STATE BOARD OF EDUCATION MEETING
February 15-16, 2017
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho

Wednesday February 15, 2017, 10:00 a.m., Boise State University, Student Union Building, Boise, Idaho

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Boise State University – Annual Progress Report and Tour

CONSENT AGENDA (Time Certain – 1:00 pm)

BAHR

Section I – Human Resources

1. University of Idaho – Changes in Policy Regarding Classified Employees

Section II – Business Affairs

2. Idaho State University – Multi-year Contract Renewal – Ellucian Banner ERP
3. University of Idaho – Disposal of Real Property at UI Caine Center, Caldwell

IRSA

4. Boise State University – New Bachelor of Arts in Global Studies
5. University of Idaho – New Bachelor of Arts/Bachelor of Science in Film and Television

PPGA

6. Lewis-Clark State College – Facility Naming
7. Institution President Approved Alcohol Permits

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Multi-Year Coach Contract for Women's Gymnastics, Co-Head Coach Neil Resnick

STATE BOARD OF EDUCATION
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Section II – Finance

1. Idaho State University - Property Acquisition
2. Boise State University – Online Fee Request - MS Accountancy
3. Idaho State University – Cost Estimate to Move College of Technology Academic Programs to the RISE Building
4. Idaho State University – Anatomy and Physiology Lab Building Addition – Meridian Health Science Center
5. University of Idaho – Funding Increase – Athletics Program
6. University of Idaho – Idaho Arena Project – Planning, Programming and Design Phases

EXECUTIVE SESSION – Closed to the public

1. To go into executive session pursuant to section 74-206(1)(c), Idaho Code, "To acquire an interest in real property which is not owned by a public agency."
2. To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student."

Thursday February 16, 2017, 8:00 a.m., Boise State University, Simplot Ballroom, Student Union Building, Boise, Idaho

OPEN FORUM

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Idaho Youth Challenge Academy Update
3. Western Interstate Commission for Higher Education (WICHE) Update
4. Idaho Commission on Hispanic Affairs Update
5. Idaho Digital Learning Academy - Annual Report
6. Idaho Public Charter School Commission – Annual Report
7. 2017 Legislative Update and Proposed Legislation
8. Board Policy – I.M. Planning and Reporting – 2nd Reading
9. State Comprehensive Literacy Plan Addendum
10. State Board of Education K-20 Strategic Plan
11. Evaluation Review – Phase I Report and Recommendations

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Board Policy III.L. Continuing Education and Credit for Prior Experiential Learning – Second Reading
2. Board Policy III.N. General Education – Second Reading
3. Board Policy III.W. Higher Education Research – Second Reading
4. Boise State University – Online Bachelor of Business Administration in Management
5. Idaho State University – Master of Healthcare Administration

6. Idaho State University – Master of Taxation
7. University of Idaho – Bachelor of Science in Medical Sciences
8. University of Idaho – First Year Law Curriculum in Boise
9. Higher Education Research Council – Annual Report

DEPARTMENT OF EDUCATION

1. Superintendent of Public Instruction Update
2. Provisional Certification – Instructional Staff

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

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1. Agenda Approval

   Changes or additions to the agenda

2. Minutes Approval

   BOARD ACTION

   I move to approve the minutes from the December 14-15, 2016 regular Board meeting, and the January 27, 2017 special Board meeting, as submitted.

3. Rolling Calendar

   BOARD ACTION

   I move to set February 14-15, 2018 as the date and Boise State University as the location for the February 2018 regularly scheduled Board meeting.

   AND

   I move to amend the location of the April 2017 and August 2017 Regular Board meetings, setting the location to Boise, Idaho. The hosting institution shall remain as originally set.

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Idaho State Board of Education

Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career-Technical Education

DRAFT MINUTES
STATE BOARD OF EDUCATION
December 14-15, 2016
College of Western Idaho
Micron Center for Professional-Technical Education
Nampa, Idaho

A regularly scheduled meeting of the State Board of Education was held December 14-15, 2016 at the College of Western Idaho in Nampa, Idaho.

Present:

Emma Atchley, President
Linda Clark, Vice President
Debbie Critchfield, Secretary
Andy Scoggin
Don Soltman
Dave Hill
Richard Westerberg
Sherri Ybarra, State Superintendent

Wednesday, December 14, 2016

The Board met at the College of Western (CWI) Idaho's Micron Center for Professional-Technical Education in Nampa, Idaho. Board President Emma Atchley welcomed everyone and called the meeting to order at 10:00 am Mountain time. Ms. Atchley extended appreciation from the Board and Staff to CWI for its hospitality.

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Clark/Critchfield): To approve the agenda as submitted. The motion carried unanimously.

2. Minutes Review / Approval

BOARD ACTION

M/S (Clark/Scoggin): To approve the minutes from the October 19-20, 2016 regular Board meeting, the November 14, 2016 special Board meeting, and the November 28, 2016 special Board meeting, as submitted. The motion carried unanimously.

3. Rolling Calendar

BOARD ACTION

M/S (Clark/Critchfield): To set December 20-21, 2017 as the date and the College of Southern Idaho as the location for the December 2017 regularly scheduled Board meeting. The motion carried unanimously.

WORKSESSION

Planning, Policy & Governmental Affairs (PPGA)

A. Coordination of Activities – Office of the Board of Education (Board) – Department of Education (Department)

Mr. Freeman, Executive Director of the Board office introduced the item and the intent for the Department and Board staff to identify and discuss roles and responsibilities at both of the agencies, and identify activities where work may be being duplicated. The intent is to identify overlap, efficiencies, collaboration, and who is or should be responsible for what. He pointed out both Board and Department staff have identified activities which may require discussion. Mr. Freeman introduced Ms. Terri DiNinno to help facilitate today's meeting.

Ms. DiNinno first reminded the Board of the goal for this work session, and started by outlining ground rules for discussion, clarifying the importance to remember those rules if the conversation becomes strained. She identified the RASCI model, with the "R" standing for responsible, the "A" standing for accountable, the "S" standing for sponsor/stakeholder, the "C" standing for consulted, and the "I" standing for informed. She then clarified that the responsible party is accountable to the Board in all cases.

Mr. Freeman directed the attention to the list of items developed by Board and Department staff, clarifying the list is numbered in alphabetical order for ease of navigation. He gave a brief status on each of the items from the list.

Regarding the Administrative Rules, Superintendent Ybarra wanted to make sure both staffs work together on promulgating rules, and when any changes in content occur it needs to go through the Board to be voted upon. There was concern that when a rule is prepared by the Department, it comes to the Board office for review, it then returns to the Department, but it sometimes has been changed. She added that those changes have at times been more substantive such as to the content and meaning of the rule, and not just typographical changes. Ms. Ybarra commented that no matter which department promulgates the rule, both Board and Department staff should be present in the development of and any changes to the rule. There was discussion about a procedure whereby Matt or the Superintendent would be made aware of any major changes to a rule and its content. Mr. Freeman commented that if Board or Department staff could not reach agreement, it would come to the Executive Director and Superintendent for resolution.

Board member Critchfield asked for clarification if it was for every single rule, or just K-12 rules. Mr. Pete Koehler, the Department's Chief Deputy, responded it would be for K-12 rules, or when a Board rule pertains to K-12, especially when the rules affect both secondary or postsecondary. Board member Scoggin suggested a process where if a rule is drafted by the originating group, it will go before the Board as promulgated but with comment from Board staff if necessary, whether in favor or not. Board member Hill added a condition that the recommendations of Board or Department staff be identified clearly for Board members. Board President Atchley clarified there should be both points of view communicated without either taking a stand on a rule, but the final say would be by the Board. There was an additional clarification that each of the DAGs would review the rules, and Mr. Freeman suggested developing a checklist for Board and Department staff to following for rules going forward.

There was discussion about "the Board" being delineated from Board staff, and making that abundantly clear. Distinctions between the Board and the Department in the eyes of the public are sometimes confused, as are the Board, and Office of the Board. The group agreed to make clearly identifying the responsible party and lead staff part of the checklist. They agreed the Board doesn't need to be involved in identifying lead staff, as this is an administrative process.

Regarding Charter Schools and College and Career Readiness, they agreed to move past those items.

The conversation turned to that of the process. Board member Westerberg asked in general what is wrong with the process, and commented the matters before the Board may be resolved at the office level through the Executive Director and Superintendent. Ms. Ybarra commented she felt it would be good for the Board to revisit who is responsible for what. Ms. Atchley commented that the issues identified seem to be communication issues, and the expectations of the Board are for education. She reminded the group they should all have the same end in mind; that is to get the work done for education. Dr. Clark pointed out that we can ill afford duplication of effort because of the slim resources each agency has as it is. Dr. Hill remarked that only

substantive matters should be brought before the Board, because it doesn't have the time to resolve administrative issues. The majority of Board members agreed anything administrative in nature should be resolved at that level. Mr. Westerberg reiterated that the two staffs should have a central goal, and issues related to the law would come before the Board.

Mr. Freeman he recommended skipping through several of the items unless the Superintendent had concerns, requesting they work through the concerning items together at a separate meeting.

Dr. Clark felt it would be beneficial to have conversation about the Data Dashboard, and useful conversation would be related to how the data is collected and used. She was concerned in developing two systems and expending staff resources in two different directions; thereby duplicating effort in collection and dissemination. Mr. Freeman pointed out a meeting is scheduled next week for Board and Department staff to discuss the data dashboard and data collection. After some discussion, they felt the Data Management Council (DMC) would be the place for the oversight of this issue. Mr. Howell, the Board's Director of Research and current DMC Chair, provided some clarification on the DMC's oversight and that it involves both K-12 and Higher Ed. Dr. Clark recommend the Accountability Oversight Committee (AOC) and the DMC working together on the data issue, and how to get the dashboard done in a singular manner.

Moving down the list of items, Board member Soltman praised the direct admissions item and the collaborative work that went into developing the item and getting it off the ground. He felt the short time frame available to develop it may have been helpful in its success.

Regarding K-12 accountability, Mr. Freeman provided a background of the number of people working on this item. Dr. Clark provided background on the AOC and the amount of overlap that may be present. Mr. Koehler offered some comments on the item stressing there needs to be better clarification of the staff roles between the Department and the Board. He pointed out the Department has duties assigned to it by the Board, by the State, and by the Federal Government in this area. He expressed concern over whether the Federal Government would require a consolidated statewide plan. The Board would need to agree to the consolidated plan as a statewide plan, but the Superintendent must sign off on it, adding it deals with Title I funds, and the Department handles the fiscal execution of those funds. He suggested some of the overlap was done purposefully to include both the Department and Board staff, but that at times the relationship is complicated. They clarified the Board is the State Education Authority (SEA) for the State, and is the only statutory entity authorized to negotiate with the Federal Government on education issues.

Ms. Ybarra went on to encourage more discussion on the overlap between offices. Board member Scoggin commented that the Board members should have some feedback for the Board and Department staff on the clarity of which agency should be handling what, and the where's and why's of the overlap. There was further discussion about the Board and Department staff needing clarification to settle who is responsible

and who has the final decision on certain topics where overlap exists. Ms. Atchley questioned whether the two entities are on the same page with regard to the legal parts. She clarified the responsibility by statute rests with the Board for all public education in the State of Idaho. She added the Board depends on the Superintendent and the Department staff greatly, and that the responsibility rests with the body, and not the individuals. Mr. Westerberg reminded the group the governance structure is different in Idaho which can make it challenging. He agreed the role of the Board is clearly established in statute.

Ms. Ybarra agreed with the comments. She still felt there was discussion necessary for the K-12 accountability oversight piece. Dr. Clark disagreed, pointing out its clarity in policy is to bring forward a recommendation to the Board for what the state accountability system should be. She commented further this is an opportunity to develop that relationship through the accountability system, where multiple entities working toward the same system (i.e, AOC, Data Management Council, Board, Dept.).

Dr. Hill suggested that the Board knows its roles and responsibilities, but if it would be helpful for staff, they should be written down to outline the executive authorities for staff. Mr. Westerberg felt the governing board is ill suited to make the decisions related to job responsibilities they are discussing today. He recommended those discussions take place between the Executive Director and Superintendent for the respective offices. Ms. Critchfield echoed those remarks. Only when the supervisors can't agree should it come to the Board for discussion. There was additional discussion on the matter and agreement that a recap of roles and responsibilities be reported back to the Board at the February meeting.

Mr. Westerberg commented on the appreciation from the Board to both the Department and Board staff in the effort to make this system more efficient. Mr. Scoggin stressed part of the Board's role is to provide direction to staff when concerns arise, commenting they couldn't help unless they knew what the conflict is. He recommended the Board be willing to address and provide direction for staff who need or request it. Ms. Atchley pointed out it is incumbent on the Superintendent and the Executive Director to solve a problem when the Department and Board office have conflict, and only after would it come to the full Board, or the situation could be addressed in a special meeting.

At this time, the meeting recessed for lunch until 1:00. After lunch, Ms. Atchley announced the time scheduled for dinner and social hour scheduled this evening has been moved up by one hour because of the wintery weather conditions. After the lunch break, the meeting resumed to the remainder of the agenda.

B. K-20 Education Strategic Plan
   - Operational Plan
   - Annual Dual Credit Report
   - Annual Scholarship Program Report

Ms. Critchfield introduced the item and provided some historical background on strategic planning and the work that was accomplished over the summer. The strategic

plan outlines the Board's vision and mission and helps align the institutions goals with the Board's goals.

Ms. Tracie Bent, Chief Planning and Policy Officer from the Board office, outlined the framework of the plan. The framework for the strategic plan is based on the statutory requirements for strategic planning. It encompasses a vision and mission statement, a goal, an objective, and performance measures related to the goal. The Board's strategic plan is the basis for the other agency and institution strategic plans.

Ms. Critchfield asked if the Board was satisfied with the three goals of the strategic plan and if there need to be other areas identified, or are there other items which need to fall under its goals. Dr. Hill asked what the Board really wants to use the plan for. Ms. Bent clarified that it is not just to meet the requirements of the Division of Financial Management (DFM), but the plan is used as the foundation and basis for the other (institution and agency) plans. Mr. Freeman clarified that state law requires all agencies submit a strategic plan every year and the Board's is a rolling five year plan, pointing out it should be driving the other plans and allow for accessibility and communication. Dr. Hill questioned how we could effect change with a specific benchmark and pointed out that some benchmarks may be more in line with aspirational goals, and that we may not be able to affect change.

Mr. Soltman reminded the Board that it does a five-year plan in the strategic plan and that it needs to do a better job communicating that to stake holders and the DFM. Mr. Scoggin pointed out this document was very helpful but did not seem strategic in nature. Mr. Freeman responded the operational plan is intended to have strategies to effect the strategic plan. Mr. Scoggin felt it would be hard to ask the institutions to deliver on this plan until it is holistic. There was agreement by other board members on these comments.

Ms. Atchley asked if the group should look at the operational plan and then align it to goals and objectives. The group opted to look at the strategic plan and the operational plan side-by-side. The Board proceeded in looking at each of the goals, objectives and benchmarks in the strategic plan. Regarding reducing in the number of scholarships, Ms. Bent did not recommend making an adjustment at this time because of the increase in scholarship funding. She recommended looking at it next year after additional data is available. Mr. Freeman asked if "tbd" can be used for the scholarships benchmark rather than one that is unrealistic. Ms. Bent responded in the affirmative, but to use that designation sparingly. Dr. Clark recommended not using "tbd" because it would imply an item has not been looked at, but instead inserting something that shows it is being developed.

Mr. Westerberg suggested reducing the number of performance measures. He felt they needed to be more precise and shorter in length; or whether some measures could be consolidated. Ms. Atchley and other Board members were in agreement with the recommendation. Ms. Critchfield suggested a smaller group working on making the plan more precise with more focused measures.

Ms. Bent recommended digging into the plan and using the work session for deeper discussion. Dr. Hill recommended the operational plan and the strategic plan be merged, and in doing so it would be a better communication tool. Ms. Atchley asked if there were any objections from Board members to combine the plans. There were no objections to the suggestion, but emphasis on simplifying the plan. Ms. Atchley recommended going through all the measures today and having the PPGA committee work on the plan for future review.

Mr. Scoggin pointed out that for the operational plan to be a strategic document, it needs to contain strategies throughout the document. He recommended identifying for the smaller work group what the Board wants brought before them for next time and to provide the material to the Board members far enough (3-4 weeks) ahead of time for review. The other option would be to look at it today and determine the measure and what the Board expects the strategy to be to get to those measures. He added it might make sense to divide the group into two sections, one for Higher Ed, and one for K-12. Ms. Bent pointed out the Department brings forward a K-12 plan. The K-12 portion included in this plan are essentially outcomes, and have been included historically.

At this time the meeting recessed for a ten minute break. After the break, the Board discussed numerous benchmarks under Goal 1, Objective A. Ms. Bent provided some clarification on the benchmarks, indicating there are similarities to performance measures under Objective D. After some discussion, they decided to leave in the benchmark on the percentage of Idaho High School graduates meeting college placement/entrance exam college readiness benchmarks. Regarding Advanced Opportunities, they removed the benchmarks on dual credit, technical competency credit, and advanced placement, and kept the benchmarks for the percent of high school graduates who have participated in one or more of the advanced opportunities. The remaining benchmarks under Goal 1, Objective A remained the same.

Ms. Bent indicated under Goal 1, Objective B, the recommendation would be to remove the number of GEDs awarded per population, as it doesn't indicate the number of students who go-on after obtaining a GED. Rather, they would look at new students on campus who enroll with a GED. They also opted to remove the item showing gaps in re-integration measures between groups with traditionally low educational attainment and the general populace.

Under Goal 1, Objective C, after some discussion, the Board recommended measuring the 60% goal rather than the subsets of that goal. They decided to remove the unduplicated percent of graduates as a percent of degree seeking student FTE, the percent of graduates at teach level relative to Board target numbers and those benchmarks.

Under Goal 1, Objective D, the group decided to revisit the plan in February, adding the PPGA committee will be looking at it next year.

Under Goal 1, Objective E, Ms. Bent pointed out it contains a number of measures regarding the University of Utah and students participating in our medical programs,

family medical residency, and psychiatry program. She clarified that the particular measures are in the plan in part because we don't do a separate strategic plan for them. If they were not in the Board's plan, they would require their own strategic plan as per state requirements. Dr. Hill recommended moving Goal 1, Objective E and its performance measures to under Goal 2, and provided reasoning for the suggestion, realizing modifications may be necessary. There were no objections to the change.

Under Goal 2, Objective B, Ms. Bent recommended removing all of the performance measures, and reworking the goal. They decided to keep the measure of *Total amount of research expenditures.*

Under Goal 2, Objective C, there were no objections to removing the measure of *increase in gross state product (GSP)*.

Under Goal 3, Objective A, *Data-informed Decision-Making,* the group discussed developing a new goal. They discussed development and implementation of a single K-20 data dashboard as the objective and as a strategic initiative vitally important to the state. Ms. Bent indicated staff would make those changes and bring it before the Board in February for comment. They discussed having the two remaining objectives under Goal 3 (Objective B, Quality Teaching Workforce, and Objective B, Alignment and Coordination) fall under a new Goal 4. There was agreement with the recommendation. Under Objective B, the benchmark data would be available in October when the performance reports are presented. Under Objective C, they discussed moving the two dual credit benchmarks to under Goal 1 – Access as part of its performance measures.

Under Goal 3, Objective D – Productivity and Efficiency, Mr. Westerberg recommended moving performance measures 1, 3, and 6 to Goal 1 – Access. They agreed to remove the remaining two benchmarks.

Under Goal 3, Objective E, Mr. Freeman recommended keeping it and the performance measure, and allowing staff time to work on it to bring it back before the Board in February. There were no objectives to this recommendation. Ms. Bent recommended, based on the changes proposed for the Strategic Plan, for staff to work on the Operational Plan and bring it before the Board in February. There were no objections to the recommendation.

