who graduate from Boise State University and who desire to continue on to receive a graduate degree. In many cases, these students would have already established a working relationship with a faculty member and may have participated in a research project.
5. A final source will be bachelor level students from outside of the area who are attracted to the graduate program by the nature of our program, which will provide research and training opportunities for both Idaho and non-Idaho students in an area of the western United States that is rich in planning needs dealing with the environment, economic development, transportation and land use as well as housing, social, and community development. The proposed programs will give students the communication, technical, and analytical skills that are the foundation for employment in a variety of areas as well as Ph.D. level education opportunities. The department and faculty annually receive an estimated 50 to 60 phone calls and web page inquiries regarding the availability of graduate training in planning at Boise State University.

Student demand is documented through the results of the needs assessment described above (see section 5.a.3). An interesting aspect of student demand is the interest in the proposed program primarily by local, but also out-of-area students. Our faculty members receive inquiries each year from students interested in receiving a master's degree in planning at Boise State University. Most of these inquiries are local, often from individuals who are place-bound and prefer additional education through Boise State University. Two people that made inquiries about the graduate certificate program in Community and Regional Planning ultimately elected to leave the state to pursue a master's degree in planning in Chicago and Portland. There are many other people who cannot move to another area for a planning education. A program at Boise State University would provide an opportunity for place-based students to further their education in planning. Additionally, people throughout the state, as well as people in neighboring states such as Montana, could benefit from a Master of Community and Regional Planning at Boise State University.

Our results indicate that most of the enrollment in the proposed program will be new enrollments, although a minor component in the first year will be students who shift from other graduate degree or certificate programs.

- c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

The proposed programs will build on the foundation of courses and faculty committed to teaching courses in the existing Community and Regional Planning program that leads to a graduate certificate. There are at present no plans to deliver the program off campus.



6. **Resources** – fiscal impact and budget.

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

I. **PLANNED STUDENT ENROLLMENT**<sup>1</sup>

	FY10		FY11		FY12	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>6.25</u>	<u>13</u>	<u>11.75</u>	<u>23</u>	<u>13.75</u>	<u>27</u>
B. Shifting enrollments	<u>1.00</u>	<u>2</u>				
<b>Total</b>	<u>7.25</u>	<u>15</u>	<u>11.75</u>	<u>23</u>	<u>13.75</u>	<u>27</u>

1. Student FTE is computed by dividing the total number of student credits generated in an academic year by 24.

II. **EXPENDITURES**

	FY10		FY11		FY12	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs <sup>2</sup>						
1. Faculty	<u>2.70</u>	<u>\$173,387</u>	<u>3.08</u>	<u>\$203,831</u>	<u>3.38</u>	<u>\$229,204</u>
2. Administrators	<u>0.40</u>	<u>\$27,000</u>	<u>0.40</u>	<u>\$27,810</u>	<u>0.40</u>	<u>\$28,644</u>
3. Adjunct faculty <sup>3</sup>	<u>0.83</u>	<u>\$24,900</u>	<u>1.97</u>	<u>\$60,873</u>	<u>1.64</u>	<u>\$52,196</u>
4. Graduate/instructional asst <sup>4</sup> (\$20K stipend each)	<u>6.00</u>	<u>\$120,000</u>	<u>6.00</u>	<u>\$123,600</u>	<u>6.00</u>	<u>\$127,308</u>
5. Research personnel	<u>0.00</u>	<u>\$0</u>	<u>0.00</u>	<u>\$0</u>	<u>0.00</u>	<u>\$0</u>
6. Support personnel	<u>1.00</u>	<u>\$30,000</u>	<u>1.00</u>	<u>\$30,900</u>	<u>1.00</u>	<u>\$31,827</u>
7. Fringe benefits <sup>5</sup> (Not Applicable to FTE count)	<u>NA</u>	<u>\$94,150</u>	<u>NA</u>	<u>\$118,139</u>	<u>NA</u>	<u>\$124,747</u>
8. Other: GA Tuition/Fees <sup>6</sup> (Not Applicable to FTE count)	<u>6 t/f</u>	<u>\$42,985</u>	<u>6 t/f</u>	<u>\$45,134</u>	<u>6 t/f</u>	<u>\$47,390</u>
<b>Total FTE Personnel And Costs:</b>	<u>10.93</u>	<u>\$512,422</u>	<u>10.45</u>	<u>\$610,287</u>	<u>12.42</u>	<u>\$641,317</u>

2. Salary and stipend increases in table II.A are estimated at 3% per year.

3. Adjunct faculty costs based on nominal \$30,000 special lecturer annual salary to provide a conservative cost estimate; part-time adjunct faculty members will incur significantly lower costs in both salary and benefits.

4. Graduate assistants will not teach in the proposed program and therefore are not included as instructional personnel in the faculty tables of section 6.a.

5. Fringe benefits are estimated at 35% of salary except for graduate assistants which are estimated at 4% of stipend.

6. Total tuition and fees for graduate assistants are listed for an academic year; tuition and fee increases are estimated at 5% per year using \$6,500 for the 2007-08 academic year as the base.

	FY10	FY11	FY12
<b>B. Operating Expenditures</b>			
1. Travel	\$2,000	\$3,000	\$4,500
2. Professional services	\$1,000	\$1,000	\$1,000
3. Other services	\$0	\$0	\$0
4. Communications	\$360	\$720	\$1,440
5. Utilities	\$0	\$0	\$0
6. Materials & supplies (including specialized software)	\$4,400	\$10,600	\$11,200
7. Rentals	\$0	\$0	\$0
8. Repairs & maintenance	\$0	\$0	\$0
9. Materials & goods for manufacture & resale	\$0	\$0	\$0
10. Miscellaneous	\$0	\$0	\$0
<b>Total Operating Expenditures:</b>	\$7,760	\$15,320	\$18,140
	FY10	FY11	FY12
<b>C. Capital Outlay</b>			
1. Library resources	\$7,000	\$7,000	\$7,000
2. Equipment	\$84,500	\$10,000	\$10,000
<b>Total Capital Outlay:</b>	\$91,500	\$17,000	\$17,000
<b>D. Physical Facilities Construction or major Renovation &amp; other one-time expenses</b> (\$10K accreditation in FY12)			\$10,000
<b>E. Indirect Costs (overhead)</b> (no unusual IC expected)	\$0	\$0	\$0
<b>GRAND TOTAL EXPENDITURES:</b>	\$611,682	\$642,607	\$676,457

### III. REVENUES

	<u>FY 10</u>	<u>FY 11</u>	<u>FY 12</u>
A. Source of Funds			
1. Appropriated funds -- Reallocation – MCO	<u>\$611,682</u>	<u>\$642,607</u>	<u>\$686,457</u>
2. Appropriated funds -- New–MCO	<u>0</u>	<u>0</u>	<u>0</u>
3. Federal funds	<u></u>	<u></u>	<u></u>
4. Other grants	<u></u>	<u></u>	<u></u>
5. Fees	<u></u>	<u></u>	<u></u>
6. Other:	<u></u>	<u></u>	<u></u>
<b>GRAND TOTAL REVENUES:</b>	<u>\$611,682</u>	<u>\$642,607</u>	<u>\$686,457</u>

	<u>FY 10</u>	<u>FY 11</u>	<u>FY 12</u>
B. Nature of Funds			
1. Recurring*	<u>\$554,000</u>	<u>\$632,607</u>	<u>\$666,457</u>
2. Non-recurring**	<u>\$57,682</u>	<u>\$10,000</u>	<u>\$20,000</u>
<b>GRAND TOTAL REVENUES:</b>	<u>\$611,682</u>	<u>\$642,607</u>	<u>\$686,457</u>

\* Recurring is defined as ongoing operating budget for the program that will become part of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

#### a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule. Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

FY 10

Name/Rank	Annual Salary	FTE Assignment	Program Salary Dollars	Student CHR	Student FTE
TBA Director Assoc.Professor	\$67,500	0.33	\$22,275	18	0.75
TBA: Assoc.Professor	\$63,100	0.33	\$20,823	18	0.75
TBA: Assoc.Professor	\$63,100	0.33	\$20,823	18	0.75
John Freemuth Professor	\$67,749	0.33	\$22,357	12	0.50
Patricia Fredericksen Assoc.Professor	\$55,640	0.12	\$6,677	15	0.63
Suzanne McCorkle Professor	\$75,484	0.05	\$3,774	5	0.21
Richard Kinney Professor	\$68,224	0.05	\$3,411	3	0.13
Greg Hill Asst Professor	\$47,778	0.05	\$2,389	3	0.13
Susan Mason Asst Professor	\$48,256	0.33	\$15,924	16	0.67
Rebecca Mirsky Assoc. Professor and Chair	\$80,642	0.16	\$12,903	5	0.21
Mandar Khanal Assoc Professor	\$66,311	0.16	\$10,610	5	0.21
Uwe Reischl Professor	\$71,240	0.10	\$7,124	3	0.13
Dale Stephensen Assoc. Professor	\$83,304	0.10	\$8,330	4	0.17
David Wilkins Asst Professor	\$58,344	0.15	\$8,752	6	0.25
Shawn Benner Asst Professor	\$56,264	0.03	\$1,688	3	0.13
James McNamara Professor	\$64,356	0.05	\$3,218	3	0.13
Sian Mooney Assoc Professor	\$76,981	0.03	\$2,309	3	0.13
Program Adjunct Professors	\$30,000	0.25	\$7,500	18	0.75
Geosciences Adjunct Professors	\$30,000	0.45	\$13,500	6	0.25
MPA Adjunct Professors	\$30,000	0.13	\$3,900	10	0.42
TOTAL	\$1,078,073	3.53	\$198,287	174	7.25

## FY 11

Name/Rank	Annual Salary	FTE Assignment	Program Salary Dollars	Student CHR	Student FTE
TBA Director Assoc. Professor	\$69,525	0.40	\$27,810	40	1.67
TBA Assoc. Professor	\$65,000	0.50	\$32,500	36	1.50
TBA Assoc. Professor	\$65,000	0.50	\$32,500	36	1.50
John Freemuth Professor	\$69,781	0.33	\$23,028	15	0.63
Patricia Fredericksen Assoc Professor	\$57,309	0.16	\$9,169	16	0.67
Suzanne McCorkle Professor	\$77,748	0.05	\$3,887	3	0.13
Richard Kinney Professor	\$70,271	0.05	\$3,514	3	0.13
Greg Hill Asst Professor	\$49,211	0.05	\$2,461	3	0.13
Susan Mason Asst Professor	\$49,703	0.33	\$16,402	20	0.83
Rebecca Mirsky Assoc. Professor and Chair	\$83,061	0.16	\$13,290	5	0.21
Mandar Khanal Assoc Professor	\$68,300	0.16	\$10,928	5	0.21
Uwe Reischl Professor	\$73,372	0.10	\$7,337	3	0.13
Dale Stephensen Assoc. Professor	\$85,803	0.10	\$8,580	2	0.08
David Wilkins Asst Professor	\$60,094	0.05	\$3,005	6	0.25
Shawn Benner Asst Professor	\$57,951	0.03	\$1,739	3	0.13
James McNamara Professor	\$66,286	0.08	\$5,303	3	0.13
Sian Mooney Assoc Professor	\$79,290	0.03	\$2,379	3	0.13
Program Adjunct Professors	\$30,900	1.38	\$42,642	64	2.67
Geosciences Adjunct Professors	\$30,900	0.46	\$14,214	6	0.25
MPA Adjunct Professors	\$30,900	0.13	\$4,017	10	0.42
TOTAL	\$1,240,405	5.05	\$264,704	282	11.75

FY12

Name/Rank	Annual Salary	FTE Assignment	Program Salary Dollars	Student CHR	Student FTE
TBA Director Assoc.Professor	\$71,610	0.40	\$28,644	36	1.50
TBA Assoc. Professor	\$66,950	0.66	\$44,187	44	1.83
TBA Assoc. Professor	\$66,950	0.66	\$44,187	44	1.83
John Freemuth Professor	\$71,874	0.33	\$23,718	15	0.63
Patricia Fredericksen Assoc Professor	\$59,028	0.12	\$7,083	16	0.67
Suzanne McCorkle Professor	\$80,080	0.05	\$4,004	4	0.17
Richard Kinney Professor	\$72,379	0.05	\$3,619	3	0.13
Greg Hill Asst Professor	\$50,687	0.05	\$2,534	3	0.13
Susan Mason Asst Professor	\$51,194	0.33	\$16,894	20	0.83
Rebecca Mirsky Assoc. Professor and Chair	\$85,552	0.16	\$13,688	10	0.42
Mandar Khanal Assoc Professor	\$68,300	0.16	\$10,928	10	0.42
Uwe Reischl Professor	\$70,349	0.10	\$7,035	9	0.38
Dale Stephensen Assoc. Professor	\$88,377	0.10	\$8,838	8	0.33
David Wilkins Asst Professor	\$61,897	0.10	\$6,190	10	0.42
Shawn Benner Asst Professor	\$59,689	0.03	\$1,791	3	0.13
James McNamara Professor	\$68,274	0.05	\$3,414	3	0.13
Sian Mooney Assoc Professor	\$81,669	0.03	\$2,450	6	0.25
Adjunct Professors	\$31,827	1.13	\$35,965	67	2.79
Geosciences Adjunct Professors	\$31,827	0.38	\$12,094	9	0.38
MPA Adjunct Professors	\$31,827	0.13	\$4,138	10	0.42
TOTAL	\$1,270,340	5.02	\$281,400	330	13.75

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

Administrative duties will be carried out by a program director/coordinator. An administrative assistant will assist with the clerical duties. The following table shows details for FY10; administrative salaries are estimated to increase at 3% per year in table II.A above.

Name/Rank	Annual Salary	FTE Assignment	Program Salary	% Salary to Program
TBA, Director and Program Coordinator	\$67,500	0.40	\$27,000	40% of annual salary
TAB, Administrative Assistant	\$30,000	1.00	\$30,000	100% of annual salary

Faculty members from the following academic units at Boise State University will participate in the proposed program: Department of Public Policy and Administration, Department of Political Science, College of Health Sciences, Department of Civil Engineering, Department of Construction Management, Department of Economics, and the Department of Geosciences.

c. Operating Expenditures (travel, professional services, etc) Briefly explain the need and cost for operating expenditures.

The implementation of the new program requires additional operating expenses: travel for three new faculty members by FY12 at \$1,500 each (\$4,500), \$1,000 for professional services such as printing and graphics, four new telephone lines by FY12 at \$360 annual each (\$1,440), materials and supplies including specialized software licenses totaling \$11,200 by FY12.

d. Capital Outlay

(1) Library Resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

Library resources are adequate to ensure the operation and success of the present graduate certificate program in Community and Regional Planning.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

The library costs assignable to the proposed program will require approximately \$7,000 annually by FY10, and will be used to increase monograph holdings, add journals that reflect the research interests of incoming graduate students (see list below), and addition of an appropriate database.

Journal of Architecture and Planning  
Town and Planning Review  
Environment and Planning C: Government and Policy

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Not applicable because the proposed program is not an off-campus program.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

As mentioned in section 2.d, a new computer laboratory for teaching methods courses in GIS, community data, qualitative and quantitative analysis, impact analysis, and visualization techniques in planning will require the acquisition of new computer hardware and software (estimated at \$84,500 in FY10, and additional \$10,000 expenditures in each of FY11 and FY12).

(3) Physical Facilities

The new computer laboratory, as well as office space for the new faculty members, will be accommodated in a new building planned for the eastern main Boise campus, and currently in the schematic design phase (occupancy scheduled for spring or fall 2010). Existing Boise State University campus facilities will accommodate the program during its first year.

(4) Accreditation

One-time costs (\$10,000) associated with securing PAB accreditation are included in FY12.

e. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Reallocation of existing state appropriated funds represents reassignment of portions of faculty FTE within the Department of Public Policy and Administration and other relevant departments. Much of the reallocated appropriated time reflects additional students in existing courses offered for existing programs, and this strategy minimizes impact on existing programs. In addition, the impact within the Department of Public Policy and Administration is offset by the addition of a three new full-time planning faculty members, and the addition of adjunct faculty members, using new appropriated funds (above MCO).

- (2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Funding will be developed from a number of sources, including tuition and enrollment workload adjustments associated with enrollment growth, private donations, and grants and contracts. The exact mix of funding will be dependent on our success in each of the above. Boise State is deeply committed to securing the funding necessary for this program, and recognizes that further reallocation may be necessary.

- (3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

We anticipate no decline in the amount of funds from external sources. Faculty members in the Department of Policy and Public Administration raised over \$1.3M in external funding during the past year. There is no reason to expect that this number will decrease, especially given that three new faculty members will join the program. The department anticipates seeking external foundation support as well. Finally, the addition of a graduate program in planning should facilitate collaborations with other academic units, resulting in joint grant submissions.



## **Appendix: Letters of Support**

- **From Businesses**
- **From Government Agencies**
- **From Non-Governmental Organizations**



May 1, 2007

Dr. Sona Andrews  
Provost and Vice President for Academic Affairs  
Boise State University  
1910 University Dr.  
Boise, ID 83725

Dear Dr. Andrews:

The Boise Metro Chamber of Commerce supports a Masters degree in Community and Regional Planning at Boise State University.

This degree is important not only for the high-growth area of southwest Idaho, but for the entire state. The population of the five-county Boise City-Nampa Metropolitan Statistical Area (MSA) now numbers 615,000 people. The urbanization of this area is unprecedented within the state of Idaho. Urban growth is occurring in other parts of the state as well. Also, community planning is important in the less-populated areas of the state due to Idaho's Land Use Planning Act. The services provided by a person with this degree will be very much in demand throughout Idaho.

The Chamber was an early advocate of the establishment of the Institute for Community and Regional Planning at Boise State University. Such an Institute was discussed several times at the Chamber's annual Leadership Conference for business leaders and elected officials. The Chamber believes this Masters degree will heighten the need for private and public sector funding for the Institute.

If you have any questions on the Chamber's support for the Masters degree in Community and Regional Planning, please contact us.

Very truly yours,

A handwritten signature in cursive script that reads "George Iliff".

George Iliff,  
Chairman of the Board

A handwritten signature in cursive script that reads "Nancy Vannorsdel".

Nancy Vannorsdel,  
President & CEO



CORPORATE HEADQUARTERS

RECEIVED

MAY 08 2007

PROVOST - OFFICE

May 4, 2007

Ms. Sona Andrews  
Provost and Vice President of Academic Affairs  
Boise State University  
1910 University Drive  
Boise, ID 83725

Dear Sona:

I want to express my enthusiastic support for adding a Masters in Community and Regional Planning to the many academic options at Boise State University. The J. R. Simplot Company has been a significant employer in the Treasure Valley for over 50 years and has had a major business presence in Idaho and the Northwest over that time. Our historic connection with agriculture and our understanding of the impact of urban growth on the future of farm production and opportunities leads us to believe that the importance of well thought out regional land use planning will be a crucial need for the Treasure Valley in the 21<sup>st</sup> Century. Cooperative and sustainable urban growth should be the goal of every community and a high level of education for professional advisors is a critical component for reaching that potential.

The J. R. Simplot Company and the Simplot family have been involved in local Treasure Valley real estate development for a long time. Our interest in quality urbanization of Boise and its environs is evident in the quality of our projects including Columbia, Somerset Ridge, Boise Heights, Arrowhead Canyon, the Grove Hotel and the Marriott Courtyard/Perkins Restaurant complex on Front and Broadway. As we continue to develop our properties in the Treasure Valley, we will require expert advice from our consultants and employees and we expect expert assistance from local governmental jurisdictions. That expert advice and assistance should come from educated and experienced urban, community and land use planners familiar with options and alternatives for effective, market based, quality development. Just as important as the education itself is the local context for training provided by having Boise State University use the Treasure Valley as the teaching laboratory. It would be much more beneficial to have locally trained and educated urban planners than

importing this resource from outside. Formal education with exposure to well thought out urban planning ideas from around the country combined with exposure to local Treasure Valley issues and concerns would seem to provide an ideal opportunity to ensure that Southwest Idaho remains a place that we can all appreciate.

We have been particularly impressed with the participants in the Graduate Certificate in Community and Regional Planning program currently offered in the Department of Public Policy and Administration. One of our employees specifically commented on the quality of the presentation made by the students at the 2006 Boise Chamber of Commerce Leadership Conference. Their report and presentation was entitled the *Treasure Valley State of the Region*. The report established a foundation of data and information for future evaluation, comparison and study. The entire project was first rate and reflects the type of opportunity we believe should be expanded.

During the last few years, Boise State University has become much more reactive to business and community needs and opportunities. The J. R. Simplot Company has realized benefits from new programs you have introduced in the College of Business and Economics including graduate programs in accounting, tax and business, in addition to our ongoing relationship with many of your faculty. We believe a natural extension of the services you can provide would be the introduction of a graduate program in Community and Regional Planning.

Thanks for your consideration and, if we can help further, please let us know.

Sincerely,



SCOTT R. SIMPLOT  
Chairman of the Board

SRS:ks





701 South Allen St. P: 208-433-8800  
Suite 104 F: 208-378-0329  
Meridian, ID 83642

[hubblehomes.com](http://hubblehomes.com)

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MAY 02 2007

PROVOST - OFFICE

May 1, 2007

Dr. Sona Andrews  
Provost and Vice President for Academic Affairs  
Boise State University  
1910 University Drive  
Boise, Idaho 83725

Dear Dr. Andrews:

As a former Ada County Commissioner I supported the need for additional planners in the Treasure Valley. Now, as the Director of Governmental Affairs for Hubble Homes, seeing the need from the private sector I believe it is even more important. I strongly support a Masters degree in Community and Regional Planning at Boise State University.

Our community, our State is growing so quickly that elected officials and their staffs can barely maintain the pace the private sector demands of them. With limited, qualified staff the burden is tremendous. Turnover is great amongst agencies simply because good people are hard to find. When one agency can attract an individual away from another community or nearby state it is a moment to celebrate.

This degree could mean the difference between thousands of additional dollars on a loan to a home buyer or not qualifying at all to buy a home. The longer a plat is held in the review process by staff of an agency the more interest cost is accumulated by the developer which he in turn passes on in the price of the house.

Supporting the Masters degree in Community and Regional Planning at Boise State University is just good business and will result in a better, more livable community thru better design.

Should you have any questions regarding my support for the program please contact me.

Sincerely,



Judy Peavey-Derr  
Governmental Affairs Director  
Hubble Homes  
701 Allen Street  
Meridian, Idaho 83642



UNITED HERITAGE®  
Financial Group

May 4, 2007

Dennis L. Johnson  
President and CEO

RECEIVED

MAY 07 2007

PROVOST - OFFICE

Dr. Sona Andrews  
Provost and Vice President for Academic Affairs  
Boise State University  
1910 University Dr.  
Boise, ID 83725

Dear Dr. Andrews:

I wanted to write and express that I am in agreement with and support a Masters degree in Community and Regional Planning at Boise State University.

This degree is important not only for the high-growth area of southwest Idaho, but for the entire state. With over 615,000 people in the five-county Boise City-Nampa Metropolitan Statistical Area (MSA), services provided by a person with this degree would be in real demand.

As President and CEO of the United Heritage Financial Group of insurance companies with the home office located in Meridian, Idaho, past Chairman of the Boise Metro Chamber of Commerce, and current Chairman of the Boise Valley Economic Partnership, it is my belief that offering this Masters degree will only further enhance and strengthen the region as well as bring focus to the need for private and public sector funding for the Institute.

Sincerely,



Dennis L. Johnson

DLJ/plh

cc: Dr. Robert Kustra



**Real Estate Banking**  
101 S Capitol Blvd Suite 201  
Boise, ID 83702  
208 383-7640  
208 383-7645 fax

RECEIVED

MAY 24 2007

PROVOST - OFFICE

May 21, 2007

Sona Andrews  
Provost & V.P of Academic Affairs  
Office of the President  
Boise State University  
1910 University Drive  
Boise, ID 83725

Dear Sona:

I am writing this letter to give you my wholehearted endorsement for a Masters in Community and Regional Planning at Boise State University. As the Senior Vice President and Division Manager of Commercial Real Estate for U.S. Bank I can tell you without hesitation that the quality of life in the Treasure Valley during my lifetime will be directly tied to our ability to plan for the valley's inevitable growth. Having said this, the challenge is to develop a program that is both object and scholastic and that invites developers, homebuilders, financiers, appraisers, traffic engineers, environmental engineers, demographers, and others to the process. To embark on a program that endeavors to replicate Portland or other cities held out as models for ideal growth management will be doomed to failure both in terms of program effectiveness and longevity.

This means there can be no room for preconceived notions about right and wrong planning, but rather an honest endeavor to understand all constituencies and to seek solutions that fit the real world. In the real world, incentives, collective resources, access to capital, discovery of existing planning solutions (including Portland), and a sense of what the broader Treasure Valley market sees as quality of life, is what will drive positive change and a successful program.

In talking with Susan Mason, I am confident that the program will embody a broad range of expertise and perspectives and will strive to be the objective and scholastic source so needed in this arena. To think that a valley that is routinely highlighted as among the 4 fastest growing communities in the country does not have a university level program in planning tells me that demand exists and where there is demand there is opportunity. I hope Boise State chooses to seize the opportunity at hand.

Sincerely,

Rob R. Perez  
Senior Vice President and Manager  
U.S. Bank Commercial Real Estate Division

Cc: Susan Mason





RECEIVED

MAY 25 2007

PROVOST - OFFICE

May 24, 2007

Dr. Sona Andrews, Provost  
Boise State University  
1910 University Dr.  
Boise, ID 83725-1935

Dear Dr. Andrews,

This letter is written in support for the proposed Masters degree in Community and Regional Planning at Boise State University. It is no revelation that the region we inhabit is experiencing unprecedented growth. The pace of that growth is significant not only in Idaho but surpasses most growth rates experienced throughout the country. Yet our capacity to respond to such growth and direct its beneficial aspects is sorely under developed. The fact that a state with one of the highest growth rates in the nation has no planning school is an absurdity and a formula for disaster.

We all choose to reside in Idaho so as to experience the urban amenities we have come to expect in close proximity to incredible outdoor opportunities. As others discover what we have and choose to join us, are we doomed to the degradation of the life-style we have chosen?

A well designed program to educate planning professionals in Boise is an essential element in ensuring the positive future that we hope to see. The ground work done at Boise State University in knitting together a comprehensive discipline to include planning for environmental and natural resource issues, land use and transportation, economic development and housing and community development establishes a solid foundation to impart skills in critical areas that will be needed as we experience the anticipated growth of our region.

As a person who deals with most of these issues on a daily basis and one who has experienced the professionalism of other areas, I understand the need to enhance the skill-base in this state. Positive outcomes will not come from good intentions alone.

I encourage your continued support for this essential program and also request the State Board of Education to act affirmatively in support of this endeavor as well.

Sincerely,

Phillip K. Kushlan  
Executive Director

805 W. Idaho St., Suite #403  
Boise, Idaho 83702  
P.O. Box 987 (83701)  
phone. 208-384-4264  
fax. 208-384-4267  
www.ccdcboise.com





May 18, 2007

Dr. Sona Andrews  
Provost & Vice President for Academic Affairs  
Boise State University  
1910 University Drive  
Boise, ID 83725

RE: Community and Regional Planning Masters Program

Dear Dr. Andrews:

I am writing on behalf of J-U-B Engineers to express our support for a Masters Degree in Community and Regional Planning at Boise State University. I am a certified professional planner and have been working in the planning field in Boise since 1994. I spent five years working as a planner for Ada County and the last seven years working as a planning consultant to government agencies and developers in Idaho, Utah, and Washington. Having grown up in this area, I've experienced the growth of the last 15 years on both a personal and a professional level and I harbor both selfish and professional motivations for wishing to see a bona fide planning program at BSU.

Since I began working in this area in 1994 I have seen an explosion in the field of planning in both the public and private sectors. While this has largely been a positive phenomenon for those of us working as planners, it has created numerous difficulties for the profession, particularly in the public sector. In essence, wages have increased but the quality of the applicants has not. In fact, many people working in planning today have no educational background in the field at all.

This has impacts on the quality of the development proposals being submitted and more importantly, on the quality of the professional advice being given to the local elected officials making the land use decisions. Growing communities desperately need professional planners that are well grounded in the fundamentals of land use planning to create meaningful comprehensive plans (as mandated by the state), to craft effective zoning ordinances to implement those plans, and to advise elected officials on planning and development. Similarly, the private sector requires knowledgeable planners to advise the development community and bring forward quality development proposal that benefit both the public and their clients.





Engineers Surveyors Planners

Dr. Sona Andrews  
May 18, 2007  
Page 2

On a more personal note, we are just now wrapping up an exhaustive recruitment process for an assistant planner for our Boise office and can personally attest to the lack of qualified applicants in the area. While the existing Certificate in Community and Regional Planning Program is starting to yield people with a familiarity with comprehensive land use planning, a more comprehensive and far reaching program would be tremendously beneficial. I anticipate that J-U-B will be looking to hire one to three planners in the next five years. A planning program at Boise State would be a huge help in providing well qualified candidates with a familiarity and understanding of this area.

As all of us know, the western United States in general, and Idaho in particular, is a very attractive place to live. People will continue to move here regardless of the planning we do. Unfortunately, it is the planning that we don't do that will define the quality of life for our descendants.

Someone once remarked that if you are failing to plan, you are planning to fail. Lets help our growing communities by providing a well trained and qualified work force to take on the challenges of the coming decades.

Sincerely,

J-U-B ENGINEERS, INC.

A handwritten signature in blue ink, appearing to read 'D. Fluke'.

Daren Fluke, AICP  
Senior Planner







CH2M HILL  
322 East Front Street  
Suite 200  
Boise, ID 83702-7359  
Tel 208.345.5310  
Fax 208.345.5315

May 30, 2007

Sona Andrews, Provost and Vice President for Academic Affairs  
Jim Munger, Associate Vice President for Academic Planning  
1910 University Drive  
Boise, ID 83725-1935

Subject: Boise State University  
Proposed Masters Program in Community and Regional Planning

Dear Ms. Andrews & Mr. Munger:

CH2M HILL would like to express our support for the proposed Boise State University Masters in Community and Regional Planning program. We feel this program would be particularly beneficial to our company as well as the community in addressing pressing issues of growth, economic development, and quality of life.

We feel the Masters program will provide a unique partnership between the increasingly urbanized Boise-Nampa metropolitan areas which recently passed the half-million population milestone, and university educators and researchers. The southwest Idaho region is one of the fastest growing areas in the country. With this growth comes increased demand for expertise in the planning process in the region and throughout the state and potentially the Intermountain West. The program is not only consistent with the goal to become a metropolitan research university of distinction; it provides the community and region a way to:

- address pressing issues of growth, economic development, and quality of life;
- provide resources (faculty and students) to the planning community, to state and local governments, and other groups and organizations;
- educate future planners for Idaho;
- provide a source of information about growth, economic development, and quality of life in one convenient location.

Our business is directly impacted by this growth. CH2M HILL is the business of planning designing and constructing the infrastructure that supports our communities. Not only will we need access to a trained workforce with urban and community planning skills, but our

Sona Andrews, Provost and Vice President for Academic Affairs  
Jim Munger, Associate Vice President for Academic Planning  
Page 2  
May 30, 2007

clients; cities; counties; infrastructure districts; state agencies; transportation departments;  
etc. all are in drastic need of these skills.

Again CH2M HILL is a strong supporter of this program at BSU. I believe it aligns with the  
core mission of BSU to become a relevant "Metropolitan Research University of Distinction"  
and we urge the University to move forward with this much needed program.

Sincerely,

CH2M HILL

A handwritten signature in dark ink, appearing to read "Mark Bowen", with a long horizontal flourish extending to the right.

Mark A. Bowen  
VP, Area Manager



August 9, 2007

Sona Andrews, Provost  
Office of the President  
Boise State University  
1910 University Drive  
Boise, ID 83725

**RE: Support for Masters in Community & Regional Planning**

Dear Dr. Andrews,

As a planner for southwest Idaho's Economic Development District, I fully support a Masters in Community and Regional Planning at Boise State University. For over 35 years, Sage Community Resources (Sage) has provided community and economic development services in the ten counties of Region III. In recent years, the need for land use and community planning services has increased dramatically. There is an immediate need for planning professionals trained using "real-world" applications who understand how to take a comprehensive approach.

Sage is in the processes of launching a Development Services Department to better meet the needs of its member communities. Requests for assistance with State-mandated planning documents (Comprehensive Plans, Land Use Ordinances & Subdivision Ordinances) are becoming more and more frequent. Given the pace and magnitude of growth in southwest Idaho, communities also are requesting proactive planning tools: design standards, landscaping guidelines, impact fees, and overlay districts among others.

The needs assessment conducted through our Development Services Program pilot project in Greenleaf, Wilder and Parma indicates that city staffs (Mayors, city clerks, Planning and Zoning Commissioners) are overwhelmed with planning-related activities. The assessment also found that regulations and guidelines governing the planning process and planning fees are out of date. Rural communities need professional planning staff. The goal of this pilot project was for cities to work toward budgeting a shared "circuit rider" planner by adopting a planning line item in their budgets. The program has been very successful! Greenleaf adopted \$5,000 and Parma adopted \$25,000! Within the next 1-2 years these cities will be hiring a circuit rider planner.

Boise State, southwest Idaho, and Sage will benefit from this new Masters program in several ways. Through a partnership with Boise State, Sage could:

- Incorporate current students into "real-world" planning projects in our member communities;
- Incorporate current students and graduates into a "circuit rider" program; and
- Hire graduates to fill positions in our Development Services Department and GIS Mapping Lab.

The Masters in Community and Regional Planning at Boise State will fill a critical need at a critical time. The need for professional planners already surpasses the supply in southwest Idaho. I offer my full support for this important addition to Boise State University's academic offerings.

Sincerely,

Jenn Atkinson, Planner  
Enc.

Main Office  
125 E. 50<sup>th</sup> St.  
Garden City, ID 83714  
T 208.322.7033  
800.859.0321  
F 208.322.3569

Weiser Office  
P.O. Box 311  
Weiser, ID 83672  
T 208.549.2411  
800.859.0324  
F 208.549.0071

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EEO/AA Employer



===== o =====  
CLARK DEVELOPMENT

September 13, 2007

Sona Andrews  
Provost and Vice-President For Academic Affairs  
Boise State University  
1910 University Drive  
Boise, Idaho 83725

Re: Proposed Masters of Community and Regional Planning Program

Dear Ms. Andrews:

I am writing to express support for the program referenced above. As you may be aware, I taught a class at BSU this Spring concerning real estate development as an adjunct faculty member and have agreed to do so again this coming year. My willingness to assist BSU in this way is largely because there is a deficit in the Idaho higher education system with respect to the many and complex planning related issues.

The State of Idaho and the entire western region is experiencing intense growth and the attendant issues such as: urban and rural land use; transportation systems; conflicts of growth with agriculture, wildlife and other resources; regulatory framework; neighborhood character; and growth management. Existing positions at all levels of government and with private firms are going unfilled, and if they can be filled, often to people from out of state.

We as a firm are involved in real estate development and consulting. We deal on a daily basis with planners, land use issues and the regulatory process. We are constantly affected by overloaded agencies that do not have the personnel to effectively handle their responsibilities. We have at least one person on our staff that would take part in the proposed program and we would be interested in students who would graduate from this program in the future.

We very much want to see this state succeed in managing its growth and maintaining its quality of life and a healthy economy. The proposed program will be a key ingredient in accomplishing these goals.

Please let me know if you have any questions or comments.

Sincerely,



Bill Clark



TETRA TECH, INC.

November 9, 2007

Sona Andrews, Provost and Vice President for Academic Affairs  
Office of the President  
Boise State University  
1910 University Drive  
Mail Stop 2075  
Boise, ID 83725

Dear Ms. Andrews,

On behalf of Tetra Tech, Inc., I am pleased to support Dr. Susan Mason's proposal to establish a Master of Community and Regional Planning Program at Boise State University. This proposal is particularly timely given the questions of growth confronting the fast-growing Treasure Valley communities. It is becoming increasingly clear that "quality of life" is essential to attracting new businesses and stimulating economic development. The need for trained planning professionals was one of the issues raised at last years' Idaho Land Use Summit and I am sure it will be at the top of the agenda again this year.

The principal challenge in designing an MSRP program is providing the necessary theoretical framework for prospective planning professionals, while at the same time, developing the practical skills necessary for real world problem solving. The program needs to be broad-based and encourage interdisciplinary thinking in order to effectively tackle policy issues related to transportation, air quality, sustainable design and the various dimensions of growth and economic development. I am quite confident that, under the guidance of Dr. Mason, this program will have strong relevance to these prescient issues confronting the Treasure Valley and beyond.

Tetra Tech has over 8,000 scientists, planners, and engineers working in offices throughout the country. Our two Boise offices employ approximately 15 professionals. We have the potential to double our staff over the next five years and would anticipate similar trends from other leading environmental consulting firms in the Treasure Valley. Tetra Tech has begun building partnerships with BSU and University of Idaho and looks



## **TETRA TECH, INC.**

forward to opportunity to provide internships and other training opportunities for future MCRP Program students. We are currently collaborating with Dr. Mason and the Public Policy Program on potential community planning project opportunities.

I am also privileged to be a member of the American Planning Association's newly established State Chapter. APA has supported curriculum development in universities across the country and can no doubt lend professional assistance to an evolving MCRP program. Boise State University has an excellent opportunity to develop this program into one of national prominence.

I am extremely optimistic about the potential for such an exciting program. Please feel free to call on me if you have any questions.

Sincerely,

**Morty Prisament**

Morty Prisament, AICP | Environmental Planning Manager  
Direct: 208.343.4085 | Cell: 510.454.6811 | Fax: 208.343.4756  
[morty.prisament@tetra.com](mailto:morty.prisament@tetra.com)

Tetra Tech | Complex World, Clear Solutions  
[www.tetratech.com](http://www.tetratech.com) | NASDAQ:TTEK  
106 North Sixth Street, Suite 202 | Boise, Idaho 83702





**David H. Bieter**  
Mayor

**City Council**

**President**  
Elaine Clegg

**Council ProTem**  
David Eberle

Vernon L. Bisterfeldt  
Maryanne Jordan  
Alan W. Shealy  
Jim Tibbs

**Boise City Hall**  
Third Floor  
150 N. Capitol Boulevard

**Mailing Address**  
P. O. Box 500  
Boise, Idaho 83701-0500

**Phone**  
208/384-4422

**Fax**  
208/384-4420

**TDD/TTY**  
800/377-3529

**Web**  
[www.cityofboise.org/mayor](http://www.cityofboise.org/mayor)

## Office of the Mayor

May 15, 2007

Sona Andrews  
Provost and Vice President for Academic Affairs  
Boise State University  
1910 University Drive  
Boise, ID 83725-1935

Dear Dr. Andrews:

On behalf of the people of Boise, I'm pleased to offer my enthusiastic support to Boise State University and its proposal to establish a Master's Degree program in Community and Regional Planning.

The Treasure Valley is one of the fastest-growing metropolitan regions in the nation and also among the most geographically isolated. It is thus imperative that we develop the creativity and expertise in community planning in all its aspects – land use, transportation, economic and environmental – to help our valley deal effectively with the challenges that growth will bring in the coming years. Boise State's proposed Community and Regional Planning Master's program will assist us greatly in this crucial effort.

The City of Boise employs almost two dozen planners in various capacities throughout our organization; that number increases yearly and will continue to do so for the foreseeable future. I have no doubt that many of these professionals will take advantage of Boise State's expanded education opportunities to further their training and advance their careers in ways that will provide tremendous benefits to our citizens.

Congratulations to Boise State University for taking this vital and visionary step. Please let me know if I can assist in any way in furthering this endeavor.

Sincerely,

A handwritten signature in blue ink that reads "David Bieter". The signature is stylized with a large, looping "D" and a cursive "Bieter".

David H. Bieter  
Mayor

**TOM DALE  
MAYOR**



**CITY HALL  
411 3RD ST. SOUTH  
NAMPA, IDAHO 83651  
(208) 468-5401  
FAX: (208) 465-2227**

**OFFICE OF THE MAYOR**

May 22, 2007

Ms. Sona Andrews  
Provost and Vice President for Academic Affairs

Dear Ms. Andrews:

The City of Nampa would like to express its support for the Masters of Community and Regional Planning at Boise State University.

The City of Nampa and local communities would benefit greatly from a Masters program to support the Boise-Nampa metropolitan area. As one of the fastest growing regions in the country, this is an essential tool for future leaders.

This dynamic program would teach students the fundamentals of planning and planning methods, and teach an understanding of the balance of transportation, air quality, crime, affordable housing, economic development, recreation, and other essential components of growth. I ask you to support this invaluable program which will help us address the pressing issues impacting the Boise-Nampa area.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tom Dale", is written over a faint, circular official stamp.

Tom Dale  
Mayor  
City of Nampa

**MAYOR**

GARRET L. NANCOLAS

**CITY CLERK**

MONICA JONES



**COUNCIL MEMBERS**

DENNIS CALLSEN  
RICK WELLS  
ROB HOPPER

ROB OATES  
JAMES DAKAN  
JIM BLACKER

May 25, 2007

Dr. Jim Munger, Ph.D.  
Associate Vice President for Academic Planning  
Boise State University  
1910 University Drive  
Boise, ID 83725

Dear Dr. Munger:

I am writing this letter in support of consideration for the Masters of Community and Regional Planning program at Boise State University. It is my understanding that this program would connect Boise State University's academic expertise in public policy and related issues with the professional expertise in planning from Boise and the surrounding area. This program would help fulfill a needed element within the State of Idaho.

Along with the increased development and growth of the Treasure Valley, the City of Caldwell has also experienced tremendous growth within the past eight years. With expansion at such a rapid pace, the need for additional city planning staff has become essential. The City of Caldwell alone has increased our planning staff from two to five persons within the past few years.

Recently, when faced with the task of hiring additional professional planners within our Community Development Department, it was challenging to locate qualified personnel within the local area. The proposed Masters of Community and Regional Planning program would assist local communities by not only educating future planners for Idaho but also provide continuing education and thus offer a valuable resource to local governments.

Additionally, the implementation of such a program would assist local municipalities with an informational resource about growth, transportation, and economic development. This resource could become a very valuable tool when considering future development and its impact on municipalities and surrounding areas.

Thank you for your kind consideration of this request. If you have any questions, please feel free to contact me at 455-3011.

Sincerely,

Garret L. Nancolas  
Mayor



**MAYOR**

Tammy de Weerd

**CITY COUNCIL MEMBERS**

Keith Bird  
Joseph W. Borton  
Charles M. Rountree  
David Zaremba

**RURAL FIRE COMMISSIONERS**

Clair Bowman  
Richard Greene  
Terry Leighton

**CITY DEPARTMENTS**

City Attorney/HR  
703 Main Street  
898-5506 (City Attorney)  
898-5503 (HR)  
Fax 884-8723

Fire  
540 E. Franklin Road  
888-1234 / fax 895-0390

Parks & Recreation  
11 W. Bower Street  
888-3579 / fax 898-5501

Planning  
660 E. Watertower Lane  
Suite 202  
884-5533 / fax 888-6854

Police  
1401 E. Watertower Lane  
888-6678 / fax 846-7366

Public Works  
660 E. Watertower Lane  
Suite 200  
898-5500 / fax 898-9551

- Building  
660 E. Watertower Lane  
Suite 150  
887-2211 / fax 887-1297

- Wastewater  
3401 N. Ten Mile Road  
888-2191 / fax 884-0744

- Water  
2235 N.W. 8th Street  
888-5242 / fax 884-1159

May 11, 2007

Susan Mason, Ph.D.  
Director, Graduate Certificate in  
Community and Regional Planning  
Boise State University  
1910 University Drive  
Boise, ID 83725-1935

Dear Dr. Mason,

I strongly support of the establishment of a Masters Program in Community and Regional Planning at Boise State University.

