

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 20, 2009**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>FIRST READING, PROPOSED AMENDMENTS TO BOARD POLICY III.W. HIGHER EDUCATION RESEARCH</b>	Motion to Approve
<b>2</b>	<b>UNIVERSITY OF IDAHO – PROPOSED UNIVERSITY POLICY TO REQUIRE FIRST YEAR STUDENTS TO LIVE ON CAMPUS</b>	Information Item

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**AUGUST 20, 2009**

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**SUBJECT**

First Reading, Proposed Amendment to Board Policy III.W. Higher Education Research

**BACKGROUND/DISCUSSION**

Experimental Program to Stimulate Competitive Research (EPSCoR) in Idaho represents a federal-state partnership designed to enhance the state's science and engineering research, education, and technology capabilities of underrepresented states that traditionally have received smaller amounts of federal R&D funds.

In 2006, EPSCoR was relocated to the Office of the Governor from the State Board of Education. On May 12, 2009, Executive Order 2009-09 was issued authorizing the re-establishment of EPSCoR within the State Board of Education. While under the purview of the Governor, the Idaho EPSCoR Committee developed and adopted a mission, vision, and bylaws. With the movement of EPSCoR to the Board, it is necessary to establish policies to govern its operation. Therefore, Board and staff members worked with EPSCoR representatives to include a new section to III.W, which currently covers the role and purpose of the Higher Education Research Council and its programs. The new section to III.W. includes EPSCoR's purpose and role, establishes committee structure, and defines terms of membership and reporting requirements.

**IMPACT**

Approval of the amendments to Board policy will allow the Idaho EPSCoR Committee to continue implementing the program and activities.

**ATTACHMENTS**

Attachment 1 – Proposed Amendment to III.W.  
Higher Education Research

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**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval of the proposed addition to Board Policy III.W. as presented.

**BOARD ACTION**

A motion to approve the first reading of Board Policy III.W. Higher Education Research as submitted.

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

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**W. Higher Education Research ~~Council Policy~~**

1. Higher Education Research Council

a. Purpose and Coverage

The Higher Education Research Council Policy presents guidelines to Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho on the most effective use of the limited resources of the State of Idaho, provided by the Legislature as a line item for research and overseen by the Higher Education Research Council, in promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State. The implementation of this policy will be the duty and responsibility of the Board's Higher Education Research Council (HERC).

2b. The Role of Research in Higher Education

Research is the creative search for and application of new knowledge.

ai. Philosophical Statements and Guiding Principles

Public awareness of the significant role science, technology and other research play in our world has also been accompanied by an enhanced demand for the scrutiny of publicly funded research, accountability, and attention to the management of ethical, legal, and safety issues associated with academic research. A demonstrable return on the state's investment requires the development of a statewide strategic plan for science and technology that will assist in the identification of general research areas that will enhance the economy of Idaho via partnering between academia, industry and/or government. HERC will facilitate this partnering and interaction among business, industry and the public sector with science, engineering and other research faculty. To this end, HERC will be an active participant in the development, implementation and monitoring of the statewide strategic plan for science and technology.

This policy is designed to assist the public baccalaureate and post-baccalaureate institutions in addressing these areas via appropriate research activities through:

- (1) individual and multi-disciplinary research projects;
- (2) extensive and rapid dissemination of the new knowledge and establishment of knowledge networks which would facilitate public, private and academic institution interaction; and
- (3) collaborative relationships between academia and varied shareholders outside the academy.

The guiding principles are:

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(1) to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering and other research.

(2) to ensure accountability for the state's investment via demonstrable results.

bii. Support of research activities with public funds is important because:

(1) Research is important in the education of students at all levels.

At the graduate level, students master current knowledge and produce new knowledge. The higher the quality of research and scholarly or creative activity in which the student is involved, the higher quality of his/her education. In addition, the education of undergraduates is enhanced through their participation in research.

(2) Research plays an important role in maintaining and enhancing faculty quality.

Active participation in research by faculty prevents obsolescence. The saying that "research informs instruction" is meritorious. Research ensures that faculty stay abreast of current developments in their field. While faculty currency and vitality is important at all three degree levels, it is absolutely essential for those educating graduate students.

Effective training of future researchers at our universities and colleges requires faculty who are dedicated to teaching. In addition, because of the rapid generation of new knowledge, departments must have active research programs in order to teach students the latest scientific innovations and in order for university investigators to seriously compete for local, industrial and federally sponsored grants.