C. Higher Education Research Strategic Plan

M/S (Critchfield/Soltman): To approve the 2017-2021 Higher Education Research Strategic Plan as submitted in Attachment 1. The motion carried unanimously.

Mr. Carson Howell, the Board's Director of Research, introduced the item and briefly outlined minor changes to the plan which clarify some of the challenges and link them to the objectives and goals of the strategic plan. Dr. Hill praised the work that has been done on the HERC Strategic Plan.

The meeting recessed at 4:05 p.m. MST until Thursday morning at 8:00 a.m. MST.

Thursday December 15, 2016, 8:00 a.m., College of Western Idaho, Micron Center for Professional-Technical Education

The Board reconvened at the College of Western Idaho at the Micron Center for Professional-Technical Education in Nampa for regular business. Board President Atchley called the meeting to order at 8:00 a.m. Mountain Time and thanked CWI for their hospitality. She introduced Dr. Jeff Davis, CWI Music Program Anchor Faculty Member, to sing the national anthem.

Ms. Atchley pointed out that Ms. Critchfield was not able to attend today's meeting and Dr. Clark would be handling the Planning, Policy and Governmental Affairs portion of the agenda. Mr. Scoggins joined the meeting at 8:11, Superintendent Ybarra joined the meeting at 8:13.

OPEN FORUM

There were no requests to speak during open forum.

CONSENT AGENDA

M/S (Clark/Hill): To approve the consent agenda as presented. The motion carried 5-0. Mr. Scoggin, Ms. Ybarra, and Ms. Critchfield were absent from voting.

Business Affairs & Human Resources – Section II Human Resources

1. Boise State University – Campus Law Enforcement Services Contract with Boise Police Department

BOARD ACTION

By unanimous consent to approve the request by Boise State University to execute a campus law enforcement contract with the Boise Police Department in substantial conformance with the proposed contract in Attachment 1.

2. Idaho State University – Lease of Real Property to McDonald's USA, LLC

BOARD ACTION

By unanimous consent to approve the request by Idaho State University to enter into a long-term ground lease agreement with McDonalds, and to delegate authority to the Interim Vice President for Finance and Administration to execute all relevant documents in substantial conformance with the terms provided in Attachment 1.

3. University of Idaho – Human Resources Third Party Administration Services Contract

By unanimous consent to approve the request by the University of Idaho to enter into a contract with Morneau Shepell Limited, for services relating to employee benefit enrollment, retiree and COBRA administration for the UI's employee/retiree benefits plan in substantial conformance to the contract materials submitted to the Board in Attachment 1.

Instruction, Research & Student Affairs (IRSA)

4. Programs and Changes Approved by the Executive Director – Quarterly Report

Information regarding this item was included in the agenda materials for informational purposes.

5. State General Education Committee Appointments

By unanimous consent to appoint Dr. Joanne Tokle, representing Idaho State University; and Dr. John Bieter, representing Boise State University to the General Education Committee, effective immediately.

6. Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Appointments

By unanimous consent to appoint Dr. David Hill to the Experimental Program to Stimulate Competitive Research Idaho Committee as an ex-officio member based on his position as a member of the Idaho State Board of Education.

By unanimous consent to appoint Dr. Janet Nelson to the Experimental Program to Stimulate Competitive Research Idaho Committee as an ex-officio member based on her position as the Vice President of Research at the University of Idaho.

By unanimous consent to appoint Skip Oppenheimer to the Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the private sector effective immediately and expiring on June 30, 2021.

Planning, Policy & Governmental Affairs (PPGA)

7. President Approved Alcohol Permits - Report

A list of approved permits by institution was provided for informational purposes in the agenda materials to the Board.

8. University of Idaho – Naming of Indoor Golf Facility

By unanimous consent to approve the request by the University of Idaho to name the Indoor Golf Performance Facility the "Jess and Kathleen Hall Vandal Golf Performance Center."

9. State Rehabilitation Council – Appointment

By unanimous consent to approve the appointment of Robert Atkins to the State Rehabilitation Council as a representative for the business/industry and labor for a term of three years effective January 1, 2017 and ending December 31, 2019.

State Department of Education (SDE)

10. Professional Standards Commission – Boise State University – Health Endorsement

By unanimous consent to accept the Professional Standards Commission recommendation to conditionally approve the Health Endorsement offered through Boise State University as an approved teacher preparation program.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. College of Western Idaho (CWI) Biennial Progress Report

Dr. Clark introduced CWI President Dr. Bert Glandon for his biennial report to the Board. Dr. Glandon welcomed the Board and guests to Nampa for the December meeting. He publically thanked Guy Hurlbutt for his service to CWI. Specific details regarding the institution's progress toward meeting its strategic plan goals may be found in the report submitted as part of the agenda materials.

Dr. Glandon reported their Strategic Plan will be implemented in 2018 and contains six objectives. The college's enrollment is remaining consistent over the last three years and they are still experiencing growth. Workforce development has added additional programs in response to industry needs. CWI apprenticeship programs have exceeded 1000 student enrollments this year. He reported CWI has realized nearly a 250% increase in degrees and certificates since 2012. Regarding accreditation, they have finished their seventh year with the Northwest Commission on Colleges and Universities (NWCCU); an evaluation was completed in October and they expect to receive independent accreditation this Spring. He thanked College of Southern Idaho's President, Dr. Jeff Fox, and his entire team for their help and support in CWI's success during the accreditation process.

Dr. Glandon reported on the accommodations and recommendations received by CWI. He indicated the CWI trustees are exploring future growth options, and the goal is to have CWI operating from three campuses: Nampa, Boise, and Ada County. Dr. Clark thanked Dr. Glandon and CWI for their hospitality and acknowledged their effort in hosting the Board meeting.

Mr. Soltman introduced a student of CWI, Russell Njilayi, from whom he received a letter regarding High School Outreach. Mr. Soltman shared portions of the letter to the Board, indicating Mr. Njilayi is a first generation college student who moved from Congo, Africa to the United States in 2010. His advice to the Board is to invest more in helping young adults toward higher education. That is, to help them realize the importance of a higher education not only for themselves, but for society. He added that students will be more successful in college if they have a clear idea and understanding of what they are getting themselves into, and what majors make the most sense for them to follow. He emphasized helping inform students to go to college for more than the canned statement of "going to college is the right thing to do".

2. Rolling Calendar Meeting Locations

This item was presented for informational purposes. At the February 2016 regular Board meeting, staff proposed a rotation meeting schedule. The proposal was discussed at the December President's Council with mixed feelings by the presidents. Approval of the new rotation schedule would result in future meetings being hosted by an institution on the current schedule, however, approximately half of the regular meetings would be held in the Treasure Valley area.

A few of the presidents came forward for comment. Idaho State University (ISU) President, Dr. Art Vailas, commented that the presence of the Board in their respective regions is a welcome thing not only for the institutions and students, but for the community as well. He clarified ISU would be supportive of the recommendations and recognized it would save time and money to use the rotation. Lewis-Clark State College (LCSC) President, Dr. Tony Fernandez was supportive of the Board visiting the campuses every two years and suggested it would be more convenient.

Board member Scoggin commented on the significant expense to the institutions, agencies, and OSBE and SDE offices, but felt the balance would be well set by having four meetings in a central location and a fall and spring visit to campuses in other regions. Dr. Clark reminded the Board this item is not for action at this time, but if the Board wishes to act on it a motion would be brought forward at a later time. Dr. Hill commented he felt the campus visits should still take place at the institutions. He felt reluctant to be any more centralized than the proposed schedule. Mr. Westerberg was supportive of the rotation proposal.

3. Public School Funding Interim Committee Survey Update

Mr. Blake Youde, Communications Officer for the Board office, introduced the item stating that the Board and the Idaho Legislature's Public School Funding Formula Interim Committee (Interim Committee) partnered to collect public input from Idahoans on how the state's public schools are funded. The Interim Committee was tasked with studying the current public school funding structure and making recommendations to the Legislature on possible amendments. The current funding formula is being evaluated to assess its ability to address the variety of learning modalities available to

students as well as increased student mobility. Mr. Youde reviewed how the Task Force Recommendations directed the work on this item and the passage of HCR 33 in 2016 established an interim committee to work on this complicated issue. Superintendent Ybarra and Dr. Clark are on the committee.

Mr. Youde reviewed the regional presentation schedule which served to inform citizens and allow for public comment. There was an on-line public survey made available to Idaho citizens to provide comments and opinions regarding how public school districts and public charter schools in the state are funded. Findings were consistent that the state should inject more money into the public education system in an effort to make it more successful.

4. Direct Admissions Report

Mr. Howell provided a report to the Board on the first year of the direct admissions program. The program was approved by the Board in August 2015 as a way to encourage high schoolers to go from high school directly to college. The Direct Admissions program was designed to remove barriers for students choosing to attend an Idaho public institution. Through data already collected in the Educational Analytics System of Idaho (EASI), high school seniors could be proactively admitted to Idaho public postsecondary institutions. The data suggests that Direct Admissions played a role in the increases seen across the Idaho public institutions where fall 2016 growth by Idaho students who graduated high school within 12 months grew by 6.7% statewide over fall 2015. Students who participated in the survey indicated that 75% of students talked to their parents about going on to college.

Mr. Howell reported on the types of questions asked of the students. One of the goals was also to encourage students to attend an Idaho college or university. Mr. Howell pointed out the collaboration efforts between the institutions that have taken place, and that it speaks to the vision of our institutions to work together for higher education. Mr. Howell indicated they are getting calls from other states to replicate the program. Board members praised the institutions on their work on this item, and Dr. Staben in particular for the idea.

5. 2017 Legislation – Additional
    a. STEM School Designation
    b. Adult Completers Scholarship

M/S (Clark/Soltman): To approve the proposed legislation in substantial conformance to the form provided in attachments 1 and 2 and to authorize staff to work with the Governor's Office and the STEM Action Center to move forward the proposed legislation during the 2017 legislative session. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Clark introduced the item indicating that the Board approved legislative ideas for the 2017 legislative session at the June 2016 regular Board meeting and the Board's 2017 Legislative agenda at a special Board meeting on September 23, 2016.

She indicated that the Board is considering two additional pieces of legislation and background and specific details were provided in the agenda for review. The pieces being considered are the Adult Completers Scholarship legislation and the STEM School Designation.

6. Board Policy – Bylaws – Nomination Committee – First Reading

M/S (Clark/Hill): To approve the first reading of Board policy – Bylaws, establishing a Board Nomination Committee, as submitted in Attachment 1. The motion failed 5-2. Ms. Critchfield was absent from voting.

Dr. Clark introduced the item explaining that Board staff have researched a variety of governing boards' officer nominating processes and procedures, including the Association of Governing Boards recommendations on committee structures and Board governance. The majority of board's that have formal nominating committees are governing boards with much larger membership than Idaho's Board of Education membership. Additionally, it is common for nominating committees for these larger boards to not only make recommendations for board officers, but to also provide nominations for open seats on the boards.

Mr. Westerberg was not supportive of the legislation and felt it was a recommendation to fix something that was not broken. He felt our Board is small enough to continue our present process, and that it makes sense. Mr. Freeman clarified that the item would come back for a second reading after additional work. In general, board members seemed to agree with Mr. Westerberg.

7. Board Policy – I.M. Annual Planning and Reporting – First Reading

M/S (Clark/Soltman): To approve the first reading to Board policy section I.M. as submitted in Attachment 1. The motion carried 7-0.

Dr. Clark indicated approval of changes to Board policy I.M. will further clarify institution and agencies strategic plan requirements.

8. Board Policy – I.T. Title IX and III.P. Students – Student Misconduct Appeals – First Reading

M/S (Clark/Soltman): To approve the first reading of amendments to Board Policy I.T. Title IX and III.P. Students, as submitted in Attachments 1 and 2 as corrected. The item was returned to the Planning, Policy & Governmental Affairs Committee for additional work with Board and institution legal counsel.

Dr. Clark indicated the proposed amendments to Board Policy I.T. correct the reporting requirement where institutions are required to notify students of time frames relevant to investigations as well as to those applicable to hearings. The proposed amendments to Board Policy III.P. I8. limit student appeals to the Board.

Mr. Kevin Satterlee, Vice President and General Counsel from Boise State University (BSU), expressed concerns on the corrections on this policy, particularly on tab 8, page 6. He pointed out it will make their student judicial processes on campus subject to appeal to the Board. He clarified there is already an appeals process established at the campuses and these changes might actually be more work for the Board, and suggested not moving in this direction. Ms. Jenifer Marcus, Deputy Attorney General for the Board office, indicated that existing Board policy III.P. allows students to appeal essentially any institution's final decision to the Board. She noted that this was an attempt to narrow the range in situations involving student misconduct. There was additional discussion and institution legal counsel questioned whether the Board should consider whether it wants to hear these type of student conduct appeals. Mr. Satterlee pointed out just at BSU, they heard 112 appeals at the basic level. He added that if the Board would like to learn about the institution appeals processes the information would be made available. Ms. Marcus pointed out that the Board only hears appeals if the Executive Director refers it to the Board. There was additional discussion on the interpretation and breadth of the policy.

Board member Hill reminded the Board there are two policies being discussed and asked if there would be opposition to the change in I.T. Legal counsel from Idaho State University (ISU), Joanne Hirse-Stacy reported on the number of conduct and grievance cases at ISU and suggested inserting timeframes in the policy. Mr. Westerberg suggested returning the item to PPGA, requesting legal counsel work together on clarifying the policy. Mr. Westerberg requested unanimous consent to return the item to PPGA for additional work by Board and institution legal counsel. There were no objections to this request.

9. Board Policy – I.V. Career Technical Education – Industry Partner Fund – Second Reading

M/S (Clark/Soltman): To approve the first reading of Board Policy IV.E. Division of Career Technical Education, Subsection 7, Industry Partner Fund as submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Clark introduced the item pointing out the impact of this policy formalizes the relationship between the Technical Deans Leadership Council (TCLC) and the Administrator of the Division of Career Technical Education in accepting, reviewing, and awarding proposals that are submitted under the Industry Partner Fund. There were no changes between first and second reading.

10. Educator Preparation Performance Measures and Definition – Low Performing

M/S (Clark/Westerberg): To approve the proposed measures for determining Educator Preparation Provider program effectiveness, as submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Ms. Tracie Bent, Planning Policy & Governmental Affairs Officer from the Board office, provided some background on the item, reminding the Board they reviewed this item at the October Board meeting. The material today contains minor changes that are consistent with the revised Title II requirements under the Higher Education Act recently released by the U.S. Department of Education. She clarified the state is required to report on teacher preparation programs that are low performing, adding that low performing programs could become ineligible for the Teacher Education Assistance for College and Higher Education (TEACH) grants.

AUDIT

1. FY 2016 Financial Statements

M/S (Soltman/Scoggin): To accept from the Audit Committee the Fiscal Year 2016 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as submitted by Moss Adams LLP in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Soltman introduced the item indicating that Moss Adams LLP, the independent accounting firm that conducts annual financial audits of BSU, ISU, UI, LCSC and EITC, reviewed their findings with the Audit Committee and Board staff in November. He pointed out Lewis-Clark State College had a finding related to student financial assistance. Mr. Chet Herbst, Chief Financial Officer from the Board office, provided background on the item, pointing out that LCSC has corrected the finding. He commented that last year Moss Adams had zero findings for the institutions. The audit results were included in the agenda materials for the Board members' review.

2. FY 2016 Financial Ratios

Mr. Soltman introduced the item which was provided for informational purposes for the Board. Mr. Herbst provided a financial ratio analysis overview, and reviewed the four ratios of particular interest to the Board which helps them in reviewing the financial health and relative efficiency of each institution. By combining those four ratios, it provides a composite financial index ratio used to review the institutions. Mr. Herbst reported on other considerations in comparing the financial health of the institutions and reported the agenda materials include a report on the ratios for each institution.

3. FY 2016 Net Position Balances

Mr. Herbst reported on the colleges and universities unrestricted net position which is an informational item for the Board. The net position balances as of June 30, 2016 are shown in the attachments to the agenda materials. Mr. Herbst provided a detailed overview of the areas considered in determining the unrestricted net positions of the colleges and universities. He pointed out that the volatility of state funding as well as fluctuations in enrollment and tuition revenue necessitates that institutions maintain fund balances sufficient to stabilize their operating budgets. The Board has set a minimum

target reserve of 5% of operating expenditures as a benchmark in its Strategic Plan, Goal 3, Objective D.

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. University of Idaho – Market Rate-Based Compensation System

Mr. Westerberg introduced the informational item and invited the University of Idaho (UI) to provide comments. He pointed out the Board approved implementation of a revised classification system for classified employees in August 2013. The University of Idaho proposes a new compensation system which will be brought before the Board for action at a later date.

Mr. Brian Foisy, Vice President for Finance and Administration at UI, provided some background on the item and reviewed market based compensation for the Board. He introduced Mr. Wesley Matthews, Director of Human Resources at the university, to provide a presentation. Mr. Matthews indicated UI proposes to move forward from its current compensation system to a market-based system which provides a specific market rate for each individual position. With this approach, the university can be as precise as possible in offering competitive salaries when hiring, and achieving and maintaining equitable salaries for current employees. He added this approach would make the institution more competitive in recruitment and retention efforts. Mr. Matthews provided a detailed overview of the proposal. He reviewed the primary sources for obtaining market data which include data from the Bureau of Labor and Statistics for the eight-state region, the CUPA-HR for Carnegie R2 classification in the western US, and pointed out that market data includes average, entry and experience level, and standard deviation.

Mr. Matthews reported that discussions on campus have received very positive feedback, adding the university has been transparent and inclusive of staff, have conducted open forums, and have formed a Compensation Task Force to further develop the concept.

Mr. Foisy pointed out they are personally responding to any questions they have received from employees regarding the proposal. Support for the proposal has been very positive.

Ms. Atchley asked about how employee evaluations fit into this system. Mr. Matthews explained how a solid base pay foundation will make a difference for employees. Mr. Foisy added that if an employee is performing below satisfactory, they do not receive merit increases. Mr. Soltman reminded Board that not long ago the university consolidated pay grades, and now they are exploding the pay grades. He cautioned it on being a flavor of the day. Mr. Foisy described their current system and pointed out that they have been experiencing an 18% turnover, meaning roughly one of five employees leave every year, stressing the system needs a remedy. They are designing

a system they believe is fair, logical, and appeals to employees, and should help provide longevity in positions.

Dr. Clark asked about their minimum hourly rate. Mr. Matthews responded it is $12.02. Mr. Scoggin asked if they feel their turnover is driven exclusively by pay. Mr. Foisy responded not exclusively, but they have found massive disconnects between pay grades and actual salary offered in the market. Mr. Scoggin asked what costs in salary would this drive. Mr. Foisy responded they believe their minimum salary should be at least 80% of market. He indicated a preliminary numbers for an approximate 10-12% increase with a transition period of 5-7 years would cost around $6-$7 million.

Section II – Finance

1. Medical Education Committee Update

M/S (Westerberg/Soltman): To accept the findings and recommendations of the Medical Education Study Committee as presented in Attachment 1, and to forward these to the Governor. The motion carried 6-0. Dr. Clark abstained from voting on this item. Ms. Critchfield was absent from voting.

Mr. Herbst provided a report from the Medical Education Study Committee (Committee) for the Board on the findings and recommendations of the Committee. He reviewed the members of the Committee chaired by Dr. Ed Dahlberg, former CEO of St. Luke's, and reported that progress has been made on a number of the recommendations of the 2009 Committee Report.

