

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 14, 2014**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III. P, STUDENTS - SECOND READING	Approval Item
2	BOISE STATE UNIVERSITY - MASTER OF POLITICAL SCIENCE	Approval Item
3	BOISE STATE UNIVERSITY - STEM INSTITUTE	Approval Item
4	LEWIS-CLARK STATE COLLEGE - CONSTITUTION	Approval Item
5	ACCREDITATION UPDATE	Information Item

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SUBJECT

Board Policy III.P. Students, subsection 18. Student Complaints /Grievances –
Second Reading

REFERENCE

June 2010	Board approved second reading of amendments to Board Policy III.P.
June 2014	The Board approved the first reading of proposed amendments to Board Policy III.P.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.

BACKGROUND/DISCUSSION

The Federal Government promulgated rules regarding postsecondary program integrity; non-compliance with these rules may result in an institution's loss of eligibility for Title IV funds. A requirement of these rules is to provide access to a state level complaint process for students of the institution. Administrative rule (IDAPA 08.01.11) provides a state complaint process that applies to the private postsecondary institutions that are authorized by the Board. Board Policy III.P, Students, subsection 18, Student Complaints/Grievances, provides a student complaint process that applies to those institutions under the Board's direct governance. However, Board policy only applies to the community colleges when they are specifically mentioned in the policy, and currently Board Policy III.P does not specify that it applies to the community colleges. Proposed changes would include the community colleges in the Boards student complaint process.

IMPACT

Approval of the proposed amendment would cover the community colleges in the Board's student complaint process.

ATTACHMENTS

Attachment 1 – Board Policy III.P. Students – 2nd Reading

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STAFF COMMENTS AND RECOMMENDATIONS

Staff currently follows the student complaint process outlined in Board Policy III.P. when community college students contact the Board office with a grievance. There have been no changes between the first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy III.P. Students, subsection 18. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. Students

~~June 2010~~[August 2014](#)

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

- a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
- b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
- c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
- d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
- e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" means an un-welcomed sexual

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advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;
- b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or
- c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (See *also* "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

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Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

a. Undergraduate Student

For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

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i. Student Body Officers and Appointees

For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

ii. Editors

Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

b. Graduate Student

For fee and tuition purposes, a “full-time” graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

a. Transfer of Delinquent National Direct Student Loans. (See Section V, Subsection P)

b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

a. Establishment

Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.

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b. Refund of Fees

Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds,

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and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance (Effective July 1, 2003)

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution shall provide the opportunity for students to purchase health insurance. Institutions are encouraged to work together to provide the most cost

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effective coverage possible. Health insurance offered through the institution shall provide benefits in accordance with state and federal law.

b. Mandatory Student Health Insurance

Every full-fee paying student (as defined by each institution) attending classes in Idaho shall be covered by health insurance. Students shall purchase health insurance offered through the institution, or may instead, at the discretion of each institution, present evidence of health insurance coverage that is at least substantially equivalent to the health insurance coverage offered through the institution. Students without evidence of health insurance coverage shall be ineligible to enroll at the institution.

i. Students presenting evidence of health insurance coverage not acquired through the institution shall provide at least the following information:

- 1) Name of health insurance carrier
- 2) Policy number
- 3) Location of an employer, insurance company or agent who can verify coverage

ii. Each institution shall monitor and enforce student compliance with this policy.

iii. Each institution shall develop procedures that provide for termination of a student's registration if he or she is found to be out of compliance with this policy while enrolled at the institution. Each institution, at its discretion, may provide a student found to be out of compliance the opportunity to come into compliance before that student's registration is terminated, and may provide that a student be allowed to re-enroll upon meeting the conditions set forth herein, and any others as may be set forth by the institution.

17. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).

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- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

18. Student Complaints/Grievances.

This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho. The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of

institution decisions regarding student complaints/grievances shall be reviewed as follows:

- a. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
- b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
- c. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

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- d. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.
- e. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.
- f. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints/grievances.

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BOISE STATE UNIVERSITY

SUBJECT

Approval of New Master of Arts in Political Science program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new program that will award a Master of Arts in Political Science degree. The proposed program will be offered face-to-face in BSU's regional service area.

The curriculum will contain four major components: (i) quantitative methodology coursework will provide students with skills needed to tackle data-driven problems that require critical thinking; (ii) content coursework to provide students with a sophisticated understanding of the principal theoretical, analytical, and methodological approaches used within the discipline of political science; (iii) research skills, gained either through production of a thesis or a professional research project, and (iv) writing competence, gained through significant amounts of writing during their graduate career.

The University of Idaho (UI) and Idaho State University (ISU) each offers an MA in Political Science to meet regional need in the service areas of those two institutions.

There are several reasons for BSU to offer the proposed program:

- Although UI and ISU offer MA in Political Science programs, neither program is available to students in the Treasure Valley. The proposed program is necessary to meet the needs of BSU's service region. Boise is the largest Metropolitan Statistical Area (MSA) in the Intermountain West and the Pacific Northwest without a graduate program in political science.
- It is logical to co-locate a graduate program in political science in Boise, the center of government, business, and non-profit organizations for the state of Idaho, where: (i) there is a need for educational opportunities for employees and educators; and (ii) there are many opportunities for students to be exposed to the workings of government as interns and to contribute to the work carried out by staffs of government agencies.
- The proposed program will meet the needs of: (i) those planning to become high school teachers or instructors at two-year colleges; (ii) current high school teachers who wish to continue their education in political science; (iii) working professionals who seek to improve their qualifications (e.g., quantitative methodology) through additional education; and (iv) those wishing to prepare for entry into a Ph.D. program in political science, public administration, or other related area of advanced study.

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- The program will provide policy-relevant research for governments, citizens, businesses, and non-profit organizations in the Treasure Valley and beyond.
- The program will be a key component of BSU's proposed School of Public Service by providing coursework and research opportunities that will complement and support the new Ph.D. program in Public Policy and Administration, the well-established Masters in Public Administration, and the new Masters in Community and Regional Planning program at Boise State University. In addition, the proposed program will provide a pipeline of applicants for the Ph.D. program in Public Policy and Administration.

BSU projects that, annually, approximately 20 students will begin the program and 13 to 14 will graduate. Ability to enroll and graduate that number of students is supported by several lines of evidence.

- On the order of 100 BSU students graduate with a BA in Political Science each year. Sixty-seven percent of students responding to a survey of upper division students indicated interest in applying to the proposed MA in Political Science program.
- In the Boise area are many professionals and educators for whom an MA in Political Science would provide an important educational opportunity.
- The faculty members of the Department of Political Science have very strong research records, and therefore will be attractive to out-of-state students interested in doing research in the particular scholarly areas of those faculty members.

Although labor statistics project annual openings for approximately 30 "political scientists" in Idaho, such a projection is a substantial underestimate of need for the program for two reasons. First, an MA in Political Science will be an appropriate degree for a range of positions in government, business, and non-profits that extends well beyond the confines of "political scientist." Second, according to responses to queries at three institutions with similar programs, only 1/3 of graduates enter positions in government or private business; the remaining 2/3 either find jobs in academic settings or go on to pursue advanced studies in political science or social science.

IMPACT

BSU plans to invest reallocated resources, primarily from salary savings, to hire a lecturer; such a hire will enable reallocation of a portion of the teaching capacity of several tenured/tenure-track faculty members in a quantity sufficient to offer the coursework necessary for the proposed program. A recent external review of the Political Science Department found that the depth and breadth of faculty expertise are more than sufficient to support an excellent bachelor's program and an excellent master's program. The addition of the lecturer position will provide the necessary instructional capacity to offer both programs.

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ATTACHMENTS

Attachment 1 – Master of Arts in Political Science proposal

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STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to create a new program granting a Master of Arts in Political Science. The proposed program will require 30 credits of graduate coursework. BSU believes there is sufficient market need to provide over 20 new students per year, based on information from Department of Labor statistics and from a survey of potential students. In addition, BSU is located at the center of government and population for the state, and therefore has access to a large number of potential students. Finally, BSU has designed into its program a market that might otherwise go untapped: BSU undergraduate political science students will be able to pursue an accelerated 4+1 master's program, in which they will enter the MA program with 6 graduate-level credits earned as seniors in the BA Political Science program.

BSU's request to create a new MA in Political Science is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in the Southwest Region.

Institutions under the Board's governance implemented a prioritization of programs process consistent with Dickeson's prioritization principles. BSU applied this process only to existing programs. Therefore the proposed MA in Political Science, although it was on BSU's five year plan prior to the initiation of program prioritization, was not proposed as a result of the process. However, the outcomes of the process confirmed that the Department of Political Science has a high-performing baccalaureate program and therefore is a good candidate for offering a master's program.

Pursuant to III.Z., no institution has the Statewide Program Responsibility for Political Science. Currently, the UI and ISU offer graduate programs in Political Science. The following represents current program offerings:

Institution	Program Title	CIP Code	Degree Level	Options/Minors/Emphases	Location(s)	Regional/Statewide	Method of Delivery
BSU	Political Science	45.1001	B.S.	Emphases: American Gov't and Public Policy, International Relations and Comparative Politics Emphasis, Public Law and Political Philosophy Minor	Boise	Regional	Traditional
CSI	Political Science	45.1001	AA		CSI Campus	Regional	Traditional with some portion avail online and/or AA only Online exclusively

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Institution	Program Title	CIP Code	Degree Level	Options/Minors/Emphases	Location(s)	Regional/Statewide	Method of Delivery
CWI	Political Science	45.1001	AA	NA	Boise/Nampa Southwest	Regional	Traditional
ISU	Political Science	45.1001	BA, BS	-	ISU Campus	Regional	Hybrid
ISU	Political Science	45.1001	MA	-	ISU Campus	Regional	Face-to-Face
ISU	Political Science	45.1001	DA	-	ISU Campus	Regional	Face-to-Face
LCSC	Political Science	45.1001		minor only	Lewiston	Regional	classroom
NIC	Political Science	45.1001	A.S.	N/A	Coeur d'Alene	Regional	Traditional Web Enhanced On-line, Hybrid
NIC	Political Science	45.1001	A.A.	N/A	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Political Science	45.1001	B.A.; B.S.; M.A.; Ph.D.	Minor	Moscow	Regional	traditional

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on July 17, 2014. Both the UI and ISU expressed concerns regarding duplication of programs currently being offered at respective institutions. CAAP discussed the concerns at length and determined that BSU has demonstrated a need for the graduate program in their service region. They also concluded that program duplication may be necessary in order for institutions to meet service region program responsibilities. With that said, CAAP agreed to support the proposed MA in Political Science based on the regional needs identified by BSU.

Additionally, BSU determined that if the program does not meet the goal of 12 graduates per year, the resources invested in the program will be withdrawn. For this reason, staff believes that there is sufficient justification for BSU to offer this program.

The proposed program was presented to the Instruction, Research, and Student Affairs (IRSA) at their July 31, 2014 meeting.

Board staff and IRSA recommend approval.

BOARD ACTION

I move to approve the request by Boise State University to create a new Master of Arts in Political Science.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	Social Science and Public Affairs
Name of Department(s) or Area(s):	Political Science

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Master of Arts in Political Science	
Degree:	Master of Arts	
Method of Delivery:	Face to face	
CIP code (consult IR /Registrar)	45.1001	
Proposed Starting Date:	Fall 2015	
Indicate if the program is:	Regional Responsibility	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an Existing Graduate/Doctoral Program |

J. Woods 1-14-2014
 College Dean (Institution) Date

John R. Pelton 14 Jan 2014
 Graduate Dean / ExtStudies Dean Date
 (For Grad Progs / Self-spprt &/or online)

Slav Pearson 5/22/14
 Chief Fiscal Officer (Institution) Date

M. Pearson 5/15/14
 Chief Academic Officer (Institution) Date

Robert Pearson 5/27/14
 President Date

Vice President for Research (as applicable) Date

Dora Sanchez 6/30/14
 Academic Affairs Program Manager Date

AMH 2/18/14
 Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

March 16, 2012

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Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is a request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes the creation of a new program leading to the degree of “Master of Arts in Political Science.”

The proposed program will expose the student to the important substantive debates within the subfields of American Government and Politics, Comparative Politics, and International Affairs, as well as train the student in the use of research methodologies.

Boise State University is located in the capital city of Idaho, a region that is one of the fastest growing in the United States. In an increasingly competitive marketplace, graduate education is becoming more valuable – and in some fields, necessary. A survey of undergraduate students in political science identified a high demand for a master’s program in political science at Boise State. Many of our students are interested in the advantage that advanced training can bring them in the local workplace; these students are not willing to leave the Treasure Valley to pursue graduate work, which means that the proposed MA will prepare individuals planning to work locally. In addition, other students are interested in pursuing a master’s degree to further develop their skills and make them more attractive to Ph.D. programs throughout the United States. Students holding a master’s degree will be better prepared to further Idaho’s goals in business, education, and governance.

The program will also provide an important professional development opportunity for secondary education teachers. Given the growing demand for high school teachers to deliver courses that are comparable to lower-division university courses, the proposed program will be of direct benefit to high school teachers and their students.

The proposed program will augment the new Ph.D. program in the Department of Public Policy and Administration at Boise State. The political science faculty will be able to offer graduate courses supporting the Ph.D. program, and political science graduate students will benefit from interaction with the program’s Ph.D. students.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The College of Social Sciences and Public Affairs is responsible for the state-wide mission in Public Affairs. The proposed MA program in Political Science advances this mission in four (4) specific ways.

- (A) The proposed program is designed to meet the educational and professional needs of the following groups of students: (1) those wishing to prepare for a Ph.D. degree in Political Science, Public Administration, or other advanced study (thus, the MA will serve as a pipeline

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school teachers or instructors in two-year colleges who wish to continue their education in political science; (3) working professionals who seek to improve their qualifications through additional education.

- (B) The proposed MA program will provide coursework and research opportunities that will complement and support the new Ph.D. program in Public Administration, the well-established Masters in Public Administration, and the new Masters in Community and Regional Planning program at Boise State University. Providing faculty expertise in political science will enrich our students as well as students in these other programs. By establishing an MA in political science, it is our expectation that we will build the necessary support to improve the quality of the Ph.D. program as well as permit Ph.D. students to complete their doctoral programs in a more timely fashion. In addition, our faculty members have extensive international expertise, which will be a benefit to the Ph.D. program. Our MA program will serve as an important pipeline for the Ph.D. program in public policy.
- (C) The proposed MA program will help inculcate a graduate research culture among the three departments cited above. We expect to enroll 15 students in the first year of the program and an additional 20 in the second year of the program, which means that these 35 students will be part of a growing graduate body on campus.
- (D) The proposed program will provide an additional source of research expertise for Idaho's citizens, public servants, and legislators. Our faculty members regularly conduct research on "real world" problems, which should assist citizens and policymakers in a complex and changing environment.