(3) Academic research contributes to economic development.

Economic development interests are most directly served by attention to applied research which itself is based on the results of basic research. Academic institutions traditionally provide assistance in solving problems as well as in developing new knowledge. It is important that all academic institutions, particularly Ph.D. granting institutions, continue to serve these functions.

eiii. The Board desires to increase the quality and quantity of research and to encourage continued public support of research in Idaho through application of the following principles:

(1) The quality and quantity of academic research produced is extremely dependent upon the research infrastructure.

(2) Faculty at Idaho's baccalaureate and post-baccalaureate institutions will be eligible to compete for research funds.

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div. The development and implementation of a statewide strategic plan for science and technology is a vehicle for identification of research objectives and areas

3c. 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.i. 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.

bii. 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.

eiii. 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

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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.

div. 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

ev. 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:

- (1) number of students involved;
- (2) number of faculty involved;
- (3) external funding earned as a result;
- (4) publications in refereed journals;
- (5) presentations at professional meetings and conferences;
- (6) patents awarded or pending;
- (7) economic benefits; or
- (8) problem resolution.

Reporting procedures will be established and administered through the Higher Education Research Council.

4d. State Research Council

In order to advise the Idaho State Board of Education on the implementation of the above strategies, an Idaho Higher Education Research Council, which reports to the Board through the Instruction, Research and Student Affairs Committee, shall be appointed by the Board.



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The assigned responsibilities of the Higher Education Research Council will include the following:

- (1) determine and distribute to all interested parties the guidelines for submission of proposals under the competitive programs;
- (2) organize the review procedures for proposals submitted under the guidelines mandated and recommend to the Board which of these proposals should be funded;
- (3) recommend ways in which cooperative inter-institutional graduate and research programs can be encouraged, developed, and sustained; and
- (4) monitor the productivity of each funded project to warrant continued funding and to provide accountability.

The membership of this Council shall consist of Presidents from each of the state's universities and the four-year college (University of Idaho; Idaho State University; Boise State University; Lewis-Clark State College), four non-institutional representatives selected from the general public who are committed to research, and a representative from the Office of Science and Technology. The State Board of Education shall appoint the four non-institutional representatives and a representative from the Office of Science and Technology who shall serve as an ex officio member with voting privileges. The chairman of the committee will be elected by the Council annually. Term length for the non-institutional members is three years.

2. Experimental Program to Stimulate Competitive Research (EPSCoR)

a. Overview

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR shall be subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

b. EPSCoR Mission

Idaho EPSCoR's mission shall be to stimulate systematic and sustainable improvements in Idaho's academic science, technology, engineering and mathematics (STEM) research capabilities for the purpose of establishing nationally prominent research competitiveness

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in selected areas eligible for support by the National Science Foundation and other federal and private sponsors. It is expected that EPSCoR investments shall harmonize with the research interests of Idaho's public universities, the State of Idaho, and Idaho's industries. The University of Idaho, Idaho State University, and Boise State University are Idaho EPSCoR partner institutions.

c. Idaho EPSCoR Committee

Idaho EPSCoR shall be guided by a committee appointed by the Board.

i. Duties and Responsibilities

The Idaho EPSCoR Committee shall serve under the direction of the Board and shall oversee the implementation of the Idaho EPSCoR program and office. The Idaho EPSCoR Committee is responsible for the selection and progress of EPSCoR projects funded by various federal agencies, in accordance with agency-specific guidelines. The committee shall establish policies and procedures to ensure that EPSCoR program goals and objectives are met. These policies and procedures shall be brought to the Board for approval. The committee will carry out the following EPSCoR objectives:

- (1) To catalyze key research themes and related activities within and among EPSCoR jurisdictions that empower knowledge generation, dissemination and application;
- (2) To activate effective jurisdictional and regional collaborations among academic, government and private sector stakeholders that advance scientific research, promote innovation and provide multiple societal benefits;
- (3) To broaden participation in science and engineering by institutions, organizations and people within and among EPSCoR jurisdictions; and
- (4) To use EPSCoR for development, implementation and evaluation of future programmatic experiments that motivate positive change and progression.

ii. Operating Procedures

The committee will meet in person annually, and more often by teleconference to fulfill its duties. The chair of the Idaho EPSCoR Committee may call additional meetings as necessary. The chair will appoint subcommittees as needed and delegate certain responsibilities to the project director. On a regular basis, the committee shall monitor the activities of the project director and provide direction as necessary.