Mr. Herbst reported the 2016 findings indicated three main areas of concern which included 1) the supply of health care providers, 2) maldistribution of processional providers, and 3) the lack of mental health care providers. He reported on the shortages throughout the state and physician disbursement which is very sparse in rural areas. Mr. Herbst outlined the specific recommendations which included to continue to grow the number of accredited residencies, to designate a coordinator to support statewide graduate medical education (GME) expansion efforts, and to implement the Committee's recommendations. Additionally they recommend to grow the supply of qualified preceptors to support training of healthcare providers, sustain programmatic and infrastructure support funding for WWAMI and UUSOM, and to improve support to providers in rural areas. Mr. Soltman remarked highly on the work of the Committee and the dedication of the Committee members.

2. Boise State University – Authorization for Issuance of General Revenue and Refunding Bonds

M/S (Westerberg/Clark): To approve the finding that the Fine Arts Building is economically feasible and necessary for the proper operation of Boise State University and to approve a Supplemental Resolution for the Series 2017A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State

University authorizing the issuance of General Revenue Project and Refunding bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to $78,570,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds; and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

The motion carried unanimously 7-0. Ms. Critchfield was absent from voting.

Ms. Stacy Pearson provided background on the item and that Boise State University (BSU) requests approval by the Idaho State Board of Education (Board) to issue tax-exempt general revenue and refunding bonds related to the construction of their Fine Arts Building. She indicated they will realize a savings of about 8% or nearly $3.5 million. Ms. Pearson was accompanied by Ms. JoEllen Dinucci, Associate Vice President of Finance and Administration of BSU, and S.C. Danielle Quade of Hawley, Troxell, Ennis & Hawley LLP, Bond Counsel.

3. Boise State University – Relocation of Facilities and Central Receiving Building – Planning and Design

M/S (Westerberg/Scoggin): To approve the request by Boise State University to proceed with planning and design of the Campus Planning and Facilities Building, under a Design-Build project approach, for a total cost not to exceed $150,000. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Kevin Satterlee of BSU indicated the new Center for Materials Science research will displace the current building and yard housing facilities services. They have identified property owned by the university as a suitable site for the relocated functions which will be designated as the "Campus Planning and Facilities (CPF) Building". He provided a visual overview of the project, and outlined the planning and design phase, indicating the requested project will be funded with institutional dollars and is included in their Board-approved six-year capital plan. Upon completion of the planning and design phase, BSU will seek Board approval for the construction phase of the project.

4. Boise State University - Residential Honors College and Additional Student Housing Project – Agreement with EDR Boise LLC

M/S (Westerberg/Soltman): I move to approve the request by Boise State University to enter into the attached letter agreement with EdR Boise LLC, a wholly-owned subsidiary of Education Realty Operating Partnership LP, including purchase of the rights to operate and control the dining facility; and for the University to authorize EdR to complete the buildout of the facility, including furniture, fixtures, and equipment, for an estimated additional cost of $3,000,000 with a total project cost not to exceed $6,500,000; and to delegate authority to the Vice President for Finance and Administration to execute all relevant documents

in substantial conformance with the terms herein. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Satterlee reminded the Board in August 2015 it approved a ground lease and operating agreement with EdR Boise LLC which provides for the construction and operation of a new residential Honors College and additional student housing project at Boise State. He provided a visual illustration and concept drawings of the space for the Board. Mr. Satterlee reported on details of the dining facility and confirmed anticipated auxiliary operations revenues and reserves are sufficient to cover the additional $2 million cost of the complete facility buildout within the revised overall project cost of $6.5 million. The original cost was $5.5 million and the additional $1 million was covered by their current food vendor Aramark. There is currently 4.5 years remaining on the contract with Aramark and which does contain cancellation provisions.

5. Boise State University – Online Program Fee – Existing Online Undergraduate Certificate in Design Ethnography

M/S (Westerberg/Hill): To approve the request by Boise State University to designate an online program fee for the Boise State University undergraduate certificate in Design Ethnography in the amount of $497 per credit in conformance with the program budget submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Westerberg introduced the item that BSU is requesting Board approval of an online fee structure for a new certificate program. He requested to have additional discussion in the BAHR Committee regarding on-line fees. BSU's on-line fee request would be applicable only to students in the Design-Ethnography online course sections, and would not apply to BSU students who are simultaneously enrolled in other BSU programs.

6. Idaho State University Foundation - Release of Easement Rights in Idaho Falls

M/S (Westerberg/Clark): To approve the request by the Idaho State University Foundation for the Board to release its easement on the half acre parcel owned by the Foundation, as more particularly described on the attached documents. The motion carried 6-0. Dr. Hill abstained from voting. Ms. Critchfield was absent from voting.

Mr. Westerberg pointed out the Board would be vacating an easement on a half-acre parcel owned by the ISU Foundation.

7. University of Idaho – Six-Year Capital Plan Update – Salmon Classroom and Idaho Arena

M/S (Westerberg/Hill): To approve the proposed revision to the University of Idaho's six-year capital plan for FY2018 through FY2023, as submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Westerberg introduced the item whereby UI is requesting to add two items to its Six-Year Capital Plan for FY2018 through FY2023. The university is bringing the request forward in order to proceed with additional fundraising. Mr. Dan Ewart, Vice President for Infrastructure, provided that the UI is providing an updated Six-Year Capital Plan to reflect changes on two projects: To upgrade of the university's extension center in Salmon, Idaho; and construction of a multi-purpose arena adjacent to the Kibbie Activity Center on the Moscow, Idaho campus.

8. University of Idaho – Educational Association Agreement with Navitas

M/S (Westerberg/Soltman): To authorize the University of Idaho to execute the contract with Navitas Moscow, and Navitas Holdings, for a Pathway Program for Recruiting International Students, in substantially the same form as that attached hereto as Attachment 2. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Westerberg indicated the UI requests authorization to execute an educational association agreement with Navitas to develop and implement the University of Idaho International Student Success Program. He pointed out Navitas is a well-known firm and this contract will benefit the campus by increasing the number of overall international students, and increasing the opportunities for all students to expand their international knowledge and experience.

9. Lewis-Clark State College – Living and Learning Complex Project – Planning and Design Phase

M/S (Westerberg/Clark): To approve the request by Lewis-Clark State College to proceed with planning and design of the Living and Learning Complex project at a cost not to exceed $1.4 million. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Westerberg indicated LCSC is requesting Board approval to proceed with planning and design for the Living and Learning Complex project. Dr. Fernandez introduced Todd Kilburn and Dr. Ron Smith from LCSC to provide details regarding the project.

Dr. Ron Smith, Special Assistant to the President, provided an overview of the Living and Learning Center project and described it in detail. He indicated the total project is currently estimated at $17 million, including design and construction costs, appropriate and precautionary contingency allowances, and fixtures, furniture and equipment (FF&E) estimates. Mr. Smith clarified funding for this project is to be provided through the use of institutional reserves and donated gifts. He added these funds will supplement money acquired through borrowing (bonding) with the debt service to be paid through student rental fees.

Dr. Fernandez announced that Dr. Smith is retiring from higher education and his official last day is tomorrow. Dr. Fernandez shared the background of Dr. Smith, who has been

a tremendous help to LCSC. He thanked him for his work and wished him well in his future adventures. Ms. Atchley thanked Dr. Smith for his service in higher education and to the state.

10. Lewis-Clark State College – Six-Year Capital Plan Update – Career Technical Education Building

M/S (Westerberg/Soltman): To approve the revision to the Lewis-Clark State College six-year capital plan as submitted in Attachment 2. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Fernandez announced this is a recent development at LCSC and in the Lewis Clark valley, and they are requesting approval to add a new Career Technical Education building to their six year capital plan. He indicated LCSC intends to partner with local industry and the local school district to develop and construct the building, and described details of the discussions that led to here. He pointed out this project will provide training in technical vocations to meet the labor force needs and provide collaborative programs with the new Lewiston High School. Dr. Fernandez noted LCSC makes this request at this time in order to put together a funding plan that includes possible donations, Federal grant opportunities, institutional contributions and other State funds. Board members expressed enthusiasm for this item.

DEPARTMENT OF EDUCATION (SDE, Department)

1. Superintendent's Update

Superintendent of Public Instruction, Ms. Sherri Ybarra, will provide updates on the State Department of Education, report on the progress of implementing Mastery Education, provide a Legislative update, and discuss teacher shortages and teacher evaluation audits.

Ms. Ybarra introduced a number of her staff who were present to assist with the Superintendent's update and provide additional information.

Mr. Duncan Robb, the Department's Chief Policy Advisor, provided a legislative update and discussed teacher shortages. Mr. Robb discussed the challenge, the proposed solution, and the legislative approach for the three legislative items which were related to education support centers, school social workers, and college and career advisors. He provided a handout detailing the items, the challenges, and proposed solutions. There was discussion on how districts will be impacted and how the distribution for college and career advisors will be increased and the anticipated results. Ms. Lisa Colon, Director of Certification, and Mr. Pete Koehler, Chief Deputy, provided clarifying remarks. Regarding the school social workers item, Mr. Robb reviewed the intent to clarify statutory requirements for school counselors and to potentially revise IDAPA rule to better reflect the intended endorsement requirements for school counselors and/or school social workers.

Mr. Robb next reported on the teacher shortage. He indicated a questionnaire was administered to district superintendents asking two questions: 1) were there any teaching positions that were unfilled, if so, which ones. And 2) did they declared a hiring emergency. Mr. Robb reported on the results of the survey which showed 33 districts reporting unfilled positions with 120 total vacancies. Vacancies were especially evident in special education, technology, and core content subjects. Mr. Robb said they were surprised by the number of superintendents who reported on their use of last minute or alternative authorization hires. Feedback from the superintendents included several recommendations to "grow your own". He reported on the action SDE is taking including to help teachers obtain certification using the alternative authorization route and encouraging districts to use leadership premium dollars to award excellent teacher mentors.

Dr. Clark recommended having additional information or requirements regarding the American Board for the Certification of Teacher Excellence (ABCTE) available. Mr. Freeman also reminded the group of the Troops to Teachers resources as well. Mr. Robb clarified that Troops to Teachers is not an alternative path to certification, but an opportunity to increase the teachers in the classroom by hiring qualified veterans.

The meeting recessed for lunch at 11:58 after which they discussed mastery based education and the teacher evaluation audits.

Regarding the teacher shortage report information released earlier this year, Ms. Colon introduced Tony Davis, Consulting Director, and Tedra Clark, Managing Researcher and Project Director, from McREL International. Mr. Davis provided some background on McREL International, a non-profit education research and consulting firm located in Colorado and have been consulting for over 50 years. They were commissioned to conduct a desk review of generalizations of the Idaho teacher evaluation system. He indicated the media misreported the report as an audit rather than it being a desk review and clarified how different the two are. He also pointed out the Department intended to use this report to move forward in teacher evaluations.

Dr. Clark asked if they were given copies of Idaho Code or administrative rules to use as reference. Ms. Clark responded they were given materials that outlined indicators in teacher evaluations. Ms. Colon explained the background of the indicators used that they were looking for, and that McREL was not given any IDAPA or Idaho Code references. The materials were provided in July 2015. Mr. Soltman asked if in their opinion Idaho is using the Charlotte Danielson model appropriately. Mr. Davis responded in the affirmative. Mr. Scoggin requested their top takeaway's from the report. Mr. Davis responded that a clear definition of educator effectiveness is very important. Secondly is to be thoughtful in working with the steering committees around the state and put together concise and strategic actions to follow in terms of professional development. Thirdly is to take the results moving forward in teacher practice and strengthening the teacher pipeline. Ms. Clark clarified there were no indicators of administrators doing anything wrong or evidence of administrators reporting inaccurately. Ms. Clark indicated the report served as more of a base line related to teacher evaluations. Mr. Scoggin asked what *they* learned from our current

practice. Mr. Davis responded that precision in language around educator effectiveness is important, and summarized the conclusions of the report. He concluded there was consistency in the way the teachers were reviewed.

Mr. Soltman asked if there was a communication plan to discuss how the results were presented. Ms. Clark responded the findings were presented to the department within the timeline required. Mr. Jeff Church, Chief Communications Officer for the Department, responded that while they had received the report, there were still conversations between superintendents taking place which let to continued support for the Danielson model. Mr. Church provided additional details on the timeline. Dr. Clark added they were pleased to have the report presented in a formal manner such as at this meeting which allowed for the oral interpretation of the findings, and discussion of the report.

Ms. Atchley indicated the legislature has tasked the State Board with conducting an audit of the teacher evaluations. She commented on the development of a checklist or rubric that ensures the audit will look at the process, but not the content of the evaluation, and the Board must ensure the process specified in code occurs. She commented there is a great deal of concern on this issue, and the findings will help Idaho do a better job on teacher evaluations. Ms. Colon responded on the checklist and that the language needs to be very precise between observation and evaluation.

Mr. Westerberg asked if there is a list of actionable items as a result of this desk review. Ms. Colon responded they are still receiving additional feedback from districts, and they were also asked to provide support to the field in the way of workgroups. Dr. Clark expressed concern about the process and pointed out we must not require any piece of data be included unless is it available prior to the deadline requirements. The dates must be such to allow for complete and thorough reporting in a timely manner.

Ms. Kelly Brady, Director of Mastery Education, presented a report on mastery based education and related pieces of legislation. She pointed out mastery based education was one of the recommendations of the Education Task Force. Ms. Brady provided the definition of mastery based education and reported on the progress they have been making in the area, also providing a handout of the legislation they are proposing. Ms. Brady reported they are doing statewide awareness campaigns with the help of Strategies 360, to launch a corresponding public awareness and communication effort that will offer tools and resources for educators and administrators, public, and media. They are also doing parent and stakeholder interviews and surveys to determine the perception of mastery based education, and will be collaborating with higher education institutions to incorporate a transition to a mastery based education system.

Superintendent Ybarra introduced Mr. Scott Cook, Director of Academic Services, and Ms. Karlynn Laraway, Director of Assessment.

2. Temporary Rule – IDAPA 08.02.03.004.01, Idaho Content Standards – Science

M/S (Ybarra/Hill): To approve the Revised Idaho Science Content Standards, the incorporated by reference document, as submitted in Attachment 3. The motion carried 7-0. Ms. Critchfield was absent from voting.

AND

M/S (Ybarra/Hill): To approve the Temporary Rule amendment to IDAPA 08.02.03.004, Rules Governing Thoroughness, the Idaho Content Standards, as submitted in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Mr. Cook, Director of Academic Services, provided background on the item in that the science standards attached to the agenda materials are a revised set of standards different than what the Board adopted in August 2015. Differences between the two revisions include revisions of structure and organization, including eliminating correlations to Idaho Content Standards in Mathematics and English Language Arts and Literacy, as well as other correlations to engineering practices. He pointed out revisions were also made to the standards to answer concerns of stakeholders and legislators.

3. Professional Standards Commission 2015-2016 Annual Report

M/S (Ybarra/Westerberg): To accept the Professional Standards Commission 2015-2016 Annual Report. The motion carried 7-0. Ms. Critchfield was absent from voting.

Ms. Ybarra indicated the Professional Standards Commission (PSC) report includes the number of requests that were received for Alternate Authorization for Interim Certificates as well as the number of individuals completing Board approved non-traditional preparation programs. There are currently two non-traditional preparation programs approved by the Board, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA). Mr. Soltman asked if the revocations and if we are up or down. Ms. Lisa Colon responded they do not have the previous years to indicate whether it is up or down.

4. Emergency Provisional Certificates

M/S (Ybarra/Clark): To approve one year emergency provisional certificates for Colby Argyle, Roxana Camacho, Jonathan Sheen, Joshua Spencer, Nathan Bundy, and Paiten Mortan to teach the content area and grade ranges at the specified school districts as provided herein. The motion carried 7-0. Ms. Critchfield was absent from voting.

Ms. Ybarra indicated this is to provide emergency provisional certificates for school districts. She pointed out that Section 33-1203, Idaho Code allows the Board to authorize provisional certificates in declared emergencies. Each of the applicants have at least two years of training from an accredited postsecondary institution. She clarified that if emergency provisional certificates are not approved, the school districts will have

no certificated staff to serve in the classrooms. Mr. Westerberg recommended putting this item on the Consent Agenda in the future.

5. Recommendation from the Bias and Sensitivity Committee

M/S (Ybarra/Soltman): To approve the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item, as submitted. The motion carried 6-1. Dr. Hill voted nay on the motion. Ms. Critchfield was absent from voting.

Ms. Ybarra provided some background on the item that the Board appointed a Bias and Sensitivity Committee to review any new test items that have been added to any summative computer adaptive test, including the Idaho Standards Achievement Test for English Language Usage and Mathematics. She noted following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers.

Dr. Hill expressed significant reservations about the cost benefit of this.

At this time Mr. Freeman introduced Dr. Randall Brumfield as the Board's new Chief Academic Officer who comes from the University of Kansas.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. University of Utah – School of Medicine Report

Mr. Chet Herbst provided an overview of the report for the Board. As part of the Board's contract with the University of Utah School of Medicine (UUSOM), the Board receives an annual report which provides program information including curriculum, clerkships, budget, and names and home towns of first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2018-2019 academic year.

2. Board Policy III.L. Continuing Education and Credit for Prior Experiential Learning (PLA) – First Reading

M/S (Hill/Scoggin): To approve the first reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided in Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Dr. Brumfield noted two changes to this policy which establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded. The use of PLAs and granting of credit is ancillary to achieving the Board's 60% Goal. Current PLA efforts on the campuses are insufficiently employed by students or aspiring students. As a result, these opportunities are not effectively communicated which leads to underutilization. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.

3. Board Policy III.N. General Education – First Reading

M/S (Hill/Scoggin): To approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Dr. Brumfield indicated the existing requirement calls for five of the six competencies to be met. Following the General Education Summit held on October 5, 2016, the recommendation from the General Education Committee was to require students to meet all six competencies upon completion of a course. This proposed amendment provides increased uniformity to the general education framework bringing the outcomes into alignment with the national discipline expected outcomes.

4. Board Policy III.W. Higher Education Research – First Reading

M/S (Hill/Westerberg): To approve the first reading of Board Policy III.W., Higher Education Research as submitted in Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Mr. Howell provided a brief overview of the proposed changes which included outlining the terms the Vice Presidents of Research at each of the institutions serve on the Higher Education Research Council (HERC). Two sections contain more substantive changes which incorporate past action taken by the Board regarding reporting Center for Advanced Energy Studies (CAES) activities, use of funds appropriated for the use of the Board's Higher Education Research Council and designated for Idaho Global Entrepreneurial Mission purposes, and update minimum program reporting requirements.

5. Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – Second Reading

M/S (Hill/Clark): To approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Dr. Brumfield indicated every two years the institutions are responsible for updating program names and degree titles and ensuring such updates occur on a regular basis. The proposed amendments also clarify the expectations of the universities regarding the delivery of statewide program responsibilities. There was one change between first and second reading that would further clarify the term "when necessary" under subsection 2.b.i. regarding the delivery of statewide program responsibility programs.

6. Boise State University – Bachelor of Science in Urban Studies and Community Development

M/S (Hill/Scoggin): To approve the request by Boise State University to create a Bachelor of Arts in Urban Studies and Community Development in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 6-0. Ms. Ybarra and Ms. Critchfield were absent from voting.

Dr. Hill indicated BSU proposes to create a new Bachelor of Arts (BA) degree in Urban Studies and Community Development. Dr. Schimpf, Provost and Vice President for Academic Affairs from BSU, provided information on the item pointing out the new program is the first of two programs being proposed by BSU's new School of Public Service; the second will be a BA in Global Studies, which will be considered at a later Board meeting. Both programs are designed to cross the lines that exist between traditional disciplines such as Political Science, History, Public Policy, and Economics, and will make use of faculty expertise and coursework across the university. BSU projects that the program will accept approximately 20 new students a year, have an overall enrollment of approximately 120 students, and have at least 16 graduates per year once the program is fully up and running.