The City of Meridian experienced monumental growth since 1990 -- from 9600 residents to an estimated 71,866 as of April 2007 (a nearly 650 % increase!) The extreme population growth of the past decade and a half has brought many new opportunities to Meridian, but it has also introduced several challenges with which the City continues to struggle. At the forefront are preserving the community's identity, ensuring adequate transportation infrastructure, and expanding employment opportunities in western Ada County to minimize the jobs-housing imbalance the region currently faces.

Mirroring the frenzied pace of residential growth in the area, the City of Meridian Planning Department staff has more than doubled in the last five years. Assuming continued growth in upcoming years, the Department will likely require similar personnel increases to keep up with the volume of development applications while at the same time engaging in long range planning activities to prepare for the future. A Community and Regional Planning program at Boise State would increase the qualified pool of applicants and provide continuing education opportunities for current City staff. (Members of the Meridian Planning Department staff have expressed interest in pursuing the program should it become available.)

The establishment of a Graduate Degree Certificate Program in Community & Regional Planning was an exciting first step toward preparing the Treasure Valley, and its workforce, for the various land use, transportation, economic and community development challenges and opportunities that will undoubtedly arise in the upcoming years. Creating a full Masters Program is the next essential step in positioning the Treasure Valley, and the State of Idaho, for continued opportunities in education and development of leaders in this field. This could have a tremendous impact on future planning and the quality of life and prosperity we enjoy here.

I am pleased to support your work to bring this program to Boise State University.

Sincerely,

Tammy de Weerd  
Mayor, City of Meridian



Mayor: Nancy C. Merrill

**CITY OF EAGLE**

P.O. Box 1520  
Eagle, Idaho 83616  
939-6813

Council: Stanley J. Bastian  
Phil Bandy  
Steve Guerber  
Scott Nordstrom

Sona Andrews,  
Provost and Vice President for Academic Affairs  
1910 University Drive  
Boise, ID 83725-1935

May 21, 2007

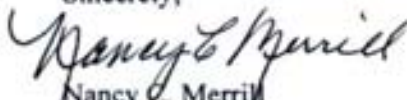
Dear Ms. Andrews,

On behalf of the City of Eagle I would like to extend our support for the development of a Masters Degree program in Community and Regional Planning at Boise State University. Aside from this program being aligned with President Kustra's desire to establish Boise State as a preeminent urban university; this program offers wonderful benefits to the local communities, the Treasure Valley, and the State of Idaho.

In a State and region in which growth is occurring at such a rapid pace it is important to provide current and future planners and elected officials the proper training and understanding of all the factors that create great communities: political, physical, sociological and environmental. A masters program will provide local communities new resources for training and recruitment of professionals that can help guide our communities to greatness.

The City of Eagle currently has three planners on staff with degrees in planning/geography (one from California, one from Oregon and one from Ohio). Wouldn't it be wonderful to provide a local option for this training that provides an understanding of the Idaho context and philosophies to development? I fully support and encourage Boise State in the establishment of the MCRP program for the benefit of the region and the State of Idaho.

Sincerely,

  
Nancy C. Merrill  
Mayor

Cc: Eagle City Council  
Susan Mason  
Jim Munger, Associate Vice President for Academic Planning





City of  
Garden City  
Office of the Mayor

6015 Glenwood Street, Garden City, ID 83714 Phone: 208-472-2900 / Fax: 208-472-2996

Nestled by the River

May 17, 2007

Susan Mason, Director  
Certificate in Community and Regional Planning  
Department of Public Policy and Administration  
Boise State University  
1910 University Drive  
Boise, ID 83725-1935

Dear Susan,

I am writing to you to express my support for additional training for urban planners in Idaho. I would like to see classes on all levels offered in the area of urban planning to provide a sufficient pool of individuals who can assist in the growing needs of growing communities.

I would like to see Boise State develop a full scale urban planning college, particularly because of the growth in the metro regions in our state. Every community in this area needs more trained planners. Many businesses also need planners or individual with some education in this area. Boise State has a perfect platform to fill the need.

Please let me know if there is anything I can do to assist on this effort, please let me know.

Thank you.

Sincerely,

John G. Evans  
Mayor

C:\Documents and Settings\econner\My Documents\Mayor - office\planning support letter to BSU 5-07.doc



**CITY OF KUNA**

P.O. BOX 13 • KUNA, IDAHO 83634  
PHONE (208) 922-5546

RECEIVED

OCT 17 2007

PROVOST - OFFICE

October 15, 2007

Sona Andrews  
Provost and Vice President  
Office of the President  
Boise State University  
1910 University Drive  
Boise, Idaho 83725

Subject: Support for a Master's Degree Program in Community and Regional Planning

Dear Ms. Andrews:

It is my understanding that the Idaho State Board of Education is considering the creation of a Master's Degree program in the field of Community and Regional Planning at Boise State University.

I would like to lend my support to that consideration.

The Treasure Valley is quickly becoming a major metropolitan area and it is important that there be a higher educational program in place to provide our local citizens the instructional tools necessary to become professional land use planners.

I envision a program that would assist our citizens attain the competencies necessary to address the many growth related issues confronting our communities - issues such as transportation, economic development, water and preservation of open space to name a few.

I note that there is not a single higher educational institution in Idaho that offers such a program. Thus, those aspiring to be professional planners have to gain their planning knowledge out of state.

The City of Kuna is growing quickly in stature and complexity and would welcome the presence of locally trained professional planners to help guide our community's future.

Very truly yours,

Scott Dowdy, J.D.

Mayor of Kuna





# CITY OF MIDDLETON

P.O. Box 487 • 6 N. Dewey Avenue • Middleton, Idaho 83644

(208) 585-3133 • Fax (208) 585-9601

citmid@cableone.net • www.middleton.id.gov

August 20, 2007

RECEIVED

AUG 22 2007

PROVOST - OFFICE

Sona Andrews, Provost and Vice President for Academic Affairs  
Office of the President  
Boise State University  
1910 University Drive  
Boise, ID 83725

Dear Ms. Andrews:

The City of Middleton enthusiastically supports the proposed 'Masters in Community and Regional Planning' program. The whole Treasure Valley has the opportunity to learn from other regions and plan our transportation and development in such a way as to avoid some of the problems encountered by other metropolitan areas. Providing a good, solid educational base for both current and future planners is key to making and keeping the whole Treasure Valley the wonderful place it is.

Middleton's Main Street is also Highway 44. In this day and age of high speed everything, that is not a good combination! The City has been the leader in planning an Alternate Route for the highway around our growing downtown. This effort would not have progressed beyond Middleton if it had not been for talented planners throughout the region assisting us. Most of these talented people received their planning education outside Idaho. With this program, we have an opportunity to educate Idaho youth in the planning profession—the jobs are already here for them to fill. This program would serve not only youth, but those already employed in the planning profession who lack this kind of advanced degree. It would be enabled them to continue their education and bring that schooling and modern practices to their current positions.

I urge you to make this program a reality. Middleton, the Treasure Valley and the whole state of Idaho will benefit from this program long into the future.

Frank McKeever, Mayor  
City of Middleton



## Board of Commissioners

Chairman:  
**MICHELE SHERRER**  
District III  
**SHARON PRATT**  
District I  
**LAN SMITH**  
District II



415 E. Main Street  
Emmett, ID 83617  
(208) 365-4561  
Fax 365-7795  
commissioners@co.gem.id.us

May 30, 2007

Susan Mason, Ph.D.  
Assistant Professor and Director, Graduate Certificate in Community and  
Regional Planning  
Department of Public Policy & Administration  
Department of Political Science  
Boise State University  
1910 University Drive  
Boise, ID 83725-1935

RE: Letter of Support for the Proposed  
Boise State University Masters in Community and Regional Planning

Dear Dr. Mason:

Thank you for opportunity to write this letter of support for the proposed Boise State University Master's in Community and Regional Planning program.

Gem County is a small, but growing community with many needs; one of which has been in planning. We struggle in hiring personnel. There are so many needs and opportunities for employment, but very few individuals who are truly qualified to assist us. Private industry, because of their ability to pay larger sums of money, makes it difficult for us to compete when there is a very small pool from which to draw individuals.

Not only would we support BSU's creation of a new Master's program, but we would also support the establishment of a Bachelor degree in Planning. We strongly support this program and the resources Boise State University has. Traditionally, BSU has emphasized internships and the ability for students to work in industry/government prior to graduation. We expect this would carry through to this program as well.

We strongly support this program and the resources Boise State University has. Again, thank you for allowing Gem County to provide our input.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sharon Pratt".

Sharon Pratt  
Gem County Commissioner

A handwritten signature in blue ink, appearing to read "Michele Sherrer".

Michele Sherrer  
Gem County Commissioner

A handwritten signature in blue ink, appearing to read "Lan Smith".

Lan Smith  
Gem County Commissioner



# ADA COUNTY

COMMISSIONERS'  
OFFICE

200 W. Front Street, 3rd Floor  
Boise, Idaho 83702  
(208) 287-7000  
Fax (208) 287-7009  
www.adaweb.net

Paul R. Woods  
Commissioner, First District  
pwoods@adaweb.net

Rick Yzaguirre  
Commissioner, Second District  
ryzaguirre@adaweb.net

Fred Tilman  
Commissioner, Third District  
ftilman@adaweb.net

May 3, 2007

RECEIVED

MAY 07 2007

PROVOST - OFFICE

Dr. Sona Andrews  
Provost and Vice President for Academic Affairs  
Boise State University  
1910 University Drive  
Boise, Idaho 83725-1935

Re: Proposed BSU Master Program in Community and Regional Planning

Dear Dr. Andrews:

Ada County strongly supports instituting a Masters degree program in Community & Regional Planning at Boise State University. County staff members assisted in facilitating the new BSU Graduate Certificate that opened in the fall of 2006, and the addition of a Masters program will complement and fulfill a much needed educational service for the entire state.

Until Boise State University began the Graduate Certificate program last fall, there were no educational opportunities in Idaho to become a professional in this important and growing field. These degree programs are extremely important to this county, as well as all of Idaho's counties, cities and regions. Ada County currently has 24 planners working in the Planning and Zoning Division of the Development Services Department. Only two of the 24 have masters degrees in Urban & Regional Planning. The County would like many of our current planners to have the opportunity to enroll in the proposed Master in Community & Regional Planning program. In the past, Ada County has been the training ground for planners hired by other cities & counties in the area. The program that has been proposed is excellent and we solidly endorse and support BSU's providing this much needed educational service.

Ada County's Development Services Department has responded to the local market needs and growth by doubling the number of planners on staff in the past three years. We anticipate the need to more than double the planning staff again within the next 5 to 10 years and to do so we'll need well-educated applicants. In the past, we have had to hire qualified planners from other states. The addition of a new masters program at BSU will benefit the quality of life in our area for years to come.

In developing our new comprehensive plan, it became obvious that the public is demanding good land use and transportation planning from both the public & private



sector. Environmental & natural resource planning and policy have been extremely important issues that the proposed program can help us with. Economic and financial planning and analysis are also critical functions to be performed by the proposed master program at Boise State University.

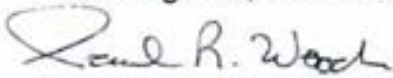
Again, Ada County strongly supports instituting a Masters degree program in Community & Regional Planning at Boise State University. Please let us know if we may assist you in any way in bringing this new program to fruition.

Very Truly yours,

  
Fred Tilman, Chairman

**ABSENT**

Rick Yzaguirre, Commissioner

  
Paul Woods, Commissioner



John S. Franden, President  
Rebecca W. Arnold, Vice President  
Sherry R. Huber, Commissioner  
Dave Bivens, Commissioner  
Carol A. McKee, Commissioner

**RECEIVED**

**MAY 17 2007**

**PROVOST - OFFICE**

May 15, 2007

Boise State University  
1910 University Drive  
Boise, ID 83725-1935

Attn: Ms. Sona Andrews  
Provost and Vice President for Academic Affairs

Subject: **Masters in Community and Regional Planning**

Dear Ms. Andrews:

On behalf of Ada County Highway District (ACHD), I would like to offer our strong support for the proposed Masters in Community and Regional Planning.

As you know, Idaho and the Treasure Valley in particular are experiencing tremendous rates of growth which have highlighted challenges to cities, counties and special purpose governmental agencies, such as ours, as we try to accommodate the growth. ACHD is in the midst of addressing many of these challenges:

- Coordination between land use and transportation is a core theme in the Treasure Valley and widely recognized as the issue to be addressed.
- Transportation planning influences economic development. Both ACHD and the Idaho Transportation Department are highly aware of the connection, and can use expertise in this area.
- Proposed planned communities have been in the headlines for the past year. These bring many challenges, especially to ACHD from the transportation planning aspect, as we will need to construct, service and maintain roads and traffic signals in currently outlying areas that are far from our maintenance and operations yards.
- Funding of transportation infrastructure is another topic that must be addressed.

ACHD has tried to look ahead to provide needed services to the Ada County citizens. In this effort, we have increased our planning and planning-related staff:

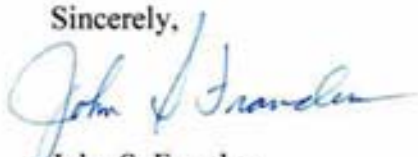
- Two years ago we began the *Blueprint for Good Growth*, a collaborative effort in Ada County, to address these issues and challenges. Under this process we have had to bring in outside expertise to assist the Blueprint Consortium when dealing with growth issues. How much better if we had already had the necessary experience and expertise in state!

- Complementary to the *Blueprint* effort, we have an \$800,000 study underway, *Transportation and Land Use Integration Plan*. Again, we hired an out-of-state firm to lead this effort for us, who has since opened a branch office in Boise.
- In April 2006, the ACHD Commission approved the start of five area-wide transportation master planning efforts, as well as three major corridor studies. We are still in the process of getting all of these underway.
- Our Planning Review Department currently has three Planners and a Supervisor who could benefit from the local offering of a Masters degree. The last times we have had to fill these positions due to attrition, we searched nation-wide.
- Last year we reorganized and created a new division: Planning & Projects. To head up the Planning Department, we hired a Masters in Urban Planning from Illinois. In the past year, this division hired two additional new Planners. We plan to hire another one along with a studies coordinator this coming fiscal year, both of whom could benefit from a Masters in Community and Regional Planning.

In summary, not only ACHD but the entire Treasure Valley and state of Idaho are experiencing unprecedented need for good planning in all its aspects. BSU's proposed offering of a Masters in Community and Regional Planning would benefit the state by further educating professionals already here, and by providing a valuable human resource within state.

Please contact me if you need additional information or if I can provide any other support towards this effort.

Sincerely,



John S. Franden  
ACHD President

JSF/kal/kl





October 29, 2007

RECEIVED

OCT 30 2007

PROVOST - OFFICE

Sona Andrews  
Provost and Vice President for Academic Affairs  
Office of the President  
Boise State University  
1910 University Drive  
Boise, ID 83724

Dear Sona:

I am excited to learn that Boise State University is proposing to the State Board of Education that a Master of Community and Regional Planning program be implemented at BSU. This program is a logical next step following the Graduate Certificate in Community and Regional Planning program, which began at BSU in 2006, and would certainly enhance the certificate program.

Valley Regional Transit (VRT) is the regional public transportation authority for Ada and Canyon counties in southwest Idaho with the responsibilities to coordinate public transportation services in the two-county region and to develop and implement a regional public transportation system. The Valley Regional Transit Board of Directors has approved a six-year plan to develop a regional public transportation system. The plan, called *Treasure Valley in Transit*, would provide bus services to all cities in Ada and Canyon counties, and begin the groundwork to develop a high-capacity transit system along the railway corridor between Caldwell and Boise.

It is critical to our region that we create the intellectual capacity to address planning needs from long-range transportation planning and land use integration to short-term service planning which is integral to Valley Regional Transit's success. The importance of this is only magnified by the continued growth in the Treasure Valley, development pressures on local jurisdictions, and the traffic and air quality concerns that come with growth.

The Master of Community and Regional Planning program would certainly benefit the planning efforts of Valley Regional Transit, our local communities, the entire Treasure Valley, and the State of Idaho in general.

Please add Valley Regional Transit's support to making this initiative a reality.

Sincerely,

Kelli Fairless, Executive Director  
Valley Regional Transit

830 N. Main St.  
Suite 230  
Meridian, ID  
83642  
(P) 208-846-8547  
(F) 208-846-8564



**IDAHO TRANSPORTATION DEPARTMENT**

P.O. Box 7129

Boise ID 83707-1129

(208) 334-8000

itd.idaho.gov

**RECEIVED**

**MAY 16 2007**

**PROVOST - OFFICE**

May 14, 2007

Sona Andrews  
Provost and Vice President for Academic Affairs  
Boise State University  
1910 University Drive  
Boise, ID 83725-1935

Dear Ms. Andrews:

The Idaho Transportation Department supports the creation of a Masters Degree in Community and Regional Planning at Boise State University. Our department currently has a number of planners on staff at our headquarters in Boise and six planners assigned to the district offices around the state. This degree program will provide an excellent opportunity for existing staff to expand their background in the field. Of greater importance, for the first time, Idaho will have a planning degree program where we can recruit new employees. Over the years, we have had a difficult time recruiting planners that have a degree in Urban, Community or Regional Planning.

As Idaho continues to grow, we also see a need for trained planners in our local communities. Growth and congestion have brought about a new challenge for communities to cope with and having the master's degree program as a resource will benefit not only state agencies but local agencies as well.

Thank you for allowing us the opportunity to voice our wholehearted support for this proposed Masters Degree in Community and Regional Planning. If you have questions please contact Matt Moore, Division of Transportation Planning Administrator at 334-8484

Sincerely,

Pamela K. Lowe, P.E.  
Director



700 W. Washington Street  
P.O. Box 1623, Boise, Idaho 83701  
Phone (208) 345-9126 - FAX: (208) 345-0379

November 7, 2007

Dr. Sona Andrews  
Provost and Vice President for Academic Affairs  
Office of the President  
Boise State University  
1910 University Drive  
Boise, ID 83725

Dear Dr. Andrews,

I am writing to express my support for the proposed Masters in Community and Regional Planning to be offered by the Department of Public Policy and Administration at Boise State University. It is exciting to see the University seek to expand in an area that would so directly benefit local government.

Balancing the positive impacts of growth in our thriving communities with a need for affordable housing, transportation, open space and demand for government services is challenging for elected officials. Counties need well trained staff with an understanding of the requirements of planning. A Masters in Community and Regional Planning will not only create a pool of experts for local government hiring purposes but also generate research and tools to assist our counties.

Thank you for your efforts to expand in an area that will be very beneficial to the communities in Idaho.

Sincerely,

Daniel G. Chadwick  
Executive Director





## **Association of Idaho Cities**

3100 South Vista, Suite 310, Boise, Idaho 83705  
Telephone (208) 344-8594  
Fax (208) 344-8677  
[www.idahocities.org](http://www.idahocities.org)

March 25, 2007

Sona Andrews  
Provost and Vice President for Academic Affairs  
Office of the President  
Boise State University  
1910 University Drive  
Boise, ID 83725

Dear Sona:

The Association of Idaho Cities supports Boise State University expanding its training and educational opportunities by offering a Masters in Community and Regional Planning program. The program will help meet the critical needs of many of the communities in Idaho. Public officials are needed that have the skills the new program will provide.

A look at our communities illustrates the need for an understanding of the guiding principles and the detailed skills of urban land use planning. Training is needed that provides the interconnectedness of transportation, air quality, crime, affordable housing, economic development, recreation, aesthetics, and livability of our communities.

The new masters program will provide students with a combination of classroom and applied experience working with planning professionals in local communities.

The Association of Idaho Cities encourages the creation of this important Boise State University program.

Sincerely,

Ken Harward  
Executive Director  
Association of Idaho Cities

821 West State Street • Boise, Idaho 83702 • PH: 208-334-3131 • FAX: 208-334-2505

June 1, 2006

Sona Andrews, Ph.D.  
Provost and Vice President for Academic Affairs  
Boise State University  
1910 University Drive  
Boise, Idaho 83725-1935

Dr. Andrews,

I am writing in support of the proposed Masters in Community and Regional Planning program at Boise State.

Idaho Rural Partnership operates under federal and state statutes to facilitate collaboration among private and public sectors in support of rural Idaho. Through our direct work in Idaho's rural communities, I can tell you, unequivocally, the need for trained planners far exceeds availability. Idaho's strong economy, record low unemployment and rapidly escalating property values have rural communities struggling to keep up with the demand of development. We do not see the demand slowing down – and in many cases expect to see increased growth in many rural communities.

Our dedicated, hard-working elected leaders and county and city staff often make reactionary decisions on new developments – placing absolute trust in the developer. Many of the residential developments are doubling or tripling the size of communities creating massive demands on limited resources. However, many of the decision makers have little experience or training in dealing with such rapid growth and large-scale projects.

A Masters level program at Boise State would be a significant resource for Idaho – providing training that could positively impact our state for future generations.

Thank you for your consideration.

Sincerely,



Dale Dixon



May 21, 2007

RECEIVED

MAY 29 2007

PROVOST - OFFICE

Dr. Sona Andrews  
Provost and Vice President for Academic Affairs  
1910 University Drive  
Business Building, Room B-307  
Boise, Idaho 83725-1000

RE: Letter of Support for a Masters of Community and Regional Planning Program at Boise State University

Dear Dr. Andrews:

This letter is in support of instituting a Masters of Community and Regional Planning Program at Boise State University. Community Planning Association of Southwest Idaho (COMPASS) employs a number of planners with expertise in land use, demographics, economics, and transportation. Our need for trained staff is high, and hiring new staff is a challenge. A recent web article discussing the shortage of planners noted that "...more than 46% of local government employees nationwide are 45 years of age and older." We see this demographic reflected in the planning profession, and the competition for planners across the U.S. means that in many cases we are unable to fill positions at our desired skill and experience level.

Establishing a degree program for planners in Idaho would therefore have very direct benefits for COMPASS and other local agencies in two respects:

- Developing a pool of Idaho college graduates ready to step into entry-level positions.
- Providing continuing educational opportunities for existing employees.

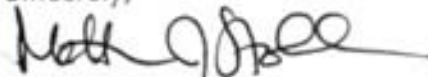
In the past five years, we have filled fourteen positions at more senior levels, with another four positions filled at entry-level. For our entry-level openings, we advertise only at a local level, so we rely on a pool of candidates already living in the area. For our associate, principal, and director positions, we often advertise nationally. In many cases, response to our advertisements has been low and many candidates take other job offers before we can complete our interview/selection process. I expect that, over the next five years, we will have at least five new openings due to retirement and new employment opportunities.

What are the knowledge, skills, and abilities we seek in new and current employees?

- Excellent research and analytical abilities.
- Strong writing and presentation skills, including graphics.
- Geographic information systems knowledge, specifically in ESRI software.
- Creative thinking.
- Firm knowledge and understanding of the current practices in community and regional planning.

We want to hire locally whenever possible, and the Boise State program will promote this goal. If I can be of assistance in your effort to establish a Masters program in Community and Regional Planning, feel free to contact me at your convenience.

Sincerely,



Matthew J. Stoll  
Executive Director

pc: Dr. Susan Mason, Boise State University  
File 991.03 - Support  
MS:nb T:\FY07\900 Operations\991 Support Services Labor\bsu-support-letter.doc



800 S. Industry Way, Ste 100

Meridian, ID 83642

P. 208.855.2558

F. 208.855.2559

www.compassidaho.org



RECEIVED

MAY 22 2007

PROVOST - OFFICE

May 14, 2007

Sona Andrews, Ph.D.  
Provost and Vice President for Academic Affairs  
Boise State University  
1910 University Drive  
Business Building, Room B-307  
Boise, Idaho 83725-1000

Re: Masters in Community and Regional Planning

Dear Dr. Andrews:

The Idaho Planning Association wholeheartedly supports the creation of a Masters program in Community and Regional Planning at Boise State University. As the association of 200 professional and citizen planners in the State of Idaho, our members are constantly seeking opportunities to increase their knowledge and skills in the field. Technical training has traditionally been accomplished through the generous contribution of time and talent by experienced planners around the state, but as Idaho has grown, so has the need for institution-based education.

On April 15<sup>th</sup> of this year, the American Planning Association approved the creation of an Idaho chapter. The new bylaws emphasize education as a central role of the chapter, and we are excited at the prospect of working with Boise State University to provide quality educational opportunities to Idaho planners. The new APA Idaho also stands ready to support APA accreditation of the new Masters program.

One important need of Idaho communities is the ability to recruit planners. Without a state institution providing trained graduates in planning, Idaho cities and counties have to look out of state to recruit, knowing that they will also have to provide follow-up training on Idaho planning law and practices. I have participated on several local government interview panels for senior and management positions in planning, and there is a constant desire to hire Idaho-trained planners. The proposed program at Boise State University will help communities to fill these crucial roles as Idaho continues its rapid growth.

As the Manager of Comprehensive Planning for the City of Boise, over 5 new positions will need to be filled in the next few years. Graduates of the proposed Masters program will be sought-after recruits, as recent entry-level hires from the Boise State Graduate Certificate in Urban and Regional Planning program have proved to be well-trained.

We wish you success on this proposal to the State Board of Education. Please do not hesitate to call upon IPA for further support of this effort.

Sincerely yours,

Patricia A. Nilsson, AICP  
President



May 8, 2007

Dr. Sona Andrews, Provost and Vice President for Academic Affairs  
C/o Dr. Susan Mason  
Director of Community and Regional Planning  
Department of Public Policy & Administration Department of Political Science  
Boise State University  
1910 University Drive  
Boise, ID 83725-1935

Re: Proposed Masters Program in Community and Regional Planning.

Dear Dr. Andrews:

The Idaho District Council of the Urban Land Institute (ULI) would like to support the University in the establishment of a master's program in Community and Regional Planning. The ULI is a world-wide organization that provides education, research and training to professionals in the development industry in the promotion of best land use practices. Our membership includes investors, advisers, developers, architects, lawyers, lenders, planners, regulators, contractors, engineers, university professors, librarians, students and interns. ULI has 34,000 members world-wide and 226 in the Idaho District Council. As the preeminent, multidisciplinary real estate forum, ULI facilitates the open exchange of ideas, information and experience among industry leaders and policy makers dedicated to creating better places.

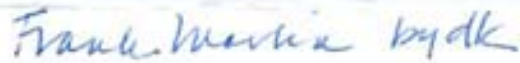
As professionals in the development industry, our ULI Idaho District Council members see firsthand the handicap our state has without a certified university planning program. Every region in the state is experiencing tremendous growth and development issues that require planning expertise. Educated and qualified planners are generally lacking to assist both private industry and our elected officials in resolving these issues. Research and analysis is also desperately needed. We face many issues without the foundation of data and analysis, and with no regional or state wide agency to provide this information, important decisions are made in a vacuum. The independent, objective perspective provided by a university research institution would be a tremendous asset in facing and resolving the important planning issues facing every region in the state.

ULI Idaho has much that we can offer a community and regional planning program at Boise State University. We view the establishment of a planning program as an opportunity to partner with the university in our mission of education and research. Through our world-wide network, we can provide experts in the field to support the university program and to jointly sponsor continuing education opportunities. ULI members can offer training opportunities and internships within many of our member's organizations. Our members can provide the real world planning experience for the students in the planning program.

The need for educated planners is great in our public agencies and in the private development field. Our members hire planners in private consulting firms, development companies and public agencies. Recruitments often now have to go out of state to find qualified individuals. The ability to have home grown planners would be a tremendous asset to our businesses and local jurisdictions.

ULI Idaho fully and enthusiastically supports the addition of the Masters Program in Community and Regional Planning to the university curriculum. We feel it is long overdue and essential to quality growth and development of the state of Idaho. Thank you for the opportunity to comment and consideration of our opinions.

Sincerely,

A handwritten signature in blue ink that reads "Frank Martin by dk".

Frank Martin, Chair  
ULI Idaho District Council

CC: Bob Kustra, President Boise State University



## Neighborhood Housing Services, Inc.

Building People, Places and Partnerships throughout Idaho

May 22, 2007

1401 Shoreline Dr.  
P.O. Box 8223  
Boise, Idaho 83707  
(208) 343-4065  
FAX (208) 343-4963  
www.nhsid.org

Dr. Sona Andrew  
Dr. Jim Munger  
Office of the President  
Boise State University  
1910 University Drive  
Boise, Idaho 83725



### Masters of Community Planning and Regional Planning

Dear Drs. Andrew and Munger -

On behalf of Neighborhood Housing Services, Inc. I would like to express our support for the creation of a Masters program for Community and Regional Planning. We believe that this program is necessary to build the professional capacity required to address the complex planning issues facing Idaho communities.

For twenty-five years NHS has worked to create healthy, vibrant communities throughout Idaho. Rising land costs, complex entitlement processes, environmental concerns, and multiple layers of financing all combine to make housing and community development challenging. In addition to building our capacity to effectively address this broad range of issues, we rely on outside consultants as well as city and county staff to successfully negotiate this process. The rapid growth impacting Idaho communities demands that they professionally plan their land use and effectively manage their development procedures.

The proposed Masters of Community Planning and Regional Planning program will offer the advanced education necessary to address the broad range of planning issues that are becoming more and more prevalent throughout Idaho. Neighborhood Housing Services encourages Boise State University to initiate this much needed program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tom. Lay".

Thomas M. Lay  
Executive Director







*Conserving natural, scenic, recreation and farm lands in the Treasure Valley.*

September 12, 2007

Jim Munger, Associate Vice President for Academic Planning  
Boise State University  
1910 University Drive  
Boise, ID 83725

Dear Mr. Munger:

As Executive Director of the Land Trust of the Treasure Valley, I would like to offer my support for the proposed Masters in Community and Regional Planning program at Boise State University.

The southwest Idaho region is one of the fastest growing areas in the country. With this growth comes increased demand for expertise in the planning process in the region and throughout the state and potentially the Intermountain West. No institutions of higher education in Idaho offer a master's program in planning.

We will be in need, regionally, of a growing cadre of trained professionals that can help bring the latest in community and regional planning to all corners of our growth area.

The Land Trust of the Treasure Valley, as a small non-profit organization, is often in the position of being in need of assistance from graduate students who could benefit from research we are in need of. This sort symbiotic relationship between Universities and community organizations is at the heart of BSU's move toward a metropolitan research university of distinction and certainly brings great help and credibility to our efforts as well.

We wish you well in this effort and would like to support this program however we can. Thanks to you and to Dr. Mason for the hard work in moving this program and our community forward.

Kind Regards,

A handwritten signature in blue ink, appearing to read "Tim M. Breuer", written over a horizontal line.

Tim M. Breuer, Executive Director





RECEIVED

AUG 27 2007

PROVOST - OFFICE

*encouraging vibrant communities through sensible growth*

Board of Directors

**Jane Lloyd**  
President

**Rob Hopper**  
Vice President

**Charles Hummel**  
Secretary / Treasurer

**Bill Clark**

**Susan Eastlake**

**Don Pena**

**Pat Takasugi**

Staff

**Rachel Winer**  
Executive Director

**Elaine Clegg**  
Special Projects

**Deanna Smith**  
Administrator

Idaho Smart Growth  
910 Main Street  
Suite 314  
Boise ID 83712

PO Box 374  
Boise ID 83701

208.333.8066  
[isg@idahosmartgrowth.org](mailto:isg@idahosmartgrowth.org)  
[www.idahosmartgrowth.org](http://www.idahosmartgrowth.org)

August 23, 2007

Sona Andrews  
Provost and Vice President for Academic Affairs  
Office of the President  
Boise State University  
1910 University Drive  
Boise, ID 83725

Dear Dr. Andrews,

Idaho Smart Growth is please to support the proposed Masters in Community and Regional Planning program at Boise State University. Through our work promoting sensible growth through balanced transportation, land use, and environmental decisions that create healthy communities, we interact with a diverse array of Idaho organizations and citizens. There is a clear need for more trained planners in Idaho and the proposed Masters program would go a long way to meet that need.

As the nation's third fastest growing state, we have an enormous need for thoughtful long range planning over the next decade. By providing training through a Masters program, Boise State University will be playing a lead role in helping cities and counties in Idaho leave a legacy they can be proud of as well as providing sorely needed planning assistance.

Idaho Smart Growth would hope to partner with the program through offering internships to students and would like to employ a planner on staff within 2-3 years.

Please feel free to contact me with any questions.

Sincerely,

Rachel Winer  
[Rachel@idahosmartgrowth.org](mailto:Rachel@idahosmartgrowth.org)  
333-8066

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: G. Instructional Program Approval and Discontinuance Rev-August 9, 2007**

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**4. Program Approval Policy**

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;

(1) Board Approval – Board approval prior to implementation is required for any new:

- (a) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact\* of \$250,000 or more per year;
- (b) graduate program leading to a master's, specialist, or doctoral degree.

(2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit with a financial impact of less than \$250,000 per year.

- b. Existing instructional programs, majors, minors, options, emphases and instructional units.

(1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.

(2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

- c. Routine Changes

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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Non-substantive changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

**5. Approval Procedures**

**a. Board Approval Procedures**

- (1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in the manner prescribed.
- (2) Academic requests will be forwarded to the Chief Academic Officer. The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.
- (3) Professional-technical requests will be forwarded to the State Administrator of the Idaho Division of Professional-Technical Education for review and recommendation. The Administrator shall forward the request to the CAAP for its review and recommendation. If the CAAP and/or PTE administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the Division and the State Board of Education.
- (4) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the next CAAP meeting for initial review prior to being forwarded to the Board for approval.
- (5) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

**b. Executive Director Approval Procedures**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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- (1) All academic requests delegated for approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. All professional-technical requests delegated for approval by the Executive Director will be forwarded to the State Administrator of Professional-Technical Education for review and recommendation. At the discretion of the State Administrator, the request may be forwarded to the CAAP for review and recommendation.
- (2) Requests will then be submitted, along with the recommendations, to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the Board for final reconsideration.

(4) Distance Learning Delivery and Residence Centers

All academic and professional-technical programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted using the process outlined above.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY – continued**

TITLE 33  
EDUCATION  
CHAPTER 1  
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

TITLE 33  
EDUCATION  
CHAPTER 40  
BOISE STATE UNIVERSITY

33-4005. POWERS AND DUTIES OF THE BOARD OF TRUSTEES. The board of trustees of said college upon proper conveyance thereof, shall have all rights and title to real estate and personal property of said college, control over all buildings, power to elect presidents and contract with faculty of said college, supervise students and all powers and duties with reference to said college as are now granted by the statutes of the state of Idaho to the board of regents of the University of Idaho, and the board of trustees of Idaho State University as set forth in Chapters 28, 29, 30, 36, 37 and 38 of Title 33, Idaho Code, as the same may hereafter be amended, are fully empowered to exercise said powers and assume such duties with relation to said college from and after January 1, 1969, unless otherwise specifically authorized herein to the exercise of said powers prior to said date.

**Role and Mission**  
**Boise State University**

1. Type of Institution

Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.

Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services\*

Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs

Associate Education: Offers a wide range of associate degrees and some qualified professional programs

Graduate: Offers a variety of masters and select doctoral degrees consistent with state needs

Certificates/Diplomas: Offers a wide range of certificates and diplomas

Research: Conducts coordinated and externally funded research studies

Continuing Education: Provides a variety of life-long learning opportunities

Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs

Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies

### 3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Boise State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

\* Programs and Services are listed in order of emphasis.

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Academic Year	College	Degree Level	Program	Location
<b>2008-09</b>				
BSU	Education	Ph.D.	Educational Leadership	Treasure Valley
BSU	Engineering	Ph.D.	Mechanical Engineering	Treasure Valley
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs	Treasure Valley/Statewide
BSU	Social Sciences & Public Affairs	Masters	Family Studies	Treasure Valley
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning	Treasure Valley & Statewide
BSU	Education	Ph.D.	Educational Technology	On-line
BSU	Engineering	M.S.	Construction Management	Treasure Valley
BSU	Social Sciences & Public Affairs	Master's	Urban Studies	Treasure Valley/Statewide
ISU	Health Professions	Ph.D.	Counselor Education and Counseling	Boise
ISU	Health Professions	B.S. (completion)	Dental Hygiene	Boise
ISU	Health Professions	AS	Sign Language Studies	Boise
ISU	Health Professions	BS	Educational Interpreting	Boise
ISU	Health Professions	DNP	Doctorate of Nursing Practice	Statewide
ISU	Technology	B.S.	Emergency Management	Boise
ISU	Technology	A.S.	Fire Services Administration	Boise
UI	Graduate Studies	Certificate	Bioregional Planning and Community Design	Boise
UI	Law	Post J.D.L.L.M.	Law	Boise
<b>2009-10</b>				
BSU	Applied Technology	A.T.C., A.A.S.	Aboriculture	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Database Technology	Treasure Valley
BSU	Applied Technology	A.A.S.	Web Design	Treasure Valley
BSU	Applied Technology	T.C.	Certified Landscape Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Coding	Treasure Valley

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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**INSTITUTION / AGENCY AGENDA**  
**UNIVERSITY OF IDAHO**

**SUBJECT**

New Graduate Program – Full Proposal – M.S., Bioregional Planning and Community Design – University of Idaho

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4(a) and 5(a), Program Approval and Discontinuance  
Sections 33-107 (7), 33-2811, Idaho Code  
Role and Mission – The University of Idaho

**BACKGROUND**

In accordance with Board Policy III.G.4., (a) (1), Board approval is required prior to implementation of any new academic program, instructional unit, minor, option, or emphasis with a financial impact of \$250,000 or more per year. Additionally, as per Board Policy III.G.5, (a) (4), a request for a new graduate program requires a full proposal.

**DISCUSSION**

The University of Idaho proposes a new Bioregional Planning and Community Design (BioP) Program under the College of Graduate Studies. The BioP Program seeks approval for a new M.S. degree in Bioregional Planning and Community Design. The proposed degree forms a coordinated effort to create interdisciplinary study options in bioregional planning and community design. This program draws participants from, the Colleges of Agriculture and Life Sciences (CALS), Art and Architecture (A&A), Education (ED), Engineering (ENG), Graduate Studies (COGS), Letters, Arts, and Social Sciences (CLASS), Natural Resources (CNR), and Science (COS).

Both the University of Idaho and Boise State University are presenting the first planning degree programs in the State of Idaho. Faculty at UI and BSU are developing collaborative mechanisms to maximize efficiency and minimize duplication. The University of Idaho program will have a bioregional focus emphasizing the partnership with the UI Extension system to engage with local communities through the Learning and Practice Collaboratives (LPCs). **(see page 14)** The program also integrates Extension into the delivery of an in-service professional development program for locally elected and appointed officials and professional planners.

Course offerings by resident faculty at the Idaho Urban Research and Design Center (IURDC) in Boise, along with existing online UI courses, will be available to Boise State University students enrolled in the Community and Regional Planning program. Conversely, Boise State University course offerings will be available to University of Idaho students enrolled in the graduate architecture

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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program and the proposed M.S. in Bioregional Planning and Community Design program.

The Bioregional Planning and Community Design Program will include faculty from the Moscow campus, and Boise, Idaho Falls, Twin Falls and Coeur d'Alene/Post Falls Centers. In addition, the BioP Program will include collaboration with the Idaho Water Resources Research Institute and the National Institute for Advanced Transportation Technology. The M.S. is proposed to be offered at Moscow and Boise, but the offering in Boise will be a small number of students studying design and physical planning (i.e. landscape planning, architectural planning, interior design planning).

The proposed BioP degree will be integrated by requiring a set of common courses for all students in the program. The proposed BioP Program will provide a broad base in Bioregional Planning, while allowing some specialization in land use planning, environmental planning, economic development planning, transportation planning, public lands planning, housing, social, and community development. The M.S. program will be dedicated to the highest standards of scholarship with the curriculum and program requirements designed so that graduates will meet the American Institute of Certified Planners eligibility standards for becoming a certified planner.

The Planning Accreditation Board (PAB) has been the accrediting body for educational programs leading to baccalaureate and master degrees in planning since 1984. The planning accreditation program is sponsored jointly by the American Institute of Certified Planners, the Association of Collegiate Schools of Planning and the American Planning Association. The program will be developed and implemented to ensure that it will meet the five preconditions required for accreditation after 5 years. Once that has been accomplished, it can apply for candidacy. Advancement to candidacy status occurs when the program demonstrates that it is ready in all aspects to undergo an initial accreditation review. This is demonstrated through its Application for Candidacy Status, which includes a Self-Study Report concerning substantial compliance with the criteria by which all programs are judged **(see more on page 9)**.

Students enrolling in the BioP M.S. degree program will have bachelor degrees from a four-year institution. Undergraduate degree expectations will depend on the area of specialization **(for examples, see page 15)**. Students will be admitted through a competitive process including reviews of academic and work history, GRE scores, references, writing samples and research goals. Students residing in off-campus locations will be able to participate in the common course elements either by traveling to the Moscow campus or using distance-learning technology.

While there are universities in the West that offer masters degrees in planning, the majority focus on urban planning and train graduates to address issues

related to city and regional concerns (**see Table 3, page 17**). The program offered at Utah State University is most similar, though it does not offer a certificate to non-planning majors or have a training component for elected officials. The BioP program is also distinguished by its incorporation of a university-wide interdisciplinary approach integrating education and research with community engagement. The program will support, promote and advance bioregional planning, which is an integrated decision process that considers the geographic boundaries of watersheds and ecoregions with political, historical, economic health and cultural knowledge to arrive at solutions that better respond to a region's limits, needs and potentials. This approach builds on UI's areas of strength in natural resource planning, design and landscape planning, hydraulics and watershed planning and sustainable transportation planning.

Idaho was the nation's third fastest growing state between 2004 and 2005 (U.S. Census Bureau, 2006). The population increased by 41% to over 1.4 million residents from 1990 to 2005. Kootenai and Canyon counties grew more than 75% during that time. The Census Bureau projects that by 2030 the population will increase by 52%. This rapid growth is not limited to metropolitan counties. Considered rural in 1990, Boise County has grown by 95% with more than a third of its workforce commuting to Ada and Canyon counties. (**For more information, see page 20**)

Along with these changes, the roles, responsibilities and structure of local government are becoming more complex. Community leaders take into consideration the changing views of the role of government, devolution of public service, citizen demands for control of public spending, and the privatization of many public functions. The M.S. Bioregional Planning and Community Design program will prepare new professionals with cutting edge planning knowledge and skills to address the challenges facing Idaho and many other Western states. In addition the program will facilitate UI faculty and student engagement with communities in participatory research and mutual learning that fosters sustainable community planning, design and development. The Table (**page 21**) which includes enrollment in masters planning programs in Western states affirms the need and opportunity for graduate planning programs in Idaho.