The Program Intended Learning Outcomes are as follows:

(A) Quantitative Methodology

Students will take at least one course in advanced statistical methods, which will prepare them to conduct high-level statistical analysis. Graduates of the MA program will be able develop research projects through which they are able use complex statistical techniques to analyze a wide-range of outcomes. We currently have students graduating with a B.S. in Political Science go on to governmental and private jobs that require proficiency in data analysis, and these employers find our students to be valuable assets. Advanced education in these areas make our students more competitive in the job market and allow us to provide employers the caliber of students that they need in tackling data-driven problems that require critical thinking.

(B) Content

Students will develop a sophisticated understanding of the principal theoretical, analytical, and methodological approaches used within the discipline of political science. Having these skills will enable the graduate to produce better quality research reports. Graduates will be equipped to carry out policy and political analyses that draw on multiple lines of argumentation and evidence.

(C) Research Skills

There are two culminating experiences in the proposed MA program. These will allow graduates to demonstrate their mastery of a significant literature in political science and state-of-the-art analytical techniques.

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- a. Thesis: The thesis option will give Ph.D.-bound students the ability to produce an article of publishable quality. This will significantly advance their research skills as well as make them much more competitive as they apply to Ph.D. programs.
- b. Professional Research Project: Students pursuing this option will design a research project that enables them to simultaneously advance their research and professional interests. For example, high school teachers might choose to develop a project that allows them to restructure their curriculum to take advantage of new content, research methodologies, and theoretical approaches. A professional, working for the state of Idaho or for a local non-profit organization, might work on a research project that applies their new skills to a specific policy problem.

(D) Writing

Students enrolled in this proposed program will be expected to do a significant amount of writing. It is our expectation that the writing skills of the students will improve significantly, thereby allowing them to become better professionals.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

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

- (A) 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).
- (B) Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.
- (C) Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.
- (D) Association with existing, high quality programs: The proposed Masters in Political Science capitalizes on the synergy of four distinct but complementary graduate programs. In addition to the proposed MA in Political Science, Boise State offers a Ph.D. in Public Policy and Administration, a professionally-accredited Master of Public Administration, and a Master in Community and Regional Planning. Students enrolled in the Political Science master's program will be able to take discipline-specific courses to fine-tune skills and knowledge specific to political science, and they will also have the opportunity to take classes in the other three "sister" graduate programs, which will expand the breadth of their knowledge. Political Science faculty will work closely with faculty members in the Departments of Public Policy and Administration and Community and Regional Planning to ensure that the courses offered in the four graduate programs will complement and reinforce the strength of each department.

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(E) High-quality faculty: The proposed program will draw upon highly regarded faculty members who are nationally and internationally recognized as experts in their field of study. Over the past 15 years our faculty members have published in the top political science journals (American Political Science Review, American Journal of Politics, Journal of Politics, Comparative Politics, and Journal of World Development), and have published with faculty members from other universities (Ohio State University, University of Iowa, University of South Carolina, University of Colorado), demonstrating our links to the broader academic debates. In addition, our faculty members have won research grant awards from the National Science Foundation, Social Sciences and Humanities Council of Canada, Fulbright Commission, and the Olin Foundation. Our research-orientation complements our success in the classroom, which will extend to the proposed Master's program. Among our distinguished faculty, members include: John Freemuth, who was named "Idaho Professor of the Year" by the Carnegie Foundation and Gary Moncrief, who was Boise State University's Foundation Research Scholar. Our political science faculty members have been selected nine times as "Distinguished Professor" by a Boise State University "Top Ten Scholar."

Specialized accreditation is not available for political science graduate programs.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

POLS 500 American Government and Politics (3 credits)
POLS 505 Comparative Politics (3 credits)
POLS 506 World Politics (3 credits)
POLS 508 Quantitative Research Methodology (3 credits)

American Politics

POLS 512 Political Parties, Campaigns and Elections (3 credits)
POLS 513 American Presidency (3 credits)
POLS 514 Legislative Behavior (3 credits)
POLS 516 Institutions and Citizenship and Contemporary Thought (3 credits)
POLS 518 Judicial Decision Making (3 credits)
POLS 520 Contemporary Issues in American Politics (3 credits)

Comparative Politics/International Relations

POLS 523 Foreign Policy Analysis (3 credits)
POLS 525 Civil War and Terrorism (3 credits)
POLS 526 Democratization (3 credits)
POLS 528 Advanced International Political Economy (3 credits)
POLS 531 Contemporary Issues in World Politics (3 credits)
POLS 586 Independent Study (3 credits)
POLS 591 Graduate Thesis (6 credits)

Proposed Catalog Statement:

- POLS 500 AMERICAN GOVERNMENT AND POLITICS (3-0-3)(F/S).** Examination of theoretical and methodological approaches used to explain institutional, political culture and political processes throughout the American regime. PREREQ: Graduate Standing, or PERM/INST.

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2. **POLS 505 COMPARATIVE POLITICS (3-0-3)(F/S)**. This seminar focuses on the principal theoretical, methodological and analytical approaches developed in the subfield of comparative politics to explain variation in economic development, regime type, and state capacity. PREREQ: Graduate Standing or PERM/INST.
3. **POLS 506 WORLD POLITICS (3-0-3)(F/S)**. Examination of theoretical and methodological approaches in understanding relations between state, sub-national, non-state, and international actors. PREREQ: Graduate Standing, or PERM/INST.
4. **POLS 508 QUANTITATIVE RESEARCH METHODOLOGY (3-0-3)(F/S)**. This seminar provides instruction on bivariate and multivariate modeling of political behavior.
5. **POLS 512 POLITICAL PARTIES, CAMPAIGNS, AND ELECTIONS (3-0-3)(F/S)**. This seminar studies theoretical and methodological approaches useful in understanding the roles political parties play in politics and policy making and the structure and function of campaigns and elections. PREREQ: Graduate Standing, or PERM/INST.
6. **POLS 513 AMERICAN PRESIDENCY (3-0-3)(F/S)**. This seminar provides a multi-faceted examination of the contending approaches to the study of the American presidency. PREREQ: Graduate Standing, or PERM/INST.
7. **POLS 514 LEGISLATIVE POLITICS (3-0-3)(F/S)**. Analyzes the structure and function of legislatures at the state and national level. PREREQ: Graduate Standing, or PERM/INST.
8. **POLS 516 INSTITUTIONS, CITIZENSHIP, AND CONTEMPORARY THOUGHT (3-0-3)(F/S)**. Examines liberal thought through writings of classical, progressive and contemporary liberals with emphasis on political institutions, relation of individual to community, the basis of human rights and the basis for political justification and obligation. PREREQ: Graduate Standing, or PERM/INST. PREREQ: Graduate Standing, or PERM/INST.
9. **POLS 518 JUDICIAL DECISION MAKING (3-0-3)(F/S)**. Analysis of the theoretical arguments and empirical evidence surrounding the determinants of judicial decisions, with particular emphasis on the decisions made by appellate court judges. PREREQ: Graduate Standing, or PERM/INST.
10. **POLS 520 CONTEMPORARY ISSUES IN AMERICAN POLITICS (3-0-3)(F/S)**. Examination of theoretical and methodological approaches to understanding recent developments in American politics. Students to explore areas of contemporary relevance that fall beyond or across the scope of other courses in the degree program. PREREQ: Graduate Standing, or PERM/INST.
11. **POLS 523 FOREIGN POLICY ANALYSIS (3-0-3)(F/S)**. Theories of foreign policy choice, construction, and implementation by states. Individual, bureaucratic, organizational, state, and other perspectives. Students evaluate problems faced by major and minor powers. PREREQ: Graduate Standing, or PERM/INST.
12. **POLS 525 CIVIL WAR AND TERRORISM (3-0-3)(F/S)**. Analysis of the theoretical and empirical causes of non-state actors using force against states and civilians in both domestic and international spheres. PREREQ: Graduate Standing, or PERM/INST.
13. **POLS 526 DEMOCRATIZATION (3-0-3)(F/S)**. This seminar explores current theory and empirical observations in the areas of democratic regime change and consolidation. PREREQ: Graduate Standing, or PERM/INST.
14. **POLS 528 ADVANCED INTERNATIONAL POLITICAL ECONOMY (3-0-3)(F/S)**. Examination of theoretical and methodological approaches to understanding the relationships between politics and economics in the international sphere. PREREQ: Graduate Standing, or PERM/INST.
15. **POLS 530 STATE INSTITUTIONS AND CIVIL SOCIETY (3-0-3)(F/S)**. Examination of state formation and historical development of civil society. An emphasis on the interrelated nature of state and civil society development. PREREQ: Graduate Standing or PERM/INST.
16. **POLS 531 CONTEMPORARY ISSUES IN WORLD POLITICS (3-0-3)(F/S)**. Examination of theoretical and methodological approaches to understanding recent developments in international relations or comparative politics. PREREQ: Graduate Standing, or PERM/INST.

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5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Credit hours in required courses:	9
Credit hours required in support courses:	
Credit hours in required electives:	15
Credit hours for thesis or professional project:	6
Total credit hours required for completion:	30

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.

The proposed program will have two tracks:

- (A) Students selecting the thesis track will be required to complete 6 credit hours of thesis work. It is our expectation that students will produce a publishable-quality article that they can submit to a peer-reviewed journal. Students may also choose to produce a thesis that is more in line with the traditional monograph. This track is aimed at students interested in pursuing doctoral studies.
- (B) The "Directed Professional Project" track is aimed at working professionals and students who will not pursue a doctorate. Students will develop a project that is applicable in their current environment. For example, high school teachers could develop new content modules that improve their classroom experiences. Professionals working for the state of Idaho could conduct an in-depth project on a topic related to their professional responsibilities. The specifics of the each project will be negotiated between each student and a faculty member.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

Degrees/Certificates 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 MA in Political Science (proposed)	MA	Description for CIP Code "45.1001: Political Science and Government, General." A general program that focuses on the systematic study of political institutions and behavior. Includes instruction in political philosophy,	General Political Science Training; Research Methodology; American Politics; Comparative Politics
CSI			
CWI			
EITC			
ISU	MA, DA		General Political Science

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MA in Political Science		political theory, comparative government and politics, political parties and interest groups, public opinion, political research methods, studies of the government and politics of specific countries, and studies of specific political institutions and processes.	Training
Doctor of Arts in Political Science			
LCSC			
NIC			
UI	MA, PhD		American Politics; International Relations
MA in Political Science			
Ph.D. in Political Science			

The University of Idaho and Idaho State University each offer an MA and Ph.D. in Political Science on their home campuses. The justification for offering a third MA in Political Science in the state of Idaho is as follows:

- (A) The program is necessary to serve the needs of place-bound residents of Boise State's service region who cannot easily access the graduate political science programs at either the University of Idaho or Idaho State University. The Boise metropolitan area is the largest Metropolitan Statistical Area (MSA) in the Intermountain West and Pacific Northwest to not have a graduate program in political science. The proposed program will meet the educational and professional needs of three groups of students: (1) those planning to become high school teachers or instructors in two-year colleges, as well as current high school teachers and who wish to continue their education in political science; (2) working professionals who seek to improve their qualifications through additional education, and (3) those wishing to prepare for a Ph.D. degree in political science, Public Administration or other advanced study.
- (B) The program will provide policy relevant research for governments, citizens, and non-profits organizations in the Treasure Valley, the State of Idaho, the Western part of the US and Canada as well as internationally. Our faculty (Drs. Allen, Burkhart, Freemuth, Hausegger, Kinney, Moncrief, Touchton, Vaughn, Wampler, Yenor) already conduct research on topics that are relevant to policymakers and citizens in these geographical areas. It is our expectation that there will be a significant increase in the amount of research conducted as our MA students will conduct original research on local issues. The strong research record of the Department of Political Science will likely be a strong draw for potential students, as they will know that a high quality MA program will enhance their professional development. The Political Science Department's most recent external review argued that the caliber of the faculty was under-utilized by not having a MA program; the addition of a MA will enhance the department, the university, and the region.
- (C) The program will strengthen Boise State University's Ph.D. in Public Policy, the only Ph.D. program in the College of Social Sciences and Public Affairs, which has the lead statewide responsibility for public affairs education in Idaho. Our faculty is nationally and internationally recognized for their policy and scholarly expertise. The MA in POLS will expand the areas of expertise available to Ph.D. students and contribute to improvements in the overall quality of the dissertation as well as helping Ph.D. students move through the program in a timely fashion.

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Please note that Boise State University, Idaho State University and the University of Idaho all have Masters of Public Administration (MPA) programs. These programs are not included in the chart above because they are professional programs designed to prepare students for jobs in the public sector.

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

A survey of student interest in a Masters of Political Science program was conducted during the Fall Semester of 2010. Faculty submitted the attached questionnaire (Appendix B) to students in upper-division undergraduate Political Science classes to gauge the factors involved in giving consideration to applying to the program, curriculum interests, and other matters. There were 116 responses to the survey. In response to the question "The Department of Political Science is proposing a master's degree in Political Science. Would you consider applying to this proposed program?" 67% of the respondents said "Yes". Of these respondents, roughly equal percentages would consider specializing their graduate studies in either American Government or International Relations (41% and 42% respectively). Within the American Government specialization, the top sub-specializations were the courts (31% of respondents) and public policy (25%). The factors considered by the respondents to be the most important factors include the diversity of specializations of study offered, the affordability of the program, and the quality of the program. The top goals for respondents pursuing a master's degree were helping secure employment, a stepping-stone toward a Ph.D., and an interest in studying political science further. Given the evidentiary amount of interest in the program, we estimate initial enrollment per the table below.

Additionally, during the past decade, our faculty has received much anecdotal evidence of interest among the student body and community members for a master's program, through conversations, letters and email inquiries.