7. Boise State University – Master of Athletic Training

M/S (Hill/Scoggin): To approve the request by Boise State University to create a new academic program that will award a Master of Athletic Training in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Schimpf introduced the item indicating BSU proposes to create a new program that will award a Master of Athletic Training degree. BSU has offered an accredited Bachelor of Science in Athletic Training for 34 years, and transition to a master's level program is being required by the Commission on Accreditation of Athletic Training Education. The proposed program will be offered face-to-face in BSU's regional service area. Two faculty members and one graduate assistant who now teach in the bachelor's level program will be assigned to the master's level program. One additional faculty member will be funded using resources reallocated within the College of Health Sciences.

8. Boise State University – Master of Science in Economics and Master of Economics

M/S (Hill/Scoggin): To approve the request by Boise State University to create a new academic program that will award a Master of Science in Economics degree and a Master of Economics degree in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Schimpf introduced the item and indicated BSU proposes to create a new program that will award a Master of Science degree in Economics and a Master of Economics degree. The proposed program will be offered face-to-face in BSU's regional service area. Creation of the proposed program will have minimal fiscal impact. A portion of the coursework will be provided by existing undergraduate economics courses that will be cross-listed as graduate courses.

9. Idaho State University – Master of Arts in Teaching

M/S (Hill/Scoggin): To approve the request by Idaho State University to approve the Master's in Teaching in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Laura Woodworth-Ney, Provost and Vice President for Academic Affairs from ISU introduced the item indicating ISU is requesting the addition of a Master of Arts in Teaching Program (MAT). This degree will target a demonstrated need in Idaho for qualified personnel in the secondary school setting. This program is a blend of the existing Master of Arts in Secondary Education degree and the Certification Only track. Both programs will continue to exist alongside the MAT. MAT programs ensure deep content knowledge grounded in a bachelor's degree, and then provide master-level pedagogy and research skills that prepare teachers for initial licensure while focusing on the analysis of student data and implementation of best practices that support student achievement. ISU projects approximately 12-20 initial enrollments at the start of the program. Upon implementation, cohort enrollment will be capped at 20 candidates.

10. Idaho State University – Master of Social Work

M/S (Hill/Scoggin): To approve the request by Idaho State University to approve the Master's in Social Work in substantial conformance to the program proposal submitted as Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

M/S (Hill/Scoggin): To approve the request by Idaho State University to designate a professional fee for the Master of Social Work in the amount of $200 per semester in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Laura Woodworth-Ney indicated ISU is requesting Board approval for a Master's in Social work and to designate a professional fee for it in the amount of $200 per semester. ISU is currently approved to offer a Bachelor of Arts (BA) degree in Social Work.

She reported currently, the BA program prepares graduates for generalist professional practice and a new MSW program would prepare graduates for advanced professional practice within the field of social work through mastery of a core set of competencies as set forth by the Council on Social Work Education (CSWE), the national accrediting body. Two options for the MSW degree would be offered: 1) a one-year, advanced standing MSW program which would be an efficient graduate education option for those students who complete their BA degrees in social work at ISU or another CSWE accredited program; 2) a traditional two-year program for students who have completed non-social work BA degrees.

She pointed out ISU projects 25 initial enrollments at the start of the program with 25 additional enrollments in year two and another in year three, after which enrollment would stabilize at approximately 75 students. ISU requests approval to assess a professional fee consistent with Board Policy V.R.3.b.iv. at $200 per semester. Dr. Woodworth-Ney indicated they would revisit the professional fee after the program is underway.

11. Dual Credit Workgroup Recommendations

M/S (Hill/Westerberg): To direct Board and Institution staff to develop recommendations and implementation timelines in alignment with the Dual Credit Workgroup recommendations and bring back for Board consideration at a later date. The motion carried 7-0. Ms. Critchfield was absent from voting.

Dr. Hill introduced the item providing some background that at its February 2016 meeting, the State Board's Instruction, Research, and Student Affairs (IRSA) Committee asked Board staff to assemble a workgroup consisting of representative stakeholders from higher education and K-12 education to bring forward a set of recommendations to make improvements to Idaho's dual credit program.

Dr. Brumfield summarized the report and recommendations, indicating the adoption and implementation of these recommendations offers an opportunity to provide consistency and transparency of processes; generate greater efficiencies, and potentially create greater access for many rural students. This would create more accessible pathways for current high school teachers, particularly in rural areas to earn the necessary credentials to teach dual credit courses in their high schools.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Westerberg/Soltman): To adjourn the meeting at 2:49 p.m. Mountain Time. The motion carried unanimously 7-0.

Idaho State Board of Education

Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career-Technical Education

DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION

January 27, 2017
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held January 27, 2017 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Emma Atchley presided and called the meeting to order at 11:30 a.m. Mountain Time. A roll call of members was taken.

Present:
Emma Atchley, President
Linda Clark, Vice President
Sherri Ybarra, State Superintendent
Don Soltman
Dave Hill

Absent:
Debbie Critchfield, Secretary
Richard Westerberg
Andy Scoggin

POLICY, PLANNING & GOVERNMENTAL AFFAIRS (PPGA)

1. **Establishment of a Community College District in Bonneville County**

BOARD ACTION

M/S (Critchfield/Hill): To approve the Resolution set forth in Attachment 1 recommending the formation of a community college district located in eastern Idaho, the boundaries of which shall be made up by the boundaries of Bonneville County, and the establishment

of a new community college therein to be known as the College of Eastern Idaho. The motion carried unanimously 5-0. Dr. Clark, Mr. Scoggin, and Mr. Westerberg were absent from voting.

Ms. Critchfield introduced the item and provided background on the feasibility for the formation of a community college in eastern Idaho. In early 2016, the formation of a Community College Study Panel (Panel) was announced with the purpose assessing of the possibility a community college in eastern Idaho and how it might look. The Panel unanimously recommended the expansion of Eastern Idaho Technical College (EITC) to a comprehensive community college which would be accomplished through a ballot initiative to establish a community college taxing district. The Panel's findings concluded a need for a community college based on state and national statistics, labor market indicators, and a need for increased education opportunities. Additionally, if EITC transitions to a community college it is expected to grow; and over 900 jobs would be created or sustained and additional economic activity would result. The group concluded a full return on investment would occur after nine years.

Ms. Critchfield indicated state law requires not less than one thousand valid signatures on the petition filed with the Bonneville County Clerk's office. The Bonneville County Clerk's office has transmitted to the Board an affidavit that was dated December 28, 2016, certifying 2,852 signatures were received in support of the petition. At this point, the Board must consider whether to approve the establishment of such community college. If so, it must advise the Bonneville County Board of Commissioners within thirty (30) days after the receipt of the petition and recommend an election be called for the organization of such district. The Board must advise the Bonneville County Board of Commissioners no later than Friday, February 3, 2017 of its decision. Ms. Critchfield reviewed the minimum requirements outlined in Idaho Code for the formation of a community college district, pointing out the requirements have been satisfied.

Dr. Rick Aman, current President of Eastern Idaho Technical College, indicated eastern Idaho expects this to be a very viable enterprise and thanked the Board for its support. Mr. Freeman clarified for the record that attachment 4 to the agenda materials contained a slight revision to the report on page 29. The table on page 29 illustrates how much residents and businesses would pay on a levy rate, and a column was added for the home owner's exemption and how the taxes to homeowners would be affected. There were no concerns regarding that change.

Ms. Atchley commented on how thoughtful and well planned the process was on assessing the viability of a community college in eastern Idaho and thanked all those involved their support. Ms. Critchfield communicated the support of Dr. Linda Clark at her request. Dr. Clark was unable to attend today's meeting.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Critchfield/Soltman): To adjourn the meeting at 11:43 a.m. The motion carried unanimously 5-0. Dr. Clark, Mr. Scoggin, and Mr. Westerberg were absent from voting.

TAB	DESCRIPTION	ACTION
1	**BAHR-SECTION I - UNIVERSITY of IDAHO CHANGES IN POLICY REGARDING CLASSIFIED EMPLOYEES**	Motion to Approve
2	**BAHR-SECTION II - IDAHO STATE UNIVERSITY MULTI-YEAR CONTRACT RENEWAL – ELLUCIAN BANNER ERP**	Motion to Approve
3	**BAHR-SECTION II - UNIVERSITY of IDAHO DISPOSAL OF REAL PROPERTY AT UI CAINE CENTER, CALDWELL**	Motion to Approve
4	**IRSA – BOISE STATE UNIVERSITY – NEW BACHELOR OF ARTS IN GLOBAL STUDIES**	Motion to Approve
5	**IRSA –UNIVERSITY OF IDAHO – NEW BACHELOR OF ARTS/BACHELOR OF SCIENCE IN FILM AND TELEVISION**	Motion to Approve
6	**PPGA – LEWIS-CLARK STATE COLLEGE – FACILITY NAMING**	Motion to Approve
7	**PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS**	Motion to Approve

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UNIVERSITY OF IDAHO

SUBJECT

Change to University of Idaho (UI) Policy Regarding Classified Employees.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.D.1.b.

BACKGROUND/DISCUSSION

State Board of Education Policy II.D.1.b. states that Classified employees at the University of Idaho are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board.

The faculty senate of the UI proposes a change to UI policy regarding classified employees to remedy an inconsistency between two policy sections. UI Policy FSH 2260 B-2 calls for two week notice of termination for probationary employees. UI Policy FSH 3390 affirmatively states that no notice of dismissal of a probationary employee is required.

The UI proposes to eliminate this inconsistency by eliminating the inconsistent language from FSH 3390 such that any terminated probationary employee will normally be entitled to two weeks notice.

The change to policy FSH 3390 C-3 is as follows:

C-3. Disciplinary Procedures. These procedures apply to discipline up to and including dismissal. Whenever a department administrator considers it necessary to discipline a classified employee, the administrator must provide the employee with written notice of the contemplated discipline and provide the employee an opportunity to respond and be heard. Such notice should also be sent to the assistant vice president for human resources. The notification is to clearly set forth the specific reasons for the contemplated disciplinary action. After the employee has exercised the opportunity to respond, or declined either affirmatively or through inaction, the department administrator may impose the discipline. If the discipline is dismissal the president or his designee must notify the employee in writing either personally served on the employee or sent by first-class mail, postage pre-paid to the employee at the last known address on file for the employee. When practical, notice of dismissal will be given at least two weeks' in advance of the effective date of dismissal. During the period between notification and effective date, the department administrator may require the employee to use accrued annual leave. ~~No specific requirement for advance notice of dismissal is necessary for probationary employees, but when practical at least five working days' notice should be given.~~

IMPACT

The UI anticipates no specific fiscal impact from these changes.

STAFF COMMENTS AND RECOMMENDATIONS

The proposed change will correct an internal contradiction within UI personnel policies. Staff recommends approval.

BOARD ACTION

I move to approve the changes to University of Idaho policy FSH 3390 C-3, "Disciplinary Procedures," as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY

SUBJECT
Idaho State University (ISU) Renewal of Ellucian Contract

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a.

BACKGROUND/DISCUSSION
ISU is seeking approval to renew its current contract with Ellucian (previously SunGard) for five years. Ellucian (Banner ERP) provides core enterprise applications software for ISU including financial, employee, and student-related processing. Board Policy V.I.3.a. requires Board approval for purchase of equipment, data processing software and equipment and consulting or professional services exceeding $1,000,000.

ISU's initial 10-year contract will expire March 31, 2017. This addendum renews the current contract for another five years at a cost not to exceed $3,318,233. ISU's General Counsel and Purchasing have reviewed and approved the addendum renewal with Ellucian.

IMPACT
ISU wishes to maintain use of its current Banner ERP system infrastructure as the cost of changes would be significant and far exceed the cost of extension of the current contract. Total cost of this contract is not to exceed $3,318,233. This planned expense was budgeted in previous program forecasts.

ATTACHMENTS
Attachment 1 – Original License and Services Agreement Page 3
Attachment 2 – Original Maintenance Agreement Page 17
Attachment 3 – Amendment to Software Maintenance Agreement Page 25
Attachment 4 – Ellucian Banner Renewal Purchasing Justification Page 31

STAFF COMMENTS AND RECOMMENDATIONS
This contract was not competitively bid, due to the significant up front and transition costs that would have been involved to convert the university's operations to a new Enterprise Resource Planning system. Staff coordinated with ISU administration to ensure that this procurement action will be included in the annual report to Legislative Services Office, in accordance with Idaho code (67-9219).

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to renew its existing software and services contract with Ellucian for an additional five years at a cost not to exceed $3,318,233 in substantially the same form as that attached hereto as Attachments 1 through 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SOFTWARE LICENSE & SERVICES AGREEMENT

BETWEEN

SunGard Higher Education Inc.
a Delaware Corporation
with Headquarters at:
4 Country View Road
Malvern, PA 19355

("SunGard Higher Education")

AND

Idaho State University
921 South 8th Avenue
Stop 8037
Pocatello, ID 83209

(for purposes of this Agreement, "Licensee")

By the signatures of their duly authorized representatives below, SunGard Higher Education and Licensee, intending to be legally bound, agree to all of the provisions of this Agreement and all Exhibits, Supplements, Schedules, Appendices, and/or Addenda to this Agreement.

SunGard Higher Education	**Licensee**
BY: Valerie Mead	BY: Kenneth Prolo
PRINT NAME: VALERIE MEAD	Kenneth Prolo
PRINT TITLE: VICE PRESIDENT, FINANCE	Vice President, Financial Services
DATE SIGNED: 3/28/07	DATE SIGNED: March 27, 2007

April 2008
$172,617

See Updated Contract August 2007 for April 2009 & April 2010

Exhibit 1 - first yr 40% of partial list

Initial Agreement

March 2007

Attachment 1

THIS AGREEMENT is made between SunGard Higher Education and Licensee as of the Execution Date. The parties agree as follows:

1. Definitions.

"Baseline Component System" means the general release version of a Component System as updated to the particular time in question through both SunGard Higher Education's warranty services and SunGard Higher Education's Maintenance Program, but without any other modification whatsoever.

"Baseline Licensed Software" means the Baseline Component Systems, collectively.

"Component System" means any one of the computer software programs which is identified in Exhibit 1 as a Component System, including all copies of Source Code (if provided), Object Code and all related specifications, documentation, technical information, and all corrections, modifications, additions, improvements and enhancements to and all Intellectual Property Rights for such Component System.

"Confidential Information" means non-public information of a party to this Agreement. Confidential Information of SunGard Higher Education includes the Licensed Software, all software provided with the Licensed Software, and algorithms, methods, techniques and processes revealed by the Source Code of the Licensed Software and any software provided with the Licensed Software. Confidential Information of Licensee includes, without limitation, non-public: student educational records, employee information, alumni and donor information, student recruitment strategies and other marketing strategies of Licensee. Confidential Information does not include information that: (i) is or becomes known to the public without fault or breach of the Recipient; (ii) the Discloser regularly discloses to third parties without restriction on disclosure; or (iii) the Recipient obtains from a third party without restriction on disclosure and without breach of a non-disclosure obligation.

"Consolidation" means merger, acquisition and/or other business combination by, with or of Licensee, including any new or surviving entity that results from that merger, acquisition and/or other business combination.

"Day" and "day" (whether capitalized or lower-case, singular or plural) means a calendar day, unless any given instance specifically sets forth otherwise.

"Delivery Address" means the Licensee shipping address set forth in Exhibit 1 as the Delivery Address.

"Delivery Date" means, for each Component System, the date on which SunGard Higher Education ships the Component System to the Delivery Address F.O.B. SunGard Higher Education's place of shipment (generally, Malvern, Pennsylvania).

"Discloser" means the party providing its Confidential Information to the Recipient.

"Documented Defect" means a material deviation between the Baseline Component System and its documentation, for which Documented Defect Licensee has given SunGard Higher Education enough information to enable SunGard Higher Education to replicate the deviation on a computer configuration which is both comparable to the Equipment and is under SunGard Higher Education's control.

"Execution Date" means the latest date shown on the signature page of this Agreement.

"Equipment" means any hardware and systems software configuration meeting the criteria provided for in Exhibit 1 to qualify as Equipment.

"Exhibit 1" means, collectively: (i) The schedule attached to this Agreement which is marked as "Exhibit 1," including all attached Software Supplements; and (ii) any schedule also marked as "Exhibit 1" (also including any attached Software Supplements) that is attached to any amendment to this Agreement.

"Intellectual Property Rights" means all patents, patent rights, patent applications, copyrights, copyright registrations, trade secrets, trademarks and service marks and Confidential Information.

"Licensed Software" means the Component Systems listed in Exhibit 1.

"Licensee Employees" means: (i) Licensee's employees who have a need to know; and (ii) third

party consultants engaged by Licensee who have a need to know prior to obtaining access to the Licensed Software, have executed an SunGard Higher Education-approved non-disclosure agreement.

"Licensee Entity" means any public or not-for-profit entity that is related to Licensee, such as an auxiliary enterprise or foundation; and any public or not-for-profit entity that is under the control of Licensee; and in either instance, the primary purpose of which is to advance Licensee's educational mission.

"Object Code" means computer programs assembled, compiled, or converted to magnetic or electronic binary form on software media, which are readable and usable by computer equipment.

"Recipient" means the party receiving Confidential Information of the Discloser.

"Software Supplement" means, with respect to a Component System, the addendum provided as part of Exhibit 1 that contains additional terms, conditions, limitations and/or other information pertaining to that Component System. If any terms of a Software Supplement conflicts with any other terms of this Agreement, the terms of the Software Supplement will control.

"Source Code" means computer programs written in higher-level programming languages, sometimes accompanied by English language comments and other programmer documentation.

"SunGard Higher Education Modification" (whether singular or plural) means a modification to a Component System for which SunGard Higher Education solely generates both the technical specification and the Object Code and Source Code.

2. Right to Grant License and Ownership. SunGard Higher Education has the right to grant Licensee this license to use the Licensed Software. Except as otherwise indicated in a Software Supplement, SunGard Higher Education owns the Licensed Software.

3. License. Subject to the terms and conditions of this Agreement, SunGard Higher Education grants Licensee a perpetual, non-exclusive, non-transferable license to use and copy for use the Licensed Software on Equipment for Licensee's own, non-commercial computing operations. The computer readable media containing Source Code and Object Code for the Licensed Software may also contain Source Code and Object Code for Component Systems for which Licensee is not granted a license for use. Licensee may not make any use of any Source Code and/or Object Code for any such Component Systems for which Licensee is not expressly obtaining a license for use under this Agreement. Any rights not expressly granted in this Agreement are expressly reserved.

(a) Source Code. If Exhibit 1 to this Agreement does not otherwise provide that Licensee has a license to use Source Code for a particular Component System, then Licensee has no rights in or to the Source Code for that Component System. Only with respect to the Component Systems for which the Source Code is so licensed, Licensee has the right to compile, modify, improve and enhance the Licensed Software. Licensee will not disclose all or any part of the Source Code for the Licensed Software to any person except Licensee Employees who, before obtaining access to the Source Code, have been informed by Licensee in writing of the non-disclosure obligations imposed on both Licensee and such Licensee Employees under this Agreement.

(b) Object Code. Licensee has right to use the Licensed Software in Object Code form. Licensee also has the right to use the Licensed Software in Object Code form temporarily on another SunGard Higher Education-supported configuration, for disaster recovery of Licensee's computer operations.

(c) Documentation. Except as otherwise provided for in the applicable Software Supplement, Licensee can make a reasonable number of copies of the documentation for each Component System for its use in accordance with the terms of this Agreement.