### **Fiscal Impact**

Twenty-seven faculty from eight departments and colleges, holding faculty status in one of nine departments in eight colleges will participate in the Bioregional Planning and Community Design program (**see list on page 14**). In order to meet accreditation standards up to six new faculty with PhDs from accredited planning programs will be hired by the participating departments. These new faculty will be the core group that supports the M.S. degree and the LPCs.

Summary of infrastructure support and budget explanations are located on pages 23-26.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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<b>Estimated Fiscal Impact</b>	<b>FY 08</b>	<b>FY 09</b>	<b>FY 10</b>	<b>Total</b>
<b>A. Expenditures</b>				
1. Personnel	\$809,146	\$ 1,003,557	\$ 1,212,374	<b>\$ 3,025,077</b>
2. Operating	116,860	139,034	161,311	<b>417,205</b>
3. Capital Outlay	30,300	300	300	30,900
4. Facilities				
5. Indirect Costs				
<b>TOTAL:</b>	<b>\$ 956,006</b>	<b>\$ 1,142,591</b>	<b>\$ 1,373,685</b>	<b>\$ 3,472,282</b>
<b>B. Source of Funds</b>				
1. Appropriated Reallocation – MCO	\$ 333,333	\$ 333,333	\$ 333,333	\$ 999,999
2. Appropriated – New MCO				
3. Federal				
4. Other Grant				
5. Fees	39,471	67,259	84,421	191,151
6. Other: (Indirect Returns)	10,500	14,000	19,250	43,750
7. Faculty commitments from Colleges	153,615	319,519	498,450	971,584
8. Current faculty reallocations	432,814	449,623	467,105	1,349,542
9. Community matches for LPCs	20,000	30,000	40,000	90,000
10. Grants	52,500	52,500	52,500	157,500
11. Project donations	9,500	14,000	19,250	42,750
<b>TOTAL:</b>	<b>\$1,051,733</b>	<b>\$1,280,234</b>	<b>\$1,514,309</b>	<b>\$3,846,276</b>
<b>C. Nature of Funds</b>				
1. Recurring *	\$ 718,400	\$ 946,901	\$ 1,180,976	\$2,846,277
2. Non-recurring **	333,333	333,333	333,333	999,999
<b>TOTAL:</b>	<b>\$ 1,051,733</b>	<b>\$ 1,280,234</b>	<b>\$ 1,514,309</b>	<b>\$ 3,846,276</b>

\* Recurring is defined as ongoing operating budget for the program which will become part of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

**IMPACT**

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**ATTACHMENTS**

Attachment 1 – Bioregional Planning and Community Design  
Full Proposal

Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

The University of Idaho (UI) and Boise State University (BSU) are simultaneously bringing forward planning programs. The UI program focuses on the areas of sustainable natural resources planning, design and landscape planning, hydraulics and watershed planning, and sustainable transportation planning. The BSU program focuses on environmental and natural resources; land use and transportation; economic development; and housing, social and community development planning.

Both institutions held various discussions regarding their planning programs to create two strong programs that will be complementary to one another and effectively provide opportunities throughout the state. The Council on Academic Affairs and Programs (CAAP) committee reviewed UI's full proposal and recommended approval at their March 6, 2008 meeting.

The University of Idaho's request to offer a new masters program in Bioregional Planning and Community Design is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Northern Region for the 2008-2009 academic school year. IRSA, CAAP, and Board staff recommends approval as presented.

**BOARD ACTION**

A motion to approve the University of Idaho's request to offer a new M.S., Bioregional Planning and Community Design Program.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**to initiate a  
NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS INSTRUCTIONAL  
PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT**

Institution Submitting Proposal

Graduate Studies  
Program

## Bioregional Planning & Community Design

Name of College, School, or Division

Name of Department(s) or Area(s)

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program Leading to:

M.S. in Bioregional Planning & Community Design  
Degree/Certificate & 2000 CIP

Program Change, Off-Campus Component

August 2007

Proposed Starting Date

This proposal has been approved by:

Maeght von Braun 8/28/7  
College of Graduate Studies Date

Aicha Elshabini 8/23/07  
College of Engineering Dean Date

College of Art and Architecture Dean 2/22/07 Date

Chief Fiscal Officer (Institution) Date

Scott C. Wilson 8/23/07  
College of Science Dean Date

Chief Academic Officer (Institution) 9/3/07  
Date




College of Natural Resources Dean
 Date

\_\_\_\_\_  
Timothy P. White  
President Date

Katherine S. Allen 8/24/07  
College of Letters, Arts and Social Science Dean Date

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SBOE/OSBE Approval
Date

John Hammel 8/22/07  
College of Agriculture and Life Sciences Dean Date

**Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance.**

1. Describe the **nature of the request**. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program? costing greater than \$150,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

The University of Idaho proposes a new Bioregional Planning and Community Design (BioP) program housed in the College of Graduate Studies. The program requires approval of a new M.S. degree in Bioregional Planning and Community Design. The M.S. degree is part of the larger Building Sustainable Communities Initiative (BSCI) funded by President White's New Strategic Initiatives reinvestment program. In addition to the academic program, the initiative includes outreach to communities with sustainable community planning and development projects through the Learning and Practice Collaboratives (LPCs), and training for elected officials and professionals to plan and manage community resources for sustainable futures out of the Center for Effective Planning and Governance (CEPG). The proposed degree complements Boise State University's effort to establish a Masters in Community and Regional Planning. Our conversations with BSU are ongoing, our relationship is growing, and as our programs unfold we are committed to developing collaborative mechanisms that maximize efficiency and minimize duplication. Such a partnership would represent a new level of collaboration between our two institutions. The UI program will focus on our strength areas of sustainable natural resource planning, design and landscape planning, hydraulics and watershed planning, sustainable transportation planning and utilizing UI Extension to conduct planning outreach with Idaho communities, leaders, and professionals.

The program will be offered to students at the University of Idaho Moscow campus. With the exception of a small number of students studying design and physical planning (i.e. landscape planning, architectural planning, interior design planning), it will not be delivered in the Treasure Valley or the BSU service area. All other students residing in off-campus locations will be able to participate in the common course elements of the program either by traveling to the Moscow campus or using distance-learning technology.

This interdisciplinary graduate degree program involves faculty from Conservation Social Science; Geography; Architecture; Landscape Architecture; Political Science; Environmental Science; Civil Engineering; Agricultural Economics and Rural Sociology; Health, Physical Education, Recreation, and Dance; and UI Extension. Within UI, the program employs mechanisms similar to other interdisciplinary programs that fully engage departments and colleges. Each participating department/college will be represented on the Governance Board. The various specializations, which closely mirror those identified by the American Planning Association, will be closely aligned with the related department. For instance, the requirements for the sustainable transportation track will be recommended by the Civil Engineering Department and approved by the governing board. The program will offer several specializations including: land use planning; environmental planning; economic development planning; transportation planning; public land planning; and housing, social and community development planning. As with other university wide interdisciplinary programs, all degrees and certificates will be granted and counted as achievements by participating departments and colleges. Colleges and departments will utilize, promote and advertise program degrees and certificates within the guidelines established by program participants. Students will be counted in the department and college of their major professor/advisor, with all productivity referenced to the newly established Bioregional Program.

The program is also unique in the deep involvement of students in the interdisciplinary Learning and Practice Collaboratives (LPCs). From their first class, interdisciplinary student teams will be connected with an Idaho community via the LPCs. The LPC will serve as an integrating context for all of their learning, and in turn will result in planning and design solutions for those communities. The student will also be encouraged to continue their involvement with their LPC community in their thesis/project work.

The mission of the BioP academic program is to prepare future public leaders, create and disseminate new knowledge, and assist communities and organizations in planning for sustainable development, sustainable efficient conservation planning and management, and sustainable human quality-of-life within and across bioregions. A

bioregional approach to planning layers the geographic boundaries of regional watersheds and eco-regions (a “bio-region”) with political, historical, economic, and cultural knowledge to arrive at solutions that respond more effectively to the limits and potentials of a region.<sup>1</sup> To train students in bioregional planning, BioP faculty, staff, and students will work with communities through Learning and Practice Collaboratives (LPCs) to create community-based plans, programs and policies that sustain and enhance their culture, resource base, built environment and economic vitality.

The overarching goal of the BSCI is to transform the University of Idaho into one of the top institutions in North America for producing quality graduates, conducting research, and engaging communities in the area of bioregional planning and community design. Additional objectives of the BioP program are to:

- Increase efficiencies by coordinating and integrating existing courses into the planning program;
- Create new courses and seminars designed to meet critical curricular gaps;
- Coordinate faculty hires across programs and departments to meet critical programmatic needs;
- Broaden research collaborations among campus and Extension faculty;
- Strengthen collaborations with communities, local, state, and federal governmental agencies;
- Enhance effectiveness of UI outreach programs;
- Educate students to effectively address complex planning and design issues in Idaho, the Intermountain West, and other parts of the world.

2. **Quality** – *this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria.*

The Planning Accreditation Board (PAB) has accredited educational programs leading to baccalaureate and master degrees in planning since 1984. The accreditation of U.S. planning programs is intended to foster high standards for professional education in planning. The planning accreditation program is a cooperative undertaking sponsored jointly by the American Institute of Certified Planners, the Association of Collegiate Schools of Planning, and the American Planning Association. “The planning accreditation program reflects an assumption that all parties to the planning enterprise - practitioners, educators, students, elected officials, and citizens - have a vital stake in the quality of the nation's programs of planning education” (Planning Accreditation Board 2006, 5).

The M.S. in Bioregional Planning and Community Design will be developed and implemented to ensure that after 5 years the program meets the five preconditions required for accreditation by the Planning Accreditation Board ([http://showcase.netins.net/web/pab\\_fi66/overview.htm](http://showcase.netins.net/web/pab_fi66/overview.htm)):

- 1) degrees granted to at least 25 students;
- 2) the program’s parent institution is accredited by the Council for Higher Education Accreditation or its successor organization;
- 3) the word “planning” is used in the title of both the program and degree;
- 4) for graduate students seeking a first professional degree in planning, a minimum of two academic years of full-time study or the equivalent is provided; and
- 5) the primary focus of the degree is on the preparation of professional planning practitioners.

Once a program meets the five preconditions for accreditation, it can apply for candidacy status. If a program is advanced to candidacy status, it may apply for an initial accreditation review. Advancement to candidacy status occurs when the program demonstrates that it is ready in all respects to undergo initial accreditation review. The program must demonstrate this in general through its Application for Candidacy Status and in specific through its attached information in a Self-Study Report concerning substantial compliance with the accreditation criteria by which all programs are judged.

The accreditation criteria outlined by the Planning Accreditation Board are as follows:

- 1) Mission, Goals and Objectives

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<sup>1</sup> Brunckhorst D.J., 2000. *Bioregional planning: resource management beyond the new millennium*. Amsterdam: Harwood Academic.

- 2) Institutional Relations
- 3) Academic Autonomy and Governance
- 4) Curriculum, which should cover the following 4 areas:
  - a. Human settlement
  - b. Historical and contemporary planning practice, policy and processes
  - c. Skills to practice planning in a variety of venues and in ways that are consistent with ethical norms
  - d. Values and ethical standards affecting the practice of planning
- 5) Faculty Resources and Composition
- 6) Teaching, Advising, and Student Services
- 7) Research and Scholarly Activities
- 8) Public and Professional Service
- 9) Students
- 10) Institutional Resources
- 11) Administrative and Fair Practices

PAB Guideline 5.2.2 states that “to assure preparation of students for professional planning practice, the faculty should include a mix of individuals with credentials including accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and membership in AICP.” PAB Guideline 5.5 states that “programs offering one degree for which accreditation is sought should have a minimum of five full-time equivalent (FTE) faculty.” Thus it will be a high priority of the program to hire a critical mass of BioP faculty with Ph.D. degrees and other degrees in planning, and experience in planning.

In addition to the BioP program becoming fully accredited, many of the departments that will be offering the M.S. degree to their students have their own accrediting bodies. These accrediting bodies are listed in Table 1.

**Table 1. Accrediting Agencies for University of Idaho Departments/Programs.**

COLLEGE	DEPARTMENT/PROGRAM	ACCREDITATION BODY
Art & Architecture	Landscape Architecture	LAAB (Landscape Architecture Accred. Board)
	Architecture	NAAB (National Architectural Accreditation Board)
Natural Resources	Conservation Social Science	*
Engineering	Civil Engineering	ABET (Accreditation Board for Eng. & Technology)
Letters, Arts & Social Sciences	Political Science	*
Science	Geography	*
Agriculture & Life Sciences	Ag. Econ. & Rural Sociology	*
Education	Health, Phys. Ed., Rec., and Dance	*
Graduate Studies	Environmental Science	*

\* These departments do not have individual accreditation bodies

There are numerous professional and scholarly societies that current faculty and future faculty and students may participate. The three main organizations are the American Planning Association, the American Institute of Certified Planners, and the Association of Collegiate Schools of Planning. Additional societies include, but are not limited to, the Society for American City and Regional Planning History, the Environmental Design Research Association, the Regional Science Association International, the Urban Affairs Association, the Urban and Regional Information Systems Association, the Association of Collegiate Schools of Architecture, the Association of Public Policy Analysis and Management, National Association of Schools of Public Administration and Affairs, and the American Society of Landscape Architects.

The M.S. program will be dedicated to the highest standards of scholarship, informed by theory and empirical evidence, and employ multiple thinking strategies such as problem solving, creative design processes, the scientific method, and critical thinking. While it is anticipated that new courses will be created, the program will also utilize a significant number of courses already present in several different programs. The curriculum and program requirements will be designed so that graduates will meet the American Institute of Certified Planners eligibility

standards for becoming a certified planner. These standards include 1) being a current member of the American Planning Association (APA); 2) being engaged in professional planning, either currently or in the past; and 3) meeting the combination of education and corresponding years of professional planning experience (e.g., graduate degree in planning from a program accredited by PAB and 2 years professional planning experience).

In addition to preparing students to become professional planning practitioners, the academic program will advance the state of knowledge in the field of bioregional planning by engaging faculty and students in planning-related research, the results of which will be shared with others through public and professional presentations, journal articles, technical reports, and other appropriate media. The program will also provide planning assistance to Idaho communities and rural areas through the LPCs, emphasizing the integration of bioregional planning process, methods, and theory with other substantive planning knowledge in actual applications of community and regional plan making and policy analysis.

*Further, if this new program is a doctoral, professional, or research, it must have been reviewed by an external peer-review panel (see page 7, "Guidelines for Program Review and Approval). A copy of their report/recommendations must be attached.*

Three sets of recommendation and review materials are attached: 1) Strategic Initiative recommendation letters (Attachment A), 2) UI Blue Ribbon Committee Summary Comments (Attachment B), and 2) External Review Proposal Ratings (Attachment C). The original strategic initiative proposal is available at the BSCI website - <http://www.bioregionalplanning.uidaho.edu/>

- a. *Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.*

The curriculum for the M.S. degree will provide a broad base in bioregional planning, while allowing students to select a specialization in one of several areas: land use planning; environmental planning; economic development planning; transportation planning; public lands planning; and housing, social and community development planning. The degree of M.S. in Bioregional Planning and Community Design requires 32 credits of course work, 8 to 10 studio credits, and 3 to 6 credits for a community-based project and professional paper, or thesis, for a total of 43 to 48 credits. A maximum of 12 credits may be transferred from another institution. The following sections summarize specific requirements for the M.S. degree.

## **Master of Science with a major in Bioregional Planning and Community Design**

### **Core Courses**

The following courses, equaling 34 to 39 credits, are required for all M.S. students:

BioP 501 Seminar (2 cr)

BioP 520 Bioregional Planning and Practice (3 cr)

BioP 521 Planning History and Theory (3 cr)

BioP 500 Master's Research and Thesis (no more than 10 credits) or BioP 599 Nonthesis Master's Research (no more than 5 credits)

GIS Competency (3 cr.) – *one of the following:*

LArc 495 Computer-Aided Regional Landscape Planning (3 cr)

Geog 475 Advanced GIS (3 cr)

OR Demonstrated GIS competency (e.g., GIS certificate)

Environmental Philosophy and Ethics (3 cr.) – *one of the following:*

Phil 457 Natural Resources Ethics (3 cr)

Phil 552 Environmental Philosophy (3 cr)

Phil 556 Religion and the Environment (3 cr)

Phil 571 Ecological Jurisprudence (3 cr)

PEP 570 Ethical Practice and Communication in Physical Activity

PEP 591 Moral Development in Physical Activity

Policy and Economics (3 cr.) – *one of the following:*

Acct 530 Accounting for Public Sector Entities (3 cr)

Bus 413 Leadership and Organizational Behavior (3 cr)

Bus 462 Principles of Financial Planning (3 cr)  
 Law 944 Local Government and Land Use Law (3 cr) (with permission of instructor)  
 PolS 539 Public Policy (3 cr)  
 PolS 557 Governmental Budgeting (3 cr)  
 PolS 571 Intergovernmental Relations (3 cr)  
 PolS 572 Local Governmental Politics and Administration (3 cr)  
 Research Methods (3 cr.) – *one of the following*:  
 CSS 506 Fundamentals of Research (4 cr)  
 For 510 Fundamentals of Research (3 cr)  
 PolS 556 Governmental Policy and Program Analysis (3 cr)  
 PEP 581 Research in Physical Activity, Theory, and Design (3 cr)  
 Landscape/Social Ecology (3 cr.) – *one of the following*:  
 For 429 Landscape Ecology (3 cr)  
 For 527 Landscape Ecology of Forests and Rangelands (3 cr)  
 WLF 440 Conservation Biology (3 cr)  
 PEP 532 Health and Community Development (3 cr)  
 Studio I (4-5 cr.) – *one of the following*:  
 Arch 553 Architectural Design VII (5 cr)  
 LArc 559 The Northern Rocky Regional Landscapes (4 cr)  
 Studio II (4-5 cr.) – *one of the following*:  
 Arch 553 Architectural Design VII (5 cr)  
 LArc 560 Cultural Interpretation of Regional Landscapes (4 cr)

### **Area of Specialization (9 cr.)**

Core courses may count toward a student's area of specialization once the core requirements are satisfied. The following list of courses is meant to guide students in their areas of specialization; this list will be revised and updated regularly. The initial list of recommended courses is provided below.

#### **Land Use Planning:**

Geog 520 Land and Environment (3-6 cr, max 6)  
 Geog 544 Environmental Assessment (4 cr)  
 LArc 559 The Northern Rocky Regional Landscapes (4 cr)  
 LArc 560 Cultural Interpretation of Regional Landscapes (4 cr)  
 Law 944 Local Government and Land Use Law (3 cr)

#### **Environmental Planning:**

CSS 573 Planning and Decision Making for Watershed Management (3 cr)  
 EnvS 555 Environmental Planning (3 cr)  
 EnvS 579 Introduction to Environmental Regulations (3 cr)  
 Geog 420 Land, Resources and Environment (3 cr)  
 Geog 544 Environmental Assessment (4 cr)  
 Law 942 Water Law (3 cr)  
 Law 947 Environmental Law I (3 cr)  
 PolS 564 Environmental Politics and Policy (3 cr)

#### **Public Lands Planning:**

AIST 401 Contemporary American Indian Issues (3 cr)  
 Law 906 Seminar, Natural Resources Law and Policy (3 cr) (with permission of instructor)  
 Law 937 Natural Resources Law and Legal History (3 cr) (with permission of instructor)  
 Law 948 Public Land Law (3 cr) (with permission of instructor)  
 Law 949 Indian Law (3 cr) (with permission of instructor)  
 PolS 562 Natural Resource Policy  
 CSS 571 Human Dimensions of Ecosystem Management  
 CSS 572 Human Dimensions of Restoration Ecology  
 ENVS 582 Natural Resource Policy and Law

#### **Economic Development Planning:**

CSS 541 Issues of Renewable Natural Resources Industries (2 cr)  
 Geog 550 Geography of Development (3-4 cr)

- Geog 409 Rural Development (3 cr)
- Transportation Planning:
  - CE 474 Traffic Systems Design (3 cr)
  - CE 571 Traffic Flow Theory (3 cr)
  - CE 573 Transportation Planning (3 cr)
  - CE 574 Public Transportation (3 cr)
- Collaborative Management
  - Comm 434 Advanced Dispute Management (3 cr)
  - Comm 436 Conflict Mediation (3 cr)
  - CSS 486 Public Involvement in Natural Resource Management (3 cr)
  - CSS 510 Applications of Communication Theory in Natural Resource Management (3 cr)
  - Law 917 Negotiation and Alternative Dispute Resolution (2 cr) (with permission of instructor)
- Housing, Social and Community Development Planning
  - Arch 483 Urban Theory and Issues (3 cr)
  - Geog 330 Urban Geography (3-4 cr)
  - PolS 521 Political Leadership (3 cr)
  - PolS 554 Public Organizational Theory (3 cr)
  - H&S 535 Principles of Behavior Change

New Course Descriptions:

**BioP 500 Master's Research and Thesis (cr arr)**

**BioP 520 Bioregional Planning Theory and Practice (3 cr)**

This class introduces first semester Bioregional Planning and Community Design students to bioregional planning concepts and current implementation practices.

**BioP 521 Planning Theory and Process (3 cr)**

This course is based on the premise that good planning practice should be grounded in good planning theory. Many of these theories are insightful attempts at understanding the unique historical conditions that have led to the rapid transformation of human society into an urban society in recent centuries. And many are accompanied by suggestions—some more useful than others—on how to exploit urbanization, guide it, tame it, moderate its impacts, and even reverse it. Public actions based on the more forceful theories sometimes changed development patterns in desirable ways. At other times they have made conditions worse, and many times they made no difference at all. Examining planning theories in an historical perspective is, therefore, a useful exercise for those of us searching for a solid theoretical foundation for our planning practice today.

**BioP 599 (s) Non-thesis Master's Research (cr arr)**

- b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.*

Twenty-seven faculty from eight departments and colleges will participate in the BioP program, holding faculty status in one of nine departments in eight colleges. Participating faculty are listed in Table 2.

**Table 2. List of BioP Program Faculty at the University of Idaho.**

<b>Name (%FTE)</b>	<b>Department/Unit</b>	<b>Specialty</b>	<b>Degree</b>	<b>Rank</b>
Stephen Drown (25% yr. 1, 10% thereafter)	Landscape Architecture	Community Design	MLA	Prof.
Steven Hollenhorst (25% yr. 1, 10% thereafter)	Conservation Social Sciences	Protected Areas Policy	PhD	Prof.
Paul McCawley (15% yr. 1, 7.5% thereafter)	Extension	Extension Outreach/ Rangeland Ecology	PhD	Assoc. Dir., UI Extension
Lorie Higgins (15% yr. 1, 5% thereafter)	Ag. Econ & Rural Sociology	Community Development	PhD	Assist. Prof.
Michael Kyte (10% yr. 1, 5% thereafter)	National Institute for Advanced Transportation Technology	Transportation Planning	PhD	Prof.
Sandra Pinel (100%)	Conservation Social Sciences	Land Use Planning	PhD	Asst. Prof.
Tammi Laninga (100% of .5 FTE appointment)	Conservation Social Sciences	Land Use Planning	PhD	Asst. Prof.
Wendy McClure (23.5% yr. 1, 1% thereafter)	Architecture	Community Design	MArch	Prof.
Harley Johansen (15% yr. 1, 5% thereafter)	Geography	Economic Development	PhD	Prof.
Donald Crowley (5%)	Political Science	Law and Social Change	PhD	Prof.
Nick Sanyal (5%)	Conservation Social Sciences	Human Dimensions	PhD	Assoc. Prof.
Sherry McKibben (50%)	Architecture	Community Design	MArch	Assist. Prof.
William McLaughlin (10%)	Conservation Social Sciences	Conservation Planning	PhD	Prof.
Chris Schnepf (25 yr. 1, 10% thereafter%)	Extension	Community Forestry	MS	Assist. Ext. Prof.
Gary Austin (10%)	Landscape Architecture	Community Design	MLA	Assoc. Prof.
Chuck Harris (10%)	Conservation Social Sciences	Env. Mgt, Policy and Planning	PhD	Prof.
Ray Dezzani (10%)	Geography	Spatial Geography	PhD	Assist. Prof.
Valdasue Steele (5%)	Extension	Community Development	MS	Assist. Ext. Prof.
Priscilla Salant (5%)	Extension	Community Development	MS	Research Prof.
Patrick Wilson (10%)	Political Science	Environmental Policy	PhD	Assoc. Prof.
Lawrence Young (10%)	Career & Professional Planning Sociology/CSS	Environmental Policy	PhD	Adj. Prof.
Michael Dixon (10%)	Civil Engineering	Transportation Planning	PhD	Assist. Prof.
Rula Awwad-Rafferty (10%)	Architecture	Interior Design Planning	PhD	Assoc. Prof.
John Tracy (5%)	IWRRI	Water Resources	PhD	Prof.
Michael Whiteman (10%)	CSS	International Env. Policy	PhD	Adj. Assoc. Prof.
David Paul (25%)	HPERD	Physical Activity Behavior	PhD	Assist. Prof.
Chris Eisenbarth (10%)	HPERD	Health Planning	Ph.D.	Assist. Prof.
Phil Watson (100%)	Ag. Econ. & rural Sociology	NR Economics	Ph.D.	Assist. Prof.

In order to meet accreditation standards up to six new faculty with PhDs from accredited planning programs will be hired by the participating departments. These new faculty will be the core group that supports the M.S. degree, the LPCs and the CEPG.

Faculty involvement in the BioP program will consist of teaching courses in bioregional planning and community design; engaging students and communities in participatory research and mutual learning that creates community-based plans, programs and policies that sustain and enhance Idaho communities' culture, resource base, built environment and economic vitality; and serving on graduate committees of M.S. students in the program.

The BioP program will be housed as an autonomous unit under the College of Graduate Studies and jointly administered by a Management Board representing the participating units (Figure 1). As other departments and units join the program, a representative from that unit will be added to the Management Board. The resulting program will have sufficient autonomy, suitable governance, and competent leadership to support and advance the program's goals and objectives, and to enhance the program's overall quality.



c. *Students – briefly describe the students who would be matriculating into this program.*

Students enrolling in the proposed BioP program will have a variety of backgrounds ranging from bachelors in planning, environmental design, architecture, geography, sociology, engineering, public administration, political science, history and other degrees. Because the M.S. degree in BioP will give students the ability to become certified planners, it is also assumed that some students enrolling in the program may be returning to school after spending several years working in the areas of planning or community development.

Students enrolling in the M.S. degree program will have bachelor degrees from a four-year institution. We are committed to the development and maintenance of rigorous selection and retention standards. Students applying for the Masters program will be expected to have completed a bachelor's degree. The undergraduate degree expectations will differ depending on area of specialization. For instance, students interested in working with Civil Engineering faculty in the area of sustainable transportation planning may be required to have an undergraduate degree in civil engineering, transportation engineering, or related field. On the other hand, students with a general interest in community and regional planning may come with varied backgrounds, from humanities and the arts to the sciences.

Students will be admitted through a competitive process involving a review of their academic and work history, GRE scores, references, writing sample, and research goals. It is expected that most students will be enrolled full-time, with a small portion participating in the program on a part-time basis. The BioP program will be delivered on the Moscow campus. Students residing in off-campus locations will be able to participate in the common course elements of the program either by traveling to the Moscow campus or using distance-learning technology.

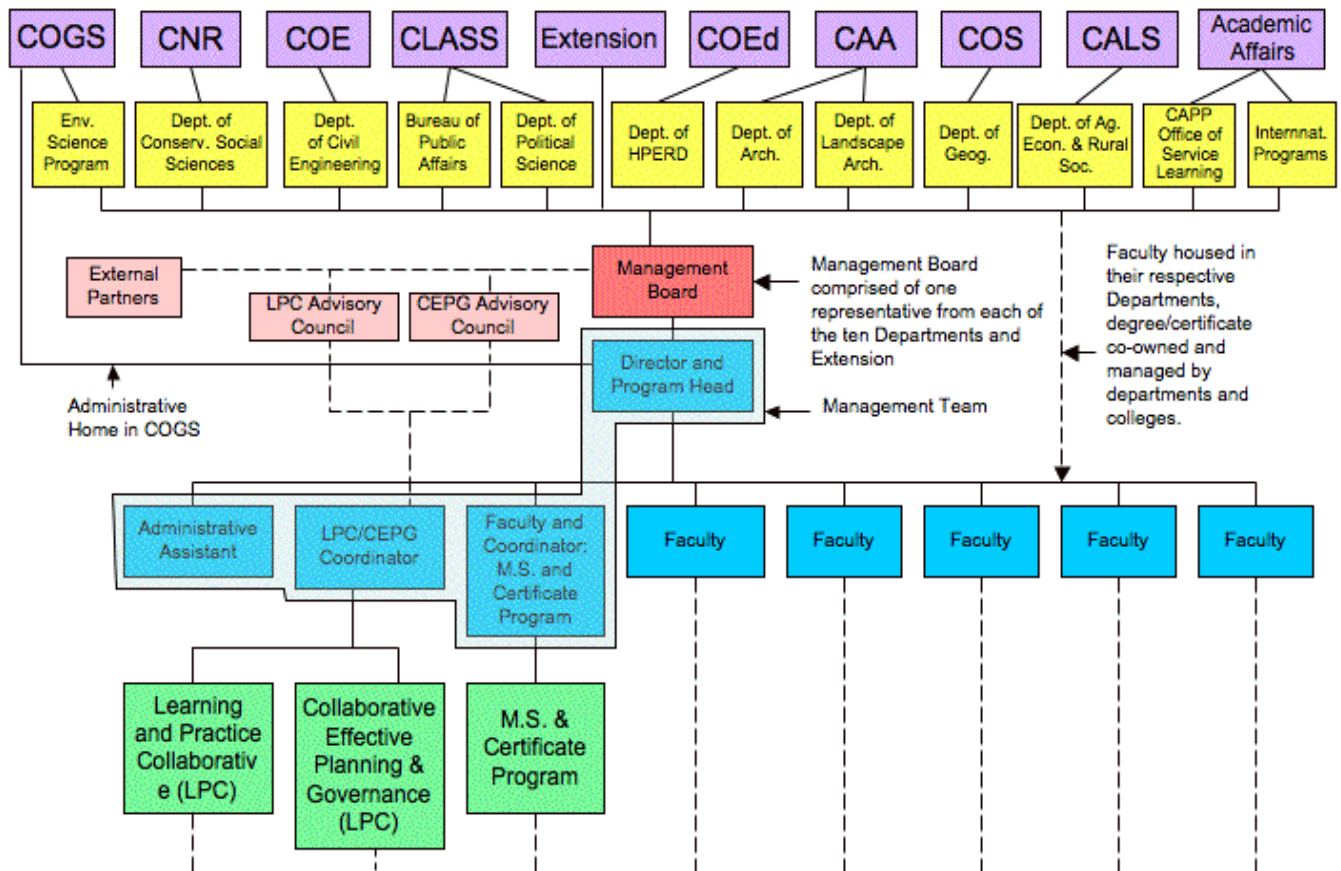


Figure 1: Organizational Chart for the Bioregional Planning and Community Design Program

d. *Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.*

Management Board, Director/Program Head, and Staff: The BioP program, and the larger Building Sustainable Communities Initiative, will be administered by a management board, director/program head, and an administrative assistant, and two coordinators. The management board will be composed of faculty representatives from seven colleges involved in the program. For the first four years the director/program head (1.0 FTE), an administrative assistant (1.0FTE), and a LPC/CEPG coordinator will be supported through the Building Sustainable Communities Initiative. The Director will report to the Management Board, and will be responsible for the oversight of all three initiative components: the academic program, the LPC, and the CEPG. A staff-level person will also be hired as the coordinator of both the LPC and CEPG. A full-time administrative assistant will be hired as the program financial and office manager and an Extension program coordinator will be hired to coordinate the involvement of UI Extension.

#### Graduate Assistantships:

The Building Sustainable Communities Initiative provides funds for four years to support five full-time students at \$16,000 each. Additional assistantships will be offered based on faculty's ability to secure grant funding.

#### Support Personnel:

Support staff, faculty and scientists working for faculty at the University of Idaho will provide assistance to graduate students in the BioP program as they do to students currently enrolled in respective graduate programs across campus.

#### Library:

Current space, personnel and books in the University of Idaho library are adequate to support the Bioregional Planning and Community Design degree. However, there are three journals that should be added to the current list of planning-related journals available at the library. These journals are: *Environment and Planning A: Urban & Regional*; *Journal of Planning Education and Research*; and *Journal of Planning Literature*. Six additional journals would also contribute to the program, including: *Environment & Planning C: Government & Policy*; *Journal of Architectural and Planning Research*; *Journal of Environmental Policy and Planning*; *International Planning Studies*; *Planning Theory*; and *State and Local Government Review*. The initiative will contribute \$15,000 for the purpose of three journal packages that include the necessary journals.

#### Equipment and Instruments:

No new facilities, equipment or technology will be required to initiate the BioP program. Each of the departments hiring new faculty have existing office space for the new hires. Furthermore, existing faculty participating in the program will continue to utilize the research facilities available to them at the University of Idaho. Classroom facilities at the UI campuses are adequate to deliver courses. Studio space is available, but has not been formally dedicated to the program. The BioP program is working with deans and department heads to find space in collaboration with other programs. The BioP program will initially share office space with Landscape Architecture in the College of Art and Architecture, Room 209. No renovation costs are required to occupy this space.

#### *e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.*

Faculty housed at all University of Idaho campuses (Boise, Idaho Falls, Twin Falls, and Coeur d'Alene), as well as other Idaho institutions (i.e., Boise State University and Idaho State University) are committed to statewide integration of research, education, and outreach in planning and community design to develop a coordinated statewide strength in this critical area. Faculty participating in the proposed Bioregional Planning and Community Design program support statewide integration and the proposed program contributes to these integrating efforts (see below under 3. Duplication).

**3. Duplication** – *if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication. Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?*

Simultaneous with this UI proposal, Boise State University is advancing a proposal to create a Master of Community and Regional Planning program. Together, the two programs represent the first planning degree programs in the State of Idaho. Our conversations are ongoing, our relationship is growing, and as our programs unfold we are committed to developing collaborative mechanisms that maximize efficiency and minimize duplication. Such a partnership would represent a new level of collaboration between our two institutions. The UI program will have a bioregional focus, and will emphasize partnering with the UI Extension system to engage with local communities through the LPCs. The UI program also integrates Extension into the delivery of an in-service professional development program for local elected and appointed officials and professional planners.

Specifically, Boise State University course offerings will be available to UI students enrolled in the graduate architecture program and the proposed M.S. in Bioregional Planning & Community Design program. Course offerings by UI faculty resident at the Idaho Urban Research and Design Center (IURDC) in Boise, along with existing online UI courses, will be available to Boise State University students enrolled in the Community and Regional Planning program.

Table 3 lists universities in the West that offer masters degrees in planning. The majority of these programs focus on urban planning and train graduates to address issues related to city and regional concerns. The Bioregional Planning program at Utah State University is the most similar to the proposed program. However, in conversing with faculty heading the USU program, it is apparent that the USU program does not have the same level of institutional support, nor does it offer a certificate to non-planning majors or have a training component for elected officials.

**Table 3. Existing Planning Programs at Western Universities.**

State	Institution	Degree/Certificate	Accredited?
<b>AZ</b>	Arizona State University	Master of Science, Urban & Environmental Planning	Yes
	University of Arizona	Master of Science, Planning	Yes
	Cal Poly, San Luis Obispo	Master of Science, Science, City & Regional Planning	Yes
	Cal Poly, Pomona	Master of Science, Urban & Regional Planning	Yes
	San Jose State University	Master of Science, Urban Planning	Yes
<b>CA</b>	University of California, Berkeley	Master of Science, City Planning	Yes
	University of California, Irvine	Master of Science, Urban & Regional Planning	Yes
	University of California, Los Angeles	Master of Science, Planning	Yes
	University of Southern California	Master of Science, Planning	Yes
<b>CO</b>	University of Colorado	Master of Science, Urban & Regional Planning	Yes
<b>ID</b>	Boise State University	Certificate Program in Community & Regional Planning, Masters program being developed	No
<b>NM</b>	University of New Mexico	Master of Science, Community & Regional Planning	Yes
<b>MT</b>	None		
<b>NV</b>	University of Nevada, Reno	Master of Science, Land Use Planning Policy	No
<b>OR</b>	Portland State University	Master of Science, Urban & Regional Planning	Yes
	University of Oregon	Master of Science, Community & Regional Planning	Yes
<b>UT</b>	Utah State University	Master of Science, Bioregional Planning	No
	University of Utah	Master of Science, Urban Planning	No
<b>WA</b>	Eastern Washington University	Master of Science, Urban & Regional Planning	Yes
	University of Washington	Master of Science, Urban Planning	Yes
<b>WY</b>	University of Wyoming	Master of Science, Planning	No

The UI BioP program will be distinguished from other university planning programs in two ways: 1) it incorporates a university-wide, interdisciplinary approach that fully integrates education and research with community engagement; and 2) it supports, promotes and advances bioregional planning, which is an integrated decision process that layers the geographic boundaries of watersheds and ecoregions with political, historical, economic health, and cultural knowledge to arrive at solutions that respond more effectively to a region's limits, needs, and potentials. The bioregional approach builds on UI's strength areas in natural resource planning, design and landscape planning, hydraulics and watershed planning, and sustainable transportation planning.

*4. **Centrality** – documentation ensuring that program is consistent with the Board's policy on role and mission is required. In addition, describe how the proposed program relates to the Board's current Statewide Plan for Higher Education as well as the institution's long-range plan.*

The State Board of Education's mission for higher education in the State of Idaho is to promote institutions that "provide a wide variety of educational, training, research, continuing education and service programs to meet the personal and professional needs of Idaho citizens and Idaho employers." The BioP program aids the SBOE in meeting the goals of its mission by providing a rich and diverse educational, training, and research opportunity for the citizens of Idaho. Furthermore, it will produce certified planners who can assist in the thoughtful and sustainable design and development of Idaho communities.

The SBOE's *8-Year Plan for Delivery of Academic Programs* states that "the effectiveness of the [higher-education] system relates to the provision of courses and programs that respond to the identified needs of Idaho education stakeholders such as students and businesses. System efficiency relates to delivery of education and minimizes costs by avoiding unnecessary duplication of programs and courses." The creation of the BioP program has been the result of campus and Extension faculty, as well as statewide community stakeholders identifying the need for the only accredited planning program in the state. To ensure the program's fit with the needs of Idaho's citizens, between August and November 2006, nearly a dozen listening sessions were hosted in several locations across Idaho. These sessions gave stakeholders the opportunity to describe their community's needs and to characterize the vital competencies required by our graduates if they are to become planners in their communities. Stakeholder input is being used to refine our understanding of how to link UI resources to community priorities. Furthermore, these developmental listening sessions are establishing credibility for the initiative locally, providing publicity about the initiative, and forming the basis for productive partnerships that will be developed.

Furthermore, in the 8-Year Plan, the SBOE explains that it is their intent 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." The BioP program brings together nine academic departments/programs, eight UI colleges, UI Extension, and eight units/organizations in and outside UI in interdisciplinary graduate research, education, and outreach to Idaho's communities to implement practices and policies that improve social, economic, health and environmental conditions to strengthen and enhance quality of life. Faculty and staff resources are brought together from across the institution and engaged with local communities to find integrated solutions to real-world problems. The program builds on the strengths of campus and Extension faculty and enhances resource effectiveness by sharing professional, facility and research resources.

In addition to meeting the SBOE's policies and missions for higher education, the BioP program serves the mission and strategic plan for the University of Idaho. The UI's mission states that it is "a land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs." The academic programs emphasized at the UI are agriculture, forestry, mining and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs. In these specific focus areas, the UI offers a wide range of masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs. The interdisciplinary BioP program will contribute to the UI's mission by providing graduate research-based education that is responsive to the needs of Idaho's businesses and communities.

The BioP program also specifically relates to recent strategies developed at the UI. In 2004, the Vision and Resources Task Force identified seven strategic themes the university community should strive to promote:

- 1) Building Human Potential through Innovative Engagement
- 2) Creative and Performing Arts
- 3) Economic Development through Technology Transfer and New Venture Creation
- 4) Evolutionary Biology
- 5) Global and Regional Environmental Systems
- 6) Natural Resources Protection and Resource Development
- 7) Sustainable Agriculture

The goals of the planning program are consistent with themes 1, 3, 5, 6, and 7. The program is also aligned with the Vision and Resource Task Forces' vision statement that the UI will "maintain strategically selected programs to serve and benefit the people of Idaho, the United States, and the world." Program graduates will fill an important niche in the Intermountain West and have the knowledge and skills to be effective planners in other parts of the world. The initial focus of the program will be on Idaho. However, over time, the focus will be expanded to include regional, national and international opportunities.

Furthermore, the program specifically addresses two of the seven core values identified by the Vision and Resource Task Force report. The program fosters the creation of a "barrier-free community" through its collaborative nature by encouraging "productive, unhindered interaction between disciplines" and "interdisciplinary instructional, research, and outreach activities." The BioP program also aims to "make a difference" to the people of Idaho, the nation, and the world through its community-based participatory nature by enhancing the "scholarly, economic and environmental" impact in local communities, promoting "public discourse" about important issues, and cultivating "an educated and involved citizenry."

The BioP program also directly relates to three of President White's five thematic areas of excellence for the University, which are "Stewarding the Environment," "Understanding Sustainable Design and Life Style," and "Catalyzing Entrepreneurial Innovation."

Finally, the program is consistent with both the UI Research Office's Action Plan and the UI's land-grant mission. The Research Office's Action Plan encourages "faculties that cross disciplinary boundaries to enhance scholarly activity." The BioP program, drawing on the strengths of eight colleges and nine academic departments directly fulfills this goal. Furthermore, the program will serve as a model of effective land grant engagement with citizens of the state through the LPC. The LPC will serve as a vehicle to engage the university to assist communities in fulfilling their visions for sustainable growth. The LPC will bring together of faculty, students, and the people and institutions in Idaho communities and tribes, to work together to improve quality of life and build sustainable futures. The collaboratives will bring to communities research-based knowledge and problem-solving expertise related to a variety of sustainability issues, but will contribute particularly to the application of bioregional planning and sustainable design principles.

The bioregional approach to planning and community design promoted by the M.S. degree considers the ecological functions and human settlement patterns of a region, builds more inclusive civic constituency, and emphasizes regional resources and energy sources in an effort to inform community and economic development policy and design. As a result, the program adheres to all the SBOE and the University of Idaho missions and strategic plans and goals at some level. The BioP program, building upon the unique strengths of UI programs and faculty, will coordinate existing UI and statewide assets to create and implement an internationally recognized program in planning education, service learning, and community engagement.

##### **5. Demand** – address student, regional and statewide needs.

*a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and on-going assessment. (See the Board's policy on outcome assessment.)*

Idaho was the nation's third fastest growing state between 2004 and 2005 (U.S. Census Bureau, 2006). From 1990 to 2005, Idaho's population increased by 41% to over 1.4 million residents, making it the fourth fastest growing state in the U.S. Kootenai and Canyon counties grew more than 75% and the state's immigrant population more than doubled. The Census Bureau projects that by 2030 population will increase by 52%. By 2050, urban and suburban development is expected to double and quadruple, respectively, resulting in a loss of 4.5 million acres of ranch, farm, and open space land. This growth will be accompanied by increased energy consumption (Idaho already leads the Northwest in per capita consumption), and a projected three-fold increase in municipal water use.