The program will serve three distinct student groups:

1. "Accelerated Full-time" students will be recruited from the ranks of BA in Political Science students, will have completed 6 graduate credits during their BA career and thus will need only 24 credits to complete the MA program, and will complete 12 credits in each of two semesters. Attrition per semester is estimated at 0.05.
2. "Regular Full-time" students will be students who will enter the program with no graduate credits, and will complete 12 credits in each of the first two semesters then 6 credits in a final semester. Attrition per semester is estimated at 0.1.
3. "Part-time" students will complete on average 4.5 credits per semester, requiring on average 3.5 years to complete their degrees. Attrition per semester is estimated at 0.2.

The first table below shows the projected enrollments of each of the student groups. The second shows the projected number of graduates.

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Accelerated Full time: arrive with 6 credits completed already									
attrition/semester	0.05								
credits/semester	12	cohort size							
cred in final semester	12								
			Year 1	Year 2	Year 3	Year 4			
			0	6	8	8			
			0.0	5.7	7.6	7.6			
		credits generated	0	0	72	68	96	91	96
		annual FTE	0	6	8	8			
Regular Full time									
attrition/semester	0.1								
credits/semester	12	cohort size							
credits/semester	12								
credits/semester	6								
			Year 1	Year 2	Year 3	Year 4			
			5	4	4	4			
			4.5	3.6	3.6	3.6			
				4.1	3.2	3.2			
		credits generated	60	54	72	43	67	43	67
		annual FTE	5	5	5	5			
Part time									
attrition/semester	0.2								
credits/semester	4.5	cohort size							
credits/semester	4.5								
credits/semester	4.5								
credits/semester	4.5								
credits/semester	4.5								
credits/semester	4.5								
cred in final semester	3								
			Year 1	Year 2	Year 3	Year 4			
			6	8	8	8			
			5	7	7	7			
				5	6	6			
				4	6	6			
					4	5			
					4	5			
						3			
		credits generated	27	24	58	52	83	75	98
		annual FTE	2.14	4.58	6.56	7.43			
		total headcount	11	10	27	21	34	28	38
		total annual student FTE	7	15	19	20			
		total annual SCH	165	366	455	476			

GRADUATES						
Accelerated Full time: arrive with 6 credits already completed						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	5.4	7.2	7.2	7.2	7.2	
Regular Full time						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	3.6	2.9	2.9	2.9	2.9	
Part time						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
			2.6	3.4	3.4	
Total Grads	0.0	9.1	10.1	12.7	13.5	13.5

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over a three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

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Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous
BSU	Projected enrollment when program is fully up and running: approximately 25 to 40 headcount at any time			Projected number of graduate when program is fully up and running: approximately 13-14 each year		
MA in Political Science (proposed)						
CSI						
CWI						
EITC						
ISU						
MA in Political Science	4	5	6	3	1	3
Doctor of Arts in Political Science	17	17	17	2	2	4
LCSC						
NIC						
UI						
MA in Political Science	4	5	3	1	1	1
Ph.D. in Political Science	11	10	11	1	0	2

- 10. Will this program reduce enrollments in other programs at your institution? If so, please explain.**

In general, the new MA in Political Science will complement, rather than compete with, the longstanding MPA and the new Ph.D. in Public Policy and Administration. Prospective MPA students are usually in-service professionals or other individuals who are seeking an administrative or management track in public service. The MA in Political Science is likely to appeal to individuals who want specific theoretical content in political science (e.g., a secondary teacher or journalist). Because applicants to the Ph.D. will usually have a Master's degree, the MA in Political Science will serve as a source of applicants for the Ph.D. program. Currently, the occasional student applies for the MPA when s/he instead might have preferred graduate work in political science, therefore, we estimate on average one student per year will be a "shifting enrollment."

- 11. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that

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can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional)	15	15	15
State	29	29	29
Nation	5,690	5,735	5,780

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

National workforce needs come from the "Political Scientists" chapter of the U.S. Bureau of Labor Statistics publication "Occupational Outlook Handbook" (U.S. Department of Labor, 2010) and are extrapolated from 2010. State workforce needs are extrapolated from the national figures based upon Idaho's workforce population as a percentage share of the U.S. workforce population. Local (regional) figures are extrapolated from the State figures based upon approximately 50% of Idaho's population residing in the 10 county service area of Boise State.

Additionally, we surveyed three peer institutions during the spring of 2013 with programs that are comparable to our proposed program: the University of Montana, Portland State University, and the University of Wyoming. These programs reported that approximately 1/3 of their graduates advance to their Ph.D. studies in political science or social science; 1/3 find jobs in academic settings such as college and university lecturers and instructors, program directors, and supervisors; and 1/3 find employment in governmental positions or private business.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

According to the report "Boise City-Nampa MSA Employment and Industry Analysis: Collegiate Employment / Workforce Readiness Report, Part I" (Boise State University, May 2013), the strongest emerging sectors of the MSA economy are "Educational Services" and "Professional, Scientific, and Technical Services" (p. 51). Master of Political Science graduates fit these job profiles.

According to the report "Work-Life Earnings by Field of Degree and Occupation for People With a Bachelor's Degree: 2011" (Tiffany Julian, U.S. Census Bureau, October 2012), master's degree earners have a significant earnings advantage over bachelor's degree earners, and can on average expect to earn \$2.834 million over their working lifetime, approximately \$334,000 more than bachelor's degree earners can in the social sciences.

Given that there is an evident pattern of demand in the state capital for Master of Political Science graduates, and their evidently increased earnings potential, we believe that the economy of the State of Idaho will improve in measurable terms with the creation of a Master of Political Science program at Boise State University.

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- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The Master of Political Science program will also support graduates advancing to Ph.D. programs in Public Policy and Political Science, who will contribute to disciplinary knowledge through their dissertation research, conference paper presentations, and referred publications.

12. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*
No

13. **Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

Those outcomes will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access [The proposed program will provide access to a valuable program relevant to a wide range of students and professionals]

Objective C: Adult Learner Re-Integration – [The proposed program will meet the needs of professionals seeking additional education.]

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative. [The proposed program will contribute important understanding of state and local governmental processes.]

The following bolded passages show the relevance of the program to Boise State University's Mission:

*Boise State University is a public, metropolitan, research university **offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation.** As an integral part of its metropolitan environment the university is engaged in **professional** and continuing education programming, **policy issues**, and promoting the region's economic vitality and cultural enrichment.*

Boise State University has been designated the lead institution for public affairs in the state of Idaho by the State Board of Education. The proposed MA in Political Science will help Boise State and the College of Social Sciences and Public Affairs meet its goals on contributing to public affairs in the state of Idaho. Our faculty work on research projects is of great relevance to local, regional, national and international communities. The MA in

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Political Science will allow our faculty to work with graduate students to help them to contribute to the vitality of public affairs.

- 14. Describe how this request fits with the institution's vision and/or strategic plan. This question is not applicable to requests for discontinuance.**

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1 – Create a signature, high quality educational experience for all students.	Our program MA program will graduate between 15 and 20 MA students on a yearly basis. The program will provide support to the new Ph.D. program, the MPA program and the MCRP program.
Goal 1 – Create a signature, high quality educational experience for all students.	The Department of Political Science at Boise State University enjoys a well-deserved reputation as having faculty who are committed, excellent teachers. Our students win university-wide awards on a regular basis and our faculty members have, for the past 15 years, consistently been recognized at the university-level for excellence.
Goal 3 – Gain distinction as a doctoral research university.	The Department of Political Science at Boise State University enjoys a well-deserved reputation as having faculty who are actively engaged in cutting-edge research that impacts their chosen fields of study.
Goal 4 – Align university program and activities with community needs.	Our faculty members are engaged in university, local, regional, national and international projects. These projects leverage the knowledge and commitment of faculty members. Our extensive engagement will help our graduate students develop new networks that will help them on an individual level.

- 15. Is the proposed program in your institution's Five-Year plan? Indicate below. This question is not applicable to requests for discontinuance.**

Yes X No

- 16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?**

Our initial recruitment efforts will be focused on current and former students in the Treasure Valley. We will recruit seniors from Boise State University, College of Idaho, and Northwest Nazarene University. We will also recruit in local school districts, at high school and junior high/middle school levels. We will also recruit in the non-profit and public sectors, seeking out potential students. Following the first recruitment phase, we will expand recruitment across Idaho and the Intermountain West.

- 17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.**

Not applicable

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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18. Program Resource Requirements.

I. PLANNED STUDENT ENROLLMENT

	FY	2016	FY	2017	FY	2018	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5.9	9	14.2	26	18	33	38.1	68
B. Shifting enrollments	1	1	1	1	1	1	3	3

Student FTE is computed for table I by dividing the total number of student credits in an academic year by 24.

II. REVENUE

	FY	2016	FY	2017	FY	2018	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1A. Appropriated (Reallocated funding)	\$57,000.00		\$58,350.00		\$59,700.00		\$175,050.00	\$0.00
1B. Appropriated (Reallocated FTE)	\$11,610.00		\$27,596.70		\$27,596.70		\$66,803.40	\$0.00
2. Appropriated (New)				\$0.00		\$0.00	\$0.00	\$0.00
3. Federal							\$0.00	\$0.00
4. Tuition							\$0.00	\$0.00
5. Student Fees							\$0.00	\$0.00
6. Other (Specify)							\$0.00	\$0.00
Total Revenue	\$68,610.00	\$0.00	\$85,946.70	\$0.00	\$87,296.70	\$0.00	\$241,853.40	\$0.00

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

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY	2016	FY	2017	FY	2018	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.45		1.65		1.65		4.75	0.00
2A. Faculty (reallocated funding)	\$40,000.00		\$41,000.00		\$42,000.00		\$123,000.00	\$0.00
2B. Faculty (reallocated FTE)	\$0.00		\$11,842.00		\$11,842.00		\$23,684.00	\$0.00
3. Administrators (reallocated FTE)	\$5,800.00		\$5,800.00		\$5,800.00		\$17,400.00	\$0.00
4. Adjunct Faculty	0	\$0.00	0	\$0.00	0	\$0.00	\$0.00	\$0.00
5. Instructional Assistants	0	\$0.00	0	\$0.00	0	\$0.00	\$0.00	\$0.00
6. Research Personnel							\$0.00	\$0.00
7. Support Personnel (reallocated FTE)	\$2,800.00		\$2,800.00		\$2,800.00		\$8,400.00	\$0.00
8A. Fringe Benefits (Reallocated funding)	\$14,000.00		\$14,350.00		\$14,700.00		\$43,050.00	\$0.00
8B. Fringe Benefits (reallocated FTE)	\$3,010.00		\$7,154.70		\$7,154.70		\$17,319.40	\$0.00
9. Other:							\$0.00	\$0.00
Total FTE Personnel Cost reallocated \$	\$54,000.00		\$55,350.00		\$56,700.00		\$174,450.00	
Total FTE Personnel Cost reallocated FTE	\$11,610.00	\$0.00	\$27,596.70		\$27,596.70	\$0.00	\$58,403.40	\$0.00

Notes

II.1A "Reallocated funds" represent funds reallocated internal to the university

II.1B "Reallocated FTE" represents faculty and administrative FTE reallocated to the program.

III.A.2A New funding for a lecturer beginning at \$40k per year, to teach 8 3-credit courses per year

III.A.2B Reallocated FTE from faculty members listed in section 18a. FTE equivalent to 8 courses per year will be covered by the lecturer, therefore only 2 courses per year (beginning in year 2) worth of FTE need be reallocated to the new program.

III.A.3 Administrative FTE covered by 0.1FTE of reallocated faculty effort.

III.A.7 Support personnel: allocated 0.1FTE of an administrative assistant at \$28k salary.

III.8 Fringe calculated at 35%

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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	FY	2016	FY	2017	FY	2018	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
2. Professional Services							\$0.00	\$0.00
3. Other Services				\$0.00		\$0.00	\$0.00	\$0.00
4. Communications (reallocated funding)	\$1,000.00		\$1,000.00		\$1,000.00		\$3,000.00	\$0.00
5. Utilities							\$0.00	\$0.00
6. Materials and Supplies	\$2,000.00		\$2,000.00		\$2,000.00		\$6,000.00	\$0.00
7. Rentals							\$0.00	\$0.00
8. Repairs & Maintenance							\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
10. Miscellaneous							\$0.00	\$0.00
Total Operating Expenditures	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$9,000.00	\$0.00
	FY	2016	FY	2017	FY	2018	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources							\$0.00	\$0.00
2. Equipment							\$0.00	\$0.00
Total Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
TOTAL EXPENDITURES:	\$68,610.00	\$0.00	\$85,946.70	\$0.00	\$87,296.70	\$0.00	\$241,853.40	\$0.00
Net Income (Deficit)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

a. Personnel Costs

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.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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FY2016				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students (calculated at 1FTE = 24 SCH)
John Freemuth	71,199	.10	20.7	0.9
Ross Burkhart	69,701	.10	20.7	0.9
Scott Yenor	70,000	.10	20.7	0.9
Brian Wampler	70,000	.10	20.7	0.9
Lori Hausegger	58,177	.10	20.7	0.9
Mike Touchton	50,004	.10	20.7	0.9
Mike Allen	49,983	.10	20.7	0.9
Justin Vaughn	53,020	.10	20.7	0.9

FY2017				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students (calculated at 1FTE = 24 SCH)
John Freemuth	71,199	.10	36.6	1.5
Ross Burkhart	69,701	.10	36.6	1.5
Scott Yenor	70,000	.10	36.6	1.5
Brian Wampler	70,000	.10	36.6	1.5
Lori Hausegger	58,177	.10	36.6	1.5
Mike Touchton	50,004	.10	36.6	1.5
Mike Allen	49,983	.10	36.6	1.5
Justin Vaughn	53,020	.10	36.6	1.5
Jaci Kettler	50,000	.10	36.6	1.5
Assistant Professor TBN	50,000	.10	36.6	1.5

FY2018				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students (calculated at 1FTE = 24 SCH)
John Freemuth	71,199	.10	45.5	1.9
Ross Burkhart	69,701	.10	45.5	1.9
Scott Yenor	70,000	.10	45.5	1.9
Brian Wampler	70,000	.10	45.5	1.9
Lori Hausegger	58,177	.10	45.5	1.9
Mike Touchton	50,004	.10	45.5	1.9
Mike Allen	49,983	.10	45.5	1.9
Justin Vaughn	53,020	.10	45.5	1.9
Jaci Kettler	50,000	.10	45.5	1.9
Assistant Professor TBN	50,000	.10	45.5	1.9

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

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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For FY15, 16, 17:

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
MA Program Director, Dr. Lori Hausegger	58,177	.1	5,818

Operating Expenditures

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

Operating expenses totaling approximately \$3,000 per year will be used for advertising, travel, and miscellaneous.

b. 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 recent expansion of library resources and access to the ICPSR database meets most of our MA programs needs. We will continue to work to ensure access to necessary journals and databases.