(d) Restrictions on Use of the Licensed Software. Licensee is prohibited from causing or permitting the reverse engineering, disassembly or decompilation of the Licensed Software. Licensee is prohibited from using the Licensed Software to provide service bureau data processing services, or to otherwise provide data processing services for any person or entity other than Licensee itself and any Licensee Entity. Licensee will not allow the Licensed Software to be used by, or disclose all or any part of the Licensed Software to, any person except Licensee Employees. Without limiting the foregoing, Licensee is permitted to allow use of the input and/or output sensory displays of or from the Licensed Software by third parties on a strict "need to know" basis, and such use shall not be deemed a non-permitted disclosure of the Licensed Software. Licensee will not allow the Licensed Software, in whole or in part, to be exported outside of the United States of America, in any manner or by any means, without in each instance obtaining SunGard Higher Education's prior written consent and, if required, a validated export license from the Office of Export Administration within the U.S. Department of

Commerce and such other appropriate United States governmental authorities.

(e) Intellectual Property Rights Notices. Licensee is prohibited from removing or altering any of the Intellectual Property Rights notice(s) embedded in or that SunGard Higher Education otherwise provides with the Licensed Software. Licensee must reproduce the unaltered Intellectual Property Rights notice(s) in any full or partial copies that Licensee makes of the Licensed Software.

4. Available Services.

(a) Implementation/Support/Training Services. SunGard Higher Education will provide Licensee with implementation/support/training services for the Licensed Software at the fees provided in Exhibit 1.

(b) Consulting and Modification Services. SunGard Higher Education can also provide Licensee with consulting and modification services for the Licensed Software.

(c) Workmanlike Skills. SunGard Higher Education will render all services under this Agreement in a professional and workmanlike manner. SunGard Higher Education will promptly replace any SunGard Higher Education personnel that are rendering services on-site to Licensee (and further, at no charge will re-perform any service as reasonably necessary) if Licensee reasonably considers the personnel to be unacceptable and provides SunGard Higher Education with notice to that effect, provided that such replacement does not violate any law or governmental regulation applicable to such personnel replacement.

(d) Conditions On Providing Services. In each instance in which SunGard Higher Education is providing Licensee with services, SunGard Higher Education and Licensee will develop a project plan that identifies each party's responsibilities for such services. The project plan will describe in detail the tentative schedule and the scope of services that SunGard Higher Education will provide. Licensee will establish the overall project direction, including assigning and managing the Licensee's project personnel team. Licensee must assign a project manager who will assume responsibility for management of the project. Licensee must ensure that the Equipment is operational, accessible and supported at the times agreed to by the parties in the project plan. While SunGard Higher Education is providing such services, Licensee must provide SunGard Higher Education with such facilities, equipment and support as are reasonably necessary for SunGard Higher Education to perform its obligations, including remote access to the Equipment. If the parties do not develop a project plan in any instance, SunGard Higher Education will nonetheless provide Licensee with services on an as-directed basis.

(e) Cancellation of Scheduled Services. The parties agree that once Licensee and SunGard Higher Education have scheduled a specific time during which SunGard Higher Education will provide services under the terms of this Agreement, Licensee will be obligated to pay SunGard Higher Education for such services as if SunGard Higher Education had performed such services on the date scheduled, unless Licensee has notified SunGard Higher Education that Licensee would like to reschedule or cancel the provision of such services at least twenty (20) days prior to the date on which SunGard Higher Education is scheduled to perform such services.

5. Delivery. Except as otherwise provide in Exhibit 1, SunGard Higher Education will deliver all Component Systems to Licensee at the Delivery Address within thirty (30) days after the Execution Date.

6. Payment and Taxes.

(a) Payment.

(i) License Fees. Fees for the Licensed Software shall be due to SunGard Higher Education as provided for in Exhibit 1.

(ii) Professional Services Fees. Except as otherwise provided in Exhibit 1, fees for professional services shall be invoiced on a monthly basis in arrears and shall be due within thirty (30) days from the date of invoice. Licensee shall reimburse SunGard Higher Education for actual travel and living expenses that SunGard Higher Education incurs in providing Licensee with services under this Agreement, subject to any statutory or regulatory reimbursement limitations imposed by the State of Idaho. Such travel and living expenses shall be invoiced on a monthly basis in arrears and shall be due within thirty (30) days from the date of invoice. SunGard Higher Education will use reasonable efforts to limit travel and living expenses by using coach air fare, booked in advance when available, staying at hotels identified in advance by Licensee as offering Licensee's contractors a discounted rate, and sharing rental cars, intermediate size or smaller when available. Reimbursement is subject to any statutory or regulatory reimbursement limitations imposed by the State of Idaho. Licensee will provide SunGard Higher Education with a copy of any such limitations before SunGard Higher Education incurs expenses.

(iii) Late Charge. Except with respect to license fees due on the Execution Date, SunGard

Higher Education has the right to charge a late fee on any payment that is past-due. With respect to license fees due on the Execution Date as provided for in Exhibit 1, SunGard Higher Education shall have the right to charge a late fee to the extent that payment is received later than thirty (30) days from the date of invoice. As limited by the laws of the State of Idaho including, without limitation, any so-called "prompt payment" law requirements, any payment that is past due and that Licensee in good faith does not dispute is subject to a late charge equal to the lesser of: (i) the prime lending rate established from time to time by Citizens Bank, Philadelphia, Pennsylvania plus three percent (3%); and (ii) the highest rate permitted by applicable law, and shall be payable to SunGard Higher Education on demand.

(b) Taxes. Licensee represents that it is exempt from the payment of sales, use and other, similar taxes in connection with the transactions contemplated by this Agreement. Licensee covenants and agrees to provide SunGard Higher Education with a true and correct copy of a valid tax exemption certificate ("Tax-Exemption Certificate"), current as of the Execution Date, by not later than fifteen (15) days after the Execution Date, and will thereafter, during the period that SunGard Higher Education is rendering services pursuant to this Agreement, provide SunGard Higher Education with an updated Tax Exemption Certificate as soon as reasonably practicable in each instance after receipt of SunGard Higher Education's request therefor. If in any instance Licensee does not so provide SunGard Higher Education with a Tax Exemption Certificate, then, absent proof of Licensee's direct payment of such tax amounts to the applicable taxing authority, SunGard Higher Education will invoice Licensee for and Licensee will pay to SunGard Higher Education all such tax amounts.

7. Limited Warranty, Disclaimer of Warranty and Remedy for Breach.

(a) Limited Software Warranty by SunGard Higher Education and Remedy For Breach. Except as otherwise expressly provided for in any Software Supplement, for each Component System, SunGard Higher Education warrants to Licensee that, for a period of twelve (12) months after the Delivery Date, the Baseline Component System, as used by Licensee on the Equipment for its own, non-commercial computing operations, will operate without Documented Defects. For each Documented Defect, SunGard Higher Education, in a manner considered timely in the software industry, given the nature of the Documented Defect in question and its impact on Licensee's ability to use the Licensed Software in the conduct of Licensee's daily business operations, and at its own expense, will provide Licensee with an avoidance procedure (that is, a workaround that will enable Licensee to use the Baseline Licensed Software without having a material adverse impact on Licensee's daily business operations) for or a correction of the Documented Defect. If, despite its reasonable efforts, SunGard Higher Education is unable to provide Licensee with an avoidance procedure for or a correction of a Documented Defect, then, subject to the limitations set forth in Section 16 of this Agreement, Licensee can pursue its remedy at law to recover direct damages resulting from the breach of this limited warranty. These remedies are exclusive and are in lieu of all other remedies, and SunGard Higher Education's sole obligations for breach of this limited warranty are contained in this Section 7(a).

(b) Disclaimer of Warranty. The limited warranty in Section 7(a) is made to Licensee exclusively and is in lieu of all other warranties. **SUNGARD HIGHER EDUCATION MAKES NO OTHER WARRANTIES WHATSOEVER, EXPRESS OR IMPLIED, WITH REGARD TO ANY SERVICES PROVIDED UNDER THIS AGREEMENT AND/OR THE LICENSED SOFTWARE, IN WHOLE OR IN PART. SUNGARD HIGHER EDUCATION EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY AND OF FITNESS FOR A PARTICULAR PURPOSE. SUNGARD HIGHER EDUCATION EXPRESSLY DOES NOT WARRANT THAT THE LICENSED SOFTWARE, IN WHOLE OR IN PART, WILL BE ERROR FREE, WILL OPERATE WITHOUT INTERRUPTION OR WILL BE COMPATIBLE WITH ANY HARDWARE OR SOFTWARE OTHER THAN THE EQUIPMENT. LICENSEE WAIVES ANY CLAIM THAT THE LIMITED WARRANTY SET FORTH IN SECTION 7(A) OR THE REMEDY FOR BREACH OF SUCH LIMITED WARRANTY FAILS OF ITS ESSENTIAL PURPOSE.**

(c) Abrogation of Limited Warranty. The limited warranty in Section 7(a) will be null and void if: (i) anyone other than (A) SunGard Higher Education or (B) Licensee, at the direction of SunGard Higher Education to implement any SunGard Higher Education-provided correction of or avoidance procedure for a Documented Defect, modifies the Baseline Component System; or (ii) Licensee does not implement changes that SunGard Higher Education provides to correct or improve the Baseline Component System. If despite any modification of the Component System, SunGard Higher Education can replicate the reported problem in the Baseline Component System as if the problem were a Documented Defect, then

SunGard Higher Education will nonetheless provide Licensee with an avoidance procedure for or a correction of that reported problem for use in the Baseline Component System as though the reported problem were a Documented Defect.

(d) **FAILURE OF ESSENTIAL PURPOSE. THE PARTIES HAVE AGREED THAT THE LIMITATIONS SPECIFIED IN SECTIONS 7 AND 16 WILL SURVIVE AND APPLY EVEN IF ANY LIMITED REMEDY SPECIFIED IN THIS AGREEMENT IS FOUND TO HAVE FAILED OF ITS ESSENTIAL PURPOSE, AND REGARDLESS OF WHETHER LICENSEE HAS ACCEPTED ANY LICENSED SOFTWARE OR SERVICE UNDER THIS AGREEMENT.**

8. Confidential Information. Subject to any restrictions or limitations imposed under applicable State of Idaho law, and except as otherwise permitted under this Agreement, the Recipient will not knowingly disclose to any third party, or make any use of the Discloser's Confidential Information. The Recipient will use at least the same standard of care to maintain the confidentiality of the Discloser's Confidential Information that it uses to maintain the confidentiality of its own Confidential Information of equal importance. Except in connection with the Licensed Software and any software provided with the Licensed Software, the non-disclosure and non-use obligations of this Agreement will remain in full force with respect to each item of Confidential Information for a period of five (5) years after Recipient's receipt of that item. However, Licensee's obligations to maintain both the Licensed Software and any software provided with the Licensed Software as confidential, and SunGard Higher Education's obligations to maintain as confidential any personally identifiable information of Licensee students, alumni and personnel, will survive until such time as such information no longer qualifies as Confidential Information in accordance with the definition provided for that term in Section 1 of this Agreement, but without regard as to the amount of time that has passed since Licensee's receipt thereof.

9. Indemnity by SunGard Higher Education. SunGard Higher Education will defend, indemnify and hold Licensee harmless from and against any loss, cost and expense that Licensee incurs because of a claim that use of a Baseline Component System or any SunGard Higher Education Modification infringes any United States copyright of others. SunGard Higher Education's obligations under this indemnification are expressly conditioned on the following: (i) Licensee must promptly notify SunGard Higher Education of any such claim; (ii) Licensee must in writing grant SunGard Higher Education sole control of the defense of any such claim and of all negotiations for its settlement or compromise (if Licensee chooses to represent its own interests in any such action, Licensee may do so at its own expense, but such representation must not prejudice SunGard Higher Education's right to control the defense of the claim and negotiate its settlement or compromise); (iii) Licensee must cooperate with SunGard Higher Education to facilitate the settlement or defense of the claim; (iv) the claim must not arise from modifications (other than any SunGard Higher Education Modifications) or (with the express exception of the other Baseline Component Systems and third party hardware and software specified by SunGard Higher Education in writing as necessary for use with the Licensed Software) from the use or combination of products provided by SunGard Higher Education with items provided by Licensee or others. If any Component System or SunGard Higher Education Modification is, or in SunGard Higher Education's opinion is likely to become, the subject of a United States copyright infringement claim, then SunGard Higher Education, at its sole option and expense, will either: (A) obtain for Licensee the right to continue using the Component System or SunGard Higher Education Modification under the terms of this Agreement; (B) replace the Component System or SunGard Higher Education Modification with products that are substantially equivalent in function, or modify the Component System or SunGard Higher Education Modification so that it becomes non-infringing and substantially equivalent in function; or (C) refund to Licensee the portion of the license fee paid to SunGard Higher Education for the Component System(s) giving rise to the infringement claim (or in the case of any SunGard Higher Education Modification, any services fee paid to SunGard Higher Education for the creation of that SunGard Higher Education Modification), less a charge for use by Licensee based on straight line depreciation assuming a useful life of seven (7) years. **THE FOREGOING IS SUNGARD HIGHER EDUCATION'S EXCLUSIVE OBLIGATION WITH RESPECT TO INFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS.**

10. Term and Termination.

(a) Right of Termination. A party has the right to terminate this Agreement if the other party breaches a material provision of this Agreement. Either party has the right to terminate this Agreement at any time while an event or condition giving rise to the right of termination exists. To terminate this Agreement, the party seeking termination must give the other party notice that describes the event or condition of termination in reasonable detail. From the date of its receipt of that notice, the other party will have thirty (30) days to cure the breach to the reasonable

satisfaction of the party desiring termination. If the event or condition giving rise to the right of termination is not cured within that period, this Agreement will automatically be deemed terminated at the end of that period. However, notice to SunGard Higher Education of a suspected Documented Defect will not constitute a notice of termination of this Agreement.

(b) Effect of Termination. Upon termination of this Agreement by either party, Licensee will promptly return to SunGard Higher Education or (at SunGard Higher Education's request) will destroy all copies of the Licensed Software, and will certify to SunGard Higher Education in writing, over the signature of a duly authorized representative of Licensee, that it has done so.

(c) Survival of Obligations. All obligations relating to non-use and non-disclosure of Confidential information and indemnity will survive termination of this Agreement.

(d) Termination Without Prejudice to Other Rights and Remedies. Termination of this Agreement will be without prejudice to the terminating party's other rights and remedies pursuant to this Agreement.

11. Notices. All notices and other communications required or permitted under this Agreement must be in writing and will be deemed given when: Delivered personally; sent by United States registered or certified mail, return receipt requested; transmitted by facsimile confirmed by United States first class mail; or sent by overnight courier. Notices must be sent to a party at its address shown on the first page of this Agreement, or to such other place as the party may subsequently designate for its receipt of notices. Licensee must promptly send copies of any notice of material breach and/or termination of the Agreement to SunGard Higher Education's Legal Department at 4 Country View Road, Malvern, PA 19355, FAX number (610) 578-7457, or to such other place as SunGard Higher Education may subsequently designate for its receipt of notices.

12. Force Majeure. Neither party will be liable to the other for any failure or delay in performance under this Agreement due to circumstances beyond its reasonable control, including Acts of God, acts of war, accident, labor disruption, acts, omissions and defaults of third parties and official, governmental and judicial action not the fault of the party failing or delaying in performance.

13. Assignment. Neither party may assign any of its rights or obligations under this Agreement, and any attempt at such assignment will be void without the prior written consent of the other party. For purposes of this Agreement, "assignment" shall include use of the Licensed Software for benefit of any third party to a Consolidation. However, Licensee, on a post-Consolidation basis, can continue to use the Licensed Software for benefit of the resulting post-Consolidation entity if that post-Consolidation entity both: (a) signs a SunGard Higher Education-approved amendment to this Agreement, specifying that the post-Consolidation entity is bound by this Agreement and by all obligations that this Agreement imposes on Licensee; and (b) pays SunGard Higher Education any additional, incremental license fee for the Component Systems, with each additional, incremental license fee amount to be calculated by: (i) taking each then-current applicable SunGard Higher Education fee for Licensed Software extended to higher education institutions comparable in enrollment size to the post-Consolidation entity; and (ii) crediting against that amount any applicable Licensed Software license fee that Licensee actually has paid to SunGard Higher Education under this Agreement; together with (c) the incremental Improvements fees for the Baseline Component Systems, pursuant to the Software Maintenance Agreement entered into by the parties on or about the Execution Date.

However, the following shall not be considered "assignments" for purposes of this Agreement: SunGard Higher Education's assignment of this Agreement or of any SunGard Higher Education rights under this Agreement to SunGard Higher Education's successor by merger or consolidation or to any person or entity that acquires all or substantially all of its capital stock or assets; and SunGard Higher Education's assignment of this Agreement to any person or entity to which SunGard Higher Education transfers any of its rights in the Licensed Software.

Without limiting the foregoing, this Agreement is binding upon any successor of either party.

14. No Waiver. A party's failure to enforce its rights with respect to any single or continuing breach of this Agreement will not act as a waiver of the right of that party to later enforce any such rights or to enforce any other or any subsequent breach.

15. Choice of Law; Severability. This Agreement will be governed by and construed under the laws of the State of Idaho, without reference to the choice of laws provisions thereof. If any provision of this Agreement is illegal or unenforceable, it will be deemed stricken from the Agreement and the remaining provisions of the Agreement will remain in full force and effect.

16. LIMITATIONS OF LIABILITY.

(a) LIMITED LIABILITY OF SUNGARD HIGHER EDUCATION. SUNGARD HIGHER EDUCATION'S LIABILITY IN CONNECTION WITH THE LICENSED SOFTWARE, ANY SERVICES, THIS LICENSE OR ANY OTHER MATTER RELATING TO THIS AGREEMENT WILL NOT EXCEED THE FEE THAT LICENSEE ACTUALLY PAID TO SUNGARD HIGHER EDUCATION (OR, IF NO DISCRETE FEE IS IDENTIFIED IN EXHIBIT 1, THE FEE REASONABLY ASCRIBED BY SUNGARD HIGHER EDUCATION) FOR THE COMPONENT SYSTEM OR SERVICES GIVING RISE TO THE LIABILITY.

(b) EXCLUSION OF DAMAGES. REGARDLESS WHETHER ANY REMEDY SET FORTH HEREIN FAILS OF ITS ESSENTIAL PURPOSE OR OTHERWISE, IN NO EVENT WILL SUNGARD HIGHER EDUCATION BE LIABLE TO LICENSEE FOR ANY SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, WHETHER BASED ON BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), PRODUCT LIABILITY, OR OTHERWISE, AND WHETHER OR NOT SUNGARD HIGHER EDUCATION HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE.

(c) BASIS OF THE BARGAIN. LICENSEE ACKNOWLEDGES THAT SUNGARD HIGHER EDUCATION HAS SET ITS FEES AND ENTERED INTO THIS AGREEMENT IN RELIANCE UPON THE LIMITATIONS OF LIABILITY AND THE DISCLAIMERS OF WARRANTIES AND DAMAGES SET FORTH IN THIS AGREEMENT, AND THAT THE SAME FORM AN ESSENTIAL BASIS OF THE BARGAIN BETWEEN THE PARTIES.

17. Non-Appropriation of Funds. Licensee represents and warrants to SunGard Higher Education that Licensee has encumbered sufficient funds to pay SunGard Higher Education all license fee amounts specified in Exhibit 1.