The effects of rapid growth are not limited to metropolitan counties. Boise County, considered rural in 1990, has grown by 95%, with more than a third of its workforce now commuting to Ada and Canyon Counties. Increasingly, communities across Idaho are struggling to deal with the transportation impacts of new residential and community development, and to incorporate state transportation initiatives into their comprehensive plans. Concurrently, the economies and populations of many rural communities are stagnant or shrinking. While urban school systems are unable to build facilities fast enough to accommodate the flood of new students, many rural districts have adopted a 4-day school week to offset lost revenues and shrinking student numbers.

Approximately 66% of Americans between 20 and 74 yrs are considered overweight or obese, which represents a 30% increase in less than 30 years. In children between the ages of 6 and 19 yrs, 17% are considered overweight, a 37% increase in less than 15 yrs. State-wide surveys of obesity taken between 1991 and 2006 indicate that Idaho is generally ranked in the middle third in the nation. Nation-wide medical expenditures due to overweight and obesity are estimated at approximately \$75 billion per year (\$227 million of that total from Idaho). Recent literature indicates that the physical design of communities (urban, suburban, and rural) may be contributing increased incidences of overweight and obesity, through reduced opportunities for physical activity and/or access to healthy foods. Given the significant health care costs and loss of quality of life associated with weight gain and obesity, the BioP degree program and the Building Sustainable Communities Initiative will institute a multidisciplinary approach to address this issue from a perspective unique to UI.

Along with these demographic changes, the roles, responsibilities, and structure of local government are changing and becoming more complex. Today's community leaders must consider the changing views of the role of government, new technologies, devolution of public services, citizen demands for control of public spending, performance review, and privatization of many public functions. The responsibilities assigned to these officials range from public health to public transportation, criminal justice, sewage treatment, and protecting quality of life. They must set public policy, collect and direct use of public funds, decide who can develop land where and for what purpose, administer the organizational structure of government, manage personnel, and manage risk within their counties and communities; all while being responsive to a wide-variety of state and federal mandates.

Given the growing complexity of administering the public trust, public officials increasingly need special knowledge, skills and leadership abilities to plan and manage their communities to be economically, environmentally, and socially sustainable. In addition, many problems these leaders face are not just local problems, but ones created when both local and state governmental units are not prepared, do not work together effectively, and do not have mechanisms to jointly deal with development pressure.

Despite a rapidly growing, migrating, and diversifying population, along with the increasingly complex demands placed on local officials, none of Idaho's higher education institutions have programs that prepare professional planners; nor are there any significant programs preparing other professionals or community leaders and elected officials with the planning skills they need to be effective community leaders.

To address the challenges facing Idaho, and many other Western states, the M.S. in Bioregional Planning and Community Design will prepare new professionals with cutting edge planning knowledge and skills. Furthermore, the program will facilitate UI faculty and student engagement with communities in participatory research and mutual learning that fosters sustainable community planning, design and development. Finally, it will build on important work already occurring at UI and other Idaho higher education institutions, including: 1) increasing efforts within several academic departments and Extension to assist communities with planning and other development challenges, 2) the establishment of the UI Urban Research and Design Center (URDC) in Boise, and

3) emergence of a critical mass of faculty research and service learning activity in the area of collaborative community development.

Another way to assess demand is to look at enrollment in graduate planning programs in other states. Table 3 includes enrollment in masters planning programs at Universities in the contiguous Western states. These enrollment figures affirm the opportunity and need for graduate planning programs in Idaho. Demand in Idaho is further increased by the fact that many municipalities and counties have only recently begun establishing planning offices. The challenge in coming decades will be to provide a sufficient pool of qualified planners for these planning offices as they build their capacity to deal with the tremendous growth projected for their communities.

**Table 3. States, State Population and 2005/6 Enrollment in Masters Planning Programs at Western Universities (including both accredited and non-accredited programs).**

<b>State</b>	<b>Population</b>	<b>Institution</b>	<b>M.S. Enrollment</b>
<b>AZ</b>	6,166,318	Arizona State University	131
		University of Arizona	41
		Northern Arizona University	11
<b>CA</b>	36,457,549	Cal Poly, San Luis Obispo	51
		Cal Poly, Pomona	78
		San Diego State U.	45
		San Jose State University	106
		University of California, Berkeley	114
		University of California, Irvine	68
		University of California, Los Angeles	118
		University of Southern California	126
<b>CO</b>	4,753,377	University of Colorado at Denver	109
<b>ID</b>	1,466,465	Boise State University	Certificate only
<b>NM</b>	1,954,599	University of New Mexico	82
<b>MT</b>	944,632	None	
<b>NV</b>	2,495,529	University of Nevada, Reno	91
<b>OR</b>	3,700,758	Portland State University	87
		University of Oregon	40
<b>UT</b>	2,550,063	Utah State University	45
		University of Utah	31
<b>WA</b>	6,395,798	Eastern Washington University	31
		University of Washington	109
<b>WY</b>	515,004	University of Wyoming	63

*b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.*

Students enrolling in the proposed BioP program will have a baccalaureate degree from an accredited four-year institution. Prospective students currently employed by government agencies and in the private sector can enroll as part-time students. Full and part-time students will have access to courses offered at all University of Idaho campuses and through distance learning options (e.g., internet and compressed video). A number of the courses listed for the program have a distance learning option; additional courses will be offered this way in the future.

Since the Building Sustainable Communities Initiative's proposal was selected for funding in April 2006 by President White, interest in the Bioregional Planning and Community Design degree has been high. Numerous prospective students have inquired with Graduate Studies, Graduate Admissions, and professors in the eight sponsoring departments about the M.S. degree. According to an administrator in Graduate Admissions, one prospective student has applied to the program, which has yet to be officially offered. It is assumed that a small number of current students may shift into the new program from existing programs at the University of Idaho. However, overall the majority of students enrolling in the program will be new students.

*c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.*

NA

**6. Resources** – *fiscal impact and budget. On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).*

#### I. PLANNED STUDENT ENROLLMENT

	FY08		FY09		FY010	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	8	8	12	20	18	25
B. Shifting enrollments	2	3	0	0	0	0

#### II. EXPENDITURES

	FY08		FY09		FY010	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs						
1. Director	0	\$ 0	1.0	\$ 26,139	1.0	\$ 27,184
2. Faculty (2 in FY08, 4 in FY09)	0	0	2.0	\$ 114,400	4.0	\$ 237,952
3. Current Faculty (Reallocation)	3.24	\$ 232,696	2.33	\$ 164,757	2.33	\$ 175,924
4. Academic Coordinator (summer)	0		.15	\$ 6,940	.15	\$ 7,218
5. Graduate/instructional Assistant	0		8	\$ 128,000	10	\$ 166,400
6. LPC Coordinator		\$ 23,400		\$ 24,336		\$ 25,310
7. Administrative Assistant		\$ 32,240		\$ 33,530		\$ 34,871
8. Fringe (33% Admin. Asst, 38% others)		\$ 199,611		\$ 253,098		\$ 310,550
9. Other:						
<b>Total FTE Personnel &amp; Costs:</b>		<b>\$ 809,146</b>		<b>\$ 1,003,557</b>		<b>\$ 1,212,374</b>
B. Operating expenditures						
1. Travel		\$ 4,680		\$ 4,867		\$ 5,062
2. Computer services		\$ 4,680		\$ 4,867		\$ 5,062
3. Program Operating Budget		\$ 20,000		\$ 31,500		\$ 33,075
4. Communications						
5. Utilities						
6. Materials & supplies						
7. Rentals						
8. Repairs & maintenance						
9. Materials & goods for manufacture & resale						
10. Miscellaneous						
11. Graduate Student Recruitment		\$ 7,500		\$ 7,800		\$ 8,112
12. Sub-Awards: LPC Projects		\$ 15,000		\$ 40,000		\$ 60,000
13. Faculty Startup Packages		\$ 50,000		\$ 50,000		\$ 50,000



<b>Total Operating Expenditures</b>	<b>\$ 116,860</b>	<b>\$ 139,034</b>	<b>\$ 161,311</b>
C. Capital Outlay			
1. Library resources	\$15,000	\$ 300	\$ 300
2. Equipment (furnishings, computers, software)	\$ 30,000		
Total Capital Outlay:	\$ 30,300	\$ 300	\$ 300
D. Physical facilities			
Construction or major			
Renovation			
E. Indirect costs (overhead)			
<b>GRAND TOTAL EXPENDITURES</b>	<b>\$ 956,006</b>	<b>\$ 1,142,591</b>	<b>\$ 1,373,685</b>

### III. REVENUES

#### A. Source of funds

1. Appropriated funds --Reallocation	\$ 333,333	\$ 333,333	\$ 333,333
MCO (Strategic Initiative Grant)			
2. Appropriated funds – New -MCO			
3. Federal funds			
4. Other grants			
5. Fees (dedicated, summer, course, non-credit)	\$ 39,471	\$ 67,259	\$ 84,421
6. Other: Indirect Returns	\$ 10,500	\$14,000	\$19,250
7. New Faculty Commitments from Colleges	\$ 153,615	\$ 319,519	\$ 498,450
8. Current Faculty Reallocations	\$ 432,814	\$ 449,623	\$ 467,105
9. Community Matches for LPCs	\$ 20,000	\$ 30,000	\$ 40,000
10. Grants, including NIATT startup support	\$ 52,500	\$ 52,500	\$ 52,500
11. Project Donations	\$ 9,500	\$ 14,000	\$ 19,250
<b>GRAND TOTAL REVENUES:</b>	<b>\$ 1,051,733</b>	<b>\$ 1,280,234</b>	<b>\$ 1,514,309</b>

#### B. Nature of Funds

1. Recurring*	\$ 718,400	\$ 946,901	\$ 1,180,976
2. Non-recurring**	\$ 333,333	\$ 333,333	\$ 333,333

<b>GRAND TOTAL REVENUES :</b>	<b>\$ 1,051,733</b>	<b>\$ 1,280,234</b>	<b>\$ 1,514,309</b>
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\* Recurring is defined as ongoing operating budget for the program which will become part of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

#### a. Faculty and Staff Expenditures

*Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule. Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.*

Staff support for the Bioregional Planning and Community Design program includes a part-time (50%) administrative assistant, a full-time LPC Coordinator, a full-time Extension Coordinator, and summer salary for an Academic Coordinator. Funds for these positions are provided through the Building Sustainable Communities Initiative. See section “e” below for how these positions will be funded past the initiative grant.

FACULTY EXPENDITURES (INSTRUCTIONAL) for FY08 - FY10

Name	Annual Salary Rate			FTE to Program	Program Salary Dollars			Student Cr. Hrs.		
	FY08	FY09	FY10		FY08	FY09	FY10	FY08	FY09	FY10
Stephen Drown	\$ 91,395	\$ 95,051	\$ 98,853	.25 yr. 1, .1 after	\$ 22,849	\$ 9,505	\$ 9,885	30	45	45
Steven Hollenhorst	\$103,979	\$ 108,138	\$ 112,464	.25 yr. 1, .1 after	\$ 25,995	\$ 10,814	\$ 11,246	0	0	0
Paul McCawley	\$101,878	\$ 105,953	\$ 110,191	.15 yr 1, .075 after	\$ 15,282	\$ 7,946	\$ 8,264	0	0	0
Lorie Higgins	\$ 56,472	\$ 58,731	\$ 61,080	.15 yr. 1, .05 after	\$ 8,471	\$ 2,937	\$ 3,054	15	15	15
Michael Kyte	\$110,864	\$ 115,299	\$ 119,911	.10 yr. 1, .05 after	\$ 11,086	\$ 5,765	\$ 5,996	9	9	9
Wendy McClure	\$ 82,784	\$ 86,095	\$ 89,539	.235 yr. 1, .1 after	\$ 19,454	\$ 8,610	\$ 8,954	30	45	45
Harley Johansen	\$100,984	\$ 105,023	\$ 109,224	.15 yr. 1, .05 after	\$ 15,148	\$ 5,251	\$ 5,461	9	9	9
Donald Crowley	\$ 89,065	\$ 92,628	\$ 96,333	.05	\$ 4,453	\$ 4,631	\$ 4,817	0	0	0
Nick Sanyal	\$ 50,668	\$ 52,695	\$ 54,803	.05	\$ 2,533	\$ 2,635	\$ 2,740	0	0	0
Sherry McKibben	\$ 50,585	\$ 52,608	\$ 54,713	.5	\$ 25,293	\$ 26,304	\$ 27,356	45	45	45
William McLaughlin	\$ 75,233	\$ 78,242	\$ 81,372	.1	\$ 7,523	\$ 7,824	\$ 8,137	15	15	15
Chris Schnepf	\$ 60,632	\$ 63,057	\$ 65,580	.25 yr. 1, .1 after	\$ 15,158	\$ 6,306	\$ 6,558	0	0	0
Gary Austin	\$ 56,513	\$ 58,774	\$ 61,124	.1	\$ 5,651	\$ 5,877	\$ 6,112	0	0	0
Ray Dezzani	\$ 59,425	\$ 61,802	\$ 64,274	.1	\$ 5,943	\$ 6,180	\$ 6,427	12	12	12
Valdasue Steele	\$ 55,203	\$ 57,411	\$ 59,708	.05	\$ 2,760	\$ 2,871	\$ 2,985	0	0	0
Priscilla Salant	\$ 50,625	\$ 52,650	\$ 54,756	.1	\$ 5,063	\$ 5,265	\$ 5,476	0	0	0
Patrick Wilson	\$ 49,836	\$ 51,829	\$ 53,903	.1	\$ 4,984	\$ 5,183	\$ 5,390	9	9	9
Lawrence Young	\$ 43,602	\$ 45,346	\$ 47,160	.1	\$ 4,360	\$ 4,535	\$ 4,716	0	0	0
Michael Dixon	\$ 60,264	\$ 62,675	\$ 65,182	.1	\$ 6,026	\$ 6,267	\$ 6,518	9	9	9
Rula Awwad-Rafferty	\$ 57,240	\$ 59,530	\$ 61,911	.1	\$ 5,724	\$ 5,953	\$ 6,191	9	9	9
John Tracy	\$ 82,295	\$ 85,587	\$ 89,010	.05	\$ 4,115	\$ 4,279	\$ 4,451	0	0	0
Michael Whiteman	\$ 83,179	\$ 86,506	\$ 89,966	.1	\$ 8,318	\$ 8,651	\$ 8,997	0	0	0
David Paul	\$55,000	\$57,200	\$59,488	.25	\$13,750	\$14,300	\$14,872	15	15	15
Chris Eisenbarth	\$48,214	\$50,143	\$52,149	.1	\$4,821	\$5,014	\$5,215	9	9	9
Sandra Pinel (New Core)	\$ 55,000	\$ 57,200	\$ 59,488	1.0	\$ 55,000	\$ 57,200	\$ 59,488	90	90	90
Tammi Laninga (New Core Fac.)	\$ 55,000	\$ 57,200	\$ 59,488	1.0	\$ 55,000	\$ 57,200	\$ 59,488	90	90	90
Philip Watson (New Core Faculty)	\$ 55,000	\$ 57,200	\$ 59,488	1.0	\$ 55,000	\$ 57,200	\$ 59,488	90	90	90
New Core Faculty 4		\$ 57,200	\$ 59,488	1.0		\$ 57,200	\$ 59,488	90	90	90
New Core Faculty 5		\$ 57,200	\$ 59,488	1.0		\$ 57,200	\$ 59,488	90	90	90
New Core Faculty 6		\$ 57,200	\$ 59,488	1.0		\$ 57,200	\$ 59,488	90	90	90

STAFF EXPENDITURES FY 07-09

Staff Position	Annual Salary Rate			FTE Assigned to Program	Program Salary Dollars			Percent of Salary Dollars to Program		
	FY08	FY09	FY10		FY08	FY09	FY10	FY08	FY09	FY10
Admin. Assistant	\$32,240	\$33,530	\$34,871	.5	\$32,240	\$33,530	\$34,871	100%	100%	100%
LPC Coordinator	\$23,400	\$24,336	\$25,310	1.0	\$23,400	\$24,336	\$25,310	100%	100%	100%
Extension Coordinator	\$26,000	\$27,000	\$28,100	1.0	\$26,000	\$27,000	\$28,100	100%	100%	100%

*b. Administrative Expenditures*

*Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.*

The administrative structure of the Bioregional Planning and Community Design program consists of a management board, a director, and six faculty. The Director will oversee the academic program as well as the other two components of the Building Sustainable Communities Initiative: the Learning and Practice Collaboratives (LPCs) and the Center for Effective Planning and Governance (CEPG). One core faculty member, to be hired, will coordinate the M.S. degree and certificate programs. The other five core faculty members, to be hired, will work with students, teach core and elective curriculum, and engage in the LPCs. The director, core faculty, and management board (consisting of one faculty from each of the eight participating departments) will set guidelines for curriculum issues, program assessment and evaluation, and recruitment and admissions.

#### ADMINISTRATIVE EXPENDITURES FY 07-09

Name, Position & Rank	Annual Salary Rate			FTE Assigned to Program	Program Salary Dollars			Percent of Salary Dollars to Program		
	FY08	FY09	FY10		FY08	FY09	FY10	FY08	FY09	FY10
Director	--	\$105,000	\$ 109,200	1.0	--	\$105,000	109,200	--	100%	100%

c. *Operating Expenditures. Briefly explain the need and cost for operating expenditures.*

Item	FY08	FY09	FY10
Travel	\$ 4,500	\$ 4,680	\$ 4,867
LPC	\$ 7,500	\$ 7,800	\$ 8,112
CEPG	\$ 7,500	\$ 7,800	\$ 8,112
Administration	\$ 4,000	\$ 4,160	\$ 4,326
Computer services	\$ 4,266	\$ 4,436	\$ 4,616
Design process	\$ 22,500		
Subawards to LPC communities	\$ 50,000	\$ 50,000	\$ 50,000
Faculty startups	\$ 50,000	\$ 50,000	\$ 50,000
Workshops	\$ 20,000		
Academic program operations	\$ 12,500	\$ 30,000	\$ 31,500
LPC/CEPG operations	\$ 12,500	\$ 13,000	\$ 13,520
Assistantships	\$ 80,000	\$ 166,400	\$ 173,056
Community Leader Training Scholarships			
Marketing/Recruiting graduate students	\$ 7,500	\$ 7,800	\$ 8,112
Marketing/Recruiting LPC and CEPG	\$ 7,800	\$ 8,112	\$ 8,436

Operating expenses include computer services travel, student recruitment, general office operations, computer services, sub-awards for LPC projects, and new faculty start-up packages. Travel includes funds to assist BioP faculty and Extension faculty to participate in interdisciplinary faculty and student activities (e.g., project preparation, seminars, proposal preparations). It will also cover travel expenses incurred by the Program director to travel statewide and nationally to identify grants funding, and to attend professional conferences to promote the new UI planning program. Student recruitment costs include funds for development of program brochures and a website, advertisement at professional meetings, and other advertising activities.

d. *Capital Outlay*

(1) *Library resources*

(a) *Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.*

The Library holding will be expanded to include the SAGE Urban Studies and Planning Package, the Environment and Planning Parts A-D package, and the Environmental Planning Historic Archives. The total cost is \$14,498.

(b) *Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.*

The total cost is \$14, 498.

*(c) For off-campus programs, clearly indicate how the library resources are to be provided.*

The above collects are electronic and therefore will be accessible to all off-campus students. There are well-established library research facilities in Boise and Idaho Falls. Furthermore, most of the journals of interest to planning students are available through the Internet. Students affiliated with any of the University of Idaho campuses have access to many of the journals through the library website.

*(2) Equipment/Instruments. Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost), which must be obtained to support the proposed program.*

Existing resources are adequate and available. The Building Sustainable Communities Initiative has provided funds for one-time capital outlays for new faculty, the director and program staff including furnishings, computers, and software.

*e. Revenue Sources*

*(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?*

The Building Sustainable Communities Initiative and the BioP program will be funded through FY 2010 from President White's New Strategic Initiative program. The award has been made for \$333,333 for five years, for a total of \$1,666,665. Additional revenues of \$817,235 are expected in the form of fees, matches from communities, projected program grants, returns of indirect charges, and donations

*(2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.*

Not applicable for the proposed program.

*(3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?*

The University of Idaho Strategic Initiative process has provided \$1.6 million over 5 years to launch the Building Sustainable Communities Initiative, which includes creation of an M.S. degree in Bioregional Planning and Community Design, initiation of Learning and Practice Collaboratives, and development of the Center for Effective Planning and Governance. After FY10, the program will become self-sufficient. A transition to self-sufficiency has been designed into the program in several ways. First, the program captures a diverse array of revenue streams and leveraged resources that will continue after the grant ends. These include the faculty hires from the colleges, involvement from current faculty, for-credit and non-credit tuition and fee revenues, community LPC matches, projected grant revenues, and development. Second, only a small portion of grant funds are dedicated to permanent personnel. In fact, these funds are limited to the Director summer salary and stipend, the LPC coordinator, an administrative assistant, and an Extension program coordinator. These continuing costs will be offset by the additional revenue to the program and UI from increased student FTE's and indirect returns on external grants. Third, the major share of grant funds is used to support graduate assistantships and support for LPC projects. After 5 years, it is expected that grants and donations will support these programs. Also, by building an international reputation, the academic program will be able to attract quality graduate students who are self-supporting and pay full fees, thereby lowering the need to offer assistantships.

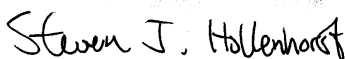
## Attachment A

March 3, 2006

To: Blue Ribbon Review Committee  
Idaho Strategic Reinvestment Initiatives Program  
From: Lead Principal Investigators and Interdisciplinary Academic Program Directors

A common thread of interdisciplinarity and sustainability links together several of the Strategic Initiative programs. These bridges do not impinge on the independence of any program, but rather act to complement the programs in ways that are synergistic. The following synergy bridges are included in multiple proposals and are endorsed by each of the lead Principal Investigators and Program Directors, each of whom have signed this letter and included it within the Appendix of their proposal.

- The *Sustainable Idaho*, *Building Sustainable Communities*, *Water of the West*, *Institutionalizing Team-based Interdisciplinary Research and Education*, and *Idaho Professional Ethics* programs, as will the existing interdisciplinary programs, including *Environmental Science*, *Neuroscience* and *Bioinformatics and Computational Biology*, strongly encourage funding a development officer position within the University of Idaho Development Office. We see this development officer position dedicated to identifying donors and fundraising for University Wide Interdisciplinary Programs.
- Faculty participating in the *Building Sustainable Communities Program*, the *Water of the West Program*, the [\*Institutionalizing Team-based Interdisciplinary Research and Education\*](#) and the *Idaho Professional Ethics Program* will participate in the faculty development workshops on integration of sustainability into University of Idaho courses to be offered by the Sustainable Idaho Program.
- Research and innovation developed through the *Sustainable Idaho Program*, the *Water of the West Program*, and the [\*Institutionalizing Team-based Interdisciplinary Research and Education\*](#) Program could be disseminated through the two engagement components of the *Building Sustainable Communities Program*: the Learning and Practice Collaborative and Collaborative for Effective Planning and Governance.
- Faculty and students in the *Water of the West Program*, *Sustainable Idaho* and *Building Sustainable Communities program* will participate in and benefit from the proposed interdisciplinary coursework, summer workshop, and assessment of interdisciplinary programs that are outlined in the [\*Institutionalizing Team-based Interdisciplinary Research and Education\*](#) proposal.
- If funded the directors of each of the programs mentioned above will also join the University Wide Program Directors Council, which is currently chaired by the Dean of the College of Graduate Studies and includes the directors of the existing interdisciplinary programs (EnvS, BCB, NS).
- The programs mentioned above will work to develop a shared sustainability focused conference in year three of the program.
- Course complementation will be achieved by managing the academic programs of the above mentioned programs so that classes developed in each program will contribute to the course offerings of the programs. This will provide integration and scaling synergies between all of the programs.

Steven J. Hollenhorst



Lead PIs Signatures:

*Sustainable Idaho Initiative*  
*Building Sustainable Communities Initiative*  
*Water of the West Initiative*  
*Institutionalizing Team-based Interdisciplinary Research and Education Initiative*  
*Idaho Professional Ethics Initiative*

Existing University Wide Interdisciplinary Academic Programs  
*Environmental Science Program*  
*Neuroscience Program*  
*Bioinformatics and Computational Biology Program*

February 28, 2006

Steven Hollenhorst  
Department of Conservation Social Sciences  
College of Natural Resources  
University of Idaho  
Moscow, Idaho 83844-1144

Re: Bioregional Planning and Community Design Program

Steve,

The Idaho Chapter of The Nature Conservancy wholeheartedly supports the proposed "Bioregional Planning and Community Design Program." Idaho and the rest of the world desperately need thoughtful, multi-disciplinary practitioners and approaches to the complex issues of balancing the conservation of biodiversity and ecosystem services with the challenges that confront societies from human population growth and development. For over a half century, The Nature Conservancy has strived to protect the natural capital of the earth through non-confrontational, market-based approaches, and is now the largest conservation organization in the world with chapters in every state and over 28 countries. The proposed program fits very well with TNC's Conservation by Design approach which has as its heart community-based conservation. In Idaho, TNC is addressing loss of habitat as a result of human development, invasive species, altered fire regimes, altered hydrology, overgrazing, and the biggest challenge - global climate change. TNC is working across Idaho -- e.g., Henry's Lake, the Owyhees, Silver Creek, Hells Canyon, the upper Salmon River valleys, the Kootenai River valley -- to conserve large functional landscapes. Over the past decade, TNC has completed eco-regional conservation assessments (ERA) across Idaho and beyond. We use a Conservation Action Planning process (CAP) to translate the ERA's to more local conservation. We'll be initiating three Conservation Action Planning (CAP) efforts this spring -- Silver Creek, north Idaho, and the upper Salmon River valleys. Lemhi County has asked us to collaborate with them in developing planning efforts in their area using TNC's CAP approach and tools.

We regularly are asked to get involved in issues of sprawl, energy development, and community planning but our expertise is limited to biodiversity conservation. What a relief it would be to team with professional community planners and the university in addressing such issues as sustainable development, sprawl, energy development, etc, and what a rewarding experience for our staff to help train and work with future community planners, decision makers, and natural resource professionals. That's basic to retaining any real hope for the future of Idaho's natural

landscapes and human quality of life. When the program is realized we'd be pleased to participate in a variety of ways – for example, guest lectures to classes, participation on graduate advisory committees, possibly internships with TNC, and participation in bioregional planning.

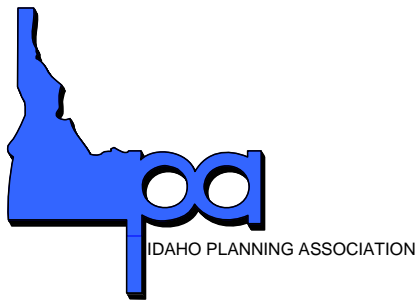
We sincerely hope the university supports the proposal and look forward to working with you in its evolutions.

Best regards,

A handwritten signature in dark ink, appearing to read "Steve Groves". The signature is fluid and cursive, with a long, sweeping underline.

Signing for Jeff Yeo

Jeff Yeo  
Director of Conservation Science  
The Nature Conservancy  
116 First Avenue North  
Hailey, Idaho 83333  
(208) 788-8988 ext. 22  
jyeo@tnc.org



February 28, 2006

Dr. Margrit von Braun, Chair  
University of Idaho Strategic Reinvestment Blue Ribbon Committee  
Morrill Hall 104  
University of Idaho  
Moscow, ID 83844-3017

Dear Dr. von Braun and Blue Ribbon Committee Members:

The purpose of this letter is to express the Idaho Planning Association's support for the Building Sustainable Communities initiative proposal. This work and assistance is in great demand in Idaho today as many communities struggle with community planning. It also represents a new and refreshing way that the University's expertise can be harnessed and channeled to improve the lives and learning opportunities for Idahoans. Dozens of communities will benefit from the intensive on-the-ground research, problem-solving and educational activities. The comprehensive approach, evidenced by the number of colleges, units and departments committed to the project, will provide high quality community-based projects and graduate education.

As a section of the Western Central Chapter of the American Planning Association, IPA supports the formal Ethical Principles in Planning, which include the following principle and excerpted statements related to planning education:

**"APA members who are practicing planners continuously pursue improvement in their planning competence as well as in the development of peers and aspiring planners. They recognize that enhancement of planning as a profession leads to greater public respect for the planning process and thus serves the public interest.**

APA Members who are practicing planners:

1. Participate in continuing professional education;
2. Share the results of experience and research which contribute to the body of planning knowledge;
3. Contribute time and information to the development of students, interns, beginning practitioners and other colleagues;
4. Strive to increase the opportunities for women and members of recognized minorities to become professional planners."



Dr. Margrit von Braun  
February 28, 2006  
Page Two

To embody our professional principles, we will support the program in the following ways, and in any additional endeavors identified by the University:

- 1) IPA can provide technical advice as the M.S. degree program is being designed.
- 2) Our network of almost 200 Idaho planners can participate in internships and possible Learning Practice Collaboratives (LPCs) where teams of students and faculty assist a community with a planning challenge.
- 3) IPA can provide access to technical experts who would be willing to present seminars and workshops as part of the Center for Effective Planning and Governance.
- 4) IPA can help disseminate information on the program throughout the state.

We encourage your selection of this proposal.

Sincerely yours,



Patricia A. Nilsson, AICP  
President

PAN:pan

cc: Dr. Steve Hollenhorst



Dale Dixon  
Executive Director

---

821 West State Street • Boise, Idaho 83653 • (208) 334-3131 • Fax (208) 334-2505 • <http://www.irp.idaho.gov>

March 1, 2006

Strategic Investment in Academic Areas, Blue Ribbon Committee  
University of Idaho  
104 Administration Bldg  
P.O. Box 443152  
Moscow, ID 83844-3152

Dear Blue Ribbon Committee Members:

The purpose of this letter is to express support from the Idaho Rural Partnership and Idaho Community Review Steering Committee for the "Building Sustainable Communities" strategic reinvestment initiative proposal. The program described in the proposal is an innovative and comprehensive response to current community planning needs in the state of Idaho. It also represents a new and promising way of coordinating University resources to improve the lives and learning opportunities for Idahoans. This program, if funded, will fully engage Idaho's land grant institution through intensive on-the-ground research, problem-solving and educational activities. The sheer number of colleges, units and departments committed to the project suggests high quality community-based projects and graduate education will result, but the most impressive aspect of the proposal for us is the comprehensive approach to planning issues represented by the three program components.

The planning degree will be unique in Idaho and is timely given Idaho's increasing planning challenges in rapidly urbanizing areas of the state. Through both the Learning and Practice and the Effective Governance Collaboratives, the hands-on nature of the degree program will offer additional benefits. Specifically, they will build the capacity of communities and elected leaders to meet the challenges of growth (and decline) head on. Taken together, the program components meet complementary needs in the area of community and regional planning and design. Moreover, the close ties between the program's students and Idaho's communities, mean increased opportunities for bioregional planning graduates to secure employment in Idaho.

Idaho Rural Partnership will support the Building Sustainable Communities Initiative in any way feasible, including our membership serving on the early program design committee, assisting with statewide communication and

*The Idaho Rural Partnership (IRP) joins diverse public and private resources in innovative collaborations to strengthen communities and improve life in rural Idaho.*

networking needs, and aligning our resources as appropriate to create synergy in meeting the needs of Idaho's communities.

We also look forward to a partnership between the Initiative and the Idaho Community Review program. As a statewide team, the Community Review Steering Committee plans, coordinates and implements the community review process. This involves bringing a team of fifteen experts from a wide range of Idaho's community, economic and human service providers to communities for an intensive two-day assessment. The assessment culminates in a written report to the community, but the volunteer nature of the program means it lacks the consistent ability to provide follow-up assistance to communities that want to implement projects identified by the assessment team. Not only can faculty associated with the initiative participate in community reviews, the engagement features of the initiative, the Learning and Practice Collaborative and the Collaborative for Effective Planning and Governance, will allow initiative participants to focus community-based project efforts on communities that have undergone the review process.

Idaho is in need of the "Building Sustainable Communities" program envisioned in this proposal. Its strength comes from partnerships between the University, the state's residents and other institutions that are working to ensure a sustainable future for all communities. We have every confidence that this University of Idaho Initiative will deliver an effective and sorely needed set of programs to our great state, and we look forward to becoming partners in that effort.

Sincerely,



Dale Dixon



University of Idaho

Career and Professional Planning

P.O. Box 442534

Moscow, Idaho 83844-2534

Phone: 208-885-6121

Fax: 208-885-2816

email: [capp@uidaho.edu](mailto:capp@uidaho.edu)

2/28/2006

Dr. Margrit von Braun, Chair  
University of Idaho Strategic Reinvestment Blue Ribbon Committee  
Morrill Hall 104  
University of Idaho  
Moscow, ID 83844-3017

Re: Building Sustainable Communities Strategic Initiative

Dear Dr. von Braun and Blue Ribbon Committee Members:

I offer this letter of support for the "Building Sustainable Communities: A New University and Community Partnership" strategic initiative on behalf of the Career and Professional Planning office of Academic Service Learning.

We view this as an especially exciting initiative given the numerous areas where our office can strategically add to and provide direct support for programs outlined in the initiative. Of particular note in the initiative are activities outlined in the **Learning and Practice Collaborative** portion of the initiative. Our office is ready to commit staff expertise and time to assist with LPC planning, advisory board participation, community outreach efforts (including integrating the LPC efforts with other community outreach efforts undertaken by CAPP's office of Service Learning), providing faculty training in service learning pedagogy, and providing staff support to faculty and students for service learning efforts embedded in academic courses.

We envision extremely close collaboration and synergy between staff in our office and the Learning and Practice Collaborative Coordinator. I believe that our combined efforts can substantially enhance the presence and overall quality of service learning at the University of Idaho as we seek to empower faculty and provide opportunities to students for engagement with community partners..

Thank you for the opportunity to participate in your efforts and feel free to contact me if you have any additional questions about our potential collaborative efforts.

With best wishes,

Dr. Larry Young  
Manager for Academic Collaboration  
Career and Professional Planning



**University of Idaho**

National Institute for Advanced  
Transportation Technology  
P.O. Box 440901  
Moscow, Idaho 83844-0901

Phone: 208-885-0576

Fax: 208-885-2877

Email: [niatt@uidaho.edu](mailto:niatt@uidaho.edu)

<http://www.webs1.uidaho.edu/niatt>

**NIATT**

Director

Michael Kyte

**Center for Traffic  
Operations  
and Control**

Ahmed Abdel-Rahim

Michael Dixon

Brian Johnson

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Paul Oman

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**Center for  
Clean Vehicle  
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Karen R. DanBraven, Director

Steven Beyerlein

Donald Blackburn,

Donald Elgor

Brian He

Edwin Odum

Charles Peterson

Karl Rink

Dev Shrestha

Jud Stodak

Joseph Thompson

**Center for  
Transportation  
Infrastructure**

Fouad M. Bayomy

Roy Dozzani

James Kingery

Stanley Miller

James Nelson

Richard Nelson

Ed Schneepeter

**Technology  
Transfer  
Center**

Deag Moore, Director

Bruce Drewes

1 March 2006

Dr. Margrit von Braun, Chair

University of Idaho Strategic Reinvestment Blue Ribbon Committee

Morrill Hall 104

University of Idaho

Moscow, ID 83844-3017

Dear Dr. von Braun and Blue Ribbon Committee Members:

The purpose of this letter is to express my support for the Building Sustainable Communities strategic initiative proposal.

The university's National Institute for Advanced Transportation Technology has long focused on issues that relate to sustainability, including environmental and energy issues. During 2005, NIATT took the lead in planning for and hosting a conference on sustainable transportation on the University of Idaho campus. This conference attracted over 200 participants from the campus and the community, and helped, in at least some small way, to shape the vision for at least two proposals now being considered by the Blue Ribbon Committee.

One of the direct outcomes of this conference is the seminar on sustainable transportation that I am leading this semester. The seminar includes university faculty and students, as well as Moscow Mayor Nancy Chaney, city councilman Aaron Arment, and two other staff from local agencies. Our work is focused on the ring road project, a transportation concept that will have great impact on the future development with the city and surrounding county areas. This seminar is a first step in establishing the kinds of community-university endeavors that will help both groups. We intend to continue our seminar series during the fall semester.

NIATT will continue to support activities that relate our transportation research program to sustainable communities. In this regard, I will commit \$5,000 per year for the next five years to support undergraduate interns working with local communities on sustainable transportation issues.

Best regards,

*Michael Kyte*

Michael Kyte, Director

MK/jLL

To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer.



**IDAHO TRANSPORTATION DEPARTMENT**  
P.O. Box 7129  
Boise ID 83707-1129

(208) 334-8000  
id.idaho.gov

February 28, 2006

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*Director*

Sue Higgins  
*Board Secretary*

Dr. Margrit von Braun, Chair  
University of Idaho Strategic Reinvestment Blue Ribbon Committee  
Morrill Hall 104  
University of Idaho  
Moscow, ID 83844-3017

Dear Dr. von Braun and Blue Ribbon Committee Members:

I am writing to express my support for the Building Sustainable Communities strategic initiative proposal. I have discussed this proposal with Dr. Michael Kyte, one of the principal investigators for this project. This project, if approved, would fund an exciting new bio-regional planning program as well as an extensive outreach program in which students and faculty would engage local and state agencies to work on critical planning problems throughout the state of Idaho.

During my three years as director, the Idaho Transportation Department has embarked on renewed efforts in planning and construction programs throughout the state. This focus is highlighted by Governor Kempthorne, through his "Connecting Idaho Initiative," and is based on a long term visioning process that the Transportation Board and our planning staff recently completed. In order for these initiatives to be successful, we need better trained planners and engineers at all levels of government who can actively address a variety of critical issues that are a part of all transportation planning and construction projects. Both the "Learning and Practice Collaborative" and the "Collaborative for Effective Planning and Governance," key parts of the Building Sustainable Communities Initiative, will provide the means to engage university faculty and students with community leaders in a way that will benefit both groups.

I am very excited about this proposal and the opportunities that it will generate. We will work closely with the University of Idaho to identify projects that will be of mutual benefit to both of us, and to find opportunities for internships for university students to work on planning projects that are important to transportation. I know that there are other opportunities that we can identify for cooperation and collaboration through future discussions between our two organizations.

Sincerely,

  
DAVID S. EKERN, P.E.  
Director

cc: Dr. Michael Kyte



**Latah County  
BOARD OF COUNTY COMMISSIONERS**

---

P.O. Box 8068 • 522 South Adams • Moscow, Idaho 83843  
(208) 883-7208 • fax (208) 883-2280 • e-mail [bocc@latah.id.us](mailto:bocc@latah.id.us)  
*John A. "Jack" Nelson • Tom S. Stroschein • Paul J. Kimmell*

March 1, 2006

President Tim White  
Blue Ribbon Committee Members  
Building Sustainable Communities Initiative  
University of Idaho  
Moscow, ID 83844

Re: Building Sustainable Communities Initiative

Dear President White and Committee Members:

Thank you for the opportunity to comment on the Building Sustainable Communities Initiative presently being considered by your committee.

As the Co-Chair of the Idaho Association of Counties/Association of Idaho Cities Relations Taskforce, I am excited to see this proposal from the University of Idaho. The Collaboration for Effective Planning and Governance (CEPG) would be an important resource for local units of governments throughout Idaho to gain valuable leadership skills and governance training necessary to fulfill their legal and statutory obligations.

In an ever-increasing climate of legislative change, community growth, and legal mandates, such a program as the CEPG would enable local elected officials, appointed commission members and thousands of volunteers serving in their communities, with readily accessible training and development. Supported by University of Idaho, this important initiative would enhance and strengthen the critical link between Idaho's universities and our communities.

Again, I look forward to your serious consideration of the Building Sustainable Communities as we continue to seek ways to build the bridge between education and community. Together, we will build a stronger and better Idaho for all of our citizens. Thank you.

Sincerely,

Paul J. Kimmell, Co-Chair  
Idaho Cities/Counties Taskforce  
Latah County Commissioner

## Attachment B

### UI Blue Ribbon Committee Summary Comments

April 2006

#### Project: Building Sustainable Communities: A New University and Community Partnership

**Summary:** Overall, the Committee felt that the proposed project would address a significant need for Idaho and the region (lack of integrated planning programs) by building on existing strengths within the University of Idaho. The project engages many parties both within the UI and externally as well; it also incorporates Extension, which is a strong point. The “dismount” is not very strong; there were questions regarding whether new faculty would really be new lines or re-assigned positions, and projected revenues from course fees, small communities, and other potential sources seemed unrealistically high. For example, the Committee felt it was impractical to expect communities that are so strapped for funds that they are cutting school days to contribute several thousand dollars to the process. The proposed project will require a great deal coordination, but the PIs seem to be well along in their thinking about how the project will work, and the Committee felt that the dedicated team could accomplish the work.

*1. Advances the President’s Plan for Renewal, especially excellence in the strategic academic themes;* The proposal addresses most of the 5 themes in some manner; it seems geared in particular towards “Understanding Sustainable Design and Lifestyle” and “Stewarding the Environment”. The team proposes partnerships within and beyond the UI. Because they expect significant input from stakeholders, they will need to be particularly sensitive about the potential for projects to become politicized and should take measures to avoid that. The degree program seems well thought out, and will produce tangible results (namely students with degrees, certificate, etc). There were concerns that “developing partnerships” might amount to just more talk; PIs should ensure that the integrated activities actually relate to and accomplish community planning. The faculty involved have appropriate expertise for developing such a program – it could be a magnet program for attracting the best undergrads and grads.

*2. Enhances collaborative, integrative, and/or multi-interdisciplinary activities;* The project proposes broad engagement on and off campus. Although seven colleges are listed as involved, the bulk is in LARCH and CSS. As in the pre-proposal, the involvement of traditional sciences and engineering is weak. The plan for a graduate program and curriculum development is positive, though there will be less application for undergraduates. There is significant potential to include Law in the program, because planning amounts to little if it is not incorporated into zoning and other laws/administrative schemes. The fact that this proposal will provide outreach to city and county governments indicates a serious dedication to bridging academia to public policy and planning practices, and the opportunity for professional development of people in these areas. BSU, ISU, and Idaho National Lab might be potential future partners.

*3. Addresses the land grant mission of teaching and learning, discovery and creative activity, and outreach and engagement;* The proposed project fits well. Teaching and learning are strong, as is outreach to local and regional communities. There is potential to transform/expand some of the traditional role of Extension. The teaching and outreach components of this project seems to be the drivers for the proposed topic. There is considerable emphasis on planning, but lack of emphasis on assessment. Although the proposal mentions the use of “research-based planning” they don’t present evidence of actual research; rather the program seems more geared towards applied activities, not discovery.

*4. Enhances and promotes diversity, including developing international dimensions and perspectives* This criterion could have been more strongly addressed in the proposal; there is probably more potential than the authors described. Diversity will be provided in part through outreach to traditionally



disadvantaged communities. There is potential to integrate the minority cultures of the state into the analysis, and to look to non-American models for planning.