The project director, under the direction of the chair, prepares the agenda, schedules each meeting of the committee and maintains a written record of the committee's activities.

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iii. Membership

Committee membership shall be constituted to provide for geographic, academic, business and state governmental representation. The committee shall consist of sixteen (16) members with voting privileges, composed of the following:

- The Vice President for Research or Chief Research Officer at the University of Idaho, Idaho State University, and Boise State University;
- One member from each chamber of the Idaho state legislature;
- One representative from Idaho National Laboratory;
- One representative from the Idaho Department of Commerce – such individual shall be focused on economic development;
- The remainder shall be representatives of the private sector who have a stake in developing the state's research infrastructure or who have experience in innovation and entrepreneurial activities, applied research and development, management and finance, or community economic development.

In addition, one representative of the Governor's office and one member of the Board shall serve on the committee as ex officio members without voting rights.

iv. Nominating Process

The Idaho EPSCoR committee will nominate candidates for committee membership for consideration by the Board. The list of candidates must be forwarded to the Board for consideration not less than 120 days prior to expiration of the term of committee member, or within 30 days after any vacancy.

(1) Incumbent Reappointment

In the event that the incumbent candidate is interested in reappointment and is eligible to continue serving, the nominating committee shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

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(2) Open Appointment

- (a) The EPSCoR committee, on behalf of the Board, will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho EPSCoR Committee.
- (b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the committee. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.
- (c) The EPSCoR committee will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of this review is to identify the most qualified candidates for Board consideration.
- (d) The EPSCoR committee will forward the qualified candidates, in order of preference, to the Board for consideration. The Board may provide for interviews of the candidates, or may make the appointments based on the recommendation of the EPSCoR committee.

v. Terms of Membership

Committee members shall serve five-year terms. An incumbent member may be nominated by the committee for re-appointment by the Board, but no member may serve more than three (3) consecutive terms. All terms, regardless of length, shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

Appointments will be staggered to ensure that no more than one-third (1/3) of the appointments will become vacant in any given year. An appointee who has reached the end of his or her term shall remain in service as a committee member until reappointment, or until the appointment of a new member is named and approved by the Board. Officers will be nominated and elected by a vote of the committee.

d. Reporting

The committee shall prepare an annual report to the Board that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

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e. Idaho EPSCoR Office

Within guidelines specified by NSF and this policy, the EPSCoR committee shall determine and select an Idaho EPSCoR partner institution to serve as the lead institution which will house the project director for purposes of administering Idaho EPSCoR and providing support and resources to the Idaho EPSCoR Committee.

f. Idaho EPSCoR Project Leadership

The project director and any associate project directors are selected by and serve under the direction of the Idaho EPSCoR Committee.

The project director shall be a tenured faculty member of an Idaho EPSCoR partner institution whose qualifications must include: a successful research track record (grants and professional publications) in science or engineering, experience in research management and academic administration, and a successful record of dealing with various segments of academic institutions, government, industry, and the public.

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Proposed university policy to require first year students to live on campus.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.A.2.  
Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.

**BACKGROUND/DISCUSSION**

The policies of the State Board of Education and Regents of the University of Idaho delegate to the President of the University, the details of the internal management of the institution (SBOE Policy I.A.2), specifically including the organization, management, direction and supervision of the institution (SBOE Policy I.E.2).

The University has considered and the President has approved a proposed university policy to require all single undergraduate first-year students 21 years of age or younger to live on campus commencing with the fall semester of 2010. Attached hereto is a summary of the proposal for the new policy as well as a summary of the proposed exemptions.

**IMPACT**

University Housing projects approximately 100 more first-year students would be required to live in campus residence halls under the proposed policy. The additional residents living in a standard double room would generate \$390,200 for University Housing. The additional boarders choosing a standard meal plan would generate an additional \$294,800 to Campus Dining.

**ATTACHMENTS**

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Attachment 2 – Draft Exemptions Form	Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has no comments or recommendations.

**BOARD ACTION**

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

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# Live on Campus Requirement

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## Executive Summary

As part of a continuing effort to improve student retention and academic success, the University of Idaho is moving to implement a policy to require first-year students to live on campus. This summary describes issues related to this action.