Further, Licensee believes that sufficient funds can be obtained to pay to SunGard Higher Education all services fees and other amounts provided for in this Agreement, and Licensee hereby covenants and agrees that it will do all things lawfully within its power to obtain, maintain and properly request and pursue funds from which payments hereunder may be made, including making provisions for such payments to the extent necessary in each budget submitted for the purpose of obtaining funding, using its best efforts to have such portion of the budget approved and exhausting all available administrative reviews and appeals in the event such portion of the budget is not approved. It is Licensee's intent to make all such payments under this Agreement if funds are legally available therefor and in that regard Licensee represents and warrants to SunGard Higher Education that the services to be provided by SunGard Higher Education under this Agreement are important to Licensee's proper, efficient and economic operation. If, despite Licensee's efforts, sufficient funds are not appropriated and budgeted in any fiscal period for payments due under this Agreement, then Licensee will immediately notify SunGard Higher Education of such occurrence and SunGard Higher Education will notify Licensee that SunGard Higher Education's obligation to provide Licensee with services pursuant to this Agreement, and Licensee's obligation to obtain services from SunGard Higher Education pursuant to this Agreement, will expire effective on the last day of the fiscal period for which appropriations were received. Notwithstanding the foregoing, Licensee agrees that the provisions of this Section will not apply to the extent that any funds are appropriated to it, or by it, for the acquisition or provision of services similar to the services to be or that are then being provided by SunGard Higher Education under this Agreement, and that it will not during any fiscal period that SunGard Higher Education is to provide Licensee with services pursuant to this Agreement give priority in the application of funds to any other similar services. Further, nothing in this Section will be construed so as to permit Licensee to effect a premature expiration of the services to be provided by SunGard Higher Education pursuant to this Agreement in order to acquire any other similar services or to allocate funds directly or indirectly to perform essentially the same application for which the services are being provided, including the performance of the services by Licensee itself.

In any such event, however, Licensee will remain liable to SunGard Higher Education for payment of all license fees for Component Systems licensed, services fees for services rendered, fees for third party products and services for which SunGard Higher Education has acted as pay agent for Licensee, and reimbursement amounts for reimbursable expenses incurred by SunGard Higher Education, up to the effective date of such termination for non-appropriation.

18. Indemnification. SunGard Higher Education will indemnify, defend and hold Licensee harmless from

and against any and all liability, claims, losses and damages for death, or bodily injury, or damage to tangible physical property, to the extent proximately caused by the negligent acts or omissions of SunGard Higher Education. SunGard Higher Education's obligations under this indemnification are expressly conditioned on the following: (i) Licensee must promptly notify SunGard Higher Education of any such claim; (ii) Licensee must in writing grant SunGard Higher Education sole control of the defense of any such claim and of all negotiations for its settlement or compromise (if Licensee chooses to represent its own interests in any such action, Licensee may do so at its own expense, but such representation must not prejudice SunGard Higher Education's right to control the defense of the claim and negotiate its settlement or compromise); and (iii) Licensee must cooperate with SunGard Higher Education in a manner that is reasonably acceptable to Licensee's counsel to facilitate the settlement or defense of the claim.

19. Insurance. While SunGard Higher Education is providing Licensee with services pursuant to this Agreement, SunGard Higher Education shall, at its own cost and expense, procure and keep in force and effect the insurance listed below with insurance carriers qualified to conduct business in the State of Idaho and reasonably acceptable to Licensee. Further, by not later than ten (10) days following the Execution Date, SunGard Higher Education will provide Licensee with a certificate or certificates evidencing that such coverage is in effect, and further, containing a covenant by the company issuing the policy(ies) that the issuing company will endeavor to provide Licensee with written notice, at least thirty (30) days in advance, prior to the cancellation of such policy(ies):

(a) Worker's Compensation Insurance: Worker's compensation insurance meeting the requirements of the worker's or workmen's compensation laws of the State of Idaho;.

(b) General Liability Insurance: Comprehensive General Liability insurance, with limits of not less than $10 million for each occurrence involving bodily injury and property damage, and a general aggregate of $10 million; and products-completed operation aggregate of $10 million. Commercial General Liability will include the following coverage: premises operations broad form property damage, completed operations, independent contractors, and contractual and products liability;

(c) Automobile Insurance: $10 million for bodily injury and property damage combined for all owned, non-owned or hired vehicles of SunGard Higher Education;

(d) Employers Liability Insurance: Employer's Liability insurance in not less than $100,000 bodily injury by accident, each accident; $500,000 bodily injury by disease, policy limit; $100,000 bodily injury by disease, each employee.

(e) Dishonesty Bond: Employees Dishonesty blanket bond with minimum limits of $1 million per loss;

(f) Property Damage Insurance: Property Damage insurance in an amount of not less than $3 million for damages to or destruction of Licensee's property, including the loss of use thereof.

20. Entire Agreement. This Agreement contains the entire understanding of the parties with respect to its subject matter, and supersedes and extinguishes all prior oral and written communications between the parties about its subject matter. Any purchase order or similar document which may be issued by Licensee in connection with this Agreement does not modify this Agreement. No modification of this Agreement will be effective unless it is in writing, is signed by each party, and expressly provides that it amends this Agreement.

Attachment 1

EXHIBIT 1

Licensee: Idaho State University
Delivery Address: 921 South 8th Avenue, Stop 8037, Pocatello, ID 83209

EQUIPMENT CRITERIA: Hardware and related peripheral configuration located within the United States of America for which SunGard Higher Education provides warranty and Maintenance/support services for the Baseline Licensed Software will qualify as "Equipment." Certain Component Systems of the Licensed Software may require specific hardware/peripheral configurations. Licensee should consult with its SunGard Higher Education Professional Services representative to ascertain whether SunGard Higher Education supports or does not support use of the Baseline Licensed Software on any particular configuration. See additional criteria provided in the Notes accompanying Table 1, below.

NOTICE: To use any of the Licensed Software, Licensee must also obtain, install on the Equipment and maintain SunGard Higher Education-supported versions of certain software products and software/hardware peripherals. By this notice, SunGard Higher Education is advising Licensee that Licensee should consult with its SunGard Higher Education Professional Services representative to obtain a written listing of such necessary software products and software/hardware peripherals.

Table 1 - LICENSED SOFTWARE:

Component System	Source Code Licensed? (yes/no)	Software Suppl't	Fee
Oracle – Full Use Campus Wide [1]	No	Oracle Software Supplement-Full Use Campus Wide Version	$721,643
TOTAL LICENSE FEE:			**$721,643**

Notes to Table 1:
[1] See Attachment 1 to this Agreement, incorporated into this Agreement by reference, for a listing of Oracle Full Use Campus Wide software products licensed and applicable user/equipment configuration limitations. Oracle pricing contained in this Agreement and in the Software Maintenance Agreement entered into by the parties on or about the Execution Date is valid only if the Execution Date occurs on or before March 28, 2007.

PAYMENT OF LICENSE FEE: The Total License Fee is due on the Execution Date.

DELIVERY: SunGard Higher Education will deliver each Baseline Component System identified in Exhibit 1 within thirty (30) days after the Execution Date.

Number of Software Supplements Attached: one (1)

Originally paid $721,644 for Oracle Other than Silver Maint do we need to pay add'l on annual basis?

No This is for the DB Software

ATTACHMENT 1

Oracle Software –Description Summary Table

Description/License Type	Limitation - Named Users Plus
Oracle Database Enterprise Edition – Named User Plus Perpetual – Campus Wide Program License Includes: JServer Enterprise Edition, interMedia, Objects Option, Networking Kit, Objects for OLE, Advanced Replication Option, Distributed Option, Parallel Query Option, (including bitmap indexes and parallel bitmap-star query), SQL*Plus, Visual Information Retrieval and Workflow. Also included are: Advanced Backup & Recovery, Queuing, Advanced, Connection Manager & Pooling, 64-bit option, Warehouse Builder, MPI, OCI, ODBC Driver, Enterprise Manager and Enterprise backup utility. For OS/390 implementation, use of either Access Manager for CICS or Access Manager for IMS/TM is included. Restricted Use: Oracle Internet Directory for the purposes of storing Oracle Database Service information.	16,366
Diagnostics Pack Named User Plus Perpetual Campus Wide Programs	16,366
Tuning Pack Named User Plus Perpetual Campus Wide Programs	16,366
Configuration Management Pack Named User Plus Perpetual Campus Wide Programs	16,366
Internet Application Server Enterprise Edition – Named User Plus Perpetual – Campus Wide Program License Includes: Oracle Forms Services, Oracle Reports Services, TopLink and Application Development Framework, Portal, Discoverer Viewer, Discoverer Plus (Web Functionality), Identity Management Option, Application InterConnect Toolkit, Wireless Option, and Personalization. Oracle Database Standard Edition or Standard Edition One. If Discoverer Plus and/or Discover Viewer are used then at least 1 copy of iDS is required. Restricted Use: (i)The Oracle Database is provided for use with iAS Infrastructure for storing product metadata. Storing any other data in the Oracle 9iAS Infrastructure database requires a Full Use license of the Oracle Database. (ii)Advanced Security Option limited to Oracle Java SSL library. (iii) Oracle Workflow is provided for use with Oracle Content Management Software Development Kit and for use with Oracle Application Server Integration InterConnect and Oracle Application Server integration B2B only	16,366
iAS Diagnostics Pack Named User Plus Perpetual Campus Wide Programs	16,366
iAS Configuration Management Pack Named User Plus Perpetual Campus Wide Programs	16,366
Internet Developer Suite – Named User Plus Perpetual License Includes: Designer, Forms Developer, Reports Developer, Business Components for Java, Discoverer Administration Edition, SQL*Plus and 1 license of Discoverer Desktop Edition restricted to the Named User of iDS. Restricted Use: iAS Enterprise Edition and its options restricted to testing and debugging the deployment of application developed with iDS, Oracle Database Enterprise Edition and its options.	15
Programmer – Named User Plus Perpetual License Includes: Oracle Objects for OLE, Oracle precompilers & SQL Module (based on platform availability), ODBC, and Oracle Call Interface (OCI). On the OS/390 platform, Access Manager for CICS and IMS/TM.	5

Oracle Component System – Full Use Campus Wide Software Supplement

1. Additional Definitions. "Oracle Software" means the Oracle Corporation ("Oracle")-proprietary Component Systems of identified in Exhibit 1 of this Agreement. **"Named User Plus"** is defined as an individual authorized by Licensee (including without limitation each of those persons identified hereinbelow that Licensee is required by this license to designate as a Named User Plus) to use the Oracle software products identified in Attachment 1 of this Agreement (hereinafter the "Oracle Software") which are installed on a single server or multiple servers, regardless of whether the individual is actively using the Oracle Software at any given time. A non human operated device will be counted as a "Named User Plus" in addition to all individuals authorized to use the Oracle Software, if such devices can access the Oracle Software. If multiplexing hardware or software (e.g., a TP monitor or a web server product) is used, this number must be measured at the multiplexing front end. Automated batching of data from computer to computer is permitted. Without limitation, the quantity of Named User Plus licenses required for each Campus Wide Oracle Software product must include the total number of all full-time and part-time students, faculty and staff of Licensee.

2. Ownership. Oracle owns the Oracle Software.

3. Restrictions on Use of Oracle Software. Licensee's use of the Oracle Software is subject to the following additional terms and conditions:

(a) Licensee has the right to use the Oracle Software only in Object Code form, and only to process data for Licensee's business operations;

(b) Licensee is prohibited from assigning, giving or transferring the Oracle Software to another individual or entity (and if Licensee grants a security interest in the Oracle Software, the secured party has no right to use or transfer the Oracle Software);

(c) Licensee is prohibited from making the Oracle Software available in any timesharing, service bureau, subscription service or rental arrangement, in whole or in part;

(d) Licensee is prohibited from causing or permitting the reverse engineering, disassembly or decompilation of the Oracle Software, in whole or in part;

(e) Licensee acknowledges that the Oracle Software is proprietary to Oracle and is supplied by SunGard Higher Education under license from Oracle. Title to the Oracle Software shall at all times remain vested in Oracle or its designated successor and does not pass in any way to Licensee or any third party. Except for the right of use that is expressly provided to Licensee under the Agreement, no right, title or interest in or to the Oracle Software is granted to Licensee;

(f) Licensee shall not reverse engineer (unless required by law for interoperability), disassemble or decompile the Oracle Software, nor shall Licensee duplicate the Oracle Software except to make a sufficient number of copies of each program for Licensee's licensed use and one copy of each program media;

(g) ORACLE SHALL NOT BE LIABLE FOR ANY DAMAGES, WHETHER DIRECT, INDIRECT, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL, ARISING FROM THE LICENSEE'S USE OF THE ORACLE SOFTWARE OR RELATED MATERIALS;

(h) Licensee is prohibited from publishing any result of any benchmark tests run on the Oracle Software;

(i) Licensee must comply fully with all applicable export laws and regulations of the United States and other applicable export and import laws to assure that neither the Oracle Software, nor any direct product thereof, is exported, directly or indirectly, in violation of applicable laws;

(j) Licensee acknowledges and agrees that Oracle is a third party beneficiary of this Agreement with regard to the Oracle Software;

(k) Licensee acknowledges and agrees that Oracle is not required to perform any obligation or to incur any liability unless expressly specified in the Agreement;

(l) On the yearly anniversary of the Execution Date, Licensee must report to SunGard Higher Education, in such format as SunGard Higher Education may then require, the number of Licensee full-time and part-time students, faculty and staff, and further, must acquire such additional Named User Plus licenses as are required to account for any additional Licensee full-time and part-time students, faculty and staff in excess of the amount of Named User Plus Licenses that have already been obtained by Licensee as of such date. Licensee acknowledges and agrees that SunGard Higher Education shall be permitted, upon reasonable request, to periodically audit Licensee's use of the Oracle Software (including through an onsite audit or remote

access, or both) and report such use to Oracle or to assign this right to audit Licensee's use of the Oracle Software to Oracle; Licensee shall cooperate with each such audit as requested by SunGard Higher Education or Oracle; Licensee agrees to pay within 30 days of written notification any underpaid fees, with a failure to make such payment being a material breach of this license;

(m) Subject to the limitations provided for in this Section, while Licensee is obtaining Baseline Oracle Software maintenance from SunGard Higher Education pursuant to a separate written Software Maintenance Agreement between the parties, Licensee is extended the privilege of accessing Oracle's MetaLink and can access and use the features and links available on MetaLink; PROVIDED, however Licensee is prohibited from creating technical assistance requests, including "TARSs" and "SRs" (as those terms are defined by Oracle), and cannot otherwise obtain support directly form Oracle as a maintenance client of SunGard Higher Education. Specifically, and without limitation, while Licensee is obtaining Oracle Software maintenance through SunGard Higher Education, Licensee is prohibited from downloading any Oracle Software (including any patches or enhancements) using MetaLink. SunGard Higher Education reserves the right to suspend and/or eliminate Licensee's ability to access MetaLink, without prior notice, in the event that Oracle suspends or eliminates MetaLink, or if Oracle requires SunGard Higher Education to suspend or eliminate such privilege;

(n) Licensee acknowledges and agrees that the Uniform Computer Information Transactions Act shall have no applicability to this Agreement, including the Oracle Software licensed hereunder;

(o) **Internet Access**. Licensee is permitted to have an unlimited number of internet users to access any of the Campus Wide - Application-Specific Full Use Oracle Software listed in Attachment 1, provided the access is for viewing, querying, or adding data associated with Licensee's administrative, teaching, research or community service functions.

(p) **OAI and WDP Membership**. Teaching departments at the Licensee may participate in the Oracle Academic Initiative (OAI) and/or the Oracle Workforce Development Program (WDP) or successor Oracle Software that may replace OAI/WDP. The OAI/WDP membership fee will be waived for any department that elects to incorporate Oracle programs into its classroom teaching. Teaching departments may apply for the free membership at http://www.oai.oracle.com or http://www.workforce.oracle.com. Once the teaching department is established as an OAI/WDP member, the department will be licensed to use the programs available under OAI/WDP for the purposes set forth in the applicable agreement.

(q) **Certain Additional Usage Restrictions.** The Oracle Software may not be used for any non-medical school functions of an associated medical center or university hospital (e.g., patient management and billing).

(r) No action, regardless of form, arising out of or relating to the Oracle Component System(s) licensed hereunder may be brought more than eighteen (18) months after the cause of action has accrued.

(s) Third party technology may be necessary to operate some Oracle Software programs and is specified in the program documentation and/or at a website specified in the program documentation. Certain third party technology (Collectively the "Open Source Technology") may be included on the same medium or as part of the download of Oracle Software provided to Licensee, but is licensed under the Mozilla Public License, Common Public License, GNU Lesser General Public License, Netscape Public License or similar royalty-free/open source license (collectively, the "Open Source Licenses"). Licensee may only use the Open Source Technology in compliance with the terms of this agreement and with the terms of any relevant Open Source License. Any use of Open Source Technology outside of Licensee's licensed use of applicable Oracle Software programs is subject to the rights and obligations under such third party technology's Open Source License. Open Source Technology programs that are separate from Oracle programs are provided as a courtesy to you and are licensed solely under the relevant Open Source License. ANY OPEN SOURCE TECHNOLOGY IS PROVIDED BY SUNGARD HIGHER EDUCATION ON AN "AS-IS" BASIS, WITHOUT WARRANTY OF ANY KIND (WHETHER EXPRESSED OR IMPLIED), AND NEITHER ORACLE NOR SUNGARD HIGHER EDUCATION SHALL HAVE ANY LIABILITY IN CONNECTION WITH ANY OPEN SOURCE TECHNOLOGY ACCESSED OR UTILIZED BY LICENSEE.

(t) In order for Licensee to be entitled to any warranty obligations related to the Oracle Software under the terms of this Agreement, Licensee must, as a prerequisite to receiving any such warranty coverage, notify SunGard Higher Education of a Documented Defect (for which the warranty would apply) within one (1) year after the Delivery Date.

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Attachment 2

SOFTWARE MAINTENANCE AGREEMENT

BETWEEN
SunGard Higher Education Inc.
a Delaware Corporation
with Headquarters at:
4 Country View Road
Malvern, PA 19355

("SunGard Higher Education")

AND

Idaho State University
921 South 8th Avenue
Stop 8037
Pocatello, ID 83209

(for purposes of this Agreement, "Licensee")

By the signatures of their duly authorized representatives below, SunGard Higher Education and Licensee, intending to be legally bound, agree to all of the provisions of this Agreement and all Exhibits, Supplements, Schedules, Appendices, and/or Addenda to this Agreement.

SunGard Higher Education	**Licensee**
BY: _____	BY: _____
PRINT NAME: VALERIE MEAD	Kenneth Prolo
PRINT TITLE: VICE PRESIDENT, FINANCE	Vice President, Financial Services
DATE SIGNED: 3/28/07	DATE SIGNED: March 27, 2007

Attachment 2

THIS AGREEMENT is entered into between SunGard Higher Education and Licensee on the latest date shown on the signature page of this Agreement. SunGard Higher Education's obligations hereunder shall commence on April 1, 2007 (the "Commencement Date").

SunGard Higher Education and Licensee have entered into a Software License and Services Agreement with an Execution Date of March _____, 2007 (the "License Agreement") for the Licensed Software. Licensee desires that SunGard Higher Education provide Maintenance and Enhancements for and new releases of the Baseline Licensed Software identified in Exhibit 1 on the terms and conditions contained in this Agreement. Accordingly, the parties agree as follows:

1. Incorporation By Reference. Sections 1 (Definitions), 8 (Confidential Information), 11 through 15, inclusive (Notices, Force Majeure, Assignment, No Waiver and Choice of Law; Severability, respectively) , 18 (Indemnification) and 19 (Insurance) of the License Agreement are incorporated into this Agreement by this reference as fully as if written out below. If any provision incorporated by reference from the License Agreement conflicts with any provision of this Agreement, the provision of this Agreement will control.

2. Additional Definitions.

"Authorization Lapse" means that an agreement between SunGard Higher Education and a third party, pursuant to which agreement SunGard Higher Education is authorized to sublicense and/or provide Improvements for a third party's Baseline Component System, has terminated or expired either before the Expiration Date (defined below), or before the expiration of any renewal term.

"Commencement Date" is defined in the opening sentence of this Agreement.

"Contract Year" means, with respect to each Baseline Component System, each one (1) year period beginning and ending on the dates provided for in Exhibit 1 for such Baseline Component System.