*5. Contributes to Idaho's environmental, economic, social, and cultural well-being;* The focus on Idaho communities' needs is excellent. The project will help to create a planning balance to Idaho's competing environmental, economic, social and cultural well-being needs. There is the potential for excellent outcomes. However, a lot turns on whether all of this will have a real effect on how the state grows, which is affected by politicians' ideas and views on development. The Legislature/State Board or other appropriate governing body should have recognized the need for planning programs and provided the Universities with new revenue to develop them. In the absence of such foresight, the current mechanism will do, since planning programs are sorely needed. There is concern about politicization of the program, especially given the proposal's emphasis on responding to stakeholders. Training people and providing degrees does not necessarily result in a tangible outcome with respect to better or improved planning. One would hope that this will be true, but how can this be determined or assessed? Therefore, assessment could be more strongly incorporated into the project.

*6. Leverages existing resources demonstrating a high degree of commitment from units, e.g. new funds or redirection of current resources;* There is a good business plan/model and commitments from college deans (suggests possible realignment of resources). Commitment from units is in the form of people's time, and verbal/written support of the initiative. The involvement of so many colleges seems to indicate that for a little from each College, the University will get quite a lot. A lot of the budget comes from diversion of existing resources that go into teaching. The Committee wondered what things we are doing now will no longer be done once the project gets underway.

## Attachment C

### Compilation of External Reviewer Proposal Ratings

#### Project: Building Sustainable Communities: A New University and Community Partnership

Rating scale: Strong (could be a strong rationale as to why a criterion was not met)

Moderate

Weak/no information

#### REVIEWER 1

1. Advances the President's Plan for Renewal, especially excellence in the strategic academic themes;

Rating: Strong

Analysis: I concur with the Pre-proposal Ratings and the obvious strengths in environmental stewardship, advancement and integration of the liberal arts and science, and understanding sustainable design and lifestyle. I am very optimistic that the educational initiative, by virtue of its holistic approach, will actually stimulate new, creative ideas and scientifically grounded solutions and applied, problem-solving knowledge serving Idaho communities. Thus, this approach has excellent potential to stimulate innovative thinking as the essential catalyst for change, opening the way for entrepreneurially-motivated products, services and technologies to address challenging, complex problems affecting the future quality of life of Idaho's citizens.

2. Enhances collaborative, integrative, and/or multi-interdisciplinary activities;

Rating Strong

Analysis: There appears to be a broad mix of disciplines represented by the faculty departments and affiliations with university institutes, programs and cooperative extension. An important question for analysis by the select Committee concerns the area(s) of specialization and faculty expertise in bioregional planning, water resources management (critical), and ecological sciences within the broad disciplines (Geography, Landscape Architecture/Architecture, Social Sciences) represented by a high percentage of the lead faculty. On balance, the multidisciplinary make-up of faculty and staff looks broad-based; in this field of community-based environmental planning, I would give less weight to technological/engineering capabilities and emphasize competencies in socio-political human dimensions and an orientation to adaptive management concepts.

3. Addresses the land grant mission of teaching and learning, discovery and creative activity, and outreach and engagement;

Rating Strong

Analysis: Certainly one of the proposal's strongest elements as it is directly responsive to the land grant mission in multiple ways. The Learning and Practice Collaborative (LPC) is the core of both the academic curriculum and the outreach service component of the land grant university. Using Local Extension Advisory Boards to identify LPC-host communities is a good starting point, but I would not restrict the nomination and selection process to a single entity involved with local communities. Open the nomination process to a wide variety of environmental and community NGO's, and county and municipal planning offices where they exist, and make the process as inclusive as possible.

4. Enhances and promotes diversity, including developing international dimensions and perspectives

Rating Moderate

Analysis: The engagement of diverse constituencies in the LPC may promote diversity, however the proposal does not specifically address how that will be accomplished in an active way. Exactly how will those underserved constituencies be brought to the table in the first place? There needs to be a well-thought strategy to make it happen. Appropriately, the proposal concentrates on achieving state and regional success in the first five years, before striving for global applications of the lessons learned in Idaho-based projects. In my view, it is important to publish in international journals and professional planning publications and present at international meetings to communicate with those external audiences, especially in Canada, New Zealand, European Union countries, and other nations where there are precedents and institutions in place to apply the experiences, insights, and tools gained by the Idaho initiative.

5. Contributes to Idaho's environmental, economic, social, and cultural well-being;

Rating Strong

Analysis: This is the proposal's strongest aspect as it directly responds to contemporary societal issues with profound, far-reaching implications for the future quality of life of Idaho communities.

6. Leverages existing resources demonstrating a high degree of commitment from units, e.g. new funds or redirection of current resources;

Rating Moderate

Analysis: Apparently the units have each committed a faculty/staff appointment from current personnel; however the formula for percentage of teaching time is not specified, nor is it clear if the redirection of teaching resources is firm for the full initial term of the project. It is vitally important that an arrangement be put in place at the outset to assure equity and parity among participating units in the work load.

7. Generates new resources that will allow for continuation and possible growth of the proposed activity;

Rating Moderate

Analysis: I have reservations about the expectation that a self-supporting program of workshops and short courses for public officials and community leaders can be achieved that can meet delivery costs, much less generate surplus income to grow the program. On the other hand, the undergraduate certificate makes sense both academically and financially by directing tuition dollars to maintain faculty lines and grad teaching assistantships supporting students in the Masters degree program.

8. Engages the commitment and passion of people and units.

Rating Strong

Analysis: The community-based service work and outcomes benefiting Idaho communities has intrinsic rewards going beyond the professional fulfillment to participating faculty involved in launching and building a new academic degree program. In this regard, I sharply disagree with the UI Pre-proposal

Ratings that this "...is just another degree program" and certainly feel the innovative concept will serve to energize the university people (and external partners) who understand and appreciate the strong motivation derived from experiential learning for both instructors, and most importantly, graduates who will receive more than a sheepskin.

Is the budget appropriate for the proposed scope of work? Probably not. Funding of 95 graduate students projected over six years is my major concern.

Will assistantship tuition/stipends from units to participating faculty travel outside the department to this new initiative to support student recruitment? To be competitive for the best students, the expectation is for four semesters and one summer of support at half time level. If the cost per MS student to degree is \$50,000 now, with inflation student funding costs alone six years out will surpass \$6 million.

Does this proposal promise to advance excellence in the strategic academic themes, deliver positive and lasting impacts across the breadth of the University, and build capacity and produce excellence in outcomes? Yes, to all points.

Should this proposal be promoted for other funding sources from public and private sources, with help from the Research Office and the Office of Advancement? Yes. Both public and private sources have an interest in sustainable "smart growth". Some states, Pennsylvania and Maryland come to mind, have established major grant programs to support smart growth regional planning initiatives. If sufficient political support can be garnered in these days of tight budgets, might the Governor/Legislature be approached to fund a special appropriation to match or help underwrite the University's commitment?

#### **Other Comments:**

I think it was wise to make this a full degree program administered by the Graduate School, rather than an Option or Minor tagged on other degrees offered by various units and disciplines. Assuming the program goes forward, selection of the first one or two LPC communities is critical. I think it vital that the first LPC chosen have achievable and reasonable deliverables, an established network of local partners and commitment to assure a high probability of success.

#### **REVIEWER 2**

Overall rating: **Strong. This is a superb proposal that will lead to an exceptional academic initiative and multiple long-term benefits for Idaho and the nation.**

1. Advances the President's Plan for Renewal, especially excellence in the strategic academic themes;

Rating: Strong

Analysis: There is no doubt this initiative covers all five of the President's Plan, and does so without "faking it". I believe that this program, if it were implemented as per its planned schedule, would allow the University of Idaho to "leapfrog" other institutions in terms of bioregional planning, sustainable community design, participatory integration within the university, and campus-community integration.

2. Enhances collaborative, integrative, and/or multi-interdisciplinary activities;

Rating: Strong

Analysis: Virtually all potential players and participants seem to have been enfranchised in the process of generating this proposed initiative. I especially appreciate that most potential “turf wars” seemed to have been design out of this initiative.

3. Addresses the land grant mission of teaching and learning, discovery and creative activity, and outreach and engagement;

Rating: Strong

Analysis: This proposal could teach a thing or two to other land grant universities about how best to reciprocally serve and benefit from an engaged public. Many universities manage to only give lip service to outreach and public reciprocity. This proposal would set a model.

4. Enhances and promotes diversity, including developing international dimensions and perspectives

Rating: Strong

Analysis: Given the rapid growth and rapidly diversifying Idaho population, I believe this proposal would more than adequately promote diversity. Since it would be only the second American university (after Utah State University) to establish a “bioregional planning” program, the stage is set for a considerable head start by UI to lead the world in this evolving field.

5. Contributes to Idaho’s environmental, economic, social, and cultural well-being;

Rating: Strong

Analysis: This criterion, in a nutshell, is what this initiative does best. Enough said.

6. Leverages existing resources demonstrating a high degree of commitment from units, e.g. new funds or redirection of current resources;

Rating: Strong

Analysis: Given my evaluation on #7 below, this proposal does an admirable job of leveraging and coalescing existing resources to achieve probable success. Left out of the proposal (perhaps out of modesty) is the inevitability of existing faculty members who will be attracted sufficiently by the scope, scale, and future orientation of this proposal such that they make the initiative’s goals coincident with those of their own teaching, research and scholarship programs. When this happens (I believe it will) true academic economies will be realized for the good of all.

7. Generates new resources that will allow for continuation and possible growth of the proposed activity;

Rating: Moderate

Analysis: In a perfect world, UI would fund the overall program and unit directors out of new funds. At minimum, if the tripartite nature of the initiative is to be successful, LPC and CEPG will probably need separate administrators, even though their respective missions are somewhat intertwined. One would hope that such an initiative would generate additional sources of revenue.

8. Engages the commitment and passion of people and units.

Rating: Strong

Analysis: To me as a reviewer, this is obviously the case. Rarely have I seen this kind of cross-college, cross-disciplinary participation in academe.

Is the budget appropriate for the proposed scope of work? Yes - See comments, #6 & #7.

Does this proposal promise to advance excellence in the strategic academic themes, deliver positive and lasting impacts across the breadth of the University, and build capacity and produce excellence in outcomes? Absolutely Yes. An interesting thing is happening in academia: the “local” is becoming a valid subject for research, scholarship, creative interpretation, and education. Interestingly, I am certain that if UI pulls this off, it will significantly contribute to the *global, international* dialogue by setting an example. In the future, as the post-oil peak realities take hold, the physical environment will actually re-localize (physical systems, goods, resources, infrastructure, etc.), while the informational world will continue to globalize. Hence, the big, upcoming intellectual question all universities face is: “*What should be local, and what should be global?*” This initiative sets UI up to provide early clues to this overarching intellectual challenge.

Should this pre-proposal be promoted for other funding sources from public and private sources, with help from the Research Office and the Office of Advancement? Yes. There are numerous philanthropic organizations that would support this.

### **REVIEWER 3**

1. Advances the President’s Plan for Renewal, especially excellence in the strategic academic themes;

Rating: Strong

Analysis: The three inter related goals address all five academic themes plus the land grant mission. The academic themes 1, 2, 4, and 5 are particularly well represented.

2. Enhances collaborative, integrative, and/or multi-interdisciplinary activities;

Rating: Strong

Analysis: Ten departments, six colleges, and extension provide a broad and substantive base from which to operate.

3. Addresses the land grant mission of teaching and learning, discovery and creative activity, and outreach and engagement;

Rating: Strong

Analysis: The Learning and Practice Collaborative Studio will serve as the focus for the entire initiative. The curriculum committee should consider offering the studio in the first year. It is from this area that new learning initiatives, research proposals and outreach activities will germinate. This is also the area where graduate theses will take form.

4. Enhances and promotes diversity, including developing international dimensions and perspectives

Rating: Moderate

Analysis: Success here will depend on the rewards (\$ + tenure/promotion) provided to the faculty which in turn impacts their motivation.

5. Contributes to Idaho's environmental, economic, social, and cultural well-being;

Rating: Moderate to strong

Analysis: Here again success will depend on rewards for faculty and graduates of the program. The professional market for graduates will have to be cultivated very carefully by the academic units and extension.

6. Leverages existing resources demonstrating a high degree of commitment from units, e.g. new funds or redirection of current resources;

Rating: Weak to moderate

Analysis: The administrative costs (department head plus coordinator plus administrative assistant) start 2007 at \$240,000 new money is high compared to the University's commitment of \$300,000. It is also difficult to ascertain whether the colleges will be able to maintain faculty commitments over the five year period. University budgets are notoriously unpredictable. It is not unusual for a unit to withdraw in kind obligations due to various financial exigencies which may surface in the future.

7. Generates new resources that will allow for continuation and possible growth of the proposed activity;

Rating: Weak/no information

Analysis: A large private endowment would help to maintain and provide stability to the academic programs and community collaborative. The search for such a foundation should be the top priority with respect to a continuation of the program. It should also be noted that most foundations do not respond well to long-term salary commitments.

8. Engages the commitment and passion of people and units.

Rating: Moderate to strong

Analysis: It will depend on the first three years of rewards for faculty and successes in the public arena. The development of research proposals emanating from this period will also provide a clearer picture of how well the program is taking root in each of the three areas (academic, research, outreach).

Is the budget appropriate for the proposed scope of work? **Yes**

Does this proposal promise to advance excellence in the strategic academic themes, deliver positive and lasting impacts across the breadth of the University, and build capacity and produce excellence in outcomes? **Maybe** – Here again it will depend on rewards and support given faculty. The kinds of activities which are suggested in the proposal do not follow typical science/publication formats.

Consequently, there will be the need to quietly educate colleagues and associates to a new range of promotion and tenure activities.

Should this proposal be promoted for other funding sources from public and private sources, with help from the Research Office and the Office of Advancement? **No** – A majority of the funding should come from the President's Strategic Investment Program, even though the proposal moves into new applied (academic and research) territories, it will provide, if funded, desperately needed planning professionals to direct future land use and population growth in Idaho and the region.

### **Other Comments:**

The following represents some general thoughts on the proposal not necessarily expressed in the above analysis. The program would be an extremely important addition not only to the academic, research, and outreach activities of the university but also to the people in the State of Idaho. It is recommended that the program be targeted primarily at the graduate level with particular emphasis on research/policy/outreach activities region wide. The degree title might also be modified to Masters of Science in Bioregional Planning. The use of the term "sustainable" currently lacks clear professional and public understanding and, as such, suffers in its current application in practice. It is recommended to use a program of specializations within the degree which may help provide some currency to participating departments, e.g. Conservation of Energy and Water Resources, Geography/GIS Applications, Economics and Rural Sociology, Sustainable Communities, Environmental Law and Policy. This provides a broader base for faculty to add or delete subject areas as the program develops.

It is important to emphasize in the curriculum a research/applied thesis in order to provide a research foundation for faculty associated with the degree program and its various emphases. This could be noted via the standard "A Thesis" or "B Project".

The initial time table and enrollment numbers appear very ambitious. It will take time for the program faculty to identify and agree upon the content and structure of the curriculum. A low, but manageable number of students in the first several years of the program, would help to establish a rigorous tutorial approach to the learning environment. A relatively small number (6-8) of well-qualified, highly-motivated graduates is preferred in contrast to a high number (15-25) of good but average-performing professionals. If there is a need in the future, the numbers can be expanded marginally while maintaining an emphasis on accepting highly-qualified applicants.

Lastly, it is also recommended to engage in fewer projects during the first three years in order to maximize both faculty and student energies focused on key issues within the state and region; e.g. air and water quality, conservation of critical lands, recreation and tourism, ecosystem services, etc. It will be important to the continuance of and support of the program to maintain very high visibility as a land use planning agent within the region.



**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

April 2005

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**4. Program Approval Policy**

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;

- (1) Board Approval – Board approval prior to implementation is required for any new:

- (a) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact\* of \$250,000 or more per year;

- (b) graduate program leading to a master's, specialist, or doctoral degree.

**5. Approval Procedures**

- a. Board Approval Procedures

- (1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in the manner prescribed.

- (2) Academic requests will be forwarded to the Chief Academic Officer. The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.

- (3) Professional-technical requests will be forwarded to the State Administrator of the Idaho Division of Professional-Technical Education for review and recommendation. The Administrator shall forward the request to the CAAP for its review and recommendation. If the CAAP and/or PTE administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the Division and the State Board of Education.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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- (4) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the next CAAP meeting for initial review prior to being forwarded to the Board for approval.
  
- (5) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**IDAHO STATUTE**  
**TITLE 33**  
**EDUCATION**  
**CHAPTER 1**  
**STATE BOARD OF EDUCATION**

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

**TITLE 33**  
**EDUCATION**  
**CHAPTER 28**  
**UNIVERSITY OF IDAHO**

33-2811. POWERS OF PRESIDENT AND FACULTY -- COURSES OF STUDY AND TEXTBOOKS -- DIPLOMAS -- DISCIPLINE OF STUDENTS. The president of the university shall be president of the faculty, or of the several faculties as they may be hereafter established, and the executive head of the instructional force in all its departments. As such, he shall have authority, subject to the board of regents, to give general direction to the instruction and scientific investigation of the university, and so long as the interests of the institution require it, he shall be charged with the duties of one of the professorships. The immediate government of the university shall be intrusted to the faculty, but the regents shall have the power to regulate courses of instruction, and prescribe the books or works to be used in the several courses, and also to confer such degrees and grant such diplomas as are usual in universities, or as they shall deem appropriate, and to confer upon the faculty, by by-laws, the power to suspend or expel students for misconduct or other cause prescribed by such by-laws.

**Role and Mission**  
**University of Idaho**

1. Type of Institution

The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, natural resources, and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business education liberal arts and physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum.

2. Programs and Services\*

Baccalaureate Education: Offers a wide range of baccalaureate degrees and professional programs.

Graduate-Research: Offers a wide range of masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs.

Extension Services, Continuing Education and Distance Learning: Supports extension offices throughout the state in cooperation with federal, state and county governments, provides life-long learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse constituencies in the state and region.

Associate Education: None

Certificates/Diplomas: Offers academic certificates representing a body of knowledge, that do not lead to a degree.

Technical and Workforce Training: None

3. Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and nation as well as diverse and special constituencies. The university also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

\* Programs and Services are listed in order of emphasis.

Academic Year	College	Degree Level	Program	Location
<b>2007-08</b>				
UI	Agricultural & Life Sciences	M.Sc., Ph.D.	Biological & Agricultural Engineering	Post Falls
UI	Agriculture & Life Sciences	B.Sc.	Early Childhood Development & Education	Coeur d'Alene
UI	Agriculture & Life Sciences	B.Sc.	Medical Technology	Coeur d'Alene
UI	Education	Ph.D.	Education	Coeur d'Alene
UI	Engineering	M.Sc., Ph.D.	Computer Science	Coeur d'Alene
UI	Graduate Studies	M.S., Certificate	Bioregional Planning & Community Design	Moscow
UI	Graduate Studies	Ph.D.	Environmental Sciences	Post Falls
UI	Graduate Studies	M.S./J.D., Ph.D./J.D.	Water Resources	Moscow
UI	Graduate Studies	M.S., Ph.D.	Water Resources (3 options)	Moscow
UI	Letters, Arts & Social Sciences	M.M.	Conducting	Moscow
UI	Letters, Arts & Social Sciences	MFA	Dramatic Writing	Moscow
UI	Letters, Arts & Social Sciences	Ph.D.	Experimental Psychology	Moscow
UI	WWAMI Medical Education	n/a	1 <sup>st</sup> year Medical Education	Moscow
ISU	Health Professions	NP	Psychiatric/Mental Health NP	Statewide
LCSC	Academic	BA/BS	Applied Psychology	Coeur d'Alene
LCSC	Academic	BA/BS	Biochemistry, Cellular & Molecular Biology	Lewiston
LCSC	Academic	BA/BS	Biology w/secondary certification	Lewiston
LCSC	Academic	BA/BS	Chemistry w/secondary certification	Lewiston
LCSC	Academic	BA/BS	Environmental Science	Lewiston
LCSC	Academic	Minor	Human Resource Management	Lewiston
LCSC	Academic	Minor	Marketing	Lewiston
LCSC	Academic	BS	Medical Diagnostic Imaging	Lewiston
LCSC	Academic	BS	Medical Technology	Lewiston, Coeur d'Alene
LCSC	Academic	BA	Publishing Arts	Lewiston
LCSC	Academic	BS	Radiography	Coeur d'Alene
LCSC	Academic	BA/BS	Public Administration	Lewiston
LCSC	Academic	MAT	Secondary Education	Lewiston
LCSC	Academic	BA/BS	Special Education – DLT degree	Lewiston
LCSC	Academic	BA/BS	Sports & Rec Management	Lewiston
LCSC	Professional-Technical	AAS	Automobile Hybrid Technology	Lewiston
LCSC	Professional-Technical	AAS	Communication & Media	Lewiston
LCSC	Professional-Technical	AAS	Human Resource Management	Lewiston
NIC	Professional Technical	TC	Dental Assistant	Coeur d'Alene
NIC	Professional Technical	AAS	Dental Hygiene	Coeur d'Alene
NIC	Professional Technical	TC, ATC, AAS	Industrial Controls Technology	Coeur d'Alene

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**SUBJECT**

Approval of Higher Education Research Council (HERC) FY09 Budget

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.W. 3., Higher Education Research Council Policy  
House Bill 610 Appropriations – College and Universities

**BACKGROUND**

The State Board of Education was appropriated \$1,440,000 for FY 2009 through the colleges and universities appropriation to be used for the mission and goals of the Higher Education Research Council (HERC).

**DISCUSSION**

The Board office provided HERC with a proposed allocation of funds for FY 2009 for review and recommendation. HERC has reviewed the budget and forwards their recommendation to disburse the FY 2009 allocation as outlined on page 3.

**IMPACT**

HERC funding is provided each year by the Legislature as part of the college and university lump-sum appropriation and is to be used for the mission and goals of HERC. Those mission and goals include research activities that will have the most beneficial effect on the quality of education and the economy of the state. The Board allocates funds for research activities to the four-year public institutions (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College) for the following: Infrastructure, Research Centers, and State Matching Awards. There is also a line item for Administrative Costs for the administration of HERC related activities.

**ATTACHMENTS**

Attachment 1 – FY09 HERC Budget

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

HERC reviewed and recommended approval of the FY 2009 budget allocation at their April 1, 2008 meeting. Staff recommends approval of the budget allocations as presented.

**BOARD ACTION**

A motion to approve the FY 2009 HERC Budget Allocation as presented.

Moved by\_\_\_\_\_ Seconded by\_\_\_\_\_ Carried Yes\_\_\_\_\_ No\_\_\_\_\_

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## FY 2009 Allocation of HERC Funds

### Amount to be Awarded

**\$1,440,000**

### Proposed

### Allocation

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#### Infrastructure Funds

BSU	\$125,000
ISU	\$125,000
UI	\$200,000
LCSC	\$50,000

#### **Total Infrastructure**

**\$500,000**

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#### Matching Award Grants

NSF-EPSCoR (UI)	\$600,000
-----------------	-----------

#### **Total Matching Grants**

**\$600,000**

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#### Research Centers

BSU-Musculoskeletal Research Institute	\$331,800
2nd Year of Award	

#### **Total Research Center**

**\$331,800**

---

#### Administrative Costs

FY08 Administrative Costs	\$8,200
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#### **Total Administrative Costs**

**\$8,200**

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#### **Total Budget / Allocation**

**\$1,440,000**

**\$1,440,000**

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#### NOTES

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**W. Higher Education Research Council Policy**

**April 2002**

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**3. Specific funding programs to strengthen research in Idaho.**

The Board recognizes that talent exists on all of the campuses and the importance of permitting competition for research support and initiation funds. Therefore, the Board will use the following criteria in allocating funds for research activities under this policy at the various institutions.

Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.

**a. Infrastructure.**

A portion of the competitive research funding should be distributed to the state's baccalaureate and post-baccalaureate institutions to support their science, engineering and other research infrastructure. Distribution of these funds will be made according to percentages approved by the Higher Education Research Council. These funds should be reserved for library support essential to research, graduate research assistantships, post doctoral fellows, technician support, maintenance contracts, research equipment, competitively awarded summer research support, start up funds for new hires, and incentives to reward faculty for their research achievements.

**b. Specific Research Funding**

Faculty members at the state's baccalaureate and post-baccalaureate institutions will have an opportunity to submit research project proposals for review under this program.

(1) All projects under this program must demonstrate economic benefit or cost savings for the State.

(2) A major focus under this program should be start up and seed funds that will assist a principal investigator in competing for external funding.

(3) Collaborative research projects are encouraged.

Guidelines for this program will be established by the Higher Education Research Council, will incorporate an out-of-state peer review, and will include an evaluation component for commercial applicability for the benefit of the State.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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c. Research Centers.

Many important advances can only be made with the establishment of focused research centers. Centers typically involve at least three faculty members in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type are large and, in all probability, no more than one such center per year should be established in Idaho. Minimal state funding of \$250,000 per center per year for at least three years is essential to enable centers to become nationally competitive. This is clearly a minimal amount which should be supplemented by non-state matching funds. Multiple year funding is essential for the establishment of these centers.

d. State Matching Awards.

Under this program state funds would be available to match those awarded by non-state sources by using an external peer review process.

Examples of matching entities for the state matching funds would be:

- (1) Federal Agencies
- (2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, National Aeronautics and Space Administration, etc.
- (3) Foundations e.g., Murdoc, Northwest Area, Robert Wood Johnson Grants, etc.
- (4) Business and Industry
- (5) Other

e. Post-Award Accountability

Any project receiving funding through any of the previously described Board sponsored programs will be required to report on its productivity with respect to such items as:

- number of students involved
- number of faculty involved
- external funding earned as a result
- publications in refereed journals
- presentations at professional meetings and conferences
- patents awarded or pending
- economic benefits
- problem resolution

Reporting procedures will be established and administered through the Higher Education Research Council.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

]]]] LEGISLATURE OF THE STATE OF IDAHO ]]]]  
Fifty-ninth Legislature Second Regular Session - 2008

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 610

BY APPROPRIATIONS COMMITTEE

1 AN ACT  
2 APPROPRIATING MONEYS FOR GENERAL EDUCATION PROGRAMS AT BOISE STATE  
UNIVERSITY,  
3 IDAHO STATE UNIVERSITY, LEWIS-CLARK STATE COLLEGE, THE UNIVERSITY OF IDAHO  
4 AND FOR THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2009;  
5 ESTABLISHING AMOUNTS TO BE EXPENDED FOR SYSTEMWIDE PROGRAMS; DIRECTING  
THE  
6 STATE BOARD OF EDUCATION TO PROVIDE A SYSTEM OF REPORTING FACULTY AND  
7 STAFF TURNOVER; AND REAPPROPRIATING CERTAIN UNEXPENDED AND  
UNENCUMBERED  
8 BALANCES.

9 Be It Enacted by the Legislature of the State of Idaho:

10 SECTION 1. There is hereby appropriated to the State Board of Education  
11 and the Board of Regents of the University of Idaho for Boise State Univer-  
12 sity, Idaho State University, Lewis-Clark State College, the University of  
13 Idaho, and the Office of the State Board of Education the following amount to  
14 be expended for the designated programs from the listed funds for the period  
15 July 1, 2008, through June 30, 2009:

16 FOR:	
17 General Education Programs	\$422,849,500
18 FROM:	
19 General Fund	\$285,151,500
20 Agricultural College Endowment Fund	794,000
21 Charitable Institutions Endowment Fund	753,600
22 Normal School Endowment Income Fund	2,534,100
23 Scientific School Endowment Income Fund	2,332,300
24 University Endowment Income Fund	2,181,000
25 Unrestricted Fund	105,406,700
26 Restricted Fund	23,550,300
27 Miscellaneous Revenue Fund	<u>146,000</u>
28 TOTAL	\$422,849,500

29 SECTION 2. SYSTEMWIDE PROGRAMS. Of the amount appropriated from the Gen-  
30 eral Fund in Section 1 of this act, an amount not to exceed \$100,000 shall be  
31 used by the Office of the State Board of Education for systemwide needs; an  
32 amount not to exceed \$1,440,000 may be used for the mission and goals of the  
33 Higher Education Research Council; an amount not to exceed \$1,560,000 in one-  
34 time funds for competitive research grants to be awarded by the Higher Educa-  
35 tion Research Council; an amount not to exceed \$1,485,000 may be awarded by  
36 the State Board of Education for instructional projects specifically designed  
37 to foster innovative learning approaches using technology, and to promote the

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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38 Idaho Electronic Campus; and an amount not to exceed \$90,000 may be used by  
39 the Office of the State Board of Education for expenses directly related to  
40 the formulation of a final recommendation for expanding undergraduate and  
41 graduate medical education opportunities.

42 SECTION 3. PERSONNEL TURNOVER. The State Board of Education shall con-

1 tinue to provide a standardized system for tracking and reporting meaningful  
2 data about faculty, nonfaculty exempt, and classified staff turnover at the  
3 state's institutions of higher education. These statistics shall be available  
4 to the Division of Financial Management and the Legislative Services Office no  
5 later than November 1 of each year.

6 SECTION 4. CARRYOVER AUTHORITY. There is hereby reappropriated to the  
7 State Board of Education and the Board of Regents of the University of Idaho  
8 for Boise State University, Idaho State University, the University of Idaho,  
9 Lewis-Clark State College, and the Office of the State Board of Education, any  
10 non-General Fund unexpended and unencumbered balances from fiscal year 2008,  
11 to be used for nonrecurring expenditures for the period July 1, 2008, through  
12 June 30, 2009.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

**Statement of Purpose / Fiscal Impact**

**Statement of Purpose**

**RS17230**

This is the fiscal year 2009 appropriation for the College & Universities in the amount of \$422,849,500.

**Fiscal Note**

	<b>FTP</b>	<b>Gen</b>	<b>Ded</b>	<b>Fed</b>	<b>Total</b>
<b>FY 2008 Original Appropriation</b>	<b>3,825.60</b>	<b>264,227,700</b>	<b>134,784,100</b>	<b>0</b>	<b>399,011,800</b>
Reappropriation	0.00	0	43,925,800	0	43,925,800
Other Appropriation Adjustments	0.00	0	0	0	0
<b>FY 2008 Total Appropriation</b>	<b>3,825.60</b>	<b>264,227,700</b>	<b>178,709,900</b>	<b>0</b>	<b>442,937,600</b>
Non-Cognizable Funds and Transfers	75.19	0	2,168,200	0	2,168,200
<b>FY 2008 Estimated Expenditures</b>	<b>3,900.79</b>	<b>264,227,700</b>	<b>180,878,100</b>	<b>0</b>	<b>445,105,800</b>
Removal of One-Time Expenditures	0.00	(4,931,100)	(45,917,900)	0	(50,849,000)
Base Adjustments	0.00	0	0	0	0
<b>FY 2009 Base</b>	<b>3,900.79</b>	<b>259,296,600</b>	<b>134,960,200</b>	<b>0</b>	<b>394,256,800</b>
Benefit Costs	0.00	6,194,000	0	0	6,194,000
Inflationary Adjustments	0.00	467,800	142,000	0	609,800
Replacement Items	0.00	3,293,700	1,706,300	0	5,000,000
Statewide Cost Allocation	0.00	1,788,200	0	0	1,788,200
Change in Employee Compensation	0.00	8,394,600	0	0	8,394,600
Nondiscretionary Adjustments	15.00	387,100	0	0	387,100
Endowment Adjustments	0.00	(743,500)	743,500	0	0
<b>FY 2009 Program Maintenance</b>	<b>3,915.79</b>	<b>279,078,500</b>	<b>137,552,000</b>	<b>0</b>	<b>416,630,500</b>
<b>Line Items</b>					
<b>College and Universities</b>					
1. Occupancy Costs	2.04	243,500	0	0	243,500
2. Maintenance & Infrastructure	0.00	600,000	0	0	600,000
3. Dual Enrollment Operating Support	0.00	0	0	0	0
4. Maintenance & Infrastructure	0.00	2,400,000	0	0	2,400,000
5. Center for Advanced Energy Studies	0.00	1,603,100	0	0	1,603,100
6. Nursing & Health Science Faculty & Equipment	8.55	1,226,400	0	0	1,226,400
7. Masters of Community & Regional Planning Pgm	0.00	0	0	0	0
8. Health Education Initiative	0.00	0	0	0	0
9. Graduate Assistants	0.00	0	0	0	0
10. American Indian Center	0.00	0	0	0	0
11. Faculty Positions	0.00	0	0	0	0
12. Gov's Initiative: Restoration Ecologist	0.00	0	146,000	0	146,000
Lump-Sum or Other Adjustments	0.00	0	0	0	0
<b>FY 2009 Total</b>	<b>3,926.38</b>	<b>285,151,500</b>	<b>137,698,000</b>	<b>0</b>	<b>422,849,500</b>
Chg from FY 2008 Orig Approp	100.78	20,923,800	2,913,900	0	23,837,700
% Chg from FY 2008 Orig Approp.	2.6%	7.9%	2.2%		6.0%

Line Item #1: ongoing General Funds for facility occupancy costs at BSU, ISU and U of I.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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Line Item #2: one-time General Funds for information technology maintenance at BSU.

Line Item #4: one-time General Funds for facilities maintenance and repairs at U of I.

Line Item #5: one-time General Funds for startup personnel costs at the Center for Advanced Energy Studies.

Line Item #6: \$620,600 ongoing and \$605,800 one-time in General Funds for nursing and health sciences faculty and equipment at LCSC.

Line Item #12: one-time dedicated funds for a Restoration Ecologist position at U of I.

Contact: Matt Freeman 334-4740  
Legislative Services Office, Budget & Policy Analysis

Statement of Purpose/Fiscal Note

Bill No. **H610**



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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**SUBJECT**

Idaho Technology Incentive Grant Program FY 2009 Award

**APPLICABLE STATUTE, RULE, OR POLICY**

House Bill 610 Appropriations – College and Universities

**BACKGROUND**

The Idaho Technology Incentive Grant (ITIG) program was created in 1997, and has since funded 170 projects at a total of more than \$19.6 million. The Board was appropriated \$1.485 million from the Legislature for FY09 for purposes of awarding instructional projects specifically designed to foster innovative learning approaches using technology and to promote the Idaho Electronic Campus.

The funds are designed to promote the creation and use of innovative methods of instruction that:

- focus on integrating technology into the curriculum;
- enhance the rate and quality of student learning;
- enhance faculty productivity; and
- increase access to educational programs.

**DISCUSSION**

Funding is awarded by the Board via a Request for Proposals (RFP) and based on the overall merit of the proposals. Proposals are not automatically funded and the total number of projects awarded to each institution is determined by the Idaho Technology Incentive Grant Program Review Committee committee's evaluation. An allotted amount is recommended for each institution (30% each for BSU, ISU, UI, and 10% for LCSC) however, the institutions may not be funded at this level if their submitted proposals fail to meet all the criteria in the RFP and/or if the merit of the project fails to meet intended objectives. Additional or expanded projects may be funded if another institution's proposals fail to show merit or fail to meet the criteria of the RFP.

The proposals are evaluated by the Idaho Technology Incentive Grant Program Review Committee with membership from the following categories:

Two Board members: Milford Terrell, from the Business Affairs and Human Resources (BAHR) Committee and Superintendent Luna's representative, Mark Russell, Director of Technology Services; Kevin Iwersen, the representative from the State Information Technology Resource Management Council (ITRMC); the Board's Chief Postsecondary Academic Officer (currently vacant), and Mitzi Matts, Web Specialist.

The committee met on March 24, 2008 to review the proposals and to formulate a recommendation to the Board.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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**IMPACT**

Funding was recommended for 25 projects based on the merit of the applications.

**ATTACHMENTS**

Attachment 1 – FY09 Idaho Technology Incentive Brochure

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**STAFF COMMENTS AND RECOMMENDATIONS**

The Evaluation Committee recommends funding the grant projects as follows:

Proposal No.	Institution	Project Title	Amount
T09-001	BSU	A 21st Century Biochemistry Lab: Making Sense of "ORFs" in the Post-Genomics Era	\$77,800
T09-003	BSU	Web 2.0: Engagement & Community	\$49,000
T09-004	BSU	Going Green: Environmental, Economic, Efficient Organic Chemistry Lab Curriculum	\$99,700
T09-005	BSU	Enhanced Technology to Meet the Challenges of Field-Based and Distance Learning	\$65,600
T09-007	BSU	Building Learning Communities through Computer-Supported Collaborative Learning	\$21,050
T09-008	ISU	Workshop for Dual-enrollment training of Computer Science & Engineering Adjunct Faculty High School Teachers	\$50,600
T09-009	ISU	Virtual Laboratory for Anatomy & Physiology	\$55,200
T09-010	ISU	The Integration of Digital Technology into Traditional and Online Dental Hygiene Undergraduate and Graduate Education and Continuing Education for Dental Professionals	\$67,000
T09-012	ISU	WILDEST: Work-shop-Integrated Learning for Dual Enrollment Statistics Teachers	\$93,400
T09-013	ISU	Redesigning History 118 (General Ed. Goal 9)	\$97,800
T09-015	ISU	Asynchronous Master's Degree Track in Speech Language pathology and Bachelor's Degree in Educational Interpreting	\$70,600
T09-016	ISU	Enhancement of Interdisciplinary Instructional Resources for the Physical Sciences and Engineering	\$71,800
T09-020	LCSC	Family Health Simulations in the Nursing Clinical Resource Center	\$48,400
T09-021	LCSC	Integrating innovative instrumentation and relevant computer skills into pre-professional and major science courses	\$48,000
T09-022	LCSC	Portable Media for Learning - Developing Pre-service Teacher Candidates' Skills to Teach with new Technologies	\$48,400
T09-023	LCSC	LCSC Computed Radiography Imaging System	\$70,500
T09-024	LCSC	Bone Strength Assessment Evaluation and Testing System	\$71,400
T09-025	LCSC	Microscopic Analysis and Documentation Systems	\$49,200
T09-027	UI	Hybrid Master of Music Education	\$66,200
T09-029	UI	Development of a Technology-based, Online Dual-Credit Program for Environmental Science 101 & 102	\$31,900
T09-032	UI	Innovative Approaches to Teaching Physicochemical Properties of Foods	\$23,200
T09-033	UI	Idaho Design Engineering Analysis Works (IDEAWorks): Studio with locally Authored Resources for Just-in-Time Project Learning	\$41,400
T09-034	UI	Active learning environments for mastery-oriented learning: Integrating the <i>virtual tutor</i> in science education	\$53,600
T09-035	UI	Integrating Natural Resources Technologies into High School Classrooms to Support Student Persistence and Access to Natural Resource Degree Programs	\$34,200
T09-036	UI	GoCognitive.net - An Online Center for Educational Tools in Cognitive Neuroscience	\$58,600

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**BOARD ACTION**

A motion to approve funding for projects totaling \$1, 485,000.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**FY 2009 IDAHO TECHNOLOGY INCENTIVE GRANT PROGRAM FUNDED PROJECTS**

**The purpose of the ITIG is:** To focus on integrating technology into the curriculum; To enhance the rate and quality of student learning; To enhance faculty productivity; and To increase access to educational programs.

**Workshop for Dual-enrollment training of  
Computer Science & Engineering Adjunct  
Faculty High School Teachers —ISU**

Ken W. Bosworth—PI  
Mary Hofle—CoPI  
Steve Chui—CoPI  
\$50,600

This proposal extends and builds upon the WILDEST ITIG program. The objective of the project is to locate, train, and build a community of high school teachers who will teach ISU's introductory programming courses, CS181, ENGR 165, and ENGR 166, as dual-enrollment courses, and to encourage students in secondary schools to pursue a career in engineering or computer science. The courses offered will be under the dual-enrollment umbrella are required courses for majors in the College of Engineering (CoE); i.e. Computer science, Electrical, Mechanical, Civil, Nuclear Engineering as well as several majors outside the CoE: Math, Physics, and Secondary Education with math Emphasis.

ISU's Instructional Technology Resource Center will train secondary teachers in the use of Moodle, a Learning Management System (LMS). Moodle will allow formation of an interactive on-line community consisting of participants located throughout southeastern Idaho. The dual-enrollment courses will ensure that university – level programming credits are made available to prepared secondary students, and will also count as valid high school mathematics coursework.

**Family Health Simulations in the Nursing  
Clinical Resource Center—LCSC**

Krista L. Ellis—PI  
\$48,400

In anticipation of a nation-wide nursing shortage, Lewis-Clark State College has been asked to double its nursing graduates to better meet the future healthcare needs of Idaho residents. This proposal will utilize patient simulation

equipment, such as Computer Interactive Noelle and Newborn HAL, for skill development and application and as a replacement for a portion of on-site clinical hours. Integration of this technology into the Bachelor of Science in Nursing (BSN) and Practical Nursing (PN) curricula allows for the more efficient use of clinical facilities, provides students exposure to healthcare simulations encountered infrequently during traditional clinical rotations, introduces students to technological advancements encountered in the work environment, and affords senior BSN students and faculty research opportunities.

**Integrating innovative instrumentation and  
relevant computer skills into pre-professional  
and major science courses—LCSC**

Rachel A. Jameton—PI  
Paul Buckley, Jacob M. Hornby, Matthew Johnston,  
Wendy Shuttleworth, Elizabeth Skendic—CoPIs  
\$48,000

This proposal will expand the integration of innovative technology into laboratory experiences for Nursing, Education and other pre-professional students through the use of Tablet personal computers (Tablet PCs).

The Goals of this proposal are to:

- Provide DNA sequencer and other instrumentation software access to all pre-professional and pre-nursing laboratory courses.
- Integrate molecular visualization into the organic chemistry, biochemistry, genetics, botany, and cellular/molecular biology curriculum, reaching up to 250 students.
- Develop five new pre-nursing chemistry-computer based laboratories
- Increase by 20% the frequency of in-class active learning, an increase of 1 class period alternating weeks per participating faculty.

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**Hybrid Master of Music Education—UI**

Loraine D. Enloe—PI  
Michelle Paynter-Paise—CoPI  
\$86,200

This hybrid proposal, the first of its kind in Idaho and only the second in the Northwest, will broaden access to a new and innovative graduate music education curriculum and will, thereby, increase enrollment in the Master of Music (Music Education) program. Students will be able to take traditional music education coursework online in the Fall and Spring semesters by using existing Blackboard course delivery technology. “Hands-On” experiences, such as advanced conducting, technology in the music classroom, advanced instrumental methods, music history, theory seminars, studio instruction, and performing ensembles will take place during a two-week July summer session on campus.

**A 21<sup>st</sup> Century Biochemistry Lab: Making Sense of “ORFs” in the Post-Genomics Era—BSU**

Ken Cornell—PI  
DeeAnne Force, Henry Charlier—CoPIs  
\$77,800

The expanding use of biotechnology in industry, agriculture and public health testing underscores the need for students to gain training in current molecular techniques and instrumentation in order to be competitive in their careers. The expectation for BSU faculty to excel in both teaching and research arenas requires creative solutions that integrate the two activities to improve productivity in both.

The goals of this proposal are to:

- Improve student learning outcomes by focusing on the modern process of scientific discovery and providing valuable training in current biochemical and molecular techniques and instrumentation.
- Integrate the use of modern electrophoretic, chromatographic, and spectrometric equipment and analysis into a curriculum for Biochemistry labs that emphasizes scientific discovery as well as student research programs.