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

We will be able to implement the MA program with the addition of one full-time lecturer.

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

Not Applicable

(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.

None

d. 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?

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The reallocation of funds necessary to hire the full-time lecturer and for operating expenses will primarily come from salary savings. Beginning year two, 0.2 FTE of tenured faculty time will be reallocated to the program.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?
- (3) 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.
- (4) 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?
- (5) Provide estimated fees for any proposed professional or self-support program.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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**Appendix A
DRAFT CURRICULUM PROPOSAL: MASTER IN POLITICAL SCIENCE**

<i>Core Requirements</i>	<i>Credits</i>
POLS 508— Quantitative Research Methodology	3
Two OF THE FOLLOWING: POLS 500—American Government and Politics POLS 505—Comparative Politics POLS 506—World Politics	6
<i>Students must complete at least two of the following course before they can begin electives: POLS 500, POLS 505, POLS 506 and POLS 507.</i> Select five courses from the following electives—15 credit hours)	15
American Politics POLS 512 Political Parties, Campaigns and Elections POLS 513 American Presidency POLS 514 Congress POLS 516 Institutions and Citizenship and Contemporary Thought POLS 518 Judicial Decision Making POLS 520 Contemporary Issues in American Politics Comparative Politics/International Relations POLS 523 Foreign Policy Analysis POLS 525 Civil War and Terrorism POLS 526 Democratization POLS 528 Advanced International Political Economy POLS 530 State Institutions and Civil Society POLS 531 Contemporary Issues in World Politics Electives from other Departments: PUBADM 501 Public Policy Process PUBADM 506 Qualitative Analysis and Methodology PUDADM 507 Intermediate Quantitative Analysis and Methodology PUDADM 508 Advanced Survey Research PUBADM 512 Information Technology and Public Policy PUBADM 513 Economics of Public Policy PUBADM 540 Contemporary Issues in Natural Resource and Environmental Policy and Administration PUBADM 542 Science, Democracy and the Environment PUBADM 560 State and Local Government Policy and Administration	
THESIS: Students selecting the thesis will register for 6 credits of POLS 599 Thesis and will complete a thesis under the supervision of either their graduate advising committee or a committee developed specifically for the thesis.	6
Total Credit Hours	30

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**APPENDIX B
RESULTS OF A NEEDS ASSESSMENT SURVEY
FOR A MASTERS DEGREE IN POLITICAL SCIENCE**
The survey was administered to upper division Political Science students
during the Fall Semester of 2010.

Note: percentages may not add to 100 due to both omitted answers and rounding.

Selected questions only:

1. Are you considering attending graduate school after you have earned your bachelor's degree?
 - a. Yes, I am considering attending a Master's program – 42 (36%)
 - b. Yes, I am considering attending a Ph.D. program – 8 (7%)
 - c. Yes, I am considering attending Law School – 47 (41%)
 - d. No, I am not considering attending graduate school – 16 (14%)
2. If you are not considering graduate school, what are your plans after you complete your undergraduate work?
 - a. Work in government related area at the state level – 6 (5%)
 - b. Work in government related area at the federal level – 20 (17%)
 - c. Work in private business – 8 (7%)
 - d. Teach at high school level – 5 (4%)
 - e. Other – 8 (7%)
3. Are you considering the Master's in Public Administration offered by Boise State University?
 - a. Yes – 17 (15%)
 - b. No – 95 (82%)
4. The Department of Political Science is proposing a Master's degree in Political Science. Would you consider applying to this proposed program?
 - a. Yes, I would consider applying to it. – 78 (67%)
 - b. No, I would not consider applying to it. – 32 (28%)

If you answered "a." for question 4, then please answer the following questions and hand this sheet and the Scantron sheet back in. If you answered "b." for question 4, then please hand this sheet and the Scantron back in and do not answer any further question.

5. If you are interested in a graduate program what area of study most closely matches the focus you would like to pursue in a Master's program?
 - a. International relations – 33 (28%)
 - b. Comparative politics – 5 (4%)
 - c. Political theory – 9 (8%)
 - d. American politics – 34 (29%)
6. What is your second area of interest?
 - a. International relations – 14 (12%)
 - b. Comparative politics – 25 (22%)
 - c. Political theory – 17 (15%)
 - d. American politics – 21 (18%)

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- e. I only have one area of interest – 3 (3%)
- 7. If you answered American Politics for either questions 9 or 10 which of the following areas most closely matches your interests?
 - a. State and local politics – 11 (9%)
 - b. Public policy – 16 (14%)
 - c. Congress – 12 (10%)
 - d. Courts – 20 (17%)
 - e. Presidency – 3 (3%)
- 8. Which of the following factors would you consider to be the most important factor in your decision to apply to the Boise State University graduate program in Political Science?
 - a. Cost of the program – 23 (20%)
 - b. Convenience of location – 4 (3%)
 - c. Quality of the faculty – 14 (12%)
 - d. Desire to conduct research – 5 (4%)
 - e. Areas of study offered – 31 (27%)
 - f. Availability of funding as a GA or TA – 4 (3%)
- 9. Which of the following factors would you consider to be the least important factor in your decision to apply to the Boise State University graduate program in Political Science?
 - a. Cost of the program – 8 (7%)
 - b. Convenience of location – 29 (26%)
 - c. Quality of the faculty – 3 (3%)
 - d. Desire to conduct research – 20 (18%)
 - e. Areas of study offered – 3 (3%)
 - f. Availability of funding as a GA or TA – 17 (15%)
- 10. What would be your goal in pursuing a Master's degree?
 - a. A step towards earning a PhD – 20 (17%)
 - b. An advanced degree to help with the job market – 35 (30%)
 - c. An interest in studying political science further – 20 (17%)
 - d. Other reason(s) – 5 (4%)
- 11. What would be your ideal course schedule in a Master's program?
 - a. Classes offered during the morning – 24 (21%)
 - b. Classes offered in the afternoon – 17 (15%)
 - c. Classes offered from 4PM – 7PM – 18 (16%)
 - d. Classes offered after 6PM – 17 (15%)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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BOISE STATE UNIVERSITY

SUBJECT

Approval of a new STEM Institute

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new STEM Institute to facilitate education and research in Science, Technology, Engineering, and Mathematics (STEM) disciplines. The STEM Institute will have four sub-units to cover the spectrum of STEM initiatives: K-12 Education Pipeline, Higher Education, Industry Partnerships and Research, and Assessment Center.

The objectives of the proposed institute are:

- Create opportunities to develop, support, and implement STEM education and research initiatives in Idaho, the region and nationally.
- Collaborate and coordinate among STEM programs and projects at Boise State University to increase efficiency, capacity and effectiveness.
- Advocate, coordinate, and support new and existing programs and services that enhance student success in STEM fields.
- Build model collaborative and integrated programs with industry and support existing programs that promote economic development through workforce development as well as applied research support
- Seek to provide innovative approaches to solving educational needs related to STEM that are transformational and beyond traditional programs.

The proposed institute will be located on BSU's Boise campus, and will build on the success of the existing STEM Station, serving as a central coordinating and support structure for activities having to do with STEM Education. BSU is very active in K-20 STEM education, with more than 25 STEM initiatives in the past five years that have attracted more than \$12M in external funding. Three examples of existing STEM initiatives include:

- IDoTeach, an innovative collaboration among the Colleges of Arts and Sciences, Engineering and Education to prepare secondary mathematics and science teachers, and is the first replication site in the region of the highly effective University of Texas UTeach program.
- Pacific Northwest Louis Stokes Alliance for Minority Participation (LSAMP) supports bachelor's degree attainment among students from underrepresented minority students in STEM. In its first four years (2009-2013) of participation in LSAMP, Boise State has achieved a 72%

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increase in enrollment and 153% increase in degree attainment of underrepresented minority students.

- WIDER PERSIST (Promoting Education Reform through Strategic Investments in Systemic Transformation), a \$2M award in September 2013 from the National Science Foundation grant to increase evidence-based best teaching and learning practices in foundational STEM courses.

The University of Idaho (UI), Idaho State University (ISU), and Lewis-Clark State College (LCSC) also are also active in STEM Education initiatives. Examples are the UI's NSF-funded Strategies Project-Back to the Earth engages 4-6th graders and their teachers in STEM learning on Indian reservations, ISU's S-STEM Scholarships in Chemistry open doors to financially needy students who might otherwise not have resources to complete a college degree, and LCSC hosts STEM institutes for teachers and has K-12 STEM camps.

IMPACT

BSU will use approximately \$115,000 yearly ongoing reallocated funding for the position of Executive Director and one-half of Operating Expense. The remaining Operating Expense and five additional positions will be funded by grants, at an estimated approximately \$275,000 to \$335,000 annually.

ATTACHMENTS

Attachment 1 – STEM Institute proposal

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STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to create a new STEM Institute, which will support STEM education and research. ISU and UI also offer a number of initiatives that support STEM education and research. In many cases, those initiatives represent substantial collaborative efforts among BSU, UI, and ISU. The attached proposal contains a listing of STEM initiatives at the three Idaho universities.

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on July 17, 2014. CAAP supported the proposed institute and recommended forwarding to the Instruction, Research, and Student Affairs (IRSA) committee on July 31, 2014. Staff notes that the fiscal impact for the proposed institute surpasses the threshold for Executive Director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G.

Staff believes that the proposed STEM Institute will help facilitate education and research in much needed STEM fields, and its creation is therefore justified. Board staff, CAAP, and IRSA recommend approval as presented.

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BOARD ACTION

I move to approve the request by Boise State University to create a new STEM Institute.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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AUGUST 14, 2014

Institutional Tracking No. 14-06

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

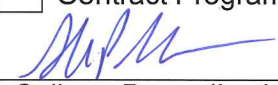
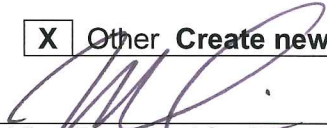
Date of Proposal Submission:	June 5, 2014
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	Division of Academic Affairs and Division of Research & Economic Development
Name of Department(s) or Area(s):	All areas associated with STEM Education and Research

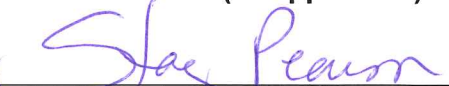
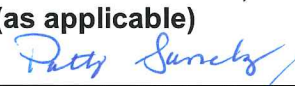


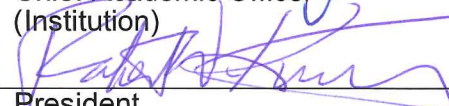
Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Create new Institute: The STEM Institute	
Degree:	N/A	
Method of Delivery:	N/A	
CIP code (consult IR /Registrar)	N/A	
Proposed Starting Date:	Fall 2014	
Indicate if the program is: N/A	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

<input type="checkbox"/> New Program (minor/option/emphasis or certificate)	<input type="checkbox"/> Discontinuance of an Existing Program/Option
<input type="checkbox"/> New Off-Campus Instructional Program	<input type="checkbox"/> Consolidation of an Existing Program
<input type="checkbox"/> New Instructional/Research Unit	<input type="checkbox"/> Expansion of an Existing Program
<input type="checkbox"/> Contract Program/Collaborative	<input checked="" type="checkbox"/> Other Create new Institute

 5-28-14 College Dean (Institution) Date	 6/2/14 Vice President for Research (as applicable) Date
--	---

Graduate Dean (as applicable) Date	State Administrator, SDPTE (as applicable) Date
 6-2-14 Chief Fiscal Officer (Institution) Date	 7/17/14 Academic Affairs Program Manager Date
 6-2-14 Chief Academic Officer (Institution) Date	 7/18/14 Chief Academic Officer, OSBE Date
 6-5-14 President Date	SBOE/OSBE Approval Date

October 18, 2012

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Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes the creation of a new institute: The STEM Institute. The STEM (Science, Technology, Engineering, and Mathematics) Institute builds on the success of the existing STEM Station and a wide range of STEM initiatives and STEM education research programs at Boise State University. The STEM Institute will serve as a central coordinating and support structure for activities having to do with STEM Education.

The vision of the Boise State STEM Institute is to 1) increase the quality, quantity and diversity of students graduating in STEM fields, 2) actively contribute to the knowledge base of STEM education theories, practices and impacts, and 3) collaborate with industry partners for economic development. This vision recognizes and supports the global, national and regional relevance and need for quality STEM professionals who are positioned to create and influence future innovations and technologies that benefit society.

The vision will be achieved through the following: 1) collaborative research and quality educational programs in STEM effective educational practices and teacher preparation programs, 2) outreach and partnerships with K-12, informal STEM education centers, industry, and government, and higher education institutions, and 3) industry partnerships.

The STEM Institute will have four sub-units to cover the spectrum of STEM initiatives: K-12 Education Pipeline, Higher Education, Industry Partnerships and Research, and Assessment Center.