"Enhancements" means general release (as opposed to custom) changes to a Baseline Component System which increase the functionality of the Baseline Component System.

"Expiration Date" means, with respect to each Baseline Component System, the date upon which the initial term of this Agreement ends for such Baseline Component System as provided for in Exhibit 1.

"Improvements" means, collectively, Maintenance, Enhancements and New Releases provided under this Agreement.

"Maintenance" means using reasonable efforts to provide Licensee with avoidance procedures (that is, a workaround that will enable Licensee to use the Baseline Licensed Software without having a material adverse impact on Licensee's daily business operations) for or corrections of Documented Defects. The hours during which Maintenance will be provided for each Component System, the targeted response times for certain defined categories of Maintenance calls for each Component System, and other details and procedures (collectively, the "Maintenance Standards") relating to the provision of Maintenance for each Component System are described in the applicable Supplement attached as Exhibit 2 hereto. To the extent that a different Maintenance Standard applies to certain of the Component Systems than that which applies to others, the Maintenance Standard applicable to each Component System will be described in the table in Exhibit 1 and the corresponding Supplements will be attached in Exhibit 2.

"New Releases" means new editions of a Baseline Component System.

"Notification" means a communication to SunGard Higher Education's ActionLine by means of: (i) SunGard Higher Education's ActionWeb; (ii) the placement of a telephone call; or (iii) the sending of an e-mail, in each case, in accordance with SunGard Higher Education's then-current policies and procedures for submitting such communications.

"Partial Year" means, for each Baseline Component System, the period between the Commencement Date and the first day of the initial Contract Year for that Baseline Component System.

"Priority One Call" means a telephone call from Licensee to SunGard Higher Education's ActionLine reporting that it believes that a Documented Defect has caused: (i) a full failure (i.e., "crash") of its computer system; (ii) a full failure of the Licensed Software; or (iii) a failure of its computer system or the Licensed Software which, in either case, prevents Licensee from performing data processing which is critical to Licensee's operations on the day on which the alleged Documented Defect is reported.

"Priority Two Call" means a Notification from Licensee to SunGard Higher Education's ActionLine reporting that it believes that a Documented Defect has caused a partial failure of Licensee's computer system or the Licensed Software which significantly hinders its ability to perform data processing which is critical to Licensee's operations on the day on which the alleged Documented Defect is reported.

"Priority Three Call" means a Notification from Licensee to SunGard Higher Education's ActionLine reporting that it believes that a Documented Defect has caused an intermittent failure of, or problem with, its computer system or the Licensed Software that causes a significant delay in Licensee's ability to perform data processing on the day on which the alleged

Documented Defect is reported, but where the processing is not critical to Licensee's operations.

"Priority Four Call" means a Notification from Licensee to SunGard Higher Education's ActionLine reporting that it believes that a Documented Defect has caused a problem with its computer system or the Licensed Software that does not significantly affect critical processing.

3. Services.

(a) Types of Services. During the term of this Agreement, SunGard Higher Education will provide Licensee with Maintenance for, Enhancements of, and New Releases of each Baseline Component System identified in Exhibit 1.

(b) Limitations. All Improvements will be part of the applicable Baseline Component System and will be subject to all of the terms and conditions of the License Agreement and this Agreement. SunGard Higher Education's obligation to provide Licensee with Improvements for Baseline Component Systems owned by parties other than SunGard Higher Education is limited to providing Licensee with the Improvements that the applicable third party owner provides to SunGard Higher Education for that Baseline Component System. In this regard, upon any Authorization Lapse, SunGard Higher Education's obligation to provide Improvements to Licensee for that Baseline Component System, and Licensee's obligation to pay SunGard Higher Education for such Improvements, shall automatically terminate simultaneously with the Authorization Lapse. Upon the occurrence of an Authorization Lapse in any instance, SunGard Higher Education will use reasonable efforts to assist Licensee in obtaining maintenance and support from a third party vendor (at Licensee's sole expense) for the Baseline Component System that is the subject of the Authorization Lapse. Such efforts will include working with Licensee to identify third party vendors that provide such maintenance and support, and introducing Licensee to any appropriate contacts that SunGard Higher Education may have within such third party vendor's organization in order to facilitate Licensee's efforts to enter into a maintenance/support agreement with such third party vendor for the Baseline Component System that is the subject of the Authorization Lapse.

Licensee must provide SunGard Higher Education with such facilities, equipment and support as are reasonably necessary for SunGard Higher Education to perform its obligations under this Agreement, including remote access to the Equipment.

4. Payment and Taxes.

(a) Maintenance Fees. For the Improvements for each Baseline Component System, Licensee will pay SunGard Higher Education: (i) the amount provided for in Exhibit 1 as the Partial Year payment (if applicable) on the payment date provided for in Exhibit 1; and (ii) the amount provided for in Exhibit 1 as the "Payment Amount" for the first Contract Year; and (iii) for each Contract Year subsequent to the initial Contract Year, an amount invoiced by SunGard Higher Education, which amount will increase by the "Annual Escalation Percentage" provided for in Exhibit 1 over the fee that Licensee was obligated to pay to SunGard Higher Education for Improvements for the applicable Baseline Component System in the immediately preceding Contract Year for that Baseline Component System. Fees for Improvements for a Baseline Component System are due on the first day of the first month of the Contract Year for that Baseline Component System.

(b) Additional Costs. Licensee will also reimburse SunGard Higher Education for actual travel and living expenses that SunGard Higher Education incurs in providing Licensee with Improvements under this Agreement, subject to any statutory or regulatory reimbursement limitations imposed by the State of Idaho, with reimbursement to be on an as-incurred basis. SunGard Higher Education will use reasonable efforts to limit travel and living expenses by using coach air fare, booked in advance when available, staying at hotels identified in advance by Licensee as offering contractors a discounted rate, and sharing rental cars, intermediate size or smaller when available. Licensee will also reimburse SunGard Higher Education for all charges incurred in connection with accessing Equipment. Reimbursement is subject to any statutory or regulatory reimbursement limitations imposed by the State of Idaho on contractors, and Licensee will provide SunGard Higher Education with a copy of such limitations before SunGard Higher Education incurs expenses.

(c) Taxes. Licensee represents that it is exempt from the payment of sales, use and other, similar taxes in connection with the transactions contemplated by this Agreement. Licensee covenants and agrees to provide SunGard Higher Education with a true and correct copy of a valid tax exemption certificate ("Tax-Exemption Certificate"), current as of the Commencement Date, by not later than fifteen (15) days after the Commencement Date, and will thereafter, during the period that SunGard Higher Education is rendering services pursuant to this Agreement, will provide SunGard Higher Education with an updated Tax Exemption Certificate as soon as reasonably practicable in each instance after receipt of SunGard Higher Education's request therefor. If in any instance Licensee does not so provide SunGard Higher Education with a Tax Exemption Certificate, then, absent proof of Licensee's direct payment of such tax amounts to the applicable taxing authority, SunGard Higher Education will invoice Licensee for and Licensee will pay to SunGard Higher Education all such tax amounts.

(d) Late Charges. Licensee will pay each SunGard Higher Education invoice by no later than thirty (30) days after receipt. As limited by the laws of the State of Idaho including, without limitation, any so-called "prompt payment" law requirements, any payment that is past due and that Licensee in good faith does not dispute is subject to a late charge equal to the lesser of: (i) the prime lending rate established from time to time by Citizens Bank, Philadelphia, Pennsylvania plus three percent (3%); or (ii) the highest rate permitted by applicable law.

5. Term. Except in the case of Licensee's exercise of the Early Termination Right described in Section 7(a), the term of this

Agreement as it applies to each Baseline Component System is for the period beginning on the Commencement Date and continuing until the Expiration Date for that Baseline Component System. Absent Licensee's exercise of the Early Termination Right in accordance with the provisions of Section 7(a), this Agreement shall remain in full force and effect until the Expiration Date in accordance with its terms.

Except as otherwise expressly provided for in Exhibit 1, for each Baseline Component System, this Agreement will automatically be extended for consecutive Contract Years beyond the Expiration Date on a year-to-year basis unless: (i) either party notifies the other in writing of its intent not to extend this Agreement for any particular Baseline Component System at least six (6) months prior to the Expiration Date, or, for any Contract Year subsequent to the Expiration Date, at least six (6) months prior to the expiration of the then-current Contract Year or (ii) the Agreement has otherwise expired or terminated as it relates to a particular Baseline Component System under the terms of this Agreement.

6. Disclaimer of Warranties. Licensee agrees and understands that **SUNGARD HIGHER EDUCATION MAKES NO WARRANTIES WHATSOEVER, EXPRESSED OR IMPLIED, WITH REGARD TO ANY IMPROVEMENTS AND/OR ANY OTHER MATTER RELATING TO THIS AGREEMENT, AND THAT SUNGARD HIGHER EDUCATION EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. FURTHER, SUNGARD HIGHER EDUCATION EXPRESSLY DOES NOT WARRANT THAT A COMPONENT SYSTEM OR ANY IMPROVEMENTS WILL BE USABLE BY LICENSEE IF THE COMPONENT SYSTEM HAS BEEN MODIFIED BY ANYONE OTHER THAN SUNGARD HIGHER EDUCATION, OR WILL BE ERROR FREE, WILL OPERATE WITHOUT INTERRUPTION OR WILL BE COMPATIBLE WITH ANY HARDWARE OR SOFTWARE OTHER THAN THE EQUIPMENT.**

7. Termination.

(a) Early Termination. Licensee shall have the option (the "Early Termination Right") to terminate this Agreement at its convenience effective on each date identified in Exhibit 1 as an "Optional Termination Date" by providing written notice to SunGard Higher Education at least six (6) months prior to such Optional Termination Date. To the extent that Licensee exercises its Early Termination Right and the corresponding Optional Termination Date occurs during a Contract Year, then Licensee will be obligated to pay the Improvements fees on a prorated basis only through the Optional Termination Date. SunGard Higher Education will, as of the Optional Termination Date, have the right to invoice Licensee for any Improvements fees due up to and including the Optional Termination Date that have not then been paid by Licensee, or (as applicable) will refund any Improvements fees prepaid for any period following the Optional Termination Date. Absent SunGard Higher Education's receipt of written notice in accordance with the above, this Agreement shall remain in full force and effect in accordance with its terms and Licensee shall be deemed to have waived its right to exercise the applicable Early Termination Right.

(b) Other Termination. A party has the right to terminate this Agreement if the other party breaches a material provision of this Agreement. Either party has the right to terminate this Agreement at any time while an event or condition giving rise to the right of termination exists. To terminate this Agreement, the party seeking termination must give the other party notice that describes the event or condition of termination in reasonable detail. From the date of its receipt of that notice, the other party will have thirty (30) days to cure the breach to the reasonable satisfaction of the party desiring termination. If the event or condition giving rise to the right of termination is not cured within that period, this Agreement will automatically be deemed terminated at the end of that period. However, notice to SunGard Higher Education of a suspected Documented Defect will not constitute a notice of termination of this Agreement.

(c) No Prejudice. Termination of this Agreement will be without prejudice to the terminating party's other rights and remedies pursuant to this Agreement.

8. LIMITATIONS OF LIABILITY.

(a) LIMITED LIABILITY OF SUNGARD HIGHER EDUCATION. SUNGARD HIGHER EDUCATION'S LIABILITY IN CONNECTION WITH THE IMPROVEMENTS OR ANY OTHER MATTER RELATING TO THIS AGREEMENT WILL NOT EXCEED THE FEES THAT LICENSEE ACTUALLY PAID TO SUNGARD HIGHER EDUCATION FOR THE IMPROVEMENTS FOR THE YEAR THAT SUCH LIABILITY ARISES.

(b) EXCLUSION OF DAMAGES. REGARDLESS OF WHETHER ANY REMEDY SET FORTH HEREIN FAILS OF ITS ESSENTIAL PURPOSE OR OTHERWISE, IN NO EVENT WILL SUNGARD HIGHER EDUCATION BE LIABLE TO LICENSEE FOR ANY SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, WHETHER BASED ON BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), PRODUCT LIABILITY, OR OTHERWISE, AND WHETHER OR NOT SUNGARD HIGHER EDUCATION HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE.

(c) BASIS OF THE BARGAIN. LICENSEE ACKNOWLEDGES THAT SUNGARD HIGHER EDUCATION HAS SET ITS FEES AND ENTERED INTO THIS AGREEMENT IN RELIANCE UPON THE LIMITATIONS OF LIABILITY AND THE DISCLAIMERS OF WARRANTIES AND DAMAGES SET FORTH IN THIS AGREEMENT, AND THAT THE SAME FORM AN ESSENTIAL BASIS OF THE BARGAIN BETWEEN THE PARTIES.

9. **Non-Appropriation of Funds.** Licensee believes that sufficient funds can be obtained to pay all amounts due SunGard Higher Education under this Agreement, and Licensee hereby covenants and agrees that it will do all things lawfully within its power to obtain, maintain and properly request and pursue funds from which payments hereunder may be made, including making provisions for such payments to the extent necessary in each budget submitted for the purpose of obtaining funding, using its best efforts to have such portion of the budget approved and exhausting all available administrative reviews and appeals in the event such portion of the budget is not approved. It is Licensee's intent to make all payments due under this Agreement if funds are legally available therefor and in that regard Licensee represents and warrants to SunGard Higher Education that the Improvements are important to Licensee's proper, efficient and economic operation. If, despite Licensee's efforts, sufficient funds are not appropriated and budgeted in any fiscal period for payments due under this Agreement, then Licensee will immediately notify SunGard Higher Education of such occurrence and SunGard Higher Education will notify Licensee that SunGard Higher Education's obligation to provide Licensee with Improvements pursuant to this Agreement, and Licensee's obligation to obtain Improvements from SunGard Higher Education pursuant to this Agreement, will expire effective on the last day of the fiscal period for which appropriations were received. Notwithstanding the foregoing, Licensee agrees that the provisions of this Section will not apply to the extent that any funds are appropriated to it, or by it, for the acquisition or provision of services similar to the Improvements, and that it will not during any fiscal period that SunGard Higher Education is to provide Licensee with Improvements pursuant to this Agreement give priority in the application of funds to any other similar services. Further, nothing in this Section will be construed so as to permit Licensee to effect a premature expiration of the Improvements to be provided by SunGard Higher Education pursuant to this Agreement in order to acquire any other similar services or to allocate funds directly or indirectly to perform essentially the same application for which the services are being provided, including the performance of the services by Licensee itself.

In any such event, however, Licensee will remain liable to SunGard Higher Education for payment of all Improvements fees, and reimbursement amounts for reimbursable expenses incurred by SunGard Higher Education, up to the effective date of such termination for non-appropriation.

10. Entire Agreement. This Agreement contains the entire understanding of the parties with respect to its subject matter, and supersedes and extinguishes all prior oral and written communications between the parties about its subject matter. Any purchase order or similar document which may be issued by Licensee in connection with this Agreement does not modify this Agreement. No modification of this Agreement will be effective unless it is in writing, is signed by each party, and expressly provides that it amends this Agreement.

Attachment 2

EXHIBIT 1

Licensee: Idaho State University

Table 1: Baseline Oracle Component Systems [1, 2]

PARTIAL YEAR PAYMENT/DUE DATE: (N/A)

FIRST ANNUAL CONTRACT YEAR PAYMENT DATE April 1, 2007

Component System	Contract Year Begins/Ends	Expiration Date	Maintenance Standards	Initial Payment Amount
Oracle – Full Use Campus Wide (as identified in Exhibit 1 of the License Agreement executed on or about the Execution Date)	April 1/March 31	March 31, 2012	Silver	$165,978
INITIAL PAYMENT AMOUNT:				**$165,978**

Notes to Table 1:

Notwithstanding Sections 5 and 7(a), Maintenance for the Baseline Oracle Component System will renew on a Contract Year-to-Contract Year basis through the Expiration Date unless Licensee advises SunGard Higher Education in a writing received by SunGard Higher Education at its corporate headquarters by no later than sixty days prior to the upcoming Contract Year start date that Licensee is electing not to renew Maintenance for the Baseline Oracle Component System for the upcoming Contract Year. In any event, after the Expiration Date, and notwithstanding Section 5 of this Agreement, Maintenance for the Baseline Oracle Component System will NOT renew after the Expiration Date. For any period subsequent to the Expiration Date, Licensee must contract directly with, and submit maintenance fee payments for the Baseline Oracle Component Systems directly to, Oracle Corporation in accordance with such terms as Licensee and Oracle Corporation may agree.

The "Initial Payment Amount" represents the amount due on the First Annual Contract Year Payment Date for Improvements for the first full Contract Year. Fees for Improvements for each subsequent Contract Year are payable on the anniversary of the First Annual Contract Year Payment Date. Improvement fees for the second Contract Year and for each subsequent Contract Year prior to the Expiration Date will be specified by SunGard Higher Education in an annual invoice and will increase by not more than four percent (4%) over the amount payable for Improvements for the immediately preceding Contract Year. Maintenance for the Baseline Oracle Component System is payable annually in advance.

[1] Oracle Software Improvement Fees are calculated based upon the Equipment configuration identified in Attachment 1 to the License Agreement and the License Fees payable thereunder. Any variation between the Equipment configuration actually utilized by Licensee and the Equipment configuration contained in Attachment 1 to the License Agreement may result in additional Improvement Fees due for the Oracle Software.

[2] Indicates that the Component System is owned by a third party.

EXHIBIT 2
Silver Level Maintenance Standards

I. **Hours During Which SunGard Higher Education's "ActionLine" Telephone Support Will be Available to Licensee in Connection with the Provision of Maintenance:** Seven (7) days per week, 24 hours per day.

Note: SunGard Higher Education's ActionLine uses an automated answering system to receive and record telephone calls from clients, as well as to receive reports via SunGard Higher Education's ActionWeb and e-mail. This system allows SunGard Higher Education's ActionLine staff to classify, prioritize, record basic details, conduct certain research, and assign a consultant to respond to a client's telephone call.

II. **Targeted Response Times**. With respect to SunGard Higher Education's Maintenance obligations, SunGard Higher Education will use diligent, commercially reasonable efforts to respond to Notifications from Licensee relating to the Baseline Component Systems identified in Exhibit 1 of this Agreement in accordance with the following guidelines:

Priority One Calls –two (2) hours or less.

Priority Two Calls - four (4) hours or less.

Priority Three Calls – twenty-four (24) hours or less.

Priority Four Calls – seventy-two (72) hours or less.

Notes: (1) For purposes of these targets, a "response" will mean as an initial contact from a SunGard Higher Education representative to Licensee to begin evaluation of the problem reported under one of the categories of calls identified above; (2) As a prerequisite to SunGard Higher Education's obligation to respond to Licensee, Licensee must follow the policies and procedures of SunGard Higher Education's ActionLine (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting its Notification.

Resource Commitments: Without limiting SunGard Higher Education's obligations regarding Maintenance, SunGard Higher Education agrees to deploy the following resources in an effort to provide an avoidance procedure or correction of Priority One and Priority Two Documented Defects in connection with each Notification:

Priority One Calls - SunGard Higher Education will assign all resources that SunGard Higher Education determines are reasonably required to correct or provide an avoidance procedure for the Documented Defect. Work on the Documented Defect will continue until the correction or avoidance procedure is determined.

Priority Two Calls - SunGard Higher Education will assign the resources that SunGard Higher Education determines are reasonably required to correct or provide an avoidance procedure for the Documented Defect, provided that Priority One Documented Defects that are then open will be addressed before Priority Two Documented Defects.