**Development of a Technology-based, Online Dual-Credit Program for Environmental Science 101 & 102 —UI**

Robert Mahler—PI  
Maxine Dakins—CoPI  
\$31,900

Students in rural high schools in Idaho have a limited number of science options available to them and need additional choices. In addition, place-bound college students in Idaho need courses that are available through alternative delivery methods. With the use of web-based and science instrument technologies, this proposal will offer the web-based ENvS 102 Field Activities in Environmental Science, as a technology-based course for high school, place-bound college and on-campus students.

**Going Green: Environmental, Economic, Efficient Organic Chemistry Lab Curriculum - BSU**

Owen McDougall—PI  
Don Warner, Eric Brown, Mike McCormick,  
Karen Hammond—CoPIs  
\$99,700

The goal of this proposal is to provide state-of-the-art instrumentation in the Organic Chemistry laboratory that will allow for curriculum change aimed at reducing the expense of acquisition and disposal of harmful solvents, reduce exposure to those solvents, and enhance the quality of the learning environment at Idaho's largest teaching university.

**Virtual Laboratory for Anatomy & Physiology- ISU**

Carolyn J.W. Bunde—PI  
Bernadette M. Howlett, Susan E. Galindo, —CoPIs  
\$55,200

The goal of this interdisciplinary proposal is to convert laboratory sections of Anatomy and Physiology (A&P) to online delivery through development of virtual lab exercises. This will increase access to a core course taken by 600+ students each semester. A&P consists of a two-course sequence (Biol 301 & 302 – with lab). It is currently taught each academic year at ISU. A&P curriculum is foundational (and a requirement) to all pre-health professions at ISU. Annual enrollment in the traditional, classroom setting with “in person” labs is approximately 600 students. The primary limiting factor of

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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enrollment is availability of lab facilities and instructors. Increasing student access to a required core course will enhance student learning as well as making quality education available in rural areas.

**The Integration of Digital Technology into  
Traditional and Online Dental Hygiene  
Undergraduate and Graduate Education and  
Continuing Education for Dental  
Professionals - ISU**

Kristin H. Calley—PI  
Kathleen O. Hodges—CoPI  
\$67,000

This proposal is designed to continue to rebuild the curriculum that focuses on the digital imaging equipment awarded through previous ITIG funding and donations to employ the use of a new piece of technologically advanced equipment into dental hygiene education. This technologically advanced equipment will significantly enhance student learning experiences, provide opportunities for students to learn and implement this technology into clinical practice, enhance collaborative learning with the Dental Hygiene Graduate Program, Idaho Dental Education Program, Advanced Dental Residency Programs, and satellite clinic at the Idaho Falls campus therefore attracting more students into our undergraduate and graduate programs and retaining students once admitted into the programs.

**LCSC Computed Radiography (CR) Imaging  
System-LCSC**

Nan Miguel —PI  
\$70,500

Currently, LCSC does not own CR equipment, Radiographic Science students do not receive training on CR units in the classroom or laboratory environment. This proposal will allow LCSC to obtain one CR system so that students can obtain “hands-on” experience needed to provide medical diagnostic imaging care to clinical patients. In addition to learning to create x-ray and other images using CR, students will learn the required quality assurance components of the system and perform them routinely to insure proper operating parameters to provide medical diagnostic imaging care to clinical patients.

Students and faculty will offer presentations to educate members of the community about the benefits of CR and create a distance learning/hybrid course to deliver CR training.

**Innovative Approaches to Teaching  
Physicochemical Properties of Foods - UI**

Caleb Nindo —PI  
Kerry Huber, Sea C. Min—CoPIs  
\$23,000

The overall objective of this proposal is to continue the implementation of a streamlined and modern computer-based approach for student learning of food sensory evaluation that complements instrumental objective measures of food quality. Incorporating a computer-based technology like sensory information management systems (SIMS) and electronic nose (zNose) in teaching food quality topics can promote interactive learning and simulate real-world industry sensory evaluation techniques. The proposal pedagogy will create synergy and increase faculty productivity, as well as support the various approaches that the Department of Food Science and Toxicology is currently doing to strengthen program enrollment.

**Web 2.0: Engagement & Community—BSU**

Ben Hambelton—PI  
Rick Dorey, Russell Willerton—CoPIs  
\$49,000

Continuation

This proposal seeks to promote the creation and use of innovative methods of instruction to enhance the rate and quality of student learning, primarily through creative use of new web applications that focus on the collaborative construction of knowledge, open access to education, and social networking or community building.

During year 2, faculty will be continuing their pilot use of podcasts, wikis, and blogs to gain reservoir of experience to draw upon to develop the best practices, strategies, and training recommendations for use of these tools. Faculty will also assess the impact on student engagement and their sense of community when engaged in using these Web 2.0 learning tools.



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**Portable Media for Learning – Developing  
Pre-Service Teacher Candidates’ Skills to  
Teach with new Technologies—LCSC**

Gary Mayton—PI  
\$48,400

This proposal will link best practice for teaching to the design and development of new and innovative, technology-mediated, learning materials and seek to enhance teaching and learning by introducing new forms of media and technologies to future educators.

While its major purpose is to enable teacher education students to have direct access to the tools and learning experiences necessary to build specifically-targeted, new forms of media for learning, a second important purpose is to work with local K-12 classrooms.

The grant will be utilized:

- 1) to enhance curriculum and instruction in teacher education,
- 2) to advance the capabilities of teacher candidates to integrate current technologies strategically and effectively into teaching and learning practice,
- 3) to enable, faculty and teacher candidates to work together to design and develop new and innovative, technology-mediated learning materials,
- 4) to pilot these learning materials and implementation strategies with K-12 students ,
- 5) to foster enhanced partnerships between the LCSC teacher education program and regional K-12 schools, and
- 6) to expose more K-12 teachers to the potential of new technologies and media in the classroom.

**Idaho Design Engineering Analysis Works  
(IDEAWorks): Studio with locally Authored  
resources for Just-in-Time Project Learning –  
UI**

Edwin Odom—PI  
Steven Beyerlein, Jay McCormack,  
Gabriel Potirniche—CoPIs  
\$41,400

This proposal will complete the IDEAWorks laboratory through two complementary enhancements.

- (1) This project seeks to enrich the IDEAWorks studio with locally authored and locally sustainable multimedia instructional modules for solid modeling and engineering analysis in CATIA that are needed to produce innovative and complete engineering graduates.
- (2) The IDEAWorks laboratory will also be enhanced through hardware additions for distributing just-in-time material, facilitating interaction in the classroom and enabling collaboration with external experts.

**WILDEST: Work-shop –Integrated Learning  
for Dual Enrollment Statistics Teachers - ISU**

Robert Fisher—PI  
DeWayne Derryberry, Deb Sceulsener, Luther  
Yost—CoPIs  
\$93,400

**Continuation**

The first year of WILDEST laid the ground for achieving the primary objective with the initial six-week training of sixteen high school teachers from regions five and six. Additionally, the statistics course Math 253 was offered as a dual enrollment course for the first time in seven of eleven participating schools. Feed back from year one reveals that both the teachers and the WILDEST staff have developed a strong and productive professional relationship that bids well for the long term stability and success of the statistic course.

Year two of the WILDEST proposal objectives will be to develop a replicable model for ongoing training and support of dual enrollment teachers, integrate appropriate technology in a responsible manner to enhance student learning and achievement, as well as develop and maintain Moodle LMS as a multi-faceted resource (technical documents, Q&A/FAQs, pedagogical dialogue & discussion forum) for dual enrollment math teachers in Southeast Idaho.

**Asynchronous Master’s Degree Track in  
Speech Language Pathology and Bachelor’s  
Degree in Educational Interpreting - ISU**

John A. Siekel—PI  
Emily Turner—CoPI  
\$70,600

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This proposal is intended to develop an Online Master's Degree program in Speech-Language Pathology (SLP) to serve rural Idaho. In addition, it will redesign five courses within the Baccalaureate program in Educational Interpreting major. Both of these re-design efforts are aimed at relieving a significant deficit in trained professionals in Idaho, and could play a major role in moving Idaho into compliance with existing federal and state laws.

**Enhanced Technology to Meet the Challenges of Field-Based and Distance Learning- BSU**

Kathy Reavy—PI  
\$65,600

The purpose of this proposal is to purchase and implement visual synchronous technology. Students and faculty will be able to concurrently engage in learning communities from multiple distant sites. A total of 15 experienced faculty members and 100 to 300 students will pilot the technology for the first academic year. Sustainability of this project will be realized through reallocation of department finds and existing student fees. An evaluative study will be conducted to assess effectiveness/satisfaction with new technology and student learning in comparison with other delivery methods.

**Bone Strength Assessment Evaluation and Testing System - LCSC**

Clay Robinson—PI  
\$71,400

This proposal will incorporate innovative bone assessment technology into the Nursing and Kinesiology Department's curriculums which will provide undergraduate research opportunities, as well as educational opportunities for the campus community and people of the region between September and May.

**Microscopic Analysis and Documentation Systems – LCSC**

Elizabeth Skendzie—PI  
\$49,200

Visual learning is a critical aspect in thorough understanding of fundamental scientific process and concepts. Without access to appropriate technology to facilities visual learning, many students struggle and fail to master skills required to achieve success in their classes. This proposal will provide students with nine

state of the art Microscopic Analysis and Documentation Systems. This will provide up to 650 LCSC students per year with the ability to study and digitally document detailed aspects of two and three-dimensional samples and will allow three online libraries for digital images of coursework materials to be created.

**Active Learning Environments for Mastery-oriented Learning: Integrating the *Virtual Tutor* in Science Education-UI**

Ronald Robberecht—PI  
Alistair Smith, Eva Strand, David Schlater—CoPIs  
\$53,600

The fundamental goal of this proposal is to provide learning materials that can detect the student's learning level and respond individually to each student on a context-sensitive basis. Such active and responsive learning environments can serve as a model for transforming the educational experience for future generations of students.

The primary objectives and outcomes for this proposal are to:

- Design an interactive nonsequential learning environment and course material
- Integrate these course materials into five courses
- Compare and assess the efficacy of nonsequential interactive learning materials to traditional liner materials for mastery oriented education.

**Integrating Natural Resources Technologies into High School Classrooms to Support Students-UI**

Eva Strand—PI  
Karen Launchbaugh—CoPI  
\$34,200

This proposal will pilot one dual-enrollment course – “exploring Natural Resources from Space” – to Moscow High School and other local high schools in an effort to integrate natural resource-based remote sensing and geospatial technology into high school classrooms. The Internet-hybrid course will create a model for other dual-enrollment courses and will be offered as a high school elective/100-level university course.

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**GoCognitive.net- An online Center for  
Educational Tools in Cognitive Neuroscience  
-UI**

Steffen Werner—PI  
\$58,600

The goal of this proposal is the creation of an online center for teaching-related materials in cognitive neuroscience (GoCognitive.net) that provides an integrating framework for the search and navigation of teaching materials, as well as reusable, interactive components that assist a community of expert and novice users to create additional content. This web 2.0 approach of content generation is the model for many successful commercial web-sites.

**Redesigning History 118 (General Ed. Goal 9)  
-ISU**

Barry Maheras—PI  
Laura Woodworth-Ney—CoPI  
\$97,800

This redesign proposal will allow the History Department to redesign its course, replacing some classroom time with innovative, interactive on-line components, such as the use of virtual historical worlds on gaming platforms and/or historical simulations.

The objectives for this proposal will be to establish department efficiencies and use web-based, virtual world technology to reduce class time and increase enrollment per section of History 118, provide the expertise and coordination to help create a community of student learners using virtual technology, as well as creating teaching models for course redesign of large, survey-level courses in the social sciences.

**Enhancement of Interdisciplinary  
Instructional Resources for the Physical  
Sciences**

**and Engineering -ISU**

Steven Shropshire—PI  
Phillip Cole, Richard Brey, Steven Chiu—CoPIs  
\$71,800

This proposal will offer new courses, lab improvements, and distance learning offerings to improve education and post-graduate opportunities for over 100 upper division and

graduate students in physics, health physics, chemistry, computer science and nuclear engineering each year as well as improving student preparation for work in technical fields. This proposal will also improve-cost effectiveness of instruction by combining resources and expertise through collaborations of several ISU science departments, and will incorporate continued assessment to adjust methods and implementation.

**Building Learning Communities through  
Computer-Supported Collaborative  
Learning- BSU**

Jeremy Tutty—PI  
Eric Orton—CoPI  
\$21,500

**Continuation**

The first year of this proposal was spent inventorying existing technologies, spaces, and tools for supports Computer-Supported Collaborative Learning (CSCL); surveying current faculty practices and attitudes in relation to using collaborative learning strategies; and developing an implementation plan for promoting and supporting CSCL. These activities and others have created a foundation of knowledge and needs assessment that will inform activities in year two, including the following:

- Further developing infrastructure, training, and incentives to support TeamSpot collaboration stations and TeamSpot.Google Apps as our preferred tools for incorporating CSCL into targeted curricular areas
- Recruiting and equipping faculty and training them in creating and assessing appropriate team and group projects and assignments as well as assessing individual students using CSCL in pilot applications
- Training, supporting, and equipping student teams engaged in CSCL
- Complying, analyzing, and reporting data on faculty practices and attitudes, as well as data satisfaction, learning, and engagement among the students enrolled in classes using CSCL
- Using new Classroom for Research and Innovation to conduct observational research to analyze and refine the manner in which faculty and students use CSCL

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 299

BY APPROPRIATIONS COMMITTEE

AN ACT

APPROPRIATING MONEYS FOR GENERAL EDUCATION PROGRAMS AT BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY, LEWIS-CLARK STATE COLLEGE, THE UNIVERSITY OF IDAHO AND FOR THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2009; ESTABLISHING AMOUNTS TO BE EXPENDED FOR SYSTEMWIDE PROGRAMS; DIRECTING THE STATE BOARD OF EDUCATION TO PROVIDE A SYSTEM OF REPORTING FACULTY AND STAFF TURNOVER; AND REAPPROPRIATING CERTAIN UNEXPENDED AND UNENCUMBERED BALANCES.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, and the Office of the State Board of Education the following amount to be expended for the designated programs from the listed funds for the period July 1, 2008, through June 30, 2009:

FOR:

General Education Programs	\$422,849,500
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FROM:

General Fund	\$285,151,500
Agricultural College Endowment Fund	794,000
Charitable Institutions Endowment Fund	753,600
Normal School Endowment Income Fund	2,534,100
Scientific School Endowment Income Fund	2,332,300
University Endowment Income Fund	2,181,000
Unrestricted Fund	105,406,700
Restricted Fund	23,550,300
Miscellaneous Revenue Fund	<b>146,000</b>
TOTAL	\$422,849,500

SECTION 2. SYSTEMWIDE PROGRAMS. Of the amount appropriated from the General Fund in Section 1 of this act, an amount not to exceed \$100,000 shall be used by the Office of the State Board of Education for systemwide needs; an amount not to exceed \$1,440,000 may be used for the mission and goals of the Higher Education Research Council; an amount not to exceed \$1,485,000 may be awarded by the State Board of Education for instructional projects specifically designed to foster innovative learning approaches using technology, and to promote the Idaho Electronic Campus; and an amount not to exceed \$90,000 may be used by the Office of the State Board of Education for expenses directly related to the formation of a final recommendation for expanding undergraduate and graduate medical education opportunities.



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**Statement of Purpose / Fiscal Impact**

**Statement of Purpose**  
**RS17230**

This is the fiscal year 2009 appropriation for the College and Universities in the amount of \$422,489,500.

**Fiscal Note**

	FTP	Gen	Ded	Fed	Total
<b>FY 2008 Original Appropriation</b>	<b>3,825.60</b>	<b>264,227,700</b>	<b>134,784,100</b>	<b>0</b>	<b>399,011,800</b>
Reappropriations	0.00	0	43,925,800	0	43,925,800
Other Approp Adjustments	0.00	0	0	0	0
<b>FY 2008 Total Appropriation</b>	<b>3,825.60</b>	<b>264,227,700</b>	<b>178,709,900</b>	<b>0</b>	<b>442,937,600</b>
Non-Cognizable Funds and Transfers	75.19	0	2,168,200	0	2,168,200
<b>FY 2008 Estimated Expenditures</b>	<b>3,900.79</b>	<b>264,227,700</b>	<b>180,878,100</b>	<b>0</b>	<b>445,105,800</b>
Removal of One-Time Expenditures	0.00	(4,931,100)	(45,917,900)	0	(50,849,000)
Base Adjustments	0.00	0	0	0	0
<b>FY 2009 Base</b>	<b>3,900.79</b>	<b>259,296,600</b>	<b>134,960,200</b>	<b>0</b>	<b>394,256,800</b>
Benefit Costs	0.00	6,194,000	0	0	6,194,000
Inflationary Adjustments	0.00	467,800	142,000	0	609,800
Replacement Items	0.00	3,293,700	1,706,300	0	5,000,000
Statewide Cost Allocation	0.00	1,788,200	0	0	1,788,200
Change in Employee Compensation	0.00	8,394,600	0	0	8,394,600
Nondiscretionary Adjustments	15.00	387,100	0	0	387,100
Endowment Adjustments	0.00	(743,500)	743,500	0	0
<b>FY 2009 Program Maintenance</b>	<b>3,915.79</b>	<b>279,078,500</b>	<b>137,552,000</b>	<b>0</b>	<b>416,630,500</b>
<b>Line Items</b>					
<b>College and Universities</b>					
1. Occupancy Costs	2.04	243,500	0	0	243,500
2. Maintenance & Infrastructure	0.00	600,000	0	0	600,000
3. Dual Enrollment Operating Support	0.00	0	0	0	303,900
4. Maintenance & Infrastructure	0.00	2,400,000	0	0	2,400,000
5.Center For Advanced Energy Studies	0.00	1,603,100	0	0	1,603,100
6. Nursing & Health Science Faculty & Equipment	8.55	1,226,400	0	0	1,226,400
7 Masters of Community & Regional Planning Pgm	0.00	0	0	0	0
8 Health Education Initiative	0.00	0	0	0	0
9 Graduate Assistants	0.00	0	0	0	0
10. American Indian Center	0.00	0	0	0	0
11. Faculty Positions	0.00	0	0	0	0
12 Gov's Initiative: Restoration Ecologist	0.00	0	146,000	0	146,000
Lump-Sum or Other Adjustments					
<b>FY 2009 Total</b>	<b>3,926.38</b>	<b>285,151,500</b>	<b>137,698,000</b>	<b>0</b>	<b>422,849,500</b>
Chg from FY 2008Orig Approp	100.78	20,923,800	2,193,900	0	23,837,700
% Chg from FY 2008Orig Approp.	2.6%	7.9%	2.2%		6.0%

Line Item #1: ongoing General Funds for facility occupancy costs at BSU, ISU, and U of I

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Line Item #2: one-time General Funds for information technology maintenance at BSU

Line Item #4: one-time General Funds for facilities maintenance and repairs at U of I

Line Item #5: one-time General Funds for startup personnel costs at the Center for Advanced Energy Studies

Line Item #6: \$620,600 ongoing and \$605,800 one-time in General Funds for nursing and health sciences faculty and equipment at LCSC

Line Item #12: one-time dedicated funds for a Restoration Ecologist position at U of I

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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**SUBJECT**

Idaho Falls Operations Committee – Summary Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures

- Section III.G. Program Approval and Discontinuance
- Section III.Z. Delivery of Postsecondary Education

**BACKGROUND**

The Center for Higher Education at University Place in Idaho Falls is a partnership between Idaho State University (ISU) and the University of Idaho (UI), and Eastern Idaho Technical College (EITC). The collaboration was created to meet post-secondary educational needs of the residents in the Upper Snake River Valley area.

Other joint collaborations between ISU and UI consist of the Center for Advanced Energy Studies and the Federal Appropriation for Nuclear Engineering. ISU and EITC share a Health Care Education (HCE) Building located on EITC's campus. The HCE project has been a collaborative venture between ISU and EITC. Both institutions currently offer health care courses and programs consistent with their respective mission.

**DISCUSSION**

The Idaho Falls Local Operations Committee has provided a progress report (Attachment 1), which provides an overview of each institution's collaborative efforts and services.

Some of the offerings include undergraduate and graduate degrees, remedial courses, general education requirements, professional development, and cultural enrichment courses delivered on-site and via distance learning. More than 3,000 Idaho State University and University of Idaho students attend each semester. Students currently being served by the center include high school students, place-bound non-traditional students, INL employees, BYU-I transfers, graduate, and professional development students.

During fiscal year 2007, EITC enrolled 1,568 pre-employment credit students, and more than 11,000 students in a combination of short-term training, adult basic education, and community education courses.

EITC establishes and maintains collaborative partnerships with area school districts, universities, business and industry, government agencies, and other regional entities to promote economic development and coordinate delivery of services. Also offered are joint high school and EITC programs, through Tech Prep and the Eastern Idaho Professional-Technical High School. In 2007 EITC signed a three year, \$1.3 million training agreement with Idaho National Laboratory (INL) to provide prescribed safety training for over 3,000 workers annually.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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Students choose from over 500 course sections taught throughout the day and evening. Six Telecommunication classrooms connect Idaho Falls students with Twin Falls, Boise, Pocatello and Moscow for over 200 hours per week of distance learning opportunities. In conjunction, the two universities offer over 50 associate, bachelor and graduate programs extending through doctoral degrees, all of which can be completed in Idaho Falls. Two of the newest offerings are a graduate certificate program in Nuclear Science and Engineering and the 2+2 BS in Nuclear Engineering in cooperation with BSU.

**ATTACHMENTS**

Attachment 1 – Idaho Falls LOC Progress Report

Page 3

**BOARD ACTION**

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



# Local Operation Committee Report

## February 07, 2008

**IF**

....you want success your way?  
 ...your education is important?  
 ...you deserve a great education?

# IDAHO FALLS



University of Idaho  
 Idaho Falls



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1. Historical Perspective
2. Overview of ISU, UI, EITC
3. Collaborative Highlights
4. Joint Advertising Efforts

# HISTORICAL PERSPECTIVE

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The Center for Higher Education at University Place in Idaho Falls is a partnership between Idaho State University and the University of Idaho. The collaboration was created to meet the post-secondary educational needs of the residents of the Upper Snake River Valley. Although both universities have offered classes in Idaho Falls since the early 1950's, the fall of 1997 marked the first time students could register for classes, pay fees, and receive financial aid under the joint system. The partnership between the two universities strengthened the presence of available higher education in Idaho Falls. Since then the number of students attending classes at University Place has steadily increased.

Offerings include undergraduate and graduate degrees, remedial courses, general education requirements, professional development, and cultural enrichment courses delivered on-site and via distance learning. More than 3000 Idaho State University and University of Idaho students attend each semester. Students currently being served by the center include high school students, place-bound non-traditional students, INL employees, BYU-I transfers, graduate, and professional development students.

Students choose from over 500 course sections taught throughout the day and evening. Six Telecommunication classrooms connect Idaho Falls students with Twin Falls, Boise, Pocatello and Moscow for over 200 hours per week of distance learning opportunities. In conjunction, the two universities offer over 50 associate, bachelor and graduate programs extending through doctoral degrees, all of which can be completed in Idaho Falls. Two of the newest offerings are a graduate certificate program in Nuclear Science and Engineering and the 2+2 BS in Nuclear Engineering in cooperation with BSU.

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Situated along the scenic Snake River in the northwestern part of town, University Place is an excellent, affordable option for traditional age students who are looking to stay close to home. Students can complete the first two years of general education requirements that are transferable to any university in the state. More than 250 instructors travel from Idaho State University in Pocatello each week to teach at the Idaho Falls campus. University of Idaho has 15 resident faculty teaching in Idaho Falls and both universities have a number of adjunct instructors teaching at the center. Classes are held from 8:00 am to 10:00 pm Monday through Friday, thus making it easier for students with families and jobs to create flexible class schedules.

Generally speaking, the Idaho State University students in Idaho Falls are mostly undergraduate in the areas of Arts & Sciences, Business, Education, Health Professions, and Engineering. Most of the University of Idaho students are at the graduate level studying Engineering, Hydrology, and Material Science. Both universities have strong ties with the Idaho National Lab and the research opportunities associated with the Lab as well as a history of providing quality education, small classes and individualized programs.

In 2004, EITC joined the Local Operations Committee for Idaho Falls. Eastern Idaho Technical College (EITC) in Idaho Falls provides high quality educational programs that focus on the needs of the community for the 21st century. EITC is accredited by the Northwest Commission on Colleges and Universities. The College is a state supported technical college created in 1969 to serve citizens in its nine county service area (Lemhi, Custer, Butte, Fremont, Madison, Teton, Jefferson, Clark, and Bonneville counties) by being a minimal cost, open-door institution that champions technical programs, customized industry training, basic skills instruction, workforce and community education, on-line distance education, and student services.

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During fiscal year 2007, EITC enrolled 1,568 pre-employment credit students, and more than 11,000 students in a combination of short-term training, adult basic education, and community education courses.

The College establishes and maintains collaborative partnerships with area school districts, universities, business and industry, government agencies, and other regional entities, to promote economic development and coordinate delivery of services. Also offered are joint high school and EITC programs, through Tech Prep and the Eastern Idaho Professional-Technical High School. In 2007, EITC signed a three year, 1.3 million training agreement with Idaho National Laboratory (INL) to provide prescribed safety training for over 3000 workers annually.





# ISU OVERVIEW

The Idaho Falls Center for Higher Education at University Place is a collaborative effort between Idaho State University and University of Idaho to meet the post-secondary needs of the residents of the Upper Snake River Valley. These include undergraduate and graduate degrees, general education requirements, professional development, and cultural enrichment courses delivered on site and via distance learning to more than 5000 students per year.

## Demographics and Fall 2007 Enrollment

- Student Head Count **2481** (18% of ISU total enrollment)
- Academic Credit Hours 17,029
- Undergraduate students 2118
- Graduate students 363
- Freshman 750, Sophomores, 469, Juniors 339, Seniors 330
- 55% Female
- 43% are under 25
- 43% are fulltime students
- 32% take classes in both Idaho Falls and Pocatello

### Breakdown of students with declared major:

- Arts and Science 924
- Business 319
- Education 359
- Health Professions 341
- Engineering 116
- Pharmacy 46
- Nuclear Science and Engineering 15
- Unduplicated headcount 3441
- 280 area high school students are enrolled in Early College Program

CHE Classroom



8 of the 12 IF graduates accepted to Medical Schools



University Place Library Center





### **Faculty and Staff**

- Over 220 faculty travel from Pocatello each week to teach in Idaho Falls
- 28 faculty teach courses and live in Idaho Falls and are active members of the Idaho Falls community
- 55 staff members work and live in and around the Idaho Falls area
- Resources available; Registration and fee payment, Academic Advising, Financial Aid Office, Major Advisors, VA Specialist, Career and Personal Counseling, Health Services, Tutoring Labs (Math/English), Library Center, Early Learning Center, ADA services, Bookstore, Content Area Tutoring, ASISU Officers, and Student Computer Labs,

### **Partnerships**

- Joint operation of University Place with partner University of Idaho
- Educational contract with Idaho National Laboratory
- Partner in Center for Advanced Energy Studies
- Active participant in federally appropriated program supporting enhanced nuclear science & engineering education partnered with University of Idaho and Boise State University
- Collaborative agreements – Eastern Idaho Technical College
- Member of Inland Northwest Research Alliance
- Cooperative agreement with INSEI
- Active within the Idaho Universities Consortium
- Memorandum of Understanding with District 6 superintendents for delivery of concurrent enrollment courses
- Health Sciences Building on the EITC campus is shared space between ISU and EITC designed to offer programming for the Health Professions

### **Community Relations**

- Idaho Falls Higher Education Advisory Council-(35 community leaders from a variety of interest groups who meet tri-yearly to give input to the institutions regarding offerings, etc.)
- Sponsor for Mayor's Scholarship Initiative
- Representative on Symphony Fund Raising Committee
- UP5K Annual Run
- Major's Fair for ISU/UI students and community members
- Chairmanship of the Idaho Falls Chamber of Commerce Education committee and membership on the Legislative committee
- Co-sponsor of Celebrate Your Future diversity event
- Co-sponsor of University Place 5K scholarship event
- Membership on Board of City Club of Idaho Falls



# ISU DEGREES IN IDAHO FALLS

## Associate Degrees:

- A.S. Biology
- A.S. Business
- A.A. English
- A.A. General Studies
- A.A. History
- A.S. Math
- A.S. Physics

## Bachelor Degrees:

- Bachelors of Applied Technology
- B.B. A. - General Business
- B.A./B.S. Elementary Education
- B.S. General Studies
- B. S. Human Resource Training & Development
  - Professional Technical Teacher Education
  - Corporate Training
- B.S. Nuclear Science and Engineering
- B.S. Nursing
- B.S. Physics
  - Health Physics

## Masters:

- MBA Business Administration
- M.Ed. Educational Administration
- M.S. Geographic Information Science
- M.S. Health Physics
- M.T.D. Human Resource Training & Development
- M.S. Nuclear Science and Engineering
- M.S. Nursing

## Doctoral:

- Ph.D. Engineering & Applied Science
  - Nuclear
  - Subsurface
- Ed.D. Education
- Ed.S. Education Administration
- Ph.D. Nuclear Science and Engineering

## Certificate Programs:

- Applied Nuclear Energy
- Business Administration
- Computer Information Systems
- GeoTechnologies

The Idaho Falls Center for Higher Education at University Place is a collaborative effort between Idaho State University and University of Idaho to meet the post-secondary needs of the residents of the Upper Snake River Valley. These include undergraduate and graduate degrees, general education requirements, professional development, and cultural enrichment courses delivered on site and via distance learning to more than 5000 students per year.

### Demographics and Fall 2007 Enrollment

- Unduplicated Head Count – 387
- Academic Credit Hours – 1261
- Undergraduate students – 81
- Master's/Specialist students – 67
- Doctoral students – 73
- Non-Degree Seeking (professional development) students – 166
- Student population – 47% female/53% male
- International graduate students – 4
- Courses offered in Idaho Falls since 1954
- Commencement Ceremony held annually in Idaho Falls
- 1954 - present day – total Idaho Falls program graduates – 1694
- Bachelors – 538
- Master's/Specialist – 1047
- Doctoral – 109
- Courses delivered live, web, DVD, and teleconference

### Faculty, Staff and Research

- Resident Faculty in College of Engineering (8), College of Education (3), College of Science (2), College of Letters, Arts and Social Science (1), College of Agriculture and Life Science (6)
- Resident Faculty deliver courses live in Idaho Falls and via web, DVD and teleconference to other UI locations
- Faculty are active members in home departments, on college and university committees and serve as major professors and committee members for students at all UI locations
- Staff (27) – 9 with bachelor's degrees, 11 with advanced degrees
- Full-time undergraduate advisor on staff
- District IV Cooperative Extension Service Office
- Idaho Water Resource Research Institute
- Ground Water/Surface Water Interaction Research
- Science Mechanics and Materials Laboratory
- NASA-Ames sponsored research in aviation and risk assessment
- 2007 \$1.75M grants and contracts
- 2008 (projected) \$2.3M grants and contracts



Cathy Riddle, UI graduate student in chemistry, prepares material for her research.

### Partnerships

- Joint operation of University Place with partner Idaho State University
- Education contract with the Idaho National Laboratory
- Education agreement with Ch2M-Hill Washington Group International (CWI)
- Partner in Center for Advanced Energy Studies (CAES)
- Active participant in federally appropriated program supporting enhanced nuclear science & engineering education partnered with ISU and Boise State University
- Collaborative agreements - Eastern Idaho Technical College and Brigham Young University-ID
- Member of Inland Northwest Research Alliance
- Cooperative agreement with INSE
- Active within the Idaho Universities Consortium

### Outreach Activities

- Provide support for students who will attend Moscow campus
- Active with Alumni Association and Vandal Scholarship Fund
- Co-sponsor of Celebrate Your Future diversity event
- Co-sponsor of University Place 5K scholarship event



Platform party awaits entrance of the graduating class at Commencement in Idaho Falls.



Dr. John Crepeau, UIIF mechanical engineering faculty, illustrates space concepts to students at Celebrate Your Future.



Runners listen to final instructions at UP5K scholarship fundraiser

# UI DEGREES IN IDAHO FALLS

## Bachelor Degrees:

B.S.Env. S. Environmental Science  
B.G.S. General Studies  
B.S.Tech. Industrial Technology

## Masters:

M.S./M.Engr. Biological & Agricultural Engineering  
M.S./M.Engr. Chemical Engineering  
M.S. Chemistry  
M.S./M.Engr. Civil Engineering  
M.S. Computer Science  
M.S./M.Engr. Electrical Engineering  
M.Engr. Engineering Management  
M.S./M.Engr. Environmental Engineering  
M.S. Environmental Science  
M.S. Hydrology  
M.S. Industrial Technology Education  
M.S. Interdisciplinary Studies  
- Environmental Studies  
- Project Management  
- Systems Management  
- Technical Management  
- Waste Management  
M.S. Materials Science & Engineering  
M.A.T. Mathematics  
M.S./M.Engr. Mechanical Engineering  
M.S. Metallurgical Engineering  
M.S./M.Engr. Nuclear Engineering

## Doctoral:

Ph.D. Biological & Agricultural Engineering  
Ph.D. Chemistry  
Ph.D. Chemical Engineering  
Ph.D. Civil Engineering  
Ph.D. Computer Science  
Ph.D. Electrical Engineering  
Ph.D. Environmental Science  
Ph.D. Geology  
Ph.D. Materials Science & Engineering  
Ph.D. Mechanical Engineering  
Ph.D. Nuclear Engineering

## Certificate Programs:

Advanced Materials Design  
Analog Integrated Circuit Design  
Applied Geotechnics  
Communications Systems  
Electric Machines & Drives  
Emergency Management & Planning  
Environmental Contamination Assessment  
Environmental Water Science  
Heating Ventilation & Air Conditioning  
Human Performance Technology  
Power System Protection & Relaying  
Restoration Ecology  
Secure & Dependable Computing Systems  
Six Sigma Innovation & Design  
Structural Engineering  
Water Resources Engineering

# EITC OVERVIEW

EYE YOUR FUTURE AT EASTERN IDAHO TECHNICAL COLLEGE

Eastern Idaho Technical College (EITC) provides high quality educational programs that focus on the needs of the community for the 21st century. EITC is accredited by the Northwest Commission on Colleges and Universities. The College is a state supported technical college

created in 1969 to serve students by being a minimal cost, open-door institution that offers technical programs, customized industry training, basic skills instruction, workforce and community education, on-line distance education, and student services.

## EITC PROGRAMS

### Business, Office, & Technology Division

- Accounting Technologies
- Business Technologies
- Computer Networking Technologies
- Electronic Service Technologies
- Legal Technologies
- Office Technologies
- Web Development Technologies

### Health Professions Division

- Dental Assisting
- Medical Assistant
- Medical Office Assistant
- Practical Nursing
- Surgical Technology

### Trades and Industry Division

- Automotive Technology
- Diesel Technology
- Welding Technology

### Workforce Training & Community Education Division

- Community Outreach
- Customized Training
- Emergency Services Training
- Fire Service Technology
- Wildland Fire Management

### Adult Basic Education Division & Special Programs

- Regional Adult Learning Center
- Center For New Directions
- Cooperative High School Programs
- Disability Resources and Services
- GED Prep & Testing Services
- Volunteer Tutor Program
- Tech Prep

## OUTREACH & DISTANCE LEARNING

Online Instruction and Community Education Centers in Arco, Salmon, St. Anthony, & Driggs. Community Outreach in Ashton, Challis, Dubois, Leadore, Mackay, Rexburg, Rigby, Ririe, Sugar-Salem, and Terreton.

## STUDENT & CUSTOMER PROFILE

Average Student Age - 28.7  
99% of Students are Idaho Residents (79% from Bonneville, Bingham & Jefferson Counties)

## WHY EITC?

- Low cost
- Individualized services
- Hands-on training & internships
- Financial aid & scholarships
- Excellent student-to-teacher ratio
- High job placement

## GOVERNANCE & STRUCTURE

- State Board of Education
- College President & Administrative Deans
- Executive Advisory Council
- Instructional Program Advisory Committees
- State Division for Professional-Technical Education

www.eitc.edu

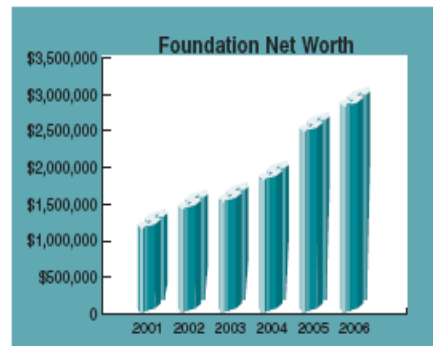
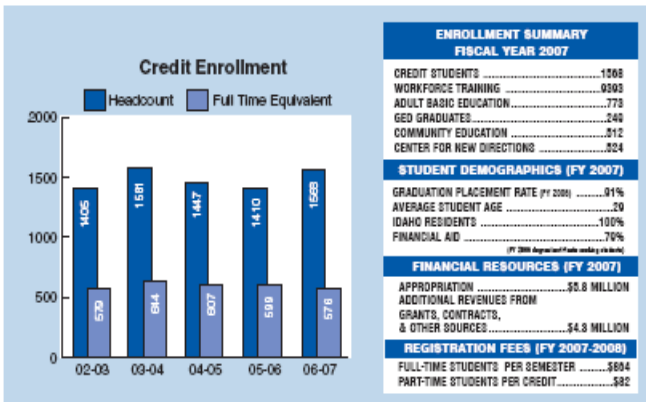
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AA/EEO INSTITUTION





# EITC REVIEW 2007



## Our Mission

Eastern Idaho Technical College provides superior educational services in a positive learning environment that supports student success and regional workforce needs.

## Our Vision

Our vision is to be a superior quality professional-technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

### EITC FOUNDATION BOARD

WALT SATO, CHAIR  
 DR. ROGER MAYES, VICE-CHAIR  
 SONJA MONSON, SECRETARY/TREASURER  
 JAN KARINEN, EXECUTIVE DIRECTOR  
 JUAN ALVAREZ BOBBE CRAPO  
 SANDIE FULKS JOSEPH GROBERG  
 BECKY HOLZEMER DR. JEFF HOOVER  
 EDITH IRVING NANCY JONES  
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 LAURA MASON FNPc ART McCracken  
 GARY MEIKLE LINDA MILAM  
 SHANE MURPHY SHARON PARRY  
 PRES. BILL ROBERTSON HERB WALLACE

### EITC ADVISORY COUNCIL

FERRIS BUTKOFER, VICE-CHAIR  
 TERRY FRANKLIN JUST, CHAIR  
 DR. FRED GUNNERSON, SECRETARY  
 MICHAEL CLARK LOUIS FATKIN  
 DAVID FRY DR. MARY GIRLING  
 JOSEPH GROBERG RENEE MAGEE  
 CALVIN OZAKI RUSSELL SPAIN  
 RALPH STEELE  
 PRES. BILL ROBERTSON, EX-OFFICIO  
 DR. MIKE RUSH, EX-OFFICIO

### 2007 Foundation Income



### 2007 Foundation Expense



**1600 S. 25<sup>th</sup> E.  
 Idaho Falls, ID 83404**

[www.eitc.edu](http://www.eitc.edu)

EITC is an AA/EEO institution

EITC is accredited by Northwest Commission  
 on Colleges and Universities

# COLLABORATIVE HIGHLIGHTS

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## ISU/UI

- A collaboration between two universities to jointly offer programming and students services by sharing space and resources for the benefit of the students.
- Center for Advanced Energy Studies (CAES)

## ISU/EITC

- ISU and EITC share the Health Care Education Building (HCE) located on the EITC campus. The HCE project has been a collaborative venture between the two institutions from the beginning, including the design, construction and occupancy of the building. Both institutions currently offer health care courses and programs consistent with their respective mission.

# CENTER FOR ADVANCED ENERGY STUDIES

## Energy Solutions

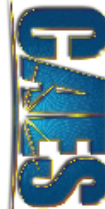
*CAES is a public/private partnership that includes: the State of Idaho through its academic research institutions, Boise State University, Idaho State University, and the University of Idaho; the federal government through the Department of Energy; and, a private entity, the Battelle Energy Alliance, which manages the Idaho National Laboratory. Through this collaborative structure, CAES combines the efforts of these institutions to provide timely research on both technical and policy issues.*



The CAES Research facility under construction in Idaho Falls will open in 2008.

Center for Advanced Energy Studies  
Idaho National Laboratory  
P. O. Box 1625  
Idaho Falls, ID 83415-3898  
Phone: (208) 526-1784  
Fax: (208) 526-8076  
caesenergy.org

Center for Advanced  
Energy Studies



Center for Advanced  
Energy Studies

*CAES integrates resources, capabilities and expertise to produce secure sustainable energy solutions.*

BOISE STATE  
UNIVERSITY

Idaho State  
UNIVERSITY

INL Idaho National Laboratory

University of Idaho

07-04-0001





*CAES delivers innovative, cost-effective, credible research that meets the demands of a carbon-constrained world.*

**CAES** engages in fundamental and applied research that contributes to the:

- Expansion of energy production from high-capacity, reduced-carbon sources, including support for a national renaissance in commercial nuclear power;
- Management of fossil fuel energy systems and emitted carbon through reuse, capture and storage, while responsibly expanding use of regionally abundant coal and unconventional hydrocarbon resources;
- Availability of carbon-neutral energy, such as biofuels, to support the expansion of renewable energy sources for transportation; and
- Stewardship of the environment during energy production, distribution and consumption, and to increase understanding of key issues (e.g., water resource quality and availability, impact on public and private land, and continued economic growth in the arid West).

**CAES educates the next generation of energy scientists, policy makers and the public while accepting and leveraging the values of those groups.**

As the United States renews its energy focus, integrated and multidisciplinary education is needed to develop the next generation of energy professionals and policy makers, and to prepare the public to participate in complex energy decisions. To meet this need, CAES partner institutions are working together to create unique educational opportunities that blend the talents and capabilities found at the Idaho Universities and the INL. This collaboration creates hands-on educational opportunities for students, scholars, and faculty. Working across institutional boundaries to promote energy education, CAES partners integrate curricula and share infrastructure to increase the number of energy professionals, to enhance technical capabilities, and to advance energy science.


The CAES energy research infrastructure expands opportunities for researchers, faculty and students.

**CAES facilitates an informed dialogue involving the scientific community, the public, and government, leading to energy policy at a national, regional and State level.**

Sound energy policy, coupled with scientific advancement, enhances U.S. energy self-reliance. Socio-political issues regarding energy production, transmission, and management of by-products are often overlooked at early stages of development only to become limiting factors during implementation.

CAES supports policy-makers in their decisions and analyses and in understanding how policy shapes science and engineering. The CAES Energy Policy Institute (EPI), a home for energy-related policy research, analysis, and education, combines the talents of the four institutions' policy personnel. Policy researchers and analysts engage the public, the universities, industry, and government in an ongoing democratic dialogue to develop energy policy that promotes secure sustainable energy solutions.