Boise State has established itself as a leader in K-20 STEM education, with more than 25 STEM initiatives in the past five years that have attracted more than \$12 M in external funding. Existing STEM initiatives that demonstrate Boise State's STEM education leadership include:

- IDoTeach, an innovative collaboration among the College of Arts and Sciences, College of Engineering and College of Education to prepare secondary mathematics and science teachers. IDoTeach is the first replication site in the Pacific Northwest and the Rocky Mountain region of the highly effective University of Texas UTeach program.
- Pacific Northwest Louis Stokes Alliance for Minority Participation (LSAMP) supports bachelor's degree attainment among students from underrepresented minority students in STEM. In its first four years (2009-2013) of participation in LSAMP, Boise State has achieved a 72% increase in enrollment and 153% increase in degree attainment of underrepresented minority students. Strong connections to community colleges are a priority of this initiative.
- WIDER PERSIST (Promoting Education Reform through Strategic Investments in Systemic Transformation), a \$2M award in September 2013 from the National Science Foundation grant to increase evidence-based best teaching and learning practices in

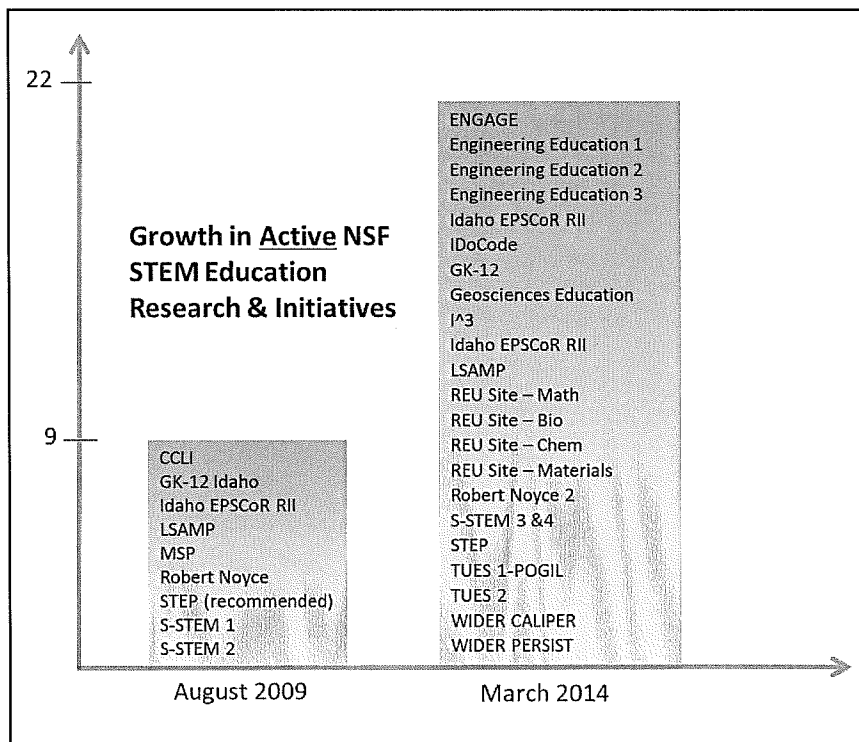
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foundational science, technology, engineering and math (STEM) courses. Applying an intentional change process is a unique element of this project and puts Boise State in the national spotlight for education reform.

- More than 20 additional major initiatives and research projects are in place that affect K-12 STEM education, higher education initiatives and community partnerships.

Creating a STEM Institute will leverage these extensive programs and enable Boise State to attain further grants and pursue additional initiatives address the demand for quality STEM graduates. The following figure illustrates the growth in STEM educational initiatives funded by NSF at Boise State University during the period between August 2009 and March 2014. A number of other initiatives involve partnerships with NASA, U.S. Department of Education, Idaho Department of Education, National Institutes of Health, and others.



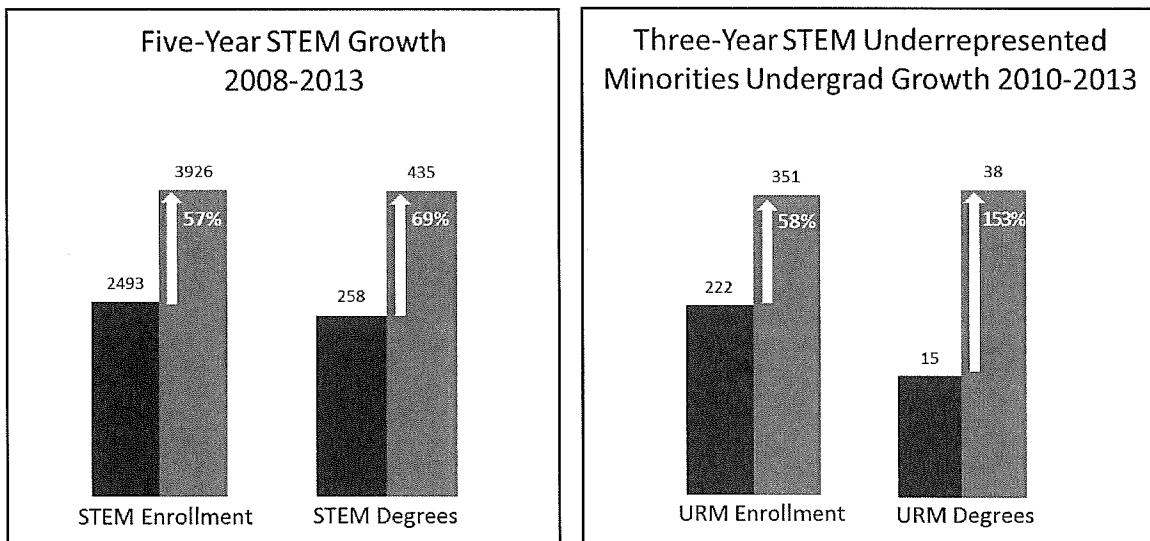
2. List the objectives of the program. The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

- Create opportunities to develop, support, and implement STEM education and research initiatives in Idaho, the region and nationally
- Collaborate and coordinate among STEM programs and projects at Boise State to increase efficiency, capacity and effectiveness
- Advocate, coordinate, and support new and existing programs and services that enhance student success in STEM fields.

- Build model collaborative and integrated programs with industry and support existing programs that promote economic development through workforce development as well as applied research support
- Seek to provide innovative approaches to solving educational needs related to STEM that are transformational and beyond traditional programs

The STEM Institute will consolidate and expand already-existing STEM educational work at Boise State University. The following figures illustrate some of the successes achieved by Boise State in the realm of STEM education.

The following two figures illustrate (i) the dramatic growth in overall STEM enrollment at Boise State over the last five years and (ii) the even more dramatic growth in STEM enrollment of underrepresented minorities over the last three years.



3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The STEM Institute will be reviewed regularly by the Boise State Centers and Institutes Committee utilizing the Division of Research and Economic Development protocol for institutes and centers, Boise State Policy #5000.

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** *This question is not applicable to requests for discontinuance.*

N/A

- 5. Please provide the program completion requirements and attach to this proposal as Appendix A. This question is not applicable to requests for discontinuance.**

N/A

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

- 6. Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Idaho institutions of higher education have been intentional about creating STEM programs that serve K-lifelong learning needs regionally and beyond. There are dozens of excellent outreach and education programs with a specific scientific or audience focus. For example University of Idaho's NSF-funded Strategies Project-Back to the Earth engages 4-6th graders and their teachers in STEM learning on Indian reservations. Boise State's e-Camps provide opportunities for middle school and high school students from underrepresented backgrounds to explore STEM. And Idaho State University's Energy Systems in Technology Education Center provides extensive resources for K-12 teachers and students, with an energy workforce focus.

Current STEM projects and programs that have a broader focus with involvement from Idaho universities include the following:

Integrative or Comprehensive STEM Program*	Specific Focus
K-12/Community	
Idaho STEM Pipeline, funded by the NSF Idaho EPSCoR, a web clearinghouse on K-12, higher education and community outreach programs in Idaho, hosted at University of Idaho	Clearinghouse for community connections to STEM programs, including many at Idaho universities
Idaho Science and Aerospace Scholars teaches a broad range of science, technology, engineering, and mathematics (STEM) skills aligned with Idaho Content Standards	High school juniors in Idaho with focus on STEM and space exploration
iSTEM, a coordinated statewide effort by the State Department of Education, Idaho educators, businesses and industry to support K-12 STEM with a focus on teacher professional development	K-12 STEM teachers
TRiO pre-college preparation programs focused on	Lower income, first generation

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STEM such as Idaho State University's TRiO STEM Day	and disabled pre-college students
University of Idaho Micron STEM Education Research Initiative, a statewide project to discover factors affecting STEM learning in Idaho, with a focus on ties to global competitiveness	Research project to understand the STEM pipeline
NASA Idaho Space Grant Consortium provides a range of informal and formal education programs and research throughout Idaho; all Idaho higher education institutions participate	K-lifelong STEM education with aeronautical and aerospace foci
Higher Education	
University of Idaho STEM Initiative features the Micron STEM Education Research Initiative as a signature project and has developed a strategic plan to bring together UI STEM programs and projects; a includes a Director of STEM Education	UI strategic planning for STEM
Native American focused programs include NSF Alliance for Graduate Education with the Professoriate (University of Idaho), SNAAP: Strengthening Native American Access to the Professoriate (Idaho State University), and Indigenous Program for STEM Research and a Regional Native Network of Graduate Education (U Idaho)	Native American Ph.D. or grad students in STEM
Complete College America Guided Pathways to Success in STEM Careers is a technical assistance grant in partnership with the Idaho State Board of Education, Idaho's three universities and College of Southern Idaho	Develop and achieve STEM degree completion goals
Student research experiences are funded through a variety of programs, often in an integrative manner, for all three universities, via a variety of programs such as NSF Research Experiences for Undergraduates, NSF EPSCoR, and National Institutes of Health INBRE program	Student research experiences in STEM at Idaho institutions
NSF Graduate Fellows in K-12 STEM Education has been implemented at all three Idaho universities to partner STEM graduate students with formal and informal K-12 education programs and schools	STEM grad students connecting with K-12 formal and informal STEM education
NSF Scholarships for STEM students have been provided for specific majors of undergraduates at all three Idaho Universities through the S-STEM program or the CyberCorps Scholarships for Service Program	Undergraduate students in selected STEM majors
STEM Station at Boise State University integrates and extends the work of about 25 STEM initiatives/programs and research projects on everything from higher education teaching practice to K-12 teacher preparation to community outreach	K-12 to lifelong learning with primary focus on higher education research on teaching and learning and STEM student success
* This list is intended to represent the breadth of integrative STEM initiatives with	

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involvement by Idaho universities. As Idaho institutions are adding new programs all the time, the above list is not intended to be exhaustive.

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

N/A

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

N/A

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

N/A

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

N/A

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	

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		S	S		S	S	
BSU							
CSI							
CWI							
EITC							
ISU							
LCSC							
NIC							
UI							

9. Will this program reduce enrollments in other programs at your institution? If so, please explain.

The STEM Institute will support degree attainment, graduate school matriculation and retention among STEM majors at Boise State University, and therefore will have positive impact on enrollments in STEM programs.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

STEM degrees are in high demand in Idaho and are listed as “hot jobs” by the Idaho Department of Labor.

Idaho Department of Labor report (at 4-digit SOC-code level)									
SOC Code	Occupational Title	2010 Employment	2020 Employment	Net Change	Percent Change	Annual Growth	Annualized Growth	Annual Replacements	Annual Openings**
'15-1000	Computer Specialists	13,369	16,286	2,917	21.82%	292	1.99%	252	544
'19-1000	Life Scientists	2,205	2,370	165	7.48%	17	0.72%	45	61
'29-1000	Health Diagnosing and Treating Practitioners	21,307	28,572	7,265	34.10%	727	2.98%	418	1,143
'15-2000	Mathematical Scientists	423	508	85	20.09%	9	1.85%	16	24
'17-2000	Engineers	8,380	9,985	1,605	19.15%	161	1.77%	202	362
'19-2000	Physical Scientists	1,525	1,707	182	11.93%	18	1.13%	45	63
'19-4000	Life, Physical, and Social Science Technicians	4,579	4,742	163	3.56%	16	0.35%	176	198
	TOTALS	51,788	64,170	12,382		1,240		1,154	2,395

2010 National Employment Matrix title and code		Employment Number		Change, 2010-20		Job openings due to growth and replacements
Numbers in Thousands						
		2010	2020	Number	Percent	

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Computer Occupations	15-1100	3,426.0	4,184.7	758.8	22.1	1,366.2
Mathematical Science Occupations	15-2000	116.8	136.3	19.5	16.7	71.6
Engineers	17-2000	1,519.0	1,679.4	160.4	10.6	526.0
Life Scientists	19-1000	285.9	344.3	58.3	20.4	106.2
Physical Scientists	19-2000	282.0	317.7	35.7	12.7	121.9
Life, Physical, and Social Science Technicians	19-4000	354.8	395.0	40.3	11.4	163.0
Health Diagnosing and Treating Practitioners	29-1000	4,852.3	6,128.4	1,276.0	26.3	2,218.7
TOTALS		12,846.8	15,205.8	2,349.0		4,573.6

The information from the above tables is distilled into the following table:

	Year 1	Year 2	Year 3	Total
Region (1/2 of state)	1,198	1,198	1,198	3,594
State	2,395	2,395	2,395	7,185
Nation	4,573,600	4,573,600	4,573,600	13,720,800

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

We used Idaho Department of Labor reports and US Department of Labor reports.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

The STEM Institute will help to increase the number and level of preparation in STEM graduates. The institute will support STEM related industry through partnerships in applied research.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

N/A

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

GOAL 1: A WELL EDUCATED CITIZENRY The educational system will provide opportunities for individual advancement.

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Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system.

→ *The STEM Institute will increase participation in and success in STEM educational programs*

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

→ *The STEM Institute will coordinate support for high schools to encourage and prepare students in STEM fields, foster evidence-based pedagogy by STEM teachers, and cultivate applied experiences for college students throughout their academic degree.*

GOAL 2: CRITICAL THINKING AND INNOVATION The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

→ *The STEM Institute will, through industry partnerships and engaged faculty, will cultivate applied experiences. Experiences may include research, service to information science centers, and outreach to youth.*

GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective C: Administrative Efficiencies – Create cross institutional collaboration designed to consolidate services and reduce costs in non-competitive business processes.

→ *The STEM Institute will provide consultation infrastructure to support research, coordination to implement program elements of grants, and serve as a clearinghouse for resources and expertise.*

13. Describe how this request fits with the institution’s vision and/or strategic plan. This question is not applicable to requests for discontinuance.

Relevance of the STEM Institute to the University’s Mission Statement is indicated by **Bolding**.

*Boise State University is a public, metropolitan research university an array of **undergraduate and graduate degrees** and experiences that **foster student success**, lifelong learning, community engagement, **innovation and creativity**. Research and creative activity advance new knowledge and benefit student the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region’s economic vitality and cultural enrichment.*

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Strategic Plan Goal 1: “Create a signature, high-quality educational experience for all students.” And specific plan strategy: “Develop the Foundational Studies Program	STEM Institute will research and disseminate evidence-based pedagogy that will inform teaching practices, thus increase the quality of education. In addition, the

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into a memorable centerpiece of the undergraduate experience.”	institute will cultivate applied research and industry based experiences to compliment degree coursework. The Foundational Studies Program includes a capstone course for each major that integrate the industry partnerships.
Strategic Plan Goal 2: “Facilitate the time attainment of educational goals of our diverse student population.” And specific plan strategy: “Connect students with university services that address their individual needs.”	STEM Institute’s education research shall include effective success strategies to cultivate, support and maintain student interest in STEM fields throughout K – 20. Industry partnerships will provide the relevance and support access for diverse students to enter STEM fields.
Strategic Plan Goal 3: “Gain distinction as a doctoral research university.” And specific strategy: “Build infrastructure to keep pace with growing research and creative activity.”	STEM Institute will provide consultation on STEM education research that will support grant and research productivity that is emblematic of a doctoral research institution. The activities associated with STEM student success will translate into increased number of students eligible and interested in pursuing graduate work in STEM.
Strategic Plan Goal 4: “Align university programs and activities with community needs.” And specific plan strategy: “Increase student recruitment, retention and graduation in STEM disciplines.”	STEM Institute will research and disseminate evidence-based strategies that increase quality STEM graduates, advocate, support and coordinate programs associated with increased STEM student retention and graduation.
Strategic Plan Goal 5: “Transform our operations to serve the contemporary mission of the university.” And specific strategy: “Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.”	STEM Institute will research and disseminate STEM education research.