1. First year students will be required to live on campus beginning fall semester 2010. Appropriate communication will take place with prospective students and their families during the next enrollment cycle.
2. During fall 2008, approximately 250 of 1709 new students lived off campus. Some new students will be exempted from this policy and examples of those exemptions are attached.
3. This action has been considered by Provost Council (Academic Deans), President's Cabinet, Academic Associate Deans, UI Parents Advisory Board, Student Affairs leadership, Academic Affairs leadership and Enrollment Management leadership.
4. A large number of peer and regional universities have employed this strategy to improve student success. Examples of other universities with this policy include Washington State University, Central Washington University, Montana State University, University of Montana, Colorado State University, University of Colorado at Boulder, University of Wyoming, and University of Nebraska.
5. The University of Idaho has the capacity to house approximately 660 more students on campus. Residence halls can accommodate 460 more students and the Greek system can accommodate approximately 200 additional students.
6. Other retention strategies to improve the quality of the first year experience will include:
  - a. An early warning system for new students;
  - b. Assign academic advisors to living groups to focus on first-year student concerns;
  - c. Create a support program for provisionally admitted new students;
  - d. Require new students who are placed on academic probation at the end of their first semester to participate in an academic success workshop before spring semester begins;
  - e. Expand new student orientation programs for fall 2010;
  - f. Establish a residence hall based intervention program for those students who display evidence of difficult transition to campus life.

## Discussion

The University of Idaho strives to promote academic excellence and student success by improving the first-year experience. We specifically seek to improve first-year retention from 79% to 85% by initiating several strategies to assist high risk students as well as supporting all new students who face the challenges of making transitions to a challenging university experience.

One of those actions will be to require first-year students to live on campus beginning fall semester 2010. First-year students will be able to select housing from among 23 residence halls, 9 sororities or 17 fraternities. Some students will be exempted from this requirement including those who live at home with parents, married and/or have children of their own, 21

years of age or older, have at least 30 college credit hours, or have an extremely unique circumstance which will be considered on a case by case basis.

University of Idaho has conducted research that supports this strategy. Research shows that students who live on campus during their first year are more likely to return for their sophomore year and are more academically successful. In fall 2008, as much as 86% of first-year students who lived in residence halls and the Greek system returned to the University of Idaho while only 59% of new students who lived off campus returned to the University of Idaho from the previous year. These research results are similar to national research that has been reported.

First-year students who live on campus are more connected to support services through academic advisors, residence hall staff and other living group leaders. They are also more fundamentally engaged in their educational experience by being involved in student activities, campus organizations, and intellectual activity. When new students live off campus, they typically live with two or three other new students who are similarly inexperienced in using campus resources and isolated from campus life resulting in their poor performance.



**First-Year Campus Residency Requirement  
Request for Exemption**

All students with less than 30 eligible credit hours (excludes dual credit and AP) at the time they enroll at the University of Idaho are required to live in an organized living group that is officially recognized by the University (residence halls, fraternities, and sororities) for one academic year. This policy is based upon the university's philosophy that the student will gain a more complete educational experience as part of a residential campus. Further, both institutional and national research shows that students living on campus have a higher GPA and retention rate than students living off campus.

Students may request an exemption to the first-year residence requirement. Those exemptions under which a student may qualify include:

- 30 + credit hours at enrollment (excluding dual credit and AP)
- married and/or with children,
- 21 years or older,
- living at home with parents.

*The request should be made as soon as possible but no later than May 1 for fall semester enrollment and November 1 for spring semester enrollment.*

**First-year students not receiving an exemption and that do not reside on campus will be billed for room/board and all fees associated through the student's bursar account.**

**Please print.**

Students Name: \_\_\_\_\_

University of Idaho ID#: \_\_\_\_\_

Contact Phone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Current Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Reason for First-Year Residency Exemption Request:

[illegible]

In order to verify your request and its legitimacy related to the exemption options, we HIGHLY encourage submissions to include additional documentation to help support the request.

## Exemption Request

married and/or with children

## Supporting Documentation

Copy of a marriage license, birth certificates showing birth parents

living at home with parents

Name and address of family home. In addition a copy of phone or electric bill showing family members name and address

30 + credit hours at enrollment  
(excluding dual credit and AP)

Transcript, official or unofficial

*I attest that all of the information I provided on this form is true. I acknowledge that it is a violation of University's Student Code of Conduct to provide false information. Furthermore, I understand that providing false information will void this request.*

Student Signature & Date: \_\_\_\_\_

Parent Signature & Date: \_\_\_\_\_

*Please Return the Completed Form and Documentation to:  
First-Year Residency Requirement/Dean of Students Office  
PO Box 442431  
Moscow, Idaho 83844-2431  
Phone: (208) 885-6757 Fax: (208) 885-9494*