# JOINT ADVERTISING EFFORTS





## Your Success, Your Way.

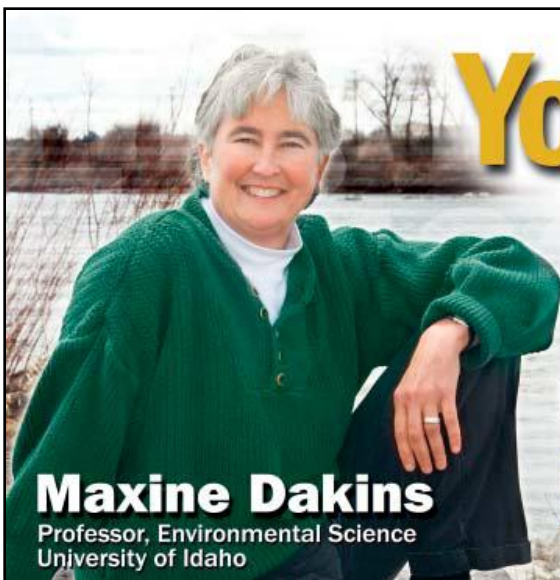
**Lyle Castle**  
Professor, Chemistry  
Idaho State University

**Higher Education in Idaho Falls**

 IDAHO STATE UNIVERSITY

 University of Idaho  
Idaho Falls


 EITC  
Eastern Idaho  
Technical College





## Your Success, Your Way.

**Maxine Dakins**  
Professor, Environmental Science  
University of Idaho

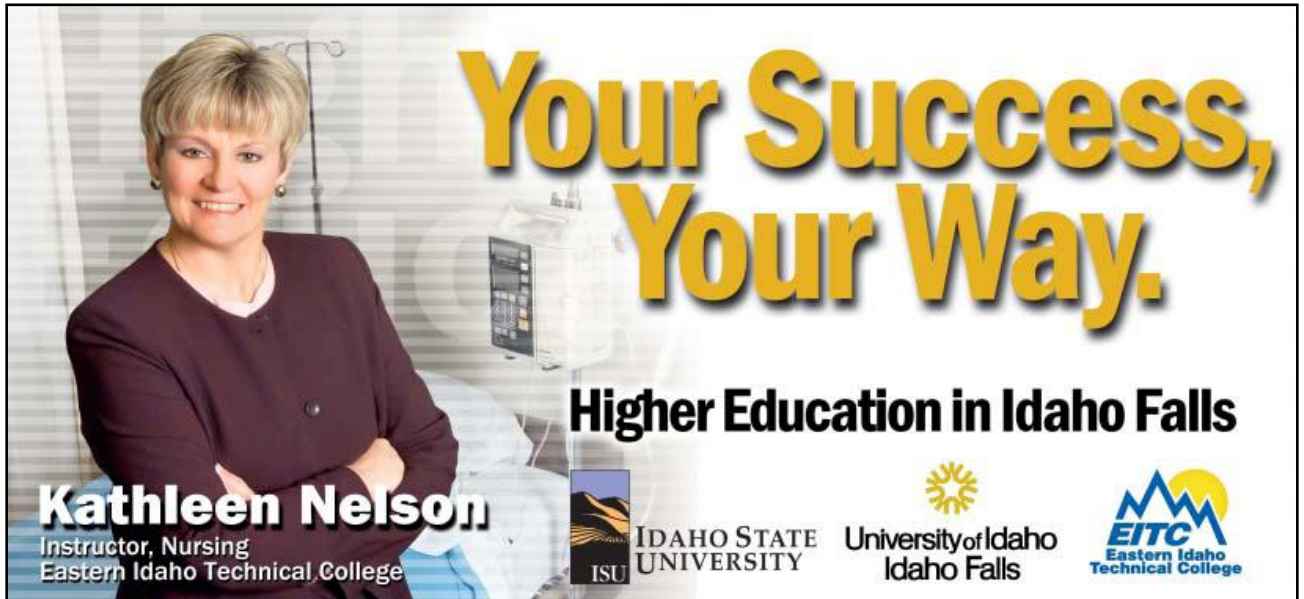
**Higher Education in Idaho Falls**

 IDAHO STATE UNIVERSITY

 University of Idaho  
Idaho Falls

 EITC  
Eastern Idaho  
Technical College


# JOINT ADVERTISING EFFORTS





## Your Success, Your Way.

**Kathleen Nelson**  
Instructor, Nursing  
Eastern Idaho Technical College

**Higher Education in Idaho Falls**

 **IDAHO STATE UNIVERSITY**

 **University of Idaho  
Idaho Falls**

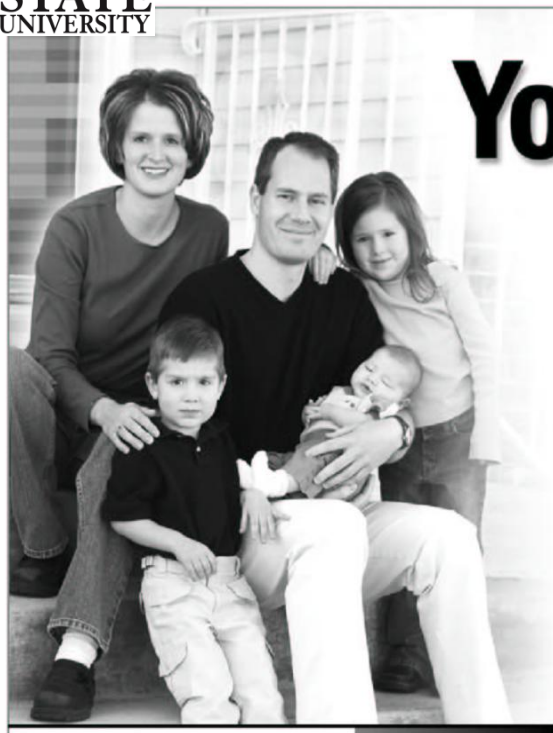
 **EITC  
Eastern Idaho  
Technical College**



**University of Idaho**  
Idaho Falls







# Your Success, Your Way.

## David Archibald – Teaching by Example

Ask David Archibald why he persisted through three years of night classes to earn his MBA, and he'll point with pride to his five-year-old daughter. "She watched me go through this process. It's a great lesson on the value of persistence and hard work. She has seen me studying, and now she has an interest in learning. She knows there's something positive about those books! What your children see you do is so much more powerful than what you tell them they should do."

David earned his MBA from Idaho State University this past May, and while his current job as a financial analyst hasn't changed, he has noticed that there are many more opportunities to choose from now that he's completed an advanced degree. "I can be much more selective in what I look at from this point, in terms of my career. That's a good feeling, a secure feeling. There are doors opening for me that wouldn't have without this degree."

David was able to complete his entire MBA at the Centers for Higher Education. "The people at the Centers for Higher Education helped me every step of the way. I got constant feedback and encouragement. I was able to complete my degree in just three years, even taking a semester off. And that was while I was working full-time."

David's advice to others? "Go for it. You'll never regret it. No one can take your education away from you. And it never hurts to have it on your resume."

Whether you want to train for a new career or enhance the one you have, the Centers for Higher Education in Idaho Falls are ready to help.

## Wherever You Want to Go, You Can Start with Higher Education in Idaho Falls

Where do you want to go with your life and your career? Wherever that is, you'll find the resources you need right here.

Three institutions have come together to offer Idaho Falls residents an unprecedented range of options in the pursuit of higher education. Idaho State University, University of Idaho and Eastern Idaho Technical College cooperate to offer the community more than 700 different courses; more than 70 two-year, four-year and graduate degree programs; more than 50 certificate programs and more than 35 associate degree programs.

With flexible scheduling and open transfer of credits between schools, you'll find it easier than you thought to get started on the education you need, for the life you want.



## Isn't It Time You Started on Your Success, Your Way?

The Centers for Higher Education have counselors ready to help you decide on the best course of education to achieve your objectives.

If you'd like more information on the range of educational opportunities available, call today:

ISU/UI University Place **282-7800**  
Eastern Idaho Technical College **524-3000**

## Higher Education in Idaho Falls



**IDAHO STATE  
UNIVERSITY**



**University of Idaho  
Idaho Falls**



## David Archibald Master of Business Administration Idaho State University



### Modern Facilities

Idaho Falls is home to the some of the state's newest and most modern classrooms and related educational facilities. Whether at ISU/UI University Place or Eastern Idaho Technical College, you'll find state-of-the-art classrooms, computer labs, shops and video teleconferencing facilities.

### An Environment Dedicated to Both Learning and Fun

You'll find ample places to study at both ISU/UI University Place and Eastern Idaho Technical College. But there are also places to relax, socialize and have some fun.



### We're Easy to Find

Whether you want to start your search at ISU/UI University Place or Eastern Idaho Technical College, we're easy to find.

**ISU/UI University Place**  
1776 Science Center Drive

**Eastern Idaho Technical College**  
1600 S. 25th E. (Hitt Road)

# Your Success, Your Way.

## Bonna Cannon – The Right Solution for a Busy Professional

Bonna Cannon is a Project Manager for Basic American Foods in Blackfoot. She came here five years ago from the Midwest, but east Idaho's outdoor lifestyle has kept her here. She enjoys hiking and fishing, and loves living in the country.

In December, Bonna completed a Master of Engineering in Engineering Management from University of Idaho, through classes offered at the Centers for Higher Education in Idaho Falls. The skills she has gained through her ME program have broadened her opportunities at work. Bonna says she couldn't have done it without the supportive atmosphere she experienced at the Centers for Higher Education.

"I've never seen more support for working students than at the Centers for Higher Education. The flexibility is truly incredible. You can take video instruction, streaming media, or in-person classes. Enrollment is online, and most of the classes' lecture notes can be downloaded from the Web – no more writer's cramp! I think the Centers for Higher Education represent an untapped resource that not enough people take advantage of."

Whether you want to train for a new career or enhance the one you have, the Centers for Higher Education in Idaho Falls are ready to help.

## Wherever You Want to Go, You Can Start with Higher Education in Idaho Falls

Where do you want to go with your life and your career? Wherever that is, you'll find the resources you need right here.

Three institutions have come together to offer Idaho Falls residents an unprecedented range of options in the pursuit of higher education. Idaho State University, University of Idaho and Eastern Idaho Technical College cooperate to offer the community more than 700 different courses; more than 70 two-year, four-year and graduate degree programs; more than 50 certificate programs and more than 35 associate degree programs.

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## Bonna Cannon ME, Engineering Management University of Idaho

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## Higher Education in Idaho Falls

IDAHO STATE  
UNIVERSITY

University of Idaho  
Idaho Falls





## Kathy Miller

Associate of Applied Science, Web Development Specialist  
Eastern Idaho Technical College

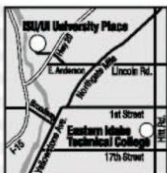


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# Your Success, Your Way.

## Kathy Miller – A Whole New Life

Can higher education change your life? Kathy Miller knows it can. Just a few years ago, Kathy worked in what she describes as a "dead-end" job, with no skills, and no path open for advancement. In addition, the company she worked for had announced it was downsizing. Kathy had two options: be demoted at her current job and take a pay cut, or go back to school. She talked with her family, took a deep breath, and went back into the classroom, somewhere she hadn't been in nearly 20 years.

Today, Kathy is the Webmaster at Eastern Idaho Technical College. She's involved in developing and maintaining the college's web databases, as well as all Web programming and Web-based applications. She's part of a team at Eastern Idaho Technical College that is developing the school's ability to deliver classes online, and is currently training faculty members in the use of the system called – appropriately – "Blackboard."

"As a 38-year-old mother of four, going back to school was intimidating. It turned out I had nothing to be afraid of. The 'start-to-finish' support and personal attention I received were just amazing. Here's my advice to anyone thinking about doing the same thing: don't wait. My life is much more fulfilling now. It seems like new opportunities open up for me every day. Going back to school changed my life."

Whether you want to train for a new career or enhance the one you have, the Centers for Higher Education in Idaho Falls are ready to help.

## Wherever You Want to Go, You Can Start with Higher Education in Idaho Falls

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Eastern Idaho Technical College

## Higher Education in Idaho Falls



IDAHO STATE  
UNIVERSITY



University of Idaho  
Idaho Falls



## EDUCATION

### A Touch of Class

Spotlighting students at University Place, EITC



**CORTNEY  
DICKINSON  
IDAHO STATE  
UNIVERSITY**

According to Idaho State University junior Cortney Dickinson,

"Taking classes at the Idaho Falls Center works well for me because it's close to my home and is a better fit than other colleges in the area. I've also been able to get all the classes I need here, up to this point. This campus is small enough that professors know students as people rather than numbers. I appreciate that."

She also enjoys the generational mix of students at the center, although she did not anticipate that. She was sure the majority of students would be "old." As it turned out, Cortney is the typical student at the center: a single, working mom in her mid-20s.

"The mix of students in my classes is stimulating. The center truly is a melting pot, and each student adds his or her experiences to the brew. I think we all learn to be more tolerant and accepting of people's differences because of that."

Cortney is majoring in secondary education, with emphases in math and political science, although teaching was not her goal when she began school. It is a major she "just fell into, and I'm so glad. It's exactly where I should be. My original plan was to major in political science, but teaching high school will allow me to spend more time with my children, and I'll still be able to pursue my interest in political science by teaching it."

Cortney chose math as another major emphasis because she believes many people have a negative perception of that subject. She would like to change that, especially for girls, "who are often socialized to believe they can't do well in math

and science and shouldn't even try."

Attending classes is not all Cortney does at ISU. She is also the Student Activities Board Director for the Associated Students at Idaho State University in Idaho Falls (ASISUIF). Her job is to help choose activities students want and budget the funds to provide them. "I always wanted to be involved in student government and finally applied for this job. It's been great fun and a valuable learning experience," she says. "Being part of student government, student organizations or even a study group enhances the college experience, and the relationships they build help motivate students to stay in school."

Ches Barnes, director of the Bennion Student Union Building and advisor to ASISUIF, believes student involvement goes even beyond that.

"Being in student government helps students become well-rounded, with a more mature perspective on the reality of education, able to see beyond only theory. They are the doers who are willing to take on others' issues as their own and to be held accountable. And they will go on to be community leaders. Cortney has all the characteristics to be one of the best."

As Cortney completes her degree and starts teaching, giving back to the community what she has learned as an ISU student, she will continue as a life-long learner. She hopes to complete a master's degree and then just keep taking classes. "I love learning," Cortney says. "I don't intend to ever stop. And ISU in Idaho Falls gives me that opportunity."

What would she say to others who might be thinking about beginning or returning to complete a college degree?

"Just start. Begin with one class, if that's all you can do. Time passes and six years go by whether you're working toward a degree or not. Do it for yourself, your family, your community. Better educated societies are less prejudicial and

more enlightened, better informed and more grounded. And ISU is right in our backyard. What are you waiting for?"



**KRIS NOVICH,  
UNIVERSITY OF  
IDAHO**

Kris Novich is the embodiment of the power of education. His life and story began in the small town

of Twin Bridges, Mont. In third grade, the small-town kid moved with his family to the big city—well, an Idaho Falls-sized city.

The move came when Kris' father accepted a job at the Idaho National Engineering Laboratory (or the INEL as it was known then). The family moved to southeastern Idaho where Kris had pretty much the typical path through elementary, middle and high school; he graduated in 1994 from Idaho Falls High School.

Kris started college at Idaho State University straight out of high school, working on general education requirements and living in Pocatello. It just wasn't where his heart and mind were at that time, so he returned to the Idaho Falls area and worked full-time at a low-paying job at a local company.

"I soon realized that I needed to go back to school if I was going to be able to do the things that I wanted and needed to do in life," he recalls.

The opportunities afforded to him by attending night classes locally at University Place beckoned and so Kris returned to college part-time in 1996. With more education and new skills, he was more marketable. In 1999, he was hired at the Idaho National Engineering and Environmental Laboratory as a technician. "The support of my family and my company made pursuing my education possible," he says.



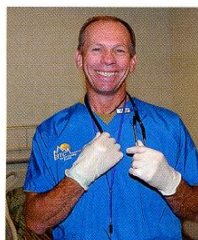
## [ EDUCATION ]

Novich was rewarded for his hard work by earning a bachelor of science in technology degree with an industrial technology major in August 2007 from the University of Idaho. He took all of his coursework in Idaho Falls at University Place.

But the degree was not the only reward in store for this industrious industrial technology student. After receiving the degree from the University of Idaho, Kris was hired at the Idaho National Lab as a safety engineer for the Specific Manufacturing Capability project with an increase in responsibilities and wages. The SMC project involves making tank armor for the M1A1 Tank and the work is personally rewarding for Kris. "I take great pride in being a safety engineer for a project that is in the business of saving military lives."

Kris sees the value of an advanced degree. He is currently enrolled in the master's degree program in Industrial Technology at the University of Idaho in Idaho Falls. "University Place was a great place to get my degree," he states. "There is a wonderful teaching staff and a lot of smiling, helpful faces that provide assistance to students."

By Novich's estimation, most people who are thinking of going back actually attended when they were younger, right out of high school, and may have had some kind of negative experience. "I would tell them to use that negative experience as a stepping stone, turn it around, and learn from it, don't let it hold you back," he says. "When you achieve something that takes lots of work it becomes more of an accomplishment."



**DEAN  
MICHAELIS  
EASTERN IDAHO  
TECHNICAL  
COLLEGE**

At Eastern Idaho Technical College (EITC) the average student enrollee is 28 years old,

signifying many nontraditional students – each on an inspirational trek with a unique story to tell. One such story is of

Dean Michaelis, a current practical nursing student.

On the surface, Dean is a friendly and humble "non-trad" student who is fully engaged and earning A's in the EITC practical nursing program. Lift the lid of life and look deeper, and one finds a man of depth, a retired Sergeant First Class in the Army's Special Forces, a sharpshooter, a consultant, an entrepreneur, a world traveler, an author, a divorced father with a 17-year-old son, a man of faith.

Dean was born in Iowa and reared in North Dakota. He desired to "be all you can be," answered Uncle Sam's call and enlisted in the Army after high school in 1976. Dean began his Army career as a combat engineer before advancing to the highly-trained and tough Special Forces, the Army's specialized experts in unconventional warfare.

From 1983 through 1998 he served with the 1st Special Forces Group based at Fort Lewis, Wash. and Okinawa, Japan. Dean spent much of his active duty in Southeast Asia engaged in multiple missions, many classified. His duties included sniper operations and training for U.S. and foreign armies, intelligence gathering and surveillance. Through his adventures he logged many miles and many stories and learned Taiwanese, Japanese, Korean and Arabic along the way.

While on duty in 1995, Dean pioneered advanced freefall concepts for the deployment and rigging of sniper weapons systems up to .50 caliber rifles for military freefall operations. His expertise in "big guns" later led to authoring the first-of-its-kind book, "The Complete .50 Caliber Sniper Course: Hard-Target Interdiction."

Dean retired from the Army in 1998; however, his life journey was just beginning. He became a partner in CheyTec LLC, a venture to design a long-range sniper rifle system called the .408 CheyTac LRRS. The rifle has one of the longest ranges of all modern-day sniper rifles, capable of delivering accuracy at the ranges of up to 2,500 yards. The new company brought Dean to Arco, Idaho, where the system could be tested in the Idaho desert near the INL.

He was a primary developer of the

CheyTac Advanced Ballistic Computer system (commercial PDA with CheyTac ballistic software) that was designed to support all military sniper weapons systems in the U.S. inventory. The computer provides corrections for all environmental effects, including rotational drift and earth-rotational deflection.

Meanwhile, Dean started his own training company to provide training for military personnel of the US and its allies. He left CheyTec and once again traveled overseas to work with various military and federal agencies. From 2004 to 2006 he worked in protective operations for the State Department Diplomatic Security Service and the U.S. Embassy in Iraq.

For most of us, retiring at 65 with these accomplishments would be considered an eventful life, but not for Dean. At age 48, still based in Arco, he felt inspired to embark on a new adventure which would require going back to school. Dean read an ad in the Arco newspaper about EITC's outreach Certificated Nursing Assistant (CNA) program. Nursing is in his genes with both his mother and sister being registered nurses. He learned and practiced trauma care in the Army Special Forces out of necessity. So, Dean became a CNA through EITC's program in Arco and commuted to the Idaho Falls EITC campus each day to complete a heavy class load of practical nursing prerequisites. Dean did well and was accepted into the PN program in May 2007. He now lives in Idaho Falls and plans to graduate in 2008.

While going to college, he works part-time for Good Samaritan in the Alzheimer/Dementia unit. "I've been humbled to be the bone as I have gone from 'Commando Dean' to attending to people's most personal care," Dean commented.

Dean has proven that he is an achiever. His goal after becoming a Licensed Practical Nurse (LPN) is to be accepted in the Associate RN program at EITC. From there he hopes to work in the trauma field – a place he has proven himself – maybe even as a flight nurse.

Dean said, "I have never seen a place like EITC that is so focused on the success of the individual student." IF



# IDAHO STATE UNIVERSITY UNIVERSITY OF IDAHO UNIVERSITY PLACE IN IDAHO FALLS



**University Place in Idaho Falls**  
*A leading higher education center.*

## Idaho Falls. A Smart Move.

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Idaho Falls is one of the fastest growing towns in the West. And that's not surprising. There's something that sets us above many other communities in the West – our commitment to leading economic development – and higher education.

Idaho Falls is surrounded by breathtaking scenery and natural wonders – the Teton Mountains, the Snake River, Yellowstone National Park, world-class fishing in the Rocky Mountain Basin, high deserts, and geologic wonders like Craters of the Moon National Monument.

The Idaho Falls economy is as varied as its scenery. Agriculture, recreation and tourism, retail, health care and scientific research combine to create a strong economic base for the region.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**SUBJECT**

Approval of Temporary and Proposed Rules Governing Registration of Postsecondary Educational Institutions and Proprietary Schools

**REFERENCE**

April 18, 2007                      Board approved temporary rules IDAPA 08.01.11.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-107, 33-2402, and 33-2403, Idaho Code.

**BACKGROUND**

House Bill 712 was signed into law effective July 1, 2006. This bill amended the law for the registration of postsecondary educational institutions and proprietary schools. Sections of the existing law were repealed or amended to clarify the powers of the Idaho State Board of Education, and to more clearly define what is required for institutions to register. The Board approved a temporary rule governing registration of postsecondary education institutions and proprietary schools on April 18, 2007 to bring the rules into compliance with this legislation.

**DISCUSSION**

During the 2008 Legislative session, staff worked on proposed legislation that would revise requirements for proprietary school registration; provide for registration of degree granting proprietary schools; provide requirements for the certificate of identification; revise requirements for and conditions for recovery from the Student Tuition Recovery Account; and revise assessment mechanisms for the Student Tuition Recovery Account. This legislation did not pass this session. The registration rules approved by the Board on April 18, 2007 were not submitted for legislative review because it was anticipated that new rules would need to be approved based on the amended legislation. As a result, IDAPA 08.01.11 expired at the end of the legislative session.

The attached temporary proposed rule is the rule previously approved by the board with revisions, including the addition of language allowing the Board to recognize other accreditation organizations on a case-by-case basis. This rule also does not address credit transfer as that is an issue more properly dealt with in Board policy. These rules need to be approved by the Board in order for the Office of the State Board of Education to continue with current registration procedures for postsecondary institutions and proprietary schools beginning with the July 1, 2008 registration year (fiscal year).

**IMPACT**

Approval of this rule will clarify the process for registering postsecondary education institutions and proprietary schools and bring administrative rules into compliance with Sections 33-2402 and 33-2403, Idaho Code.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**ATTACHMENTS**

Attachment 1-Temporary and Proposed Rules Governing Registration    Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends the approval of a temporary and proposed rule as presented to allow OSBE to proceed with registering affected institutions and schools and for issuing certificates of registration.

**BOAR ACTION**

A motion to approve the temporary and proposed rule for the registration of postsecondary institutions and proprietary schools. The temporary rule will become effective on April 18, 2008.

Moved by\_\_\_\_\_ Seconded by\_\_\_\_\_ Carried Yes\_\_\_\_\_ No\_\_\_\_\_

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**IDAPA 08**  
**TITLE 01**  
**CHAPTER 11**

**08.01.11 - REGISTRATION OF POST SECONDARY EDUCATIONAL INSTITUTIONS AND  
PROPRIETARY SCHOOLS**

**000. LEGAL AUTHORITY.**

The following rules are made under authority of sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code, to implement the provisions of Chapter 24, Title 33, Idaho Code.

**001. TITLE AND SCOPE.**

**01. Title.** This rule shall be cited as IDAPA 08.01.11, "Registration of Post Secondary Educational Institutions and Proprietary Schools."

**02. Scope.** This rule sets forth the registration requirements for post secondary educational institutions that are required to register with the Idaho State Board of Education ("Board") under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations; for registration purposes.

**002. WRITTEN INTERPRETATIONS.**

There are no written interpretations of this rule.

**003. ADMINISTRATIVE APPEALS.**

The Administrative Procedures Act, Chapter 52, title 67, Idaho Code, applies to any denial of registration of any post secondary educational institution or proprietary school. Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General."

**004. INCORPORATION BY REFERENCE.**

There are no documents incorporated by reference.

**005. OFFICE INFORMATION.**

**01. Office Hours.** The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays.

**02. Mailing Address.** The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037.

**03. Street Address.** The offices of the Board are located at 650 W. State Street, Boise, Idaho.

**04. Telephone.** The telephone number of the Board is (208) 334-2270.

**05. Facsimile.** The facsimile number of the Board is (208) 334-2632.

**06. Electronic Address.** The electronic address of the Board is [boardofed.idaho.gov](http://boardofed.idaho.gov). This rule is subject to the provisions of the Public Records Act, Title 9, Chapter 3, Idaho Code.

**006. PUBLIC RECORDS ACT COMPLIANCE.**

This rule is subject to the provisions of the Public Records Act, Title 9, chapter 3, Idaho Code.

**007. -- 009. (RESERVED).**

**010. DEFINITIONS.**

**01. Accredited.** Defined in Section 33-2401(1), Idaho Code, and means that a post secondary

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

### APRIL 17-18, 2008

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educational institution has been recognized or approved as meeting the standards established by an accrediting organization recognized by the Board.

**02. Agent.** Defined in Section 33-2401(2), Idaho Code, and means any individual within the state of Idaho who solicits students for or on behalf of a proprietary school.

**03. Agent's Permit.** Defined in section 33-2401(3), Idaho Code, and means a nontransferable written document issued to an agent by the Board or its designee.

**04. Course.** Defined in Section 33-2401(5), Idaho Code, and means instruction imparted in a series of lessons or class meetings to meet an educational objective.

**05. Course or Courses of Study.** Defined in Section 33-2401(6), Idaho Code, and means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise. A course of study is sometimes also referred to in this rule as a program.

**06. Degree.** Defined in Section 33-2401(7), Idaho Code, and means any academic, vocational, professional-technical or honorary title or designation, mark, appellation, series of letters, numbers, or words such as, but not limited to, "bachelor's," "master's," "doctorate," or "fellow," which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic, vocational, professional-technical, educational or professional program of study beyond the secondary school level or for a recognized title conferred for meritorious recognition, and an associate of arts or associate of science degree awarded by a community college or other public or private post secondary educational institution or other entity which may be used for any purpose whatsoever.

**07. Post Secondary Educational Institution.** Sometimes referred to in this rule simply as an institution, is defined in Section 33-2401(8), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within or which operates or purports to operate, from a location within the state of Idaho, and which provides courses or programs that lead to a degree, or which provides, offers or sells degrees.

**08. Proprietary School.** Sometimes referred to in this rule simply as a school, is defined in Section 33-2401(9), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within or which operates or purports to operate, from a location within the state of Idaho and which conducts, provides, offers or sells a course or courses of study, but which does not provide, offer or sell degrees.

**011. -- 099.(RESERVED).**

#### **100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.**

**Registration of Post Secondary Educational Institutions.** For purposes of registration of post secondary educational institutions, the Board recognizes the regional accreditation organizations listed in subsections 100.01. through 100.06., below. In addition, the Board recognizes institutional accreditation organizations which are also recognized by and in good standing with both the United States Department of Education and by the Council for Higher Education Accreditation, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). Further, the Board may recognize other accreditation organizations on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board's Chief Higher Education Academic Officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such evaluation and review.

**01.** Middle States Association of Schools and Colleges (MSA), Commission on Higher Education - Accredits institutions of higher education in Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

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**02.** New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NEASC-CIHE) - Accredits institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

**03.** North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC) - Accredits degree-granting institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including schools of the Navaho Nation.

**04.** Northwest Commission on Colleges and Universities (NWCCU) - Accredits post secondary educational institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

**05.** Southern Association of Colleges and Schools (SACS), Commission on Colleges - Accredits degree-granting institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

**06.** Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU) - Accredits senior colleges and universities in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands.

**101. -- 199. (RESERVED).**

**200. REGISTRATION OF POST SECONDARY EDUCATIONAL INSTITUTIONS.**

**01. Registration Requirement.**

**a.** Unless exempted by statute or this rule, as provided herein, a post secondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course or courses of study, or degree unless registered. An institution shall not solicit students on behalf of such institution, or advertise in this state, unless registered.

**b.** Initial registration shall be for the period beginning on the date of issue of a certificate of registration and continue through June 30 of the next succeeding year. Initial registration shall mean an institution's initial registration under this rule, even if an institution has previously registered with the Board. A registered post secondary educational institution must renew its certificate of registration annually, and renewal of registration is not automatic. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year.

**02. Idaho Presence.** An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho.

**03. Institutions Exempt from Registration.**

**a.** Idaho public post secondary educational institutions. Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register.

**b.** Certain Idaho private, not for profit, post secondary educational institutions. A private, not for profit, post secondary educational institution that is already established and operational as of the effective date of this rule and located within the state of Idaho, and that is accredited by an accreditation organization recognized by the Board, as set forth in Section 100 of this rule, shall not be required to register. A private, not for profit, institution is located within the state of Idaho only if it has been lawfully organized in the state of Idaho and its principal place of business is located within the state of Idaho.

**04. Institutions That Must Register.**

**a.** Out-of-state public post secondary educational institutions. A public institution that is supported primarily by taxation from another state, or from a local source not within the state of Idaho, must register as provided herein.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**b.** Out-of-state private, not for profit, post secondary educational institutions. An out-of-state private, not for profit, post secondary educational institution must register as provided herein.

**c.** Certain Idaho private, not for profit, post secondary educational institutions. A private, not for profit, post secondary educational institution that is located within the state of Idaho, but that is not exempt under Subsection 200.03.b. of this rule, must register as provided herein.

**d.** For-profit post secondary educational institutions. A post secondary educational institution that operates for profit, or which is an operating subsidiary of a publicly or privately held corporation that operates for profit, must register as provided herein.

**05. Exception to Registration Requirement for Certain Post Secondary Institutions.**

**a.** A post secondary educational institution that demonstrates to the satisfaction of the Board that its primary mission and objectives are to offer courses or courses of study that do not lead to the awarding of degrees, may instead register as a proprietary school, in accordance with Section 300 of this rule.

**b.** A request to register as a proprietary school must be submitted in writing to the Board by the first business day of December preceding a registration year. A decision on such request will be issued by the Board within thirty (30) days after it is received. A request to register as a proprietary school must be made on an annual basis.

**06. Application.** A post secondary educational institution that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form approved by the Board or its designee. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year.

**07. Registration Fees.** The Board shall assess an annual registration fee for initial registration, or renewal of registration, of a post secondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one hundred dollars (\$100) for each course that the institution intends to conduct, provide, offer or sell during the registration year, as set forth in the registration application, not to exceed two thousand dollars (\$2,000). Registration fees are not refundable.

**08. Deadline for Registration.** An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes a registration year.

**09. Information Required.** Such application must include the information requested on the application form, as well as the following information:

**a.** If an institution that is required to register under this rule is accredited by an accreditation organization recognized by the Board in Section 100 of this rule, such institution must submit documentation demonstrating that it has received accreditation status, and that it will maintain its accreditation from such agency during the entire registration year. An institution that is so accredited qualifies for a streamlined registration process, and will not be required to submit information and/or documentation that documents compliance with Standards I through VI, set forth in Subsections 200.10.a. through 200.10.f. of this rule. Such institution must submit the following information and/or documentation with its application for registration:

- i. Copy of most recent accreditation report;
- ii. Current list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer;
- iii. Most recent copy of strategic plan;
- iv. Enrollment data for current and past two (2) years;
- v. Copy of annual audited financial statement;
- vi. Any additional information that the Board may request.

**b.** All other institutions applying for registration must submit information and/or documentation with its application for registration that documents compliance with all of the Standards I through VI, set forth in Subsections 200.10.a. through 200.10.f. of this rule.

**c.** The Board may, in connection with a renewal of registration, request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all

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information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 200.07 of this rule, shall remain applicable.

**10. Approval Standards for Post Secondary Educational Institutions.** Except as provided in Subsection 200.09.a, an institution applying for registration must meet, or demonstrate that it will meet, all of the following standards:

**a. Standard I - Legal Status and Administrative Structure.** The institution must be in compliance with all local, state, and federal laws, administrative rules, and other regulations applicable to post secondary educational institutions.

i. The institution must have a clearly stated mission and objectives that are consistent with educational offerings under consideration for approval by the Board. The institution must demonstrate how its stated mission and objectives are being accomplished.

ii. The governing board or the board of directors must be comprised of at least five (5) members who are selected to represent students, faculty, and other constituents of the institution. Board members must be given the responsibility for assuring that the mission and objectives are achieved, for establishing policies and overseeing their implementation, and for providing oversight for the entire institution, including the financial stability of the institution. Board members should generally not be affiliated with the institution from an employment, contractual, familial, or financial standpoint. Any affiliation or financial interest in the institution must be fully disclosed, and provisions must be made to address any conflicts of interest.

iii. There must be sufficient distinction between roles and responsibilities of the institution's governing board and the administration, faculty, and staff to ensure appropriate separation and independence.

iv. Each of the administrative officers must be appropriately qualified with educational credentials to ensure programs are of high quality and that the rights of students are protected. In particular, the chief academic officer of the institution must be academically prepared at least at the Master's degree level, and have a minimum of five (5) years of post secondary educational experience at an accredited institution.

v. Administrators must be paid a fixed salary. Commissions may not be used for any portion of the compensation or to supplement an administrative salary.

vi. Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; awarding of credit and grades that are comparable to other institutions; academic freedom; student and faculty rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures, etc.; to ensure the quality of educational offerings.

vii. The administration must establish procedures for evaluating the effectiveness of the entire institution and for assessing the quality of instruction through established and recognized methods of instructional assessment. Evaluation and assessment results must be used to improve institutional programs and services. Evaluative/assessment processes must involve internal constituents from the institution and appropriate external representatives.

**b. Standard II - Educational Program and Curriculum.** Instruction must be the primary focus of the institution, and all instructional activities must be clearly related to the achievement of the institution's mission and objectives.

i. The requirements for all instructional programs must be defined clearly, including applicable completion requirements for courses, credits, clinicals, etc. Faculty must be given the responsibility for developing the curriculum for all courses or courses of study or degrees, designing effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings.

ii. The institution must identify the number of credits required to earn a degree based on the following guidelines. Forty-five (45) clock-hours of student involvement are required for each semester credit, which includes a minimum of fifteen (15) student contact hours for each semester credit. Degrees are:

(1) Associate of Applied Science Degree: A credential awarded for completion of requirements entailing at least two (2) years, but less than four (4) years, of full-time professional-technical study with a minimum of sixty (60) semester credits (includes a minimum of sixteen (16) general education credits) and includes mastery of specific competencies drawn from requirements of business/industry;



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- (2) Associate Degree: A credential awarded for completion of requirements entailing at least two (2) years, but normally less than four (4) years, of full-time academic work;
- (3) Baccalaureate Degree: A credential awarded for completion of requirements entailing at least four (4) years of full-time academic work;
- (4) Master's Degree: A credential awarded for completion of requirements entailing at least one (1) year, but normally not more than two (2) years, of full-time academic work beyond the baccalaureate degree, including any required research; and
- (5) Doctoral Degree: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research.

iii. Written course descriptions must be developed for all courses and for all courses within a program or degree and include the following: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions, and course descriptions must be provided to the faculty. Faculty must be expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course.

iv. For each course or courses of study leading to a degree, the institution shall assure that such courses will be offered with sufficient frequency to enable students to complete the courses of study and degree within the minimum time for completion.

c. Standard III - Student Support Services. The institution must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Policies must address students' rights and responsibilities, grievance procedures, and must define what services are available to support students and instructional programs.

i. The institution must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide instructional and other support services the student needs to complete the program.

ii. There must be a clearly defined policy for the readmission of students dismissed from the institution for academic reasons. The readmission of students dismissed under this policy should be consistent with the recognized academic standards of admission to the institution.

iii. The institution must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the institution. The institution must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures.

iv. The institution must provide an effective program of academic advising for all students enrolled. The program must include orientation to the academic program, academic and personal counseling, career information and planning, placement assistance, and testing services.

v. The institution must provide students, prospective students prior to enrollment, and other interested persons with a catalog containing, at a minimum, the following information: the institution's mission; admissions policies; information describing the purpose, length, and objectives for the courses or courses of study or degrees offered by the institution; credit requirements for all courses or courses of study or degrees offered by the institution; procedures for awarding credit for work completed outside the collegiate setting; policies for acceptance of transfer credit; the schedule of tuition, fees, and all other charges and expenses necessary for completion of the courses or courses of study or degrees; cancellation and refund policies; a definition of the unit of credit as it applies at the institution; an explanation of satisfactory progress, including an explanation of the grading/assessment system; the institution's calendar, including the beginning and ending dates for each instructional term, holidays, and registration dates; a complete listing of each regularly employed faculty member showing name, area of assignment, rank, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; a complete listing of each administrator showing name, title, area of assignment, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; a statement of legal control with the names of the trustees, directors, and officers of the institution or corporation or other entity; a complete listing of all scholarships offered, if any; a statement describing the nature and

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extent of available student services; complete and clearly stated information about the transferability of credit to other post secondary educational institutions, including two-year and four-year colleges and universities; and any such other material facts concerning the institution and the courses or courses of study as are reasonably likely to affect the decision of the student to enroll at the institution.

vi. Accurate and secure records must be kept for all aspects of the student academic record including, at a minimum, admissions information, transcripts, and financial transactions. Standards established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) must be used as a basis for establishing, maintaining, securing, and retaining student records.

vii. The institution must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the institution's current graduation rate by courses of study, and job placement rate by course of study.

**d. Standard IV - Faculty Qualifications, Duties, and Compensation.** Faculty qualifications must be clearly defined for each discipline and the assigned location for each faculty member must be identified.

i. Faculty must be qualified through academic preparation appropriate to their assigned classes and degree level; i.e., for bachelor degree programs, faculty must have a master's degree from an accredited institution; at the graduate level, a doctoral degree from an accredited institution. Relevant teaching experience or evidence to indicate they will be successful in the classroom must also be considered. Relevant work experience must also be considered. Transcripts for all faculty must be obtained, reviewed, and retained at the institution. Faculty must be recruited from a variety of institutions and backgrounds to enhance diversity and to avoid hiring a disproportionate number of individuals who are graduates of institutional programs.

ii. There shall be a sufficient number of full-time faculty members to maintain the continuity and stability of academic programs and policies. At least one full-time faculty must be located in Idaho for each course or courses of study or degree, unless the institution can demonstrate specifically why this is not feasible, and identify what provisions have been, or will be, made to serve students effectively.

iii. A group of faculty must be organized and given responsibility in conjunction with the institution's chief academic officer for reviewing and approving all courses and courses of study and degrees offered by the institution. This group must also be responsible for overseeing instructional assessment activities and setting standards for program review/evaluation. The group must be of sufficient size to effectively represent a variety of instructional disciplines and faculty perspectives.

iv. The ratio of faculty to students in each course must be sufficient to assure effective instruction.

v. Faculty must be paid a fixed salary. Commissions may not be used for any portion of the compensation, to supplement faculty salaries, or be connected to recruitment or retention of students.

vi. Procedures for evaluating faculty must be established, including provisions for promoting faculty and recognizing scholarly contributions to their academic discipline.

vii. A faculty development program must be established to encourage professional advancement and to enhance one's knowledge and instructional expertise.

**e. Standard V - Resources, Financial Resources, and Facilities.** The institution must have adequate financial resources to accomplish its educational mission and objective.

i. A financial officer in a managerial position must be designated for the institution and given responsibility for overseeing all of the financial aspects of the institution.

ii. Adequate financial resources must be provided to accomplish the institutional mission and to effectively support the instructional programs, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, faculty, staff, library, and the physical and instructional technology infrastructure.

iii. The institution must have sufficient reserves so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students, even if it were unable to admit any new students.

iv. Financial records and reports of the institution must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a public or not for profit institution must be kept in accordance with the most current guidelines from the National Association of College and University Business Officers. Financial records and reports of a for-profit institution must be kept in accordance with generally accepted accounting principles. A for-profit institution must organize its reports and records under categories or cost centers comparable to accounting funds identified in the most current guidelines from the National Association of College and University Business Officers.

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v. An annual independent audit of all fiscal accounts of the educational institution must be authorized by the governing board, and must be performed by a properly authorized certified public accountant.

**f. Standard VI - Library and Instructional Resources.** The institution must obtain and properly catalog library and other learning resources and make these resources readily available to its students and faculty. These holdings must be of sufficient quality and depth to support its mission and achievement of student and faculty learning objectives.

i. The institution must have adequate library facilities for the library holdings, space for study, and workspace for the librarian and library staff.

ii. Library services and resources must be available for student and faculty use with sufficient regularity, and at appropriate hours, to support the mission of the institution and its instructional offerings.

iii. If the institution relies on other institutions or entities to provide library resources, or this is done through electronic means, the institution must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided.

iv. The library must be administered by professionally trained staff supported by sufficient personnel.

**11. Additional Information.** If the Board is unable to determine the nature and activities of an institution on the basis of the information provided by the institution under this rule, then the Board may notify the institution of additional information that it will be required to provide in connection with the application for registration.

**12. Verification of Information.** The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant institution shall be responsible for any costs the Board incurs, including travel, associated with this review.

**13. Criteria for Approval or Denial of Registration.** To be approved for registration, the institution must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule. An institution must remain in compliance for the registration year.

**14. Public Information.** All information submitted to the Board in connection with the application is public information, and is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code.

**15. Certificate of Registration.**

**a.** A certificate of registration will be issued to a post secondary educational institution that has paid its registration fee and has been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No institution that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is: "Registered with the Idaho State Board of Education." Registration is not an endorsement of the institution.

**b.** If an institution wishes to offer additional courses, courses of study, or degrees during the course of a registration year that were not included in its application to the Board prior to issuance of the certificate of registration, then the institution may submit a supplemental application to the Board, on a form approved by the Board and pay any additional registration fees that are applicable. If approved, the Board will issue a revised certificate of registration evidencing such approval.

**16. Disapproval and Appeal.** If a post secondary educational institution's request for initial registration, or renewal of registration, is disapproved by the Board, then the institution may appeal such decision in accordance with Chapter 52, Title 67, Idaho Code. The request must be in writing and made to the office within thirty (30) days of the date the institution is notified of the disapproval.

**17. Withdrawal of Approval.**

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**a.** The Board may refuse to renew, or may revoke or suspend approval of, an institution's registration by giving written notice and the reasons therefore to the institution. The institution may request a hearing relating to such decision under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General."