14. Is the proposed program in your institution’s Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No ____

If not on your institution’s Five-Year plan, provide a justification for adding the program.

N/A. Centers and institutes do not appear on the five year plan.

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For request to discontinue program, how will continuing students be advised of impending

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changes and consulted about options or alternatives for attaining their educational goals?

N/A

- 16. Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

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A. REVENUE									
	FY 15		FY 16		FY 17		Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. Appropriated (Reallocation)	\$110,200		\$112,846		\$115,571		\$338,617		\$0
2. Appropriated (New)							\$0		\$0
3. Federal							\$0		\$0
4. Tuition							\$0		\$0
5. Student Fees							\$0		\$0
6. Other (Specify Grants)	\$0	\$275,302	\$0	\$327,452	\$0	\$335,565	\$0	\$938,319	
Total Revenue	\$110,200	\$275,302	\$112,846	\$327,452	\$115,571	\$335,565	\$338,617	\$938,319	
B. EXPENDITURES									
	FY 15		FY 16		FY 17		Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. Personnel	\$95,200	\$260,302	\$97,846	\$312,452	\$100,571	\$320,565	\$293,617	\$893,319	
2. Operating	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$45,000	\$45,000	
3. Equipment							\$0	\$0	
4. Facilities							\$0	\$0	
5. Other (Specify)							\$0	\$0	
Total Expenditures	\$110,200	\$275,302	\$112,846	\$327,452	\$115,571	\$335,565	\$338,617	\$938,319	
Net Income (Deficit)	\$0	\$0	\$0	\$0	\$0	\$0			\$0
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>									
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									
Budget Notes:									
A. 1. and B. 1. Reallocated funding within the university will fund the position of the executive director									
A. 6 and B. 1. Grant funding will fund five additional positions: Management Assistant, Project Director, Diversity Coordinator, LSAMP Outreach & CWI Liaison, and Faculty Associate Assessment Director.									
A. 6. and B. 2. Operating Expenses will be funded half by grants and half by appropriated									

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LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College Faculty Constitution

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.2.

BACKGROUND/DISCUSSION

Board Policy III.C.2 states that faculty at each institution will establish written bylaws, a constitution, and necessary procedures, which are subject to approval by the Chief Executive Officer and the Board.

The Constitution of the Faculty is set out in the policy and procedures manual of Lewis-Clark State College (LCSC). The proposed revisions address the apportionment of the Faculty Senate, standing committee structure of the Faculty Senate, quorum for meetings of the Faculty, and update of titles to reflect the current organizational structure of LCSC. The proposed number of faculty senators is fixed for each instructional division, replacing apportionment based on size of instructional division. The proposed number of standing committees is reduced by three to six. The responsibilities of the committees have been redistributed to reduce duplication of effort and even out workload. The proposed quorum for meetings of the Faculty is reduced from one third to one fifth of its membership.

The proposed amendments were reviewed and approved by President Fernandez on July 8, 2014.

IMPACT

Approval of the amendments will allow LCSC to implement committee structure changes.

ATTACHMENTS

Attachment 1 – Proposed LCSC Policy 1.104 (Faculty Constitution) Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes to the Faculty Constitution restructure many of the Standing Committees. This includes the discontinuance of the Administrative Procedures Committee, the Faculty Development Committee, and the Technology Advisory Committee. Additionally, under the proposed changes, the two student appointees will become ex-officio members.

The Constitution was last reviewed and approved by LCSC in March 2009. This is the first time it is being presented to the Board.

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Staff recommends approval.

BOARD ACTION

I move to approve the proposed changes to the Lewis-Clark State College Faculty constitution as set forth in the materials submitted to the Board as attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Lewis-Clark State College
Policy and Procedures Manual

Policy # 1.104 Page 3 of 18
Date: 8/1/79 Rev: 12/08

SECTION: I. GENERAL

SUBJECT: CONSTITUTION OF THE FACULTY OF LEWIS-CLARK STATE COLLEGE

Background: Used by faculty to discharge responsibility for internal government.

Point of Contact: The President, the Provost, and the Faculty Senate are responsible for monitoring this policy.

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: [Faculty Association](#)~~Chair of the Faculty Senate, Administrative Procedures Committee~~

Date of approval by LCSC authority: ~~March, 2009~~

Date of State Board Approval:

Date of Most Recent Review: ~~March, 2009~~

Summary of Major Changes incorporated in this revision to the policy: Committee structure, [Faculty Senate Apportionment](#), ~~division structure~~, and clarification of parliamentary procedures.

PREAMBLE

We, the Faculty of Lewis-Clark State College, in order to discharge our responsibilities for internal government entrusted to us by the Idaho State Board of Education (hereafter referred to as Idaho SBOE), do hereby adopt and declare this constitution to be the basic document under which we shall discharge those responsibilities, consonant with the established policies of the Idaho SBOE. Any provision of this constitution that falls below the minimum standards set by the Idaho SBOE policy is inapplicable.

ARTICLE I—GENERAL PROVISIONS

Section 1. Idaho State Board of Education. The Idaho SBOE is vested by Article IX of the Constitution of the State of Idaho with all powers necessary or convenient to govern the College in all its aspects. The Idaho SBOE is the final authority for actions of the Faculty. Policy actions taken by the Faculty are subject to the final approval of the Idaho SBOE.

Section 2. President of the College. The President shall be president of the Faculty, or of the several faculties, within her or his institution and the chief executive of the instructional force in all of the institution's departments or divisions. She or he shall have authority, subject to Idaho SBOE policies, to give general direction to the instruction, research, and services of the institution. She or he shall make all recommendations concerning employment of faculties and other personnel of the institution. She or he shall be responsible to the Idaho SBOE for the administration and enforcement of all rules and regulations of the institution promulgated within the policies adopted by the Idaho SBOE:

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- A. The President, with the advice of the Faculty, shall determine from time to time the internal and functional organization of the institution. She or he, or her or his designee, shall be an ex officio member of all committees, councils, and boards necessary to the operation of the institutional program and the immediate government of the institution.
- B. The President, with the advice of the Faculty, shall have the right to veto any action, resolution, or recommendation of the Faculty, provided, however, that any issue so vetoed upon a two-thirds (2/3) vote of the Faculty present and voting at a regular meeting of the Faculty Association must be referred to the Idaho SBOE for consideration.
- C. The President shall have all the rights, prerogatives, and responsibilities, which normally accrue to the position. She or he shall be responsible to the Idaho SBOE.
- D. The chief executive shall select her or his own staff, subject to the required approval of the Idaho SBOE for all appointments.

Section 3. The Faculty of the College. The Faculty of the College consists of full-time lecturers, instructors, assistant professors, associate professors, professors, exempt and instructional personnel teaching at least six (6) credits or twelve (12) contact hours per week for three (3) or more of the previous six (6) semesters, the President, Provost, Vice Presidents, Deans, instructional Division Heads, and Registrar.

Section 4. Associate Faculty Members. Faculty members with emeritus status, exempt instructional personnel teaching at least one (1) credit per year but not listed as Faculty in Section 3, and such other administrative officers as the President may designate in writing are Associate Faculty members.

Section 5. The Faculty Association. The Faculty Association of Lewis-Clark State College is hereby established as the body representing the electoral interest of the Faculty. The Faculty of the College are voting members of the Faculty Association; Associate Faculty members are members of the Faculty Association with voice, but without vote.

The Faculty Association, acting in partnership with the President, is responsible for establishing educational policies and participating in institutional government (as defined in Article III of this document). The Faculty Association communicates with the Idaho SBOE through the President, the Provost, and the Chair of the Faculty Association. The responsibilities of the Faculty Association are carried out through the various committees of the Faculty Association, the Faculty Senate, and the assembled Faculty Association.

Section 6. The Faculty Senate. The Faculty Senate is empowered to act for the Faculty in all matters pertaining to the immediate governance and improvement of the College. The Faculty Senate is responsible to and reports to the Faculty Association and through the President to the Idaho SBOE, per LCSC's organizational structure. It will establish and review policies for promotion and merit, as well as sabbatical and professional leaves, make curriculum decisions, and protect the well-being of the students.

- A. Structure. The Faculty Senate shall be constituted as follows:

- ~~1. Members of the Senate must be regular members of the Faculty Association.~~

- 21. Each Division of the college engaged in instruction shall elect two (2) Senators to the Senate excepting the Library that shall elect one (1) have one (1) representative in the Senate for

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- ~~every seven (7) or fraction of seven (7) budget line faculty positions. Each~~The representative Senator for ~~each a~~ Division shall be a ~~faculty member~~ regular member of the Faculty Association with his or her primary appointment in that Division. Divisions are defined as the Library and those instructional units that are chaired by a Division ~~Chairperson~~Chair. ~~In addition, Student ServicesAffairs shall have one (1) representativeSenator. The number of representative faculty positions within a division will be determined by the Faculty Senate Chair in concert with the Provost.~~
3. ~~Senators are elected by their divisions. Division Chairs are responsible to identify Senate members and disperse this information to the Faculty Chair.~~
42. Two (2) students are appointed by the President of the Associated Students of Lewis-Clark State College (ASLCSC). They will be ex-officio members with voice but without vote~~have voting privileges.~~
53. The President, or the President's designated representative, Registrar, ~~American Association of University Professors (AAUP) representative~~ the Chair of the Curriculum Committee, and Past Faculty ~~Chairperson~~Chair shall be ~~an~~-ex-officio members ~~(with voice, but without vote)~~ in the Faculty Senate.
- B. Officers. Each year by the end of spring semester, the Faculty Association shall elect a ChairpersonChair and a ChairpersonChair-Elect from the Faculty to take office the day following spring graduation. The ChairpersonChair and the ChairpersonChair-Elect are also ChairpersonChair and ChairpersonChair-Elect of the Faculty Senate. Also, each year a Secretary from the Faculty shall be appointed by the ChairpersonChair, subject to confirmation by the Faculty Association.
1. Responsibilities of the ChairpersonChair are to:
- a. be the official leader and voice of the Faculty Association;
 - b. represent the Faculty Association at the Idaho SBOE meetings dealing with higher education;
 - c. preside at Faculty Association meetings which she or he calls;
 - d. preside at or appoint the ChairpersonChair-elect to preside at all meetings of the Faculty Senate;
 - e. be an ex-officio member of all committees with voice, but without vote;
 - f. appoint the Secretary of the Faculty Association, subject to confirmation by the Faculty Association;
 - g. call regular meetings of the Faculty Senate during the academic year;
 - h. ensure a quorum of 50% plus one (1) Faculty Senate members are present prior to conducting official business;
 - i. perform all other duties pertaining to this office, as they arise;

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- j. act as a Chair of the ~~Chairperson~~Chairs for the standing committees of the Senate;
 - k. chair the Faculty Senate Cabinet and the Budget ~~Liaison, Planning, and Assessment~~ Committee;
 - l. be a member of the Idaho Council of Higher Education Faculty.
2. Compensation to the ~~Chairperson~~Chair:
- a. The ~~Chairperson~~Chair shall receive a stipend equal to one (1) month's salary, which is to be paid over the term of the ~~Chairperson~~Chair's regular contract payment.
 - b. The ~~Chairperson~~Chair shall receive a 50% release time from normal teaching duties during his or her term.
 - (1) Upon the mutual agreement of the ~~Chairperson~~Chair, Provost, ~~Chairperson~~Chair's Division Chair, ~~Chairperson~~Chair-elect, and ~~Chairperson~~Chair-elect's Division Chair, the ~~Chairperson~~Chair and ~~Chairperson~~Chair-elect may elect to receive release from normal teaching duties in a combination that will provide for a smooth transition from year to year. For example: Fall Semester, ~~Chairperson~~Chair 50%; Spring Semester, ~~Chairperson~~Chair 25% and ~~Chairperson~~Chair-elect 25%, or some other combination as agreed upon by all of the above parties.
 - c. The Provost's Office shall provide budget support for travel to Idaho SBOE meetings, Idaho Council of Higher Education meetings, and other engagements mandated by the regular responsibilities of the ~~Chairperson~~Chair.
3. Responsibilities of the ~~Chairperson~~Chair-Elect are to:
- a. assume the duties and responsibilities of the ~~Chairperson~~Chair in the absence of the ~~Chairperson~~Chair;
 - b. perform all other duties pertaining to this office, and other such duties as may be assigned by the ~~Chairperson~~Chair or by the Faculty Association;
 - c. chair the Faculty Affairs Committee;
 - d. serve on the College Foundation Board Committee;
 - e. be a member of the Budget ~~Liaison, Planning, and Assessment~~ Committee;
 - f. be a member of the Faculty Senate Cabinet;
4. Responsibilities of the Past ~~Chairperson~~Chair are to:
- a. chair the ~~Administrative Procedures committee~~Student Affairs Committee;
 - b. be a member of the Budget ~~, Planning, and Assessment Committee~~Liaison committee;
 - c. be a member of the Faculty Senate cabinet;

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- d. be an ex-officio member of the Faculty Senate.
5. Responsibilities of the Secretary/Treasurer are to:
 - a. maintain an accurate record of all meetings of the Faculty Association and the Faculty Senate;
 - b. send a copy of the Faculty Association meeting and the Faculty Senate meeting minutes to the Provost, Faculty and Archivist;
 - c. maintain records of and report on Faculty dues payments and expenditures made from those funds.