**b.** Withdrawal of approval may be for one or more of the following reasons:

- i. Violation of Chapter 24, Title 33, Idaho Code or this rule;
- ii. Providing false, misleading, deceptive, or incomplete information to the Board;
- iii. Presenting to prospective or current students information about the institution which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or
- iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board has been received.

**c.** If any information contained in the application submitted by the institution becomes incorrect or incomplete, then the registered institution shall notify the Board of such change within thirty (30) days. An institution that ceases operation during the course of a registration year shall immediately inform the Board of this event.

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**300. REGISTRATION OF PROPRIETARY SCHOOLS.**

**01. Delegation.** Section 33-2403, Idaho Code, provides that a proprietary school must hold a valid certificate of registration issued by the Board or its designee. The Board delegates authority to the Idaho Division of Professional-Technical Education (PTE) to register proprietary schools, in accordance with this rule.

**02. Registration Requirement.**

**a.** Unless exempted by statute or this rule, as provided herein, a proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by PTE. A school shall not conduct, provide, offer, or sell a course or courses of study unless registered. A school shall not solicit students for or on behalf of such school, or advertise in this state, unless registered.

**b.** Initial registration shall be for the period beginning on the date of issue of a certificate of registration and continue through June 30 of the next succeeding year. A registered proprietary school must renew its certificate of registration annually and renewal of registration is not automatic. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year.

**03. Exemptions from Registration.** The following individuals or entities are specifically exempt from the registration requirements of this rule:

**a.** An individual or entity that offers instruction or training solely a vocational or recreational in nature, as determined by the Board.

**b.** An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law.

**c.** An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.

**d.** An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to title 54, Idaho Code.

**e.** Aviation school or instructors approved by and under the supervision of the Federal Aviation Administration.

**f.** An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.

**g.** An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days.

**h.** A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.

**i.** An individual or entity that offers post secondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.

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**04. Application.** A proprietary school that is required to register under this rule must submit to PTE an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form approved by PTE. The application must include a list of each course or courses of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year.

**05. Registration Fees and Costs.** A registration fee shall accompany each application for initial registration or renewal of registration. The fixed portion of such annual registration fee shall be in the amount of one hundred dollars (\$100) for each school. The variable portion of such annual registration fee shall be in the amount of one hundred dollars (\$100) for each course to be offered by the school during the registration year. Fees are not refundable.

**06. Deadline for Registration.** An initial application for registration may be submitted to PTE at anytime. A school should expect PTE's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to PTE on or before the first business day of May that precedes a registration year.

**07. Information Required.**

a. Such application must include the information requested on the application form. In addition, a school applying for registration must submit information and/or documentation with its application for registration that documents compliance with all of the Standards, I through V, set forth in Subsections 300.08.a. through 300.08.e. of this rule.

b. PTE may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 300.05 of this rule, shall remain applicable.

**08. Approval Standards for Registration of Proprietary Schools.** The Board and its designee accepts the responsibility for setting and maintaining approval standards for proprietary schools that plan to offer courses or a set of related courses in or from Idaho in order to protect consumers and to ensure quality educational programs are provided throughout the state. A school must meet all of the standards prior to issuance of a certificate of registration and the school must provide required evidence to document compliance with the standards as identified in the application form. A certificate of registration may be denied if all of the standards are not met.

a. Standard I - Legal Status and Administrative Structure. The school must be in compliance with all local, state and federal laws, administrative rules, and other regulations applicable to proprietary schools.

i. The school must have a clearly stated educational purpose that is consistent with the courses or a set of related courses under consideration for approval by PTE.

ii. The ownership of the school, its agents, and all school officials must be identified by name and title.

iii. Each owner, agent, and school official must be appropriately qualified to ensure courses are of high quality and the rights of students are protected.

iv. Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; student and instructor rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures to ensure the quality of educational offerings.

v. Procedures for assessing/evaluating the effectiveness of instruction must be established. Evaluation and assessment results must be used to improve courses or courses of study.

b. Standard II - Courses or Courses of Study. Instruction must be the primary focus of the school, and all instructional activities must be clearly related to the achievement of the stated instructional objectives. All courses or courses of study must prepare students to enter employment upon completion of the program or prepare them for self-employment.

i. The requirements for each course or courses of study must be defined clearly including applicable completion requirements or other requirements such as practicums, clinicals, etc. Courses or courses of study will be designed using effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings.

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ii. Written course descriptions must be developed for all courses or courses of study including: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions and course descriptions must be provided to instructors. Instructors must be expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course.

iii. The school must assure that a course or courses of study will be offered with sufficient frequency to enable students to complete courses or courses of study within the minimum time for completion.

iv. The school must clearly state the cost of each course or courses of study and identify the payment schedule. This information must be provided in written form to students, and the refund policy must also be given to students in writing.

v. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, job opportunities, and other relevant information to assist students in making an informed decision to enroll. The school must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the school's current completion and job placement rate.

**c. Standard III - Student Support Services.** The school must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Policies must address students rights and responsibilities, grievance procedures, and define what services are available to support students.

i. The school must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course or courses of study and the capacity of the school to provide instructional and other support services the student needs to complete the program.

ii. There must be a clearly defined policy for the readmission of students dismissed from the school. The readmission of students dismissed under this policy must be consistent with the recognized standards of admission to the school.

iii. The school must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the school. The school must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures.

iv. The school must provide written information to prospective students prior to enrollment to include the following: information describing the purpose, length, and objectives of the courses or courses of study; completion requirements for the courses or courses of study; the schedule of tuition, fees, and all other charges and all expenses necessary for completion of the courses or courses of study; cancellation and refund policies; an explanation of satisfactory progress, including an explanation of the grading/assessment system; the calendar of study including registration dates, beginning and ending dates for all courses, and holidays; a complete list of instructors and their qualifications; a listing of available student services; and other information about the courses or courses of study that are likely to affect the decision of the student to enroll in the school.

v. Accurate and secure records must be kept for all aspects of the student record including, at minimum, admissions information, and the courses each student completed.

**d. Standard IV - Faculty Qualifications and Compensation.**

i. Instructor qualifications (training and experience) must be described and the assigned location for each instructor must be identified.

ii. There must be a sufficient number of full-time instructors to maintain the continuity and stability of courses.

iii. The ratio of instructors to students in each course must be sufficient to assure effective instruction.

iv. Commissions may not be used for any portion of the faculty compensation.

v. Procedures for evaluating instructors must be established. Provisions for student evaluation are recommended.

**e. Standard V - Resources, Finance, Facilities, and Instructional Resources.**

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i. Adequate financial resources must be provided to accomplish instructional objectives and to effectively support the instructional program, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, instructors, staff, library, and the physical and instructional technology infrastructure.

ii. The school must have sufficient resources so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students. If the school is unable to fulfill its obligations to students, the school must make arrangements with another proprietary school to have students complete a comparable course or courses of study (a teach-out provision).

iii. Financial records and reports of the school must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a school shall be kept in accordance recognized financial accounting methods.

iv. The school must have adequate instructional resource materials available to students, either on site or through electronic means. These materials must be housed in a designated area and be available for students and instructors with sufficient regularity and at appropriate hours to support achievement of course objectives or to promote effective teaching.

v. If the school relies on other schools or entities to provide library resources or instructional resources, the school must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided.

**09. Additional Information.** If PTE is unable to determine the nature and activities of a school on the basis of the information provided by the school under this rule, then PTE may notify the school of additional information that it will be required to provide in connection with the application for registration.

**10. Verification of Information.** PTE may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant school shall be responsible for any costs PTE incurs including travel, associated with this review.

**11. Criteria for Approval or Denial of Registration.** To be approved for registration, the school must demonstrate that it is in compliance with Chapter 24, Title 33, Idaho Code and this rule, including all of the standards described in Subsections 300.08.a. through 300.08.e. of this rule. A school must remain in compliance for the registration year.

**12. Public Information.** All information submitted to PTE is public information, and is subject to disclosure as set forth in the Public Records Act, Title 9, Chapter 3, Idaho Code.

**13. Certificate of Registration.**

**a.** A certificate of registration will be issued to a proprietary school that has paid its registration fee and been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No school that is registered with PTE shall advertise or represent in any manner that it is accredited by PTE. An institution may only represent that it is: "Registered with Idaho Division of Professional-Technical Education." Registration is not an endorsement of the school.

**b.** If a school wishes to offer additional courses or courses of study during the course of a registration year that were not included in its application to PTE prior to issuance of the certificate of registration, then the school may submit a supplemental application to PTE, on a form approved by PTE, and pay any additional registration fees that are applicable. If approved, PTE will issue a revised certificate of registration evidencing such approval.

**14. Disapproval and Appeal.** If a proprietary school's request for initial registration or a renewal of registration is disapproved by PTE, then the school may appeal such decision in accordance with Chapter 52, Title 67, Idaho Code. The request must be in writing and made to PTE within thirty (30) days of the date the school is notified of the disapproval.

**15. Withdrawal of Approval.**

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**a.** PTE may refuse to renew, or may revoke or suspend approval of a school's registration by giving written notice and the reasons therefore to the school. The school may request a hearing under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General."

**b.** Withdrawal of approval may be for one or more of the following reasons:

- i. Violation of Chapter 24, Title 33, Idaho Code or this rule.
- ii. Providing false, misleading, deceptive, or incomplete information to PTE.
- iii. Presenting to prospective or current students information about the school which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or
- iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by PTE has been received.

**c.** If any information contained in the application submitted by the school becomes incorrect or incomplete, then the registered school shall notify PTE of such change within thirty (30) days. A school that ceases operation during the course of a registration year shall immediately notify PTE of this event.

**16. Agent's Permit.** Each proprietary school shall ensure that its agents have a valid permit, and that all of its agents are in compliance with Section 33-2404, Idaho Code. The school shall complete a criminal history check that includes the State Bureau of Identification, Federal Bureau of Investigation and statewide sex offender registry for each agent having direct contact with minors in the minor's home or at secondary schools, prior to making application for the agent's permit.

**17. Annual Agent's Permit Fee.** The annual fee for the agent's permit shall be fifty dollars (\$50.00). The agent's permit must be renewed annually upon reapplication and proper qualifications, as required by Section 33-2404, Idaho Code.

**18. Surety Bond.** Each proprietary school shall comply with the provisions in Section 33-2406, Idaho Code, relating to a surety bond.

**19. Student Tuition Recovery Account.** Each proprietary school shall comply with the provisions of Section 33-2407, Idaho Code, relating to a student tuition recovery account.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**TITLE 33**  
**EDUCATION**  
**CHAPTER 1**  
**STATE BOARD OF EDUCATION**

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

- (1) Perform all duties prescribed for it by the school laws of the state;
- (2) Acquire, hold and dispose of title, rights and interests in real and personal property;
- (3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
- (4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;
- (5) Through its executive departments and offices:
  - (a) Enforce the school laws of the state,
  - (b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;
- (6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:
  - (a) Maintain a register of postsecondary educational institutions approved to provide programs and courses that lead to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code,
  - (b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,
  - (c) Maintain a register of proprietary schools approved to conduct, provide, offer or sell a course or courses of study in accordance with the procedures established in chapter 24, title 33, Idaho Code;
- (7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;
- (8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

**TITLE 33**  
**EDUCATION**  
**CHAPTER 24**  
**PROPRIETARY SCHOOLS**

33-2402. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS.

- (1) Unless exempted as provided herein, each postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board. A public postsecondary educational institution or agency supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register under this section. The board may exempt a nonprofit postsecondary educational institution from the registration requirement in accordance with standards and criteria established in rule by the board. The board may permit a postsecondary educational institution required to register under this section to instead register as a proprietary school under section 33-2403, Idaho Code, in accordance with standards and criteria established in rule by the board.
- (2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, course or program, for academic credit or otherwise, that a postsecondary educational institution intends to conduct, provide, offer or sell. Such rule shall also

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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prescribe the standards and criteria to be utilized by the board for recognition of accreditation organizations.

(3) The board may deny the registration of a postsecondary educational institution that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The board shall assess an annual registration fee on each postsecondary educational institution required to be registered under this section based on the respective degrees, courses or programs that each such postsecondary educational institution intends to conduct, provide, offer or sell, not to exceed one hundred dollars (\$100) for each degree, course or program. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

**TITLE 33**  
**EDUCATION**  
**CHAPTER 24**  
**PROPRIETARY SCHOOLS**

33-2403. REGISTRATION OF PROPRIETARY SCHOOLS. (1) Unless exempted as provided in subsection (4) of this section, each proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board or its designee.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each course or program, for academic credit or otherwise, that a proprietary school intends to conduct, provide, offer or sell.

(3) The board may deny the registration of a proprietary school that does not meet the standards or criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The following individuals or entities are specifically exempt from the registration provisions required by this section:

(a) An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the board.

(b) An individual or entity that offers courses recognized by the board which comply in whole or in part with the compulsory education law.

(c) An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.

(d) An individual or entity which is otherwise regulated, licensed or registered with another state agency pursuant to title 54, Idaho Code.

(e) Aviation school or instructors approved by and under the supervision of the federal aviation administration.

(f) An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.

(g) An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days.

(h) A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.

(i) An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.

(5) The board shall assess an annual registration fee on each proprietary school required to be registered under this section. Such annual registration fee shall be composed of a fixed portion in an amount not to exceed one hundred dollars (\$100) for each proprietary school, and a variable portion based on the respective course or courses of study that each such proprietary school intends to conduct, provide, offer or sell, not to exceed one hundred dollars (\$100) for each course or courses of study. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**SUBJECT**

Presentation by Board Staff on the release of the “Knocking at the College Door Projections of High School Graduates by State and Race/Ethnicity, 1992-2022.”

**BACKGROUND**

The Western Interstate Commission for Higher Education (WICHE) periodically compiles projections of high school graduates for public and nonpublic schools including the nation, four geographic regions, all 50 states and the District of Columbia. These projections provide a useful indicator of how the supply of high school graduates and the corresponding demand for postsecondary education are expected to change in the years to come. The purpose of this presentation is to inform the Board of the projections from the recently released 7<sup>th</sup> edition of this publication. The focus will be on Idaho and the surrounding states to assist the Board in planning and policymaking.

**DISCUSSION**

In order to continue planning, developing, and implementing strategies to build the foundation for a comprehensive, coordinated education system, predictive information on the pipeline of students and changes in the demographics is beneficial. The information presented from this study indicates that, unlike other states which will experience stagnate or declining growth, Idaho’s growth curve is expected to continue uninterrupted throughout the projection period. It is anticipated that Idaho will experience manageable growth lasting until 2012-13, at which time the state is projected to enter into a period of more rapid growth.

While Idaho has ranked high in the nation regarding the percentage of high school graduates, there is still work to be done to assure access to and completion of postsecondary education or workforce training. This report provides information that can assist in the planning for the continued growth in Idaho’s high school graduates, and inform the Board as they continue planning for increased postsecondary participation rates in Idaho.

**ATTACHMENTS**

Attachment 1 – Executive Summary	Page 3
Attachment 2 – Idaho State Summary	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

The full report is available for further study at: [www.wiche.edu/policy/Knocking](http://www.wiche.edu/policy/Knocking).

**BOARD ACTION**

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

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# Knocking at the College Door

## Projections of High School Graduates by State and Race/Ethnicity, 1992-2022

# EXECUTIVE SUMMARY

This publication of *Knocking at the College Door* marks the 7<sup>th</sup> edition of the Western Interstate Commission for Higher Education's projections of high school graduates. It updates forecasts of the number of high school graduates for public and nonpublic schools for the nation, four geographic regions, and all 50 states and the District of Columbia, and also includes projections of public school graduates by race/ethnicity. (In addition, we've posted individual state profiles on our website at [www.wiche.edu/policy](http://www.wiche.edu/policy) – follow the links to this publication's web page.) Projections for public school graduates cover the period 2005-06 through 2021-22 in this edition, while actual data are reported for preceding years back to 1991-92. The years of coverage for estimates and projections for nonpublic school graduates differ by state, although projections most commonly begin for that sector in 2002-03. Projections of school enrollments are also included, though they are not the central focus of the publication.

These projections provide a useful indicator of how the supply of high school graduates and the corresponding demand for postsecondary

education are expected to change in the years to come. As such, these data have many uses, especially in planning and policymaking in an era when education – and increasingly, postsecondary education – are essential for the success of individuals and society as a whole. These projections offer a view into the future, indicating ways in which the current “system” of education may need to adapt to accommodate rapidly changing demographic conditions. There are two main sets of findings to be drawn from these projections.

### Changes in Total Production of High School Graduates

Predicted changes in total production of high school graduates for the nation and individual states account for the first set of findings. The overall demand for education is a central concern for policymakers and for planners at the state, school district, school, and postsecondary institutional levels. Demand helps determine how much space is needed to ensure each student has access to a quality education, both within the K-12 system and at colleges and universities.

Projections indicate that the nation can expect that:

- ✦ The rapid and sustained expansion in the number of high school graduates that began in the early 1990s will initially continue.
- ✦ This expansion will reach a peak in 2007-08, when total graduates from public and nonpublic schools will exceed 3.34 million.
- ✦ The production of high school graduates will slow moderately between 2008-09 and 2014-15.
- ✦ After 2007-08 overall production of high school graduates will become much more stable for the foreseeable future than it was during the expansion period, when it was growing by leaps and bounds.

Since the responsibility for providing education largely falls on the states, demographic data at the state level are especially valuable. These projections show that states face very different demographic futures. In terms of total production of high school graduates, states may be categorized into six groups, based on the projected change in high school graduates between the last year for which actual data were available, 2004-05, and a decade later.

- ✦ **Dwindling production (losses of 10 percent or more):** Kansas, Louisiana,<sup>1</sup> Montana, New Hampshire, North Dakota, South Dakota, Vermont, and Wyoming (eight states).
- ✦ **Slowing production (losses of between 10 and 5 percent):** Massachusetts, Michigan, Minnesota, Nebraska, New York, Ohio, Pennsylvania, Rhode Island, West Virginia, and Wisconsin (10 states).
- ✦ **Stable production (changes falling between a loss of 5 percent and an increase of 5 percent):** Alaska, California, Connecticut, Hawaii, Illinois, Iowa, Kentucky, Maine, Maryland, Mississippi, Missouri, New

Mexico, Oklahoma, Oregon, South Carolina, Tennessee, and Washington (17 states).

- ✦ **Manageable expansion (increases of between 5 and 10 percent):** Alabama, Colorado, Delaware, District of Columbia, New Jersey, and Virginia (five states plus D.C.).
- ✦ **Rapid expansion (increases of between 10 and 20 percent):** Arkansas, Idaho, Indiana, and North Carolina (four states).
- ✦ **Explosive growth (increases greater than 20 percent):** Arizona, Florida, Georgia, Nevada, Texas, and Utah (six states).

These categories highlight how very different the futures of individual states look. They also show that the bulk of the growth is concentrated in the South and in the West, and especially in states in the lower latitudes of those regions. But this categorization scheme oversimplifies and obscures considerable variation in how individual states' production of high school graduates will change in the time between 2004-05 and 2014-15 and beyond. Individual states' projections are available in the tables in Appendix A.

## Escalating Diversification

The second key theme arising out of these projections relates to how the nation and most states are experiencing a shift in the racial/ethnic composition of their populations. In particular, the population of minority groups and especially Hispanics is increasing rapidly, while growth among White non-Hispanics is not projected to keep pace.

Among high school graduates, the story is much the same. The nation and more and more states are closing in on "majority-minority" status relative to public high school graduating classes, in which the number of graduates who are not White non-Hispanic exceeds the number

of graduates who are. Between 2004-05 and 2014-15, WICHE projects that the nation's public high schools will produce:

- ✦ Almost 207,000 more Hispanic graduates (an increase of 54 percent).
- ✦ Nearly 46,000 more Asian/Pacific Islander graduates (an increase of 32 percent).
- ✦ About 12,000 more Black non-Hispanic graduates (an increase of 3 percent).
- ✦ About 2,000 more American Indian/Alaska Native graduates (an increase of 7 percent).
- ✦ Nearly 197,000 fewer White non-Hispanic graduates (a decline of 11 percent).

These data show that minorities account for all the growth in the our public high schools' production of graduates.<sup>2</sup> Especially noteworthy is that the projected increase in Hispanic graduates alone more than offsets the decrease in White non-Hispanic graduates. In fact, if minority students completed high school at the same rate that White non-Hispanic students do, this shift would be even more dramatic.

Clearly, the composition of our schools is changing. State policymakers and officials in school districts, K-12 schools, and postsecondary institutions need to be aware of these changes and how they might impact curriculum and preparation, the demand for support services, the demand for postsecondary education, affordability, and other issues.

The national trends are playing out in many states as well. The number of Hispanic graduates from public schools is expected to rise in all states except Hawaii by 2014-15, with the largest increases in the southern parts of the West and the South. In percentage terms, however, states all over the country will need to educate substantially more Hispanic students – and will be producing more Hispanic graduates

– than they did previously. And Hispanics are not the only group that can expect to grow: the number of Asian/Pacific Islander graduates will climb in virtually all states, with rapid growth rates seen in many of them. Conversely, by 2014-15 only six states will graduate more White non-Hispanic students than they did in 2004-05, while the majority of states outside the South can expect average annual declines in their production of White non-Hispanic graduates. Appendix A contains detailed tables for each state, including actual and projected data for graduates by race/ethnicity.

### How These Data Might Be Used

Demographic data such as these projections are vital to crafting effective policy solutions to the challenge of providing high-quality educational opportunities to all students. One of the most important implications that arises from these projections is that the stark differences in individual states' overall production of high school graduates present entirely different challenges to educational planners and policymakers and necessitate carefully tailored policy approaches. In other words, states, school districts, schools, and postsecondary institutions should carefully examine demographic data and projections such as these before adopting any policy solution (especially a policy enacted by one of its counterparts), to ensure that it fits its own needs and conditions.

Beyond that, these data have many potential uses for a variety of audiences. A few examples of how they might be effectively employed follow.

- ✦ *State policymakers* may use the projections to adjust accountability schemes, to give schools, school districts, and postsecondary institutions incentives to reach out to and serve traditionally underrepresented student populations more effectively. In states anticipating a large expansion of high school graduates, for example, policymakers may



use the projections to estimate the scope of the capacity challenge ahead of them and to craft solutions that leverage proven technology to deliver education more efficiently. Policymakers in states expecting a downturn may rely on the projections to implement changes in the nonresident tuition rate for their postsecondary institutions, as one way to appeal to neighboring states with a surplus of graduates; or they may use them as a rationale for committing more resources to programs, like WICHE's Western Undergraduate Exchange (<http://wue.wiche.edu>), that help facilitate student mobility across state lines.

- ✦ Given the rapid increase in the number of traditionally underrepresented students, combined with projected stagnation in the supply of high school graduates, *college presidents* may respond by adjusting the ways in which they reach out to minority students and adults. Such adjustments may influence the curricula, as well as the times when and the locations where courses are taught; or they may affect institutional tuition and financial aid policies.
- ✦ *Researchers* can employ the data to forecast additional data points of use to public policymakers. They may also make the data a central element of an argument for increased attention to issues of postsecondary access, success, and equity.

These projections indicate that our nation's schools have big but varied challenges ahead of them. Those challenges are about assuring adequate capacity, preserving or enhancing educational quality, and responding to rapidly changing student bodies. The 50 states' educational policies will have a crucial effect on how well schools are able to respond to those challenges. Our ability to meet these challenges will go a long way in determining whether all individuals have an equal opportunity to obtain a good education, get a decent job, and be productive contributors to our society and economy. It will also play a pivotal role in whether our states and our nation can remain competitive in a global, knowledge-based economy that is dependent upon our improving the educational attainment levels of all citizens, including those minority populations that are clearly growing the fastest in our society.

## Endnotes

<sup>1</sup> Louisiana's projections were substantially influenced by the aftermath of Hurricane Katrina. More information and analysis on how the state's projections were affected is available in Chapter 4.

<sup>2</sup> A complete picture of the racial/ethnic composition of the high school graduate cohort is not possible because data on race/ethnicity are insufficient for nonpublic schools and homeschooled, although public schools account for a large majority of enrollments nationally.

The logo for the Western Interstate Commission for Higher Education (WICHE). It features the word "WICHE" in a bold, blue, sans-serif font. To the right of the text is a stylized blue line graphic that resembles a mountain range or a series of peaks and valleys.

Western Interstate Commission for  
Higher Education

3035 Center Green Drive • Suite 200

Boulder, Colorado 80301-2204

303.541.0200

[www.wiche.edu](http://www.wiche.edu)

The Western Interstate Commission for Higher Education (WICHE) is an interstate compact created by formal legislative action of the states and the U.S. Congress. Its mission is to work collaboratively to expand educational access and excellence for all citizens of the West. Member states are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

*Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity* was prepared by WICHE's Public Policy and Research unit, which conducts research and policy analysis on current and emerging issues in higher education and communicates this information and analysis to education and government policymakers.

This report is available online at <http://www.wiche.edu/policy/Knocking>

For additional inquiries, please contact the Public Policy and Research unit at 303.541.0269 or [publications@wiche.edu](mailto:publications@wiche.edu).

# Knocking at the College Door

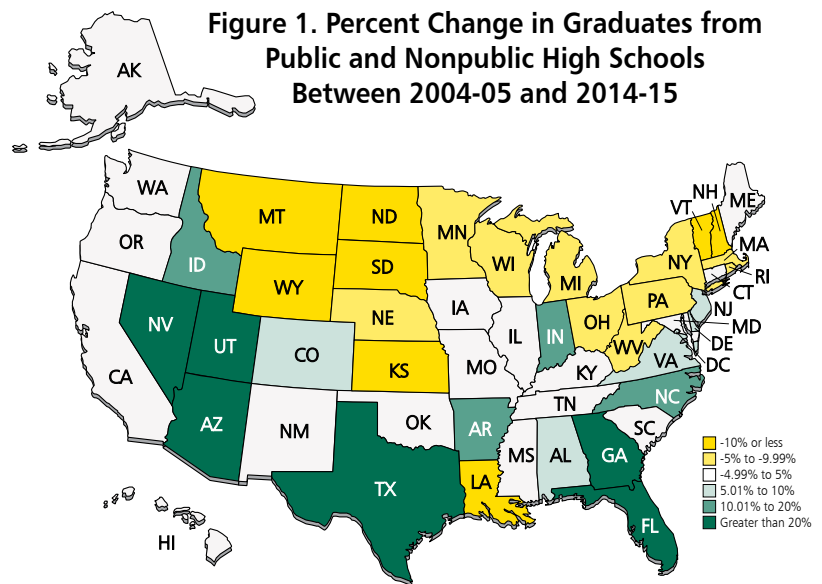
## Projections of High School Graduates by State and Race/Ethnicity, 1992-2022

### IDAHO

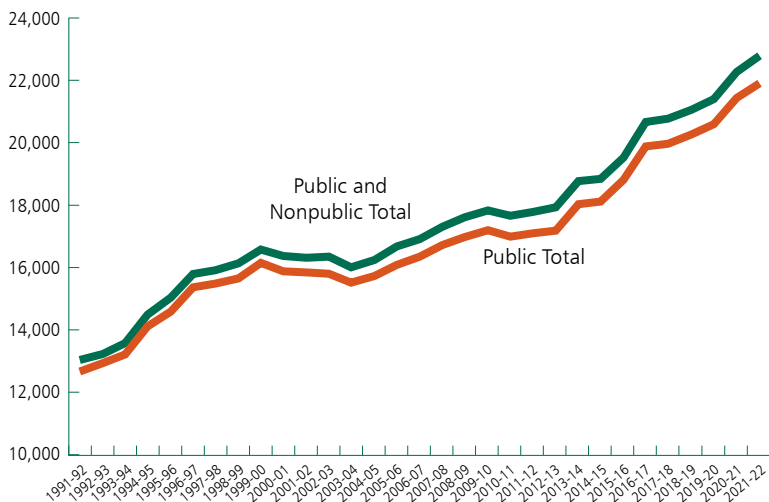
At over 3.3 million, the nation's graduating class of 2007-08 is projected to be history's largest. In fact, 2007-08 will mark the last year in an era of continuous growth in the nation's production of high school graduates, a period that reaches back to 1994. Over that time, the number of graduates swelled by 35.7 percent. In 2008-09, however, our country will begin a protracted period during which its production of high school graduates is expected to stagnate, assuming existing patterns persist. The number of graduates nationally will dip slightly over the next several years before growth resumes at a slower pace around 2015. Ultimately, projections indicate that between 2004-05 (the last year of available actual data) and 2021-22, the number of high school graduates will grow by approximately 265,000, or 8.6 percent.

The national data obscure significant variations in this picture at the regional and state levels, however. Regionally, in the decade leading up to 2004-05, the number of high school graduates grew the fastest in the West at 34 percent, with the South growing by 23.5 percent, the Northeast by 20.7 percent, and the Midwest by 14.2 percent. But the regions face very different futures in the years to come. The South will see the most growth in its production of high school graduates, at about 9 percent by 2014-15; and the West's numbers will climb by 7.1 percent. But the number of graduates produced in the Northeast and the Midwest will decline – by 6.1 and 3 percent, respectively.

As with the national view, the regional picture masks considerable variation at the state level (Figure 1).



**Figure 2. Idaho High School Graduates 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)**



Idaho produced 1,744 more graduates in 2004 than it did a decade earlier, an increase of 12 percent. Projections indicate that Idaho will continue growing, assuming existing patterns of high school completion and migration continue. The state projects to produce about 2,600 more high school graduates in the decade after 2004-05, an increase of nearly 16 percent.

Idaho experienced rapid growth in its production of high school graduates between 1991-92 and 1999-2000, followed by a slight slowdown through 2003-04 (Figure 2). In 2004-05, the most recent year for which actual data were available, 15,768 students graduated from public high schools in Idaho, 3,034 more graduates than were produced in 1991-92, representing growth of 23.8 percent. Nonpublic schools do not play a substantial role in Idaho's production of graduates, but they added an estimated 528 in 2004-05, which was 175 more than graduated in 1991-92. Of the state's total number of high school graduates each year, nonpublic schools produced an estimated 3 percent, on average.

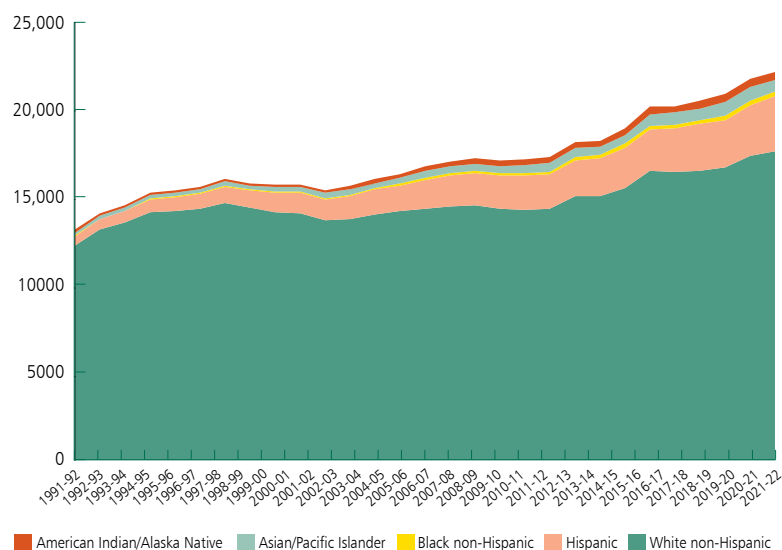
Unlike much of the rest of the nation, Idaho won't see its production of high school graduates stagnate or decline. Instead, Idaho's growth curve is expected to continue uninterrupted throughout the projected period. Initially, Idaho can anticipate manageable growth, lasting until 2012-13, during which time the number of high school graduates is projected to rise by about 1,650 over the 2004-05 level (10.1 percent). Thereafter, the state projects to enter a period of more rapid growth, possibly adding nearly 5,000 graduates by 2021-22 (27 percent), ultimately reaching about 23,000 total graduates.

In addition, the racial/ethnic composition of Idaho's public high school graduating classes will show substantial diversification over the coming decade and beyond (Figure 3). In 1994-95, White non-Hispanic graduates accounted for 93.8 percent of the graduates from public high schools. A decade later, that proportion had dropped to 88.3 percent. The next decade in Idaho will see further declines in the share of public high school graduates who are White non-Hispanic, with projections indicating it will reach 82.9 percent by 2014-15.

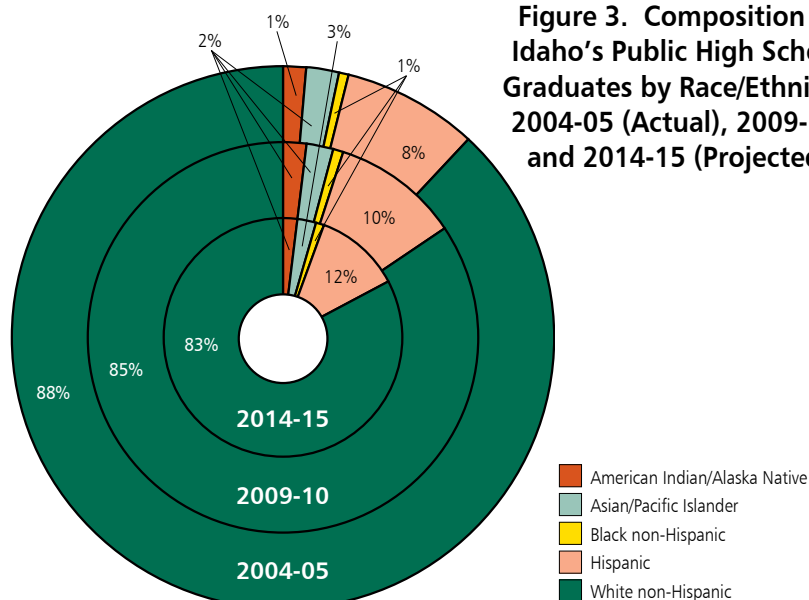
These changes are roughly comparable to the experience of states all over the country. Although the magnitude may differ substantially, the nation as a whole is undergoing sweeping changes in the racial/ethnic composition of its population. In Idaho, as in other states, the big changes are mainly the result of rapid growth in the number of Hispanic high school students and graduates. However, unlike most other states, in Idaho, the numbers of White non-Hispanic graduates and those from all other races/ethnicities are also projected to rise.

Hispanic graduates from public schools in Idaho numbered 1,260 in 2004-05, but within a decade they are projected to number 2,131, an increase of 69.1 percent (Figure 4). In Idaho this is not even the fastest rate of growth, as the number of Black non-Hispanic graduates is projected to climb by 109.4 percent over the same period. Even American Indians/Alaska Natives will see a faster rate of increase, at 74.9 percent. But because the number of Black non-Hispanic and American Indian/Alaska Native graduates in 2004-05 was relatively low, at just 88 and 203, respectively, their growth will not have as significant an impact as that of the Hispanic population. Meanwhile, White non-Hispanics will also see more modest growth in their numbers over the same timeframe, with projections showing an increase from 13,921 in 2004-05 to 15,194 in 2014-15, or 9.1 percent. Finally, the rate of increase in Asian/Pacific Islander graduates is projected to be substantial, at 59.8 percent, with their numbers rising from 296 in 2004-05 to 473 a decade later.

**Figure 4. Idaho High School Graduates by Race/Ethnicity 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)**



**Figure 3. Composition of Idaho's Public High School Graduates by Race/Ethnicity 2004-05 (Actual), 2009-10, and 2014-15 (Projected)**



For more information, contact: Dolores Mize, Vice President, Public Policy and Research, 303.541.0221, [dmize@wiche.edu](mailto:dmize@wiche.edu); or Brian Prescott, Senior Research Analyst, Public Policy and Research, 303.541.0255, [bprescott@wiche.edu](mailto:bprescott@wiche.edu). To view the full publication or to place an order for a bound copy, visit our website at [www.wiche.edu/policy](http://www.wiche.edu/policy).

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**SUBJECT**

Title II, Part A, Subpart 1 Grants to States, State Activities Funds

**REFERENCE**

June 17-18, 2004

The Board approved retaining funds pertaining to the Title IIA State Activities grant for management by the Board office.

**BACKGROUND**

The State of Idaho receives approximately \$13,987,032 in Title II, Part A Improving Teacher Quality State Grant funds; of those funds, 1% from the total award amount is set aside for administrative costs. From that remaining balance, 95% of those funds are to then be made available to the local educational agencies (LEAs) in the form of sub grants. Then, from the remaining 5%, the State Educational Agency (SEA) reserves 2.5% for state-level activities described in the Elementary Secondary Education Act, Sec. 2113 (c), and the remaining 2.5% is allocated to the State Agency for Higher Education (SAHE) to make competitive sub grants to eligible Idaho Higher Education (IHE)-LEA partnerships.

The 2.5% state activities fund is approximately \$340,000 annually. The funds are used to support improvements in the recruiting, hiring, training and retention of the state's teaching force, with an emphasis on increasing Idaho's number of "highly qualified" teachers (HQT).

In 2003 the Board moved to retain the Title IIA State Activities funds for greater oversight instead of automatically passing them through to the State Department of Education (SDE) to administer.

**DISCUSSION**

The State Department of Education is closely involved with the administration and implementation of programs to address teaching quality in Idaho's classrooms. Presently, the Division of Teacher Certification and Professional Standards in the State Department of Education are specifically working to ensure Idaho meets the federal requirements for 'highly-qualified' teachers. The types of programs the Division is establishing are well suited for the prescribed use of the Title IIA State Activities funds.

**ATTACHMENTS**

Attachment 1- Elementary Secondary Education Act, Sec. 2113

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the Title IIA State Activities funds, CFDA 84.367A be deposited directly to the State Department of Education (SDE) account through the State Treasurer's Office. SDE will distribute and expend the funds in accordance with the federal guidelines and requirements.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS**  
**APRIL 17-18, 2008**

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**BOARD ACTION**

A motion to authorize State Department of Education (SDE) to administer and implement the Title IIA State Activities Funds (CDFA 84.367A) from the U.S. Department of Education in accordance with the federal guidelines.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Attachment 1**

**ELEMENTARY & SECONDARY EDUCATION**

**Subpart 1 — Grants to States**

**SEC. 2113. STATE USE OF FUNDS.**

(a) IN GENERAL- A State that receives a grant under section 2111 shall —  
    (1) reserve 95 percent of the funds made available through the grant to make subgrants to local educational agencies as described in subpart 2;  
    (2) reserve 2.5 percent (or, for a fiscal year described in subsection (b), the percentage determined under subsection (b)) of the funds to make subgrants to local partnerships as described in subpart 3; and  
    (3) use the remainder of the funds for State activities described in subsection (c).

(b) SPECIAL RULE- For any fiscal year for which the total amount that would be reserved by all States under subsection (a)(2), if the States applied a 2.5 percentage rate, exceeds \$125,000,000, the Secretary shall determine an alternative percentage that the States shall apply for that fiscal year under subsection (a)(2) so that the total amount reserved by all States under subsection (a)(2) equals \$125,000,000.

(c) STATE ACTIVITIES- The State educational agency for a State that receives a grant under section 2111 shall use the funds described in subsection (a)(3) to carry out one or more of the following activities, which may be carried out through a grant or contract with a for-profit or nonprofit entity:

(1) Reforming teacher and principal certification (including recertification) or licensing requirements to ensure that —

    (A)(i) teachers have the necessary subject matter knowledge and teaching skills in the academic subjects that the teachers teach;  
    and

    (ii) principals have the instructional leadership skills to help teachers teach and students learn;

    (B) teacher certification (including recertification) or licensing requirements are aligned with challenging State academic content standards; and

    (C) teachers have the subject matter knowledge and teaching skills, including technology literacy, and principals have the instructional leadership skills, necessary to help students meet challenging State student academic achievement standards.

(2) Carrying out programs that provide support to teachers or principals, including support for teachers and principals new to their profession, such as programs that —

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- (A) provide teacher mentoring, team teaching, reduced class schedules, and intensive professional development; and
- (B) use standards or assessments for guiding beginning teachers that are consistent with challenging State student academic achievement standards and with the requirements for professional development activities described in section 9101.

(3) Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers and principals, especially in the areas of mathematics and science, for highly qualified individuals with a baccalaureate or master's degree, including mid-career professionals from other occupations, paraprofessionals, former military personnel, and recent college or university graduates with records of academic distinction who demonstrate the potential to become highly effective teachers or principals.

(4) Developing and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only —

- (A) if the State educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and
- (B) in a manner consistent with mechanisms to assist local educational agencies and schools in effectively recruiting and retaining highly qualified teachers and principals.

(5) Reforming tenure systems, implementing teacher testing for subject matter knowledge, and implementing teacher testing for State certification or licensing, consistent with title II of the Higher Education Act of 1965.

(6) Providing professional development for teachers and principals and, in cases in which a State educational agency determines support to be appropriate, supporting the participation of pupil services personnel in the same type of professional development activities as are made available to teachers and principals.

(7) Developing systems to measure the effectiveness of specific professional development programs and strategies to document gains in student academic achievement or increases in teacher mastery of the academic subjects the teachers teach.

(8) Fulfilling the State educational agency's responsibilities concerning proper and efficient administration of the programs carried out under this

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part, including provision of technical assistance to local educational agencies.

(9) Funding projects to promote reciprocity of teacher and principal certification or licensing between or among States, except that no reciprocity agreement developed under this paragraph or developed using funds provided under this part may lead to the weakening of any State teaching certification or licensing requirement.

(10) Developing or assisting local educational agencies in the development and use of proven, innovative strategies to deliver intensive professional development programs that are both cost-effective and easily accessible, such as strategies that involve delivery through the use of technology, peer networks, and distance learning.

(11) Encouraging and supporting the training of teachers and administrators to effectively integrate technology into curricula and instruction, including training to improve the ability to collect, manage, and analyze data to improve teaching, decision-making, school improvement efforts, and accountability.

(12) Developing, or assisting local educational agencies in developing, merit-based performance systems, and strategies that provide differential and bonus pay for teachers in high-need academic subjects such as reading, mathematics, and science and teachers in high-poverty schools and districts.

(13) Providing assistance to local educational agencies for the development and implementation of professional development programs for principals that enable the principals to be effective school leaders and prepare all students to meet challenging State academic content and student academic achievement standards, and the development and support of school leadership academies to help exceptionally talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

(14) Developing, or assisting local educational agencies in developing, teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

(15) Providing assistance to teachers to enable them to meet certification, licensing, or other requirements needed to become highly qualified by the end of the fourth year for which the State receives funds under this part (as amended by the No Child Left Behind Act of 2001).



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(16) Supporting activities that ensure that teachers are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement.

(17) Funding projects and carrying out programs to encourage men to become elementary school teachers.

(18) Establishing and operating a center that —

(A) serves as a statewide clearinghouse for the recruitment and placement of kindergarten, elementary school, and secondary school teachers; and

(B) establishes and carries out programs to improve teacher recruitment and retention within the State.

(d) ADMINISTRATIVE COSTS- A State educational agency or State agency for higher education receiving a grant under this part may use not more than 1 percent of the grant funds for planning and administration related to carrying out activities under subsection (c) and subpart 3.

(e) COORDINATION- A State that receives a grant to carry out this subpart and a grant under section 202 of the Higher Education Act of 1965 shall coordinate the activities carried out under this subpart and the activities carried out under that section.

(f) SUPPLEMENT, NOT SUPPLANT- Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.