C. Term of Office.

1. Faculty Senators. Faculty Senators are encouraged to serve for three (3) years.
2. Faculty ChairpersonChair. The ChairpersonChair will serve one (1) year as the Chair, and one (1) year as the immediate Past Chair. In the event of a resignation by the ChairpersonChair, the immediate Past ChairpersonChair will assume the responsibilities of the ChairpersonChair for the remainder of the term.
3. ChairpersonChair Elect. The ChairpersonChair-Elect will serve one (1) year as ChairpersonChair-Elect and the following year will serve as the ChairpersonChair. In the event of a resignation by the ChairpersonChair-Elect, an Association meeting will be held within a month of the resignation for the purpose of electing a new ChairpersonChair-Elect.
4. With mutual agreement between the Faculty ChairpersonChair and the ChairpersonChair-Elect, and upon election by the Faculty Association, the Faculty ChairpersonChair and ChairpersonChair-Elect may serve an additional one (1) year term.
5. Secretary/Treasurer. The Secretary/Treasurer will serve a term of one (1) year. This term may be repeated.

A. **Section 7. Parliamentary Procedure.** All official business conducted by the Faculty Association, the Faculty Senate, and all Standing Committees shall follow the current edition of Robert's Rules of Order.

ARTICLE II—FACULTY ASSOCIATION MEETINGS

Section 1. Meetings. Meetings of the Faculty Association may be called with five (5) school days notice by the President or by the ChairpersonChair of the Faculty Association, or in the absence of the ChairpersonChair, by the ChairpersonChair-Elect of the Faculty Association, or upon the written petition of ten (10) Faculty members. There will be at least four (4) meetings during the college year. The President and the ChairpersonChair, respectively, are expected to call at least two (2) meetings each. The President, (or her or his designee), shall preside at all meetings of the Faculty Association which the President has called, and the ChairpersonChair or ChairpersonChair-Elect shall preside at all meetings they have called.

Section 2. Secretary-Treasurer. The Secretary-Treasurer of the Faculty Association shall be the Secretary-Treasurer of the Faculty Senate subject to confirmation by the Faculty Association.

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Section 3. Quorum. A quorum shall consist of not less than ~~one-third (1/3)~~ one fifth (1/5) of the members of the Faculty Association (as defined in Article 1, Section 5.) Proxy votes must be presented in writing to the Secretary of the Faculty. Proxy votes will not count in the calculation of a quorum. By majority vote of the members present, a written poll of the Faculty of the College may replace a voice or written vote. The written poll must be issued within two (2) working days of the request and returned within seven (7) working days of the request.

Section 4. Agenda. An agenda listing all subjects to be voted on by the Faculty Association, other than routine matters, shall be issued to all members of the Faculty at least two (2) days in advance of each meeting of the Faculty Association, except as provided in clause E of this section.

- A. Responsibility. The President shall be responsible for and shall issue the agenda when she or he has called the meeting. The Faculty Association ~~Chairperson~~Chair (or ~~Chairperson~~Chair-Elect in the absence of the ~~Chairperson~~Chair) shall be responsible for and issue the agenda when the ~~Chairperson~~Chair (or ~~Chairperson~~Chair-Elect) has called the meeting.
- B. Agenda Items. Individual members of the College community who wish to suggest items for the agenda shall submit them to the President if the President has called the meeting, or to the ~~Chairperson~~Chair (or ~~Chairperson~~Chair-Elect) if the ~~Chairperson~~Chair (or ~~Chairperson~~Chair-Elect) has called the meeting. No items may be considered under this clause, unless presented within the proper time limit (see Article II, Section 4 for Agenda and Article II, Section 4, E. Agenda for Emergency Meetings), or unless the presiding officer considers the matter at hand "routine" business.
- C. Resolutions Requiring Action. Ten (10) or more members of the College community desiring to submit a resolution which requires action at the next Faculty Association meeting shall submit the signed resolution to the President at least three (3) school days prior to the meeting. Such resolutions shall be published in full and included with the agenda.
- D. Proposed Changes of Written Policies or Regulations. Any proposed change in written policy or regulation which requires action at the next Faculty Association meeting must be published in full with the agenda, or final action on the proposal must be delayed until the next Faculty Association meeting.
- E. Agenda for Emergency Meetings. If circumstances require an emergency meeting of the total Faculty, the President or the Faculty Association ~~Chairperson~~Chair shall declare the emergency, and thus call the meeting. In such circumstances, the agenda may be limited to items approved by the President, if the President calls the meeting, or by the ~~Chairperson~~Chair if the ~~Chairperson~~Chair calls the meeting, and should be published not less than two (2) school days prior to the emergency meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds (2/3) of the members of the total Faculty in attendance at the emergency meeting. A quorum, as indicated in Article II, Section 3, must be present to conduct any business. None of the rules stipulated in this clause may be suspended or altered.

ARTICLE III—RESPONSIBILITIES OF THE FACULTY

Subject to the authority of the Idaho SBOE and in keeping with the role and mission of the College, the Faculty recognizes and accepts its responsibilities for the immediate governance of the College, including, but not restricted to:

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Section 1. Standards for Admission. The Faculty, in concert with the Director of Admissions/Registrar, shall establish minimum standards for admission to the College and its various units.

Section 2. Academic Standards. The Faculty shall establish academic standards to be maintained by all students in the College and its various units.

Section 3. Courses, Curricula, Graduation Requirements, Degrees. The Faculty shall establish and approve courses of instruction, curricula, degrees offered, and graduation requirements.

Section 4. Scholarships, Honors, Awards, Financial Aid. The Faculty shall establish general principles in accordance with which privileges such as scholarships, honors, awards, and financial aids shall be accepted and allocated.

The Faculty may review the standards established for the allocation of such privileges.

Section 5. Conduct of Students. The Faculty is responsible for establishing rules and regulations governing the conduct of students on the campus and at authorized College activities. Rules and regulations established by the committees shall conform to established law and standards of due process, and shall be subject to review by the Faculty Senate and the President, as well as review and final approval by the Idaho SBOE. Students shall have the right of formal appeal from decisions of the College officials and bodies to the Hearing Board, the President, and the Idaho SBOE.

Section 6. Student Participation. The students shall be given representation on Faculty committees and in the Faculty Senate.

Section 7. Selection of Administrative Officers. The Faculty shall assist the Idaho SBOE in the selection of the President and shall assist the President in the selection of other administrative officers of the College.

Section 8. Governance of Divisions. The Faculty shall establish general standards to guarantee the rights of the Faculty to participate in the governance of their respective divisions and in the selection of their respective Division ~~Chairperson~~Chairs.

Section 9. Faculty Welfare. The Faculty, through the Faculty Senate and other standing Faculty committees, shall select a standing committee to establish criteria for salaries, working conditions, benefits, appointments, promotion, tenure, dismissal, academic freedom, leaves, and related matters, insofar as they are not in conflict with Idaho SBOE policy, and shall, in concert with the Provost, provide for a program of Faculty development.

Section 10. Budget. Members of the Faculty shall participate in budgetary matters at the Divisional and College level. It is expected that the President will seek advice and counsel from the Faculty on budgetary policies; ~~which could significantly affect existing divisions of the College by including two (2) Budget Liaison Committee members in all Budget Committee meetings through the academic year. The Chairperson of the Budget Liaison Committee shall designate the two (2) members who will attend each meeting.~~

Section 11. Organization of the College. The Faculty shall advise and assist the President and the Idaho SBOE in establishing, reorganizing, or discontinuing administrative and academic units of the College.

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Section 12. Committee Structure. The Faculty shall establish and maintain all college-wide standing and special committees, subcommittees, councils, and boards as specified in Article IV, and similar bodies necessary to the internal governance of the College, and provide for the appointment or election of members of such bodies. The section does not apply to ad hoc committees of a fact-finding nature to advise the President or to committees established by the President, or designee, for delegated administrative tasks.

ARTICLE IV—COMMITTEES

Section 1. General Provisions.

- A. The word "committees" is a general term describing all committees, sub-committees, councils, boards, and similar bodies.
- B. The Faculty Senate appoints all standing committees other than those reserved to the President or designee.
- C. The President is responsible for appointing ad hoc committees of a fact-finding nature to advise her or him and to appoint committees made up solely of administrators; the President, or designee, may also appoint committees for delegation of administrative tasks.
- D. The establishment, discontinuance, or restructuring of a standing committee requires a constitutional amendment, except for committees required by Idaho SBOE policy or eliminated by the Idaho SBOE.
- E. Unless otherwise indicated, no standing committee will be chaired by the administrative officer who is substantially responsible for implementing the policies or recommendations of the committee.
- ~~F. Committee Chairpersons are rotated so that no committee comes to be identified with one (1) individual.~~
- ~~G.~~ F. The President of the College, or her or his designee, and the ~~Chairperson~~Chair of the Faculty, or her or his designee, are members ex-officio, with voice, but without vote on all committees.
- ~~H.~~ G. Divisions for purposes of committee membership are defined as the Library and those instructional units that are chaired by a Division ~~Chairperson~~Chair.
- ~~I.~~ H. The tenure of individual members on standing committees may not be terminated within her or his stated term of office except for cause and with the concurrence of the Faculty Senate.
- ~~J.~~ I. Committees meet on the call of the ~~Chairperson~~Chair. Committees may be convened by one-half (1/2) of the members on the committee with one (1) day written notice to all other members. All committees will be convened by the ~~second-last~~ week of September. A quorum for committee meetings shall consist of 50% plus one (1) committee member.
- ~~K.~~ J. Proxy votes are not permitted.
- ~~L.~~ K. Unless otherwise provided, all committee assignments terminate on September 1 of the year of termination.

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ML. Standing committees shall keep minutes and shall distribute them to all members on the committee, the ~~Chairperson~~Chair of the Faculty, and to the Senate Webmaster. Minutes shall be posted electronically on the Faculty Senate website.

NM. All committees shall have the power to appoint subcommittees in addition to those spelled out in this constitution for a specific purpose within the realm of that standing committee's function.

Section 2. Standing Committees of the Faculty Senate—General Information.

A. Appointment. The Faculty Senate will appoint all Faculty members on campus-wide Committees. Administrative members will be appointed by the President of the College, or designee, and student members will be appointed by Student Body President, or designee.

B. Reporting.

1. Each committee will make progress reports to the Senate when such reports are requested by the Senate ~~Chairperson~~Chair. These may be written or oral reports, should identify time and place of committee meetings, and should describe current status as well as future goals of the committee.
2. Recommendations for Senate action should be printed and distributed to Senate members prior to the Senate meetings at which they will be presented.

~~C. Rules of Procedure. Each committee will set its own rules of procedure and submit them to the Senate for approval.~~

DC. Meetings. Meetings will be open to general faculty except when such open meetings would be an infringement of individual rights.

ED. Terms of Office. A term consists of one (1) year.

~~F. Committee Chair. The Standing Committee Chairs of the Faculty Senate will be members of Faculty Senate as a representative for her or his Division.~~

Section 3. Standing Committees of the Faculty Senate.

A. Faculty Affairs Committee.

1. Function. The responsibilities are to:
 - a. ~~be responsible to~~ recommend and monitor policies regarding evaluation, promotion, tenure and merit of the Faculty;
 - b. conduct a continuing study of salaries, professional problems, welfare, retirement practices, and working conditions of members;
 - c. Coordinate and facilitate faculty development grants, sabbaticals, and offerings in concert with the Provost.

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~~e. cooperate and make joint recommendations with Administrative Procedures committee for the solution of problems common to the Faculty and the staff.~~

2. Structure.

a. ~~The Faculty Affairs Committee will consist of one (1) faculty member from each division~~ Division and one ex-officio (1) representative from Student ~~Services-Affairs with voice~~ but without vote.

b. ~~The Chair-Elect of the Faculty Senate is the chair of the Faculty Affairs Committee, per Article I.6.B.3.c., with voice but without vote. If the Chair-Elect is serving as the Division's representative on the committee, the chair will provide the Division's vote. In no instance shall any Division have more than one vote on the committee.~~

B. Student Affairs Committee.

1. Function. The responsibilities are to:

a. ~~be responsible for~~ recommending college policy and monitoring implementation thereof in areas related to student life and student affairs, including but not limited to: student financial aid, housing, student organizations, student health, student judicial affairs, student recreation, placement, campus union activities, counseling, and student development;

b. establish academic standards to be maintained by all students in the College and its various units.

2. Structure.

a. ~~one (1) faculty member from each Division. The Student Affairs Committee will consist of at least four (4) faculty members. Each division may send one representative. Other members of the committee include~~ at least one (1), but no more than two (2), students, one (1) Student ~~Services-Affairs~~ representative, and one (1) administration representative. The student, the Student Affairs representative, and the administration representative will be ex-officio members of the committee with voice but without vote. In cases where a division or other group is not represented on the committee, such division or group shall nonetheless be responsible for remaining current on all Committee business.

b. The Past Chair of the Faculty Association is the chair of the Student Affairs Committee, per Article I.6.B.4.a., with voice but without vote. If the Past Chair is serving as the Division's representative on the committee, the Past Chair will provide the Division's vote. In no instance shall any Division have more than one vote on the committee.

~~C. Administrative Procedures Committee.~~

~~1. Function. The responsibilities are to:~~

a. ~~review and make recommendations to the Faculty Senate and appropriate administrators pertaining to the calendar and to existing or new proposals related to College policies, rules, and procedures;~~

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~~b. assist in communicating and clarifying procedures for Faculty, staff, and students.~~

~~2. Structure.~~

~~—The Administrative Procedures Committee will consist of at least four (4) faculty members. Each division may send one representative. Other members of the committee (if they choose to participate) may include one (1) student, one (1) Student Services representative and one (1) administration representative. In cases where a division or other group is not represented on the committee, such division or group shall nonetheless be responsible for remaining current on all Committee business.~~

DC.

Curriculum Committee.

1. Function. The responsibilities are to:
 - a. generate or review all proposals pertaining to curriculum decisions, including instructional programs and courses;
 - b. recommend action on curriculum matters to the Faculty Senate.
2. Structure.

~~The Curriculum Committee shall consist of one (1) Faculty member from each division, the Registrar, the Provost or designee, and two (2) students.~~

- a. The Curriculum Committee will consist of one (1) Faculty member from each division, the Registrar, a representative from the Registrar's office to serve in the capacity of secretary for the committee, the Provost or designee, and one (1) student. The Registrar, the representative from the Registrar's office, the Provost or designee and the student will be ex-officio members of the committee with voice but without vote.
- b. The chair of the Curriculum Committee will be a faculty member elected by the Curriculum Committee each spring to serve for the following academic year. The Chair of the Curriculum Committee will be an ex officio member of the Faculty Senate. If a faculty member becomes chair of the Curriculum Committee and the Division appoints an additional divisional representative, then the committee chair will have voice but no vote; in no instance shall any Division have more than one vote on the committee.

ED. General Education Committee

1. Function. The responsibilities of the General Education Committee are to:
 - a. ~~Review~~ review and recommend changes in General Education throughout the College and in the General Education Core Curriculum.
 - b. ~~Monitor~~ monitor the effectiveness of General Education throughout the College and the General Education Core Curriculum.
 - c. ~~Publicize~~ publicize, promote, and advocate for General Education among the students, faculty, and staff of the College.

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- d. ~~Maintain-maintain~~ an ongoing study of general education philosophies and models nationwide; and
- e. ~~Coordinate-coordinate~~ college-wide actions to maintain the relevance of General Education in a changing society.

2. Structure

The General Education Committee will consist of five (5) faculty elected by the Faculty Association. Each member will serve a ~~five~~^{three}-year term, ~~elected one per year~~. The members must be selected from five (5) different divisions. The chair of the committee will be elected annually by the committee from among the members of the committee.

~~F. Faculty Development Committee.~~

~~1. Function. The responsibilities are to:~~

~~Coordinate and facilitate faculty development offerings in concert with the Provost. Faculty development is defined as the process of enhancement for each faculty member who desires to improve her or his role as teacher, scholar, and/or contributor to community development.~~

~~2. Structure.~~

~~The Each division will select one (1) faculty member to serve on the Faculty Development Committee. The Provost will be a member of the Committee with voice and vote.~~

~~GE. Budget Liaison~~Budget, Planning, and Assessment Committee.

1. Function. The responsibilities are to:

Serve as a communication link among the Faculty Senate, Divisions, and President regarding budgetary priorities and problems, planning, and assessment.

2. Structure.

~~The Budget Liaison Committee shall consist of one (1) member elected from each division, the Past Faculty Association Chairperson, the Faculty Association Chairperson elect, and the Faculty Association Chairperson who shall serve as Chairperson of the Budget Liaison Committee.~~

- a. The Budget, Planning, and Assessment Committee will consist of one (1) Faculty member from each Division, the Past Chair, and the Chair-elect. If the Past Chair or the Chair-Elect is serving as a Division's representative on the committee, that individual will provide that Division's vote. In no instance shall any Division have more than one vote on the committee.
- b. The Chair of the Faculty Association shall serve as Chair of the Budget, Planning, and Assessment Committee, per Article I.6.B.1.h, with voice but without vote. If the Chair is serving as the Division's representative on the committee, the Chair will provide the Division's vote. In no instance shall any Division have more than one vote on the committee.

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~~H. Technology Advisory Committee.~~

~~1. Function. The responsibilities are to:~~

- ~~a. recommend to the Faculty Senate and the President, to the Provost, to the appropriate other administrator(s), or to the Director of Information Technology, policies and procedures related to computing technology and related technology matters;~~
- ~~b. make recommendations concerning policies and procedures affecting college-wide computing and related technology;~~
- ~~c. solicit Faculty, staff, student, and administrative views concerning computer policies and procedures related to college-wide computing and related technology;~~
- ~~d. review short term and long term plans related to college-wide computing and related technology;~~
- ~~e. increase communications about issues, policies, and procedures related to college-wide computing and related technology;~~
- ~~f. present a report to the Faculty Senate and the President at the end of each academic year that describes significant changes to LCSC computing facilities and services and summarizes the need for computing and information technology to be addressed in short-term and long-term plans.~~

~~2. Structure.~~

~~The committee will be composed of one (1) faculty or instructional staff from each division. The chair of the committee will be a member of the Faculty Senate.~~

IF. Faculty Senate Cabinet.

1. Function. The responsibilities are to:

- a. serve as a clearinghouse for issues to be assigned to committees;
- b. assist the Faculty Chair in attending meetings, communicating with campus groups, and monitoring policy implementation;
- c. provide an advisory function for the Faculty Chair on a weekly basis.

2. Structure.

The Faculty Chair Cabinet will consist of the following members: the Faculty ~~Chairperson~~Chair (also the Cabinet ~~Chairperson~~Chair), the Faculty ~~Chairperson~~Chair-Elect, the Secretary/Treasurer, the Senator ~~Chairperson~~Chairs of each standing committee, and the Past Faculty ~~Chairperson~~Chair.

Section 4. Hearing Board.

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- A. Function. In accordance with grievance procedures as stated in the Policy and Procedures Manual, the Hearing Board shall serve as the institutional board of appeals for Faculty and students. Upon request it shall review all policy changes, testing them for consistency with the constitution. The Board shall seek such information from students, Faculty, administration, and the Idaho SBOE, as it may deem necessary to accomplish its task. It shall also conduct a continuing review of the constitution committee structure and functions, communicating its findings to the Faculty Association annually.
- B. Structure.
1. Membership. The Hearing Board shall be composed of seven (7) members (the majority of whom shall be tenured): three (3) members from the faculty elected by the Faculty Association; three (3) members from the Faculty appointed by the President; and one (1) Division Chair appointed by the Faculty Senate. Three (3) alternate members will be designated: one (1) appointed by the President and two (2) appointed by the Faculty Senate.
 2. Chair. The Chair shall be elected each year from the members of the Hearing Board. A Hearing Chair shall be elected for each hearing from the members of the Hearing Board. The Hearing Chair shall not be the Division Chair member of the Hearing Board.
 3. Students. In cases involving students, four (4) students shall be included, with voice and vote, in the hearing board membership. The students shall be appointed by the ASLCSC President.
- C. Term of Service. Membership of the Hearing Board for the subsequent academic year shall be determined prior to the last day of the spring semester. Each member shall serve for two (2) college years; ~~except in the initial year after the adoption of this policy when the Chair, three (3) members and one (1) alternate member shall serve for a term of two (2) years and when three (3) members and two (2) alternate members shall serve for a term of one (1) year.~~

Section 5. Standing Tenure and Promotion Review Committee (STPRC) for academic faculty.

- A. Function. The responsibilities are to:
1. uphold the philosophy toward tenure/promotion as set forth in the Policy and Procedures Manual;
 2. establish, review, and monitor tenure/promotion criteria, policies, and procedures;
 3. in conjunction with the Provost's office, notify in writing faculty who are eligible to apply for tenure/promotion and provide "Request for Tenure/Promotion Evaluation" forms along with a list of contents required for the Tenure/Promotion File;
 4. meet with new hires and discuss tenure/promotion process;
 5. oversee and approve formation of the Individual Tenure and Promotion Committees;
 6. review all applications for tenure/promotion. and forward its recommendations to the applicant, the Division Chair, the Dean, the applicant's Individual Tenure and Promotion Committee, and the Provost;

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7. plan annual recognition for newly tenured/promoted Faculty;
 8. oversee the periodic performance review process.
- B. **Structure.** The seven-member STPRC will be constituted as follows: six (6) tenured faculty members (each from a different academic division), and a Chair elected by the Faculty Association at its spring meeting. Three (3) of the STPRC faculty members must hold full-professor rank.
- C. **Term of Service.** All members will serve three-year terms. No member may serve more than one (1) consecutive term. A tenured Faculty member, elected by the Faculty Association, will serve as Chair for a one-year term and will vote in the event of a tie. No Faculty member may serve on the STPRC during an academic year when her or his own application is being considered.
- D. No member of the STPRC may serve on an Individual Tenure/Promotion Committee for academic faculty.
- E. In consultation with the Provost, the Committee will review its own membership for areas of conflict of interest.

Section 6. Standing Promotion Review Committee (SPRC) for professional-technical faculty.

- A. **Function.** The responsibilities are to:
1. uphold the philosophy toward promotion as set forth in the Policy and Procedures Manual;
 2. establish, review, and monitor promotion criteria, policies, and procedures;
 3. in conjunction with the Provost's office, notify in writing faculty who are eligible to apply for promotion and provide "Request for Tenure/Promotion Evaluation" forms along with a list of contents required for the Promotion File;
 4. meet with new hires and discuss promotion process;
 5. oversee and approve formation of the Individual Promotion Committees;
 6. review all applications for promotion and forward its recommendations to the applicant, the Division Chair, the Dean, the applicant's Individual Promotion Committee, and the Provost;
 7. plan annual recognition for newly promoted Faculty.
- B. **Structure.** The five-member SPRC will be constituted as follows: one (1) faculty member at the assistant professor level, one (1) faculty member at the associate professors level, one (1) faculty member at the full-professor level, one (1) faculty member at any rank, and a Chair. All members will be elected at the spring meeting of the Faculty Association.
- C. **Term of Service.** The associate professor faculty member will serve a three-year term; the assistant and full-professor faculty members will serve a one-year term. No member may serve more than one (1) consecutive term. A Faculty member, within the Committee, elected by the Faculty Association, will serve as Chair for a one-year term and will vote in the event of a tie. No

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Faculty member may serve on the SPRC during an academic year when her or his own application is being considered.

- D. No member of the SPRC may serve on an Individual Promotion Committee for professional-technical faculty.
- E. In consultation with the Provost, the Committee will review its own membership for areas of conflict of interest.

ARTICLE V—AMENDMENT OF THIS CONSTITUTION

This constitution may be amended by a two-thirds (2/3) vote of the members of the Faculty Association, as defined in Article 1, Section 3, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full with the agenda at least one (1) week prior to the meeting or must have been presented in writing at the Faculty Association meeting previous to the one in which the vote is to be taken. Amendments to this constitution are subject to review and approval by the Idaho SBOE.

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SUBJECT

Accreditation Process and Status

REFERENCE

August 2013

The Board was provided with an overview of the accreditation process and the status of where each institution is in the process.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.M.

BACKGROUND/DISCUSSION

Every institution accredited by the Northwest Commission on Colleges and Universities (NWCCU) is required to conduct a thorough self-evaluation at different stages to address Standards for Accreditation. In 2010, NWCCU implemented changes to the accreditation review process from a five and ten-year review cycle to a seven-year cycle. The seven-year cycle includes Five Standards and three separate reporting requirements.

The Year One report includes a thorough self-evaluation on Standard One, Mission, Core Themes, and Expectations. There is no on-site visit associated with this stage of reporting; however, a committee of evaluators reviews the report and develops a report of findings.

The Year Three report was recently amended by NWCCU, which changed the Three Year reporting requirement to a Mid-cycle evaluation. The process requires institutions to conduct a self-evaluation on its assessment efforts and to develop a report to include three parts: Part I provides an overview of the entire assessment plan; Part II includes representative examples of assessment process from beginning to end; and Part III includes an evaluative overview in light of Parts I and II.

The intent of the Mid-Cycle Evaluation is to determine an institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in Year Seven. Additionally, it will assist institutions in determining if the process of outcomes assessment will lead them to a successful Year Seven self-evaluation and peer evaluation. There is a visit associated with this stage of reporting. This includes a day and half on-site visit by two evaluators and is attended by senior leadership and those involved in the process. The evaluators have a closing conversation with the institution to share their findings. The Board of Commissioners reviews the self-evaluation and the peer evaluation to determine whether the self-evaluation is acceptable or unacceptable.

The Year Seven report includes a comprehensive self-evaluation on Standards Two (Resources and Capacity), Three (Institutional Planning), Four (Core Theme Planning, Assessment, and Improvement), and Five (Mission Fulfillment,

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Adaptation, Sustainability). There is an on-site visit associated with the Year Seven Self-Evaluation. Peer evaluators from other accredited institutions study the institution's report and conduct an on-site evaluation on all Standards. Evaluators will prepare a Year Seven Peer-Evaluation Report of findings and a Confidential Recommendation. A draft of the evaluation report is sent to the institution's chief executive officer who is given the opportunity to correct errors of fact. Once finalized, it is submitted to the Commission office. Evaluators will submit the Confidential Recommendation to the Commission, which is considered to be advisory. Institutions are afforded an opportunity to provide Commissioners with a written response to the Peer-Evaluation Report.

IMPACT

This information will provide an update to the Board on changes to the accreditation process and where the institutions currently are in that process.

ATTACHMENTS

Attachment 1 – Accreditation Status by Institution

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STAFF COMMENTS AND RECOMMENDATIONS

There are two institutions scheduled for a Year Seven Self-Evaluation and onsite visit. Idaho State University is scheduled in Fall 2014, followed by the University of Idaho, which is scheduled for Spring 2015. Board Policy III.M., requires at a minimum, that the Board's Executive Director (or designee) and three Board members visit the NWCCU self-study team during each seven-year visitation to an institution. As part of the accreditation visit process, Board members will evaluate key elements of the accreditation self-study, the report and findings from the visiting team, and formal actions from NWCCU, and consider their implications for an institution's strategic goals, mission, and resources.

Boise State University, Lewis-Clark State College, and College of Western Idaho are scheduled for a Mid-Cycle Evaluation in Fall 2014. Board member participation for the Mid-Cycle evaluation is determined by the Board's Executive Director upon consultation with the NWCCU review team.

BOARD ACTION

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

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Accreditation Calendar
Northwest Commission Colleges & Universities

Institution	Status (Year Granted) Public Sanction	Most Recent Evaluation	Next Evaluation
Boise State University, Boise http://www.boisestate.edu/	Accredited (1941)	Fall 2011 Year One Evaluation	Fall 2014 Mid-cycle Evaluation
College of Southern Idaho, Twin Falls http://www.csi.edu	Accredited (1968)	Fall 2013 Ad Hoc Evaluation	Spring 2015 Year Seven Evaluation
College of Western Idaho, Nampa http://www.cwidaho.cc	Candidate (2012)	Fall 2011 Initial Candidacy	Fall 2014 Mid-cycle Evaluation
Eastern Idaho Technical College, Idaho Falls http://www.eitc.edu/	Accredited (1982)	Spring 2013 Mid-cycle Evaluation	Spring 2016 Year Seven Evaluation
Idaho State University, Pocatello http://www.isu.edu/	Accredited (1918)	Fall 2011 Year One Evaluation	Fall 2014 Year Seven Evaluation
Lewis-Clark State College, Lewiston http://www.lcsc.edu/	Accredited (1964)	Fall 2011 Year One Evaluation	Fall 2014 Mid-cycle Evaluation
North Idaho College, Coeur d'Alene http://www.nic.edu/	Accredited (1947)	Spring 2013 Year Seven Evaluation	Spring 2014 Ad Hoc Evaluation
University of Idaho, Moscow http://www.uidaho.edu/	Accredited (1918)	Fall 2011 Year One Evaluation	Spring 2015 Year Seven Evaluation

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