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Attachment 3

AMENDMENT TO
SOFTWARE MAINTENANCE AGREEMENT

ELLUCIAN COMPANY L.P.
(successor by merger to Ellucian Support Inc.)
4 Country View Road, Malvern, Pennsylvania 19355
FAX Number (610) 578-3700
("Maintenance Provider")

And

IDAHO STATE UNIVERSITY
("Licensee")

Maintenance Provider and Licensee are parties to Maintenance Agreement dated March 28, 2007, as thereafter amended (the "Maintenance Agreement"). Licensee now desires to obtain from Maintenance Provider Improvements for the Licensed Software identified in this Amendment (the "Maintenance Amendment"), on the terms and conditions of the Maintenance Agreement, as modified by this Maintenance Amendment. This Maintenance Amendment is entered into by the parties on the latest date shown on the signature page of this Maintenance Amendment (the "Execution Date"). Maintenance Provider's obligations hereunder will commence on April 1, 2017 (the "Commencement Date"). Maintenance Provider and Licensee, intending to be legally bound, agree as follows:

1. Defined Terms. Unless specifically defined herein, all terms defined in the Maintenance Agreement will have the same meaning when used in this Maintenance Amendment.

2. Amendment to and Modification of Maintenance Agreement.

(a) Maintenance Provider agrees to provide Improvements with respect to the Component Systems identified in the attached Exhibit 1, on the same terms and conditions as the Maintenance Agreement for the period and for the fee specified in the attached Exhibit 1. The term of the Maintenance Agreement is deemed to be extended as provided for in the attached Exhibit 1 for purposes of this Maintenance Amendment. Any amounts indicated on the attached Exhibit 1 are in addition to all other amounts payable under the Maintenance Agreement.

(b) The hours during which Maintenance will be provided for each Component System, the targeted response times for certain defined categories of Maintenance calls for each Component System, and other details and procedures (collectively, the "Maintenance Standards") relating to the provision of Maintenance for each Component System are described in the applicable Supplement attached as Exhibit 2 hereto. To the extent that a different Maintenance Standard applies to certain of the Component Systems than that which applies to others, the Maintenance Standard applicable to each Component System will be described in the table in Exhibit 1 and the corresponding Supplements will be attached in Exhibit 2.

(c) Services Limitations. All Improvements will be part of the applicable Baseline Component System and will be subject to all of the terms and conditions of the License Agreement and the Maintenance Agreement. Maintenance Provider's obligation to provide Licensee with Improvements for Baseline Component Systems owned by parties other than Maintenance Provider is limited to providing Licensee with the Improvements that the applicable third party owner provides to Maintenance Provider for that Baseline Component System as part of the third party owner's standard maintenance program. In this regard, (i) to the extent that an agreement authorizing Maintenance Provider to resell or sublicense a third party's Baseline Component System is terminated or expires prior to the Expiration Date, or prior to the expiration of any renewal term, for that Baseline Component System; or (ii) to the extent that the applicable third party owner desupports maintenance for any module or function of that Baseline Component System, or will not provide maintenance for any particular module or function of that Baseline Component System as part of its standard, general maintenance offering (including for these purposes, any maintenance that will only be provided subject to a surcharge above standard rates) then Maintenance Provider's obligation to provide Improvements to Licensee for that Baseline Component System (or portion thereof), shall automatically terminate simultaneously with the termination or expiration of the relevant agreement. If, as a result of such termination, expiration or desupport, the third party provider reduces its fees to Ellucian for such Improvements, then Ellucian will provide Licensee with a commensurate fee reduction for such Improvements.

(d) Term. The term of the Maintenance Agreement as it applies to each Baseline Component System is for the period beginning on the Commencement Date and continuing until the Expiration Date for that Baseline Component System. For each Baseline Component System, the Maintenance Agreement can thereafter be extended for consecutive Contract years beyond the Expiration Date on a year-to-year basis upon mutual agreement of the parties. Each party shall use its best efforts to notify the other in writing at least ninety (90) days prior to the expiration of the then current term if such party intends not to continue this Agreement.

3. Integration Provision. Except as expressly modified by this Maintenance Amendment, the Maintenance Agreement will remain in full force and effect. As of the Execution Date, the Maintenance Agreement, as further amended by this Maintenance Amendment constitutes the entire understanding of the parties as regards the subject matter hereof and cannot be modified except by written agreement of the parties. Both the transaction provided for in and the fees due under this Maintenance Amendment are non-cancelable, and the amounts paid under this Maintenance Amendment are nonrefundable, except as provided in this Maintenance Amendment. By the execution of this Maintenance Amendment, each party represents and warrants that it is bound by the signature of its respective signatory. Further, in executing this Maintenance Amendment, Licensee has not relied on the availability of either any future version of any Baseline Component System, or any future software product.

Maintenance Provider	**Licensee**
BY: _____	BY: _____
PRINT NAME: _____	PRINT NAME: _____
PRINT TITLE: _____	PRINT TITLE: _____
DATE SIGNED: _____	DATE SIGNED: _____

EXHIBIT 1

Licensee: Idaho State University

MAINTENANCE TABLE A

FIRST ANNUAL CONTRACT YEAR PAYMENT DATE: April 1, 2017

Component System(s)	Contract Year Begins/Ends	Expiration Date	Maintenance Standards	Initial Payment Amount
Banner Student	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Student Self-service	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Faculty and Advisor Self-service	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Financial Aid	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Financial Aid Self-service	April 1/March 31	March 31, 2022	Advantage Plus	Included
CSS Profile for Financial Aid	April 1/March 31	March 31, 2022	Advantage Plus	Included
Financial Aid FM Need Analysis	April 1/March 31	March 31, 2022	Hosted Advantage Plus	Included
Banner Finance	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Finance Self-service	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Human Resources	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Employee Self-service	April 1/March 31	March 31, 2022	Advantage Plus	Included
EDISmart	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Workflow	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Operational Data Store (ODS)	April 1/March 31	March 31, 2022	Advantage Plus	Included
ePrint Reports	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Integration for eLearning	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Integration Technologies	April 1/March 31	March 31, 2022	Advantage Plus	Included
Luminis Basic	April 1/March 31	March 31, 2022	Advantage Plus	Included
Degree Works	April 1/March 31	March 31, 2022	Advantage Plus	Included
Ellucian International Student & Scholar Mgmt.	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Integration Component for BDMS	April 1/March 31	March 31, 2022	Advantage Plus	Included
Banner Document Management Suite (BDMS) • EMC AppXtender Desktop [2] • EMC AppXtender Image Capture [2] • EMC AppXtender Test Bundle [2] • EMC AppXtender Web Access .NET [2] • EMC AppXtender Web Services [2] • EMC DiskXtender Windows File System Manager Server [2]	April 1/March 31	March 31, 2022	Advantage	Included
Automic Banner Agent [2]	April 1/March 31	March 31, 2022	Advantage	Included
Automic Agent Pricing per UNIX Server [2]	April 1/March 31	March 31, 2022	Advantage	Included
Automic UNIX Std Pkg of 2 Automation Engines 1Agent and GAP [2]	April 1/March 31	March 31, 2022	Advantage	Included
Automic Agent per server upgrade Unrestricted Platform [2]	April 1/March 31	March 31, 2022	Advantage	Included
Automic Automation Engine per server upgrade Unrestricted Platform [2]	April 1/March 31	March 31, 2022	Advantage	Included
Initial Payment Amount (covers the contract year April 1, 2017 to March 31, 2018)				**$359,691 [1]**

MAINTENANCE TABLE B

FIRST ANNUAL CONTRACT YEAR PAYMENT DATE: April 1, 2017

Component System(s)	Contract Year Begins/Ends	Expiration Date	Maintenance Standards	Initial Payment Amount
Oracle Relational Database Enterprise Edition [2]	April 1/March 31	March 31, 2022	Advantage Plus	Included
Oracle internet Application Server Enterprise Ed.[2]	April 1/March 31	March 31, 2022	Advantage Plus	Included
Oracle Database Configuration Mgmt. Pack [2]	April 1/March 31	March 31, 2022	Advantage Plus	Included
Oracle Database Diagnostics Pack [2]	April 1/March 31	March 31, 2022	Advantage Plus	Included
Oracle Database Diagnostics Pack for Oracle Middleware [2]	April 1/March 31	March 31, 2022	Advantage Plus	Included
Oracle iAS Configuration Management Pack [2]	April 1/March 31	March 31, 2022	Advantage Plus	Included
Oracle Tuning Pack [2]	April 1/March 31	March 31, 2022	Advantage Plus	Included
Oracle Internet Developer Suite [2]	April 1/March 31	March 31, 2022	Advantage Plus	Included
Oracle Programmer [2]	April 1/March 31	March 31, 2022	Advantage Plus	Included
Initial Payment Amount (covers the contract year April 1, 2017 to March 31, 2018)				**$245,645 [3]**

Oracle Campus Wide Program License Software -- Description	
Description/License Type	**Limitation-- Named User Plus (NUP)**
Relational Database System – Named User Plus Perpetual Campus Wide Program License	16,366
Internet Application Server Enterprise Edition – Named User Plus Perpetual Campus Wide Program License	16,366
Database Configuration Management Pack – Named User Plus Perpetual Campus Wide Program License	16,366
Diagnostics Pack – Named User Plus Perpetual Campus Wide Program License	16,366
Database Diagnostics Pack for Oracle Middleware – Named User Plus Perpetual Campus Wide Program License	16,366
iAS Configuration Management Pack – Named User Plus Perpetual Campus Wide Program Lic.	16,366
Tuning Pack – Named User Plus Perpetual Campus Wide Program License	16,366
Internet Developer Suite – Named User Plus Perpetual License	15
Programmer – Named User Plus Perpetual License	5

NOTES TO MAINTENANCE TABLES:

[1] For the Baseline Component Systems set forth in the Maintenance Table A above, the "Initial Payment Amount" represents the amount due on the First Annual Contract Year Payment Date for Improvements for the first full Contract Year. Fees for Improvements for each subsequent Contract Year are payable on the anniversary of the First Annual Contract Year Payment Date. Improvement fees for the second Contract Year and for each subsequent Contract Year prior to the Expiration Date will be specified by Maintenance Provider in an annual invoice and will increase by not more than **5%** over the amount payable for Improvements for the immediately preceding Contract Year. Following the Expiration Date, the Maintenance Agreement may be extended upon mutual written agreement of the parties, either in the form of an Amendment to this Agreement signed by each party, or in the form of a separate and new Agreement signed by each party.

[2] Indicates that the Component System is owned by a third party.

[3] For the Baseline Component Systems set forth in the Maintenance Table B above, the "Initial Payment Amount" represents the amount due on the First Annual Contract Year Payment Date for Improvements for the first full Contract Year. Fees for Improvements for each subsequent Contract Year are payable on the anniversary of the First Annual Contract Year Payment Date. Improvement fees for the second Contract Year and for each subsequent Contract Year prior to the Expiration Date will be specified by Maintenance Provider in an annual invoice and will increase by not more than **4%** over the amount payable for Improvements for the immediately preceding Contract Year. Following the Expiration Date, the Maintenance Agreement may be extended upon mutual written agreement of the parties, either in the form of an Amendment to this Agreement signed by each party, or in the form of a separate and new Agreement signed by each party.

EXHIBIT 2
Maintenance Standards – Advantage Plus Level

I. Defined Terms:

"Notification" means a communication to Maintenance Provider's ActionLine by means of: (i) Maintenance Provider's Customer Support Center; (ii) the placement of a telephone call; or (iii) the sending of an e-mail, in each case, in accordance with Maintenance Provider's then-current policies and procedures for submitting such communications.

"Priority One Call" means a Notification that Licensee believes that a Documented Defect has caused: (i) a full failure (i.e., "crash") of its computer system; (ii) a full failure of the Licensed Software; or (iii) a failure of its computer system or the Licensed Software which, in either case, prevents Licensee from performing data processing which is critical to Licensee's operations on the day on which the alleged Documented Defect is reported.

"Priority Two Call" means a Notification that Licensee believes that a Documented Defect has caused a partial failure of Licensee's computer system or the Licensed Software which significantly hinders its ability to perform data processing which is critical to Licensee's operations on the day on which the alleged Documented Defect is reported.

"Priority Three Call" means a Notification that Licensee believes that a Documented Defect has caused an intermittent failure of, or problem with, its computer system or the Licensed Software that causes a significant delay in Licensee's ability to perform data processing on the day on which the alleged Documented Defect is reported, but where the processing is not critical to Licensee's operations.

"Priority Four Call" means a Notification that Licensee believes that a Documented Defect has caused a problem with its computer system or the Licensed Software that does not significantly affect critical processing.

II. Hours During Which Maintenance Provider's "ActionLine" Telephone Support Will be Available to Licensee in Connection with the Provision of Maintenance: Seven (7) days per week, 24 hours per day.

Note: Maintenance Provider's ActionLine uses an automated answering system to receive and record telephone calls from clients, as well as to receive reports via Maintenance Provider's Customer Support Center and e-mail. This system allows Maintenance Provider's ActionLine staff to classify, prioritize, record basic details, conduct certain research, and assign a consultant to respond to a client's telephone call.

III. Targeted Response Times: With respect to Maintenance Provider's Maintenance obligations, Maintenance Provider will use diligent, commercially reasonable efforts to respond to Notifications from Licensee relating to the Baseline Component Systems identified in Exhibit 1 in accordance with the following guidelines:

Priority One Calls – one (1) hours or less.
Priority Two Calls – four (4) hours or less.
Priority Three Calls – twenty-four (24) hours or less.
Priority Four Calls – seventy-two (72) hours or less.

Notes: (1) For purposes of these targets, a "response" will mean as an initial contact from an Maintenance Provider representative to Licensee to begin evaluation of the problem reported under one of the categories of calls identified above; (2) As a prerequisite to Maintenance Provider's obligation to respond to Licensee, Licensee must follow the policies and procedures of Maintenance Provider's ActionLine (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting its Notification.

EXHIBIT 2
Maintenance Standards – Advantage Level

I. Defined Terms:

"Notification" means a communication to Maintenance Provider's ActionLine by means of: (i) Maintenance Provider's Customer Support Center; (ii) the placement of a telephone call; or (iii) the sending of an e-mail, in each case, in accordance with Maintenance Provider's then-current policies and procedures for submitting such communications.

"Priority One Call" means a Notification that Licensee believes that a Documented Defect has caused: (i) a full failure (i.e., "crash") of its computer system; (ii) a full failure of the Licensed Software; or (iii) a failure of its computer system or the Licensed Software which, in either case, prevents Licensee from performing data processing which is critical to Licensee's operations on the day on which the alleged Documented Defect is reported.

"Priority Two Call" means a Notification that Licensee believes that a Documented Defect has caused a partial failure of Licensee's computer system or the Licensed Software which significantly hinders its ability to perform data processing which is critical to Licensee's operations on the day on which the alleged Documented Defect is reported.

"Priority Three Call" means a Notification that Licensee believes that a Documented Defect has caused an intermittent failure of, or problem with, its computer system or the Licensed Software that causes a significant delay in Licensee's ability to perform data processing on the day on which the alleged Documented Defect is reported, but where the processing is not critical to Licensee's operations.

"Priority Four Call" means a Notification that Licensee believes that a Documented Defect has caused a problem with its computer system or the Licensed Software that does not significantly affect critical processing.

II. Hours During Which Maintenance Provider's "ActionLine" Telephone Support Will be Available to Licensee in Connection with the Provision of Maintenance: Five (5) days per week, Monday through Friday, excluding United States holidays and Maintenance Provider-observed holidays, from 8:00 AM to 8:00 PM (Eastern US Time).

III. Targeted Response Times: With respect to Maintenance Provider's Maintenance obligations, Maintenance Provider will use reasonable efforts to respond to Notifications from Licensee relating to the Baseline Component Systems identified in Exhibit 1 in accordance with the following guidelines, with the time period to be measured beginning with the first Maintenance Provider ActionLine business hour occurring after Maintenance Provider's receipt of the Notification:

Priority One Calls – two (2) hours or less.
Priority Two Calls – four (4) hours or less.
Priority Three Calls – twenty-four (24) hours or less.
Priority Four Calls – seventy-two (72) hours or less.

Notes: (1) For purposes of these targets, a "response" will mean as an initial contact from an Maintenance Provider representative to Licensee to begin evaluation of the problem reported under one of the categories of calls identified above; (2) As a prerequisite to Maintenance Provider's obligation to respond to Licensee, Licensee must follow the policies and procedures of Maintenance Provider's ActionLine (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting its Notification.

Ellucian Banner Renewal - Purchasing Justification

Request

Idaho State University's (ISU) Information Technology Services (ITS) department is requesting authorization to enter into a renewal contract with Ellucian for its existing Banner Enterprise Resource Planning (ERP) system in an amount not to exceed $3,318,233 over a five-year period.

Background

The University entered into a ten-year software license and support contract with SunGard (now Ellucian) when it began the ERP implementation project in 2007. Since that time the University has completed the project and become heavily dependent on the software for financial, employee, and student related processing. The ERP has become the centralized data repository for many administrative departments including Financial Aid, Registration, International Students, Accounting, Payroll, Purchasing, Human Resources and provides data to numerous third party systems across campus (e.g. learning management system (Moodle), institutional reporting (Argos), parking (T2), housing (StarRez), payment processing (TouchNet), etc.). The purchase and implementation of the original software and services was $4.5M (est. $10-12M total investment to-date). This does not include the cost associated with thousands of hours already invested in training and the implementation of numerous third party applications currently connected to the ERP.

Benefits

Execution of this contract will provide continued Banner and Oracle software license and maintenance support. Maintenance covers vendor support for the software products licensed, rights to future enhancements, and bug fixes, and assistance in configuring components of the Ellucian system. Without this support, the University would risk prolonged outages in the event of unforeseen problems and unresolved security vulnerabilities.

Financial Impact

The cost of the five-year contract is approximately $3,318,233 and will be funded through the ERP Operations (AITS03) cost center. Funding has been budgeted and planned for in previous program forecasts.

Annual costs are listed below:

	Year 1	Year 2*	Year 3*	Year 4*	Year 5*
Banner & Add-ons	$359,691	$377,676	$396,559	$416,387	$437,207
Oracle	$245,686	$255,513	$265,734	$276,363	$287,417
Total	$605,377	$633,189	$662,293	$692,750	$724,624

**Note – years 2-5 reflect a 5% (Banner) and 4% (Oracle) increase per the Software Maintenance Agreement.*

The cost of migrating to another vendor would be cost prohibitive due to the following:

- The estimated software costs mentioned above are based on the cost to maintain the licenses the University purchased when it first contracted with SunGard in 2007.

  - Switching to a separate vendor is estimated to cost between $5-6M for the initial software licenses and implementation costs. Annual maintenance costs (similar to the costs described above) would still be required.
- Additional costs would include hardware purchases or moving to a cloud environment (estimated $1.2 -1.5M based on the recent UCS hardware purchase) and the soft costs associated with retraining internal ITS and functional staff, restructuring business processes, and revaluating/reconnecting third party systems to a new ERP system (thousands of hours).

Recommendation

ITS recommends the purchase to execute a contract renewal between ISU and Ellucian for software support and maintenance, effective April 1, 2017 through March 31, 2022.

UNIVERSITY OF IDAHO

SUBJECT

Disposal of real property at University of Idaho (UI) Caine Center, Caldwell.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.I.5.b(3).

BACKGROUND/DISCUSSION

In 1978 the university acquired 40 acres of agricultural college endowment land from the State of Idaho for the purpose of constructing and operating the Caine Veterinary Center on land adjoining the UI's Caldwell Research and Extension Center. The university paid $111,000 to the State of Idaho for the parcel. In 2016 the UI's College of Agricultural and Life Sciences (College) closed the Caine Center to reallocate College resources to programs and facilities that better meet the needs of the College's current priorities in animal sciences and other areas.

With the Caine Center property deemed to be surplus for UI programs, and the adjoining endowment lands currently operated as UI's Caldwell Research and Extension Center no longer desirable for UI agricultural education and research objectives, the UI is proposing that the Caine Center property be marketed and auctioned along with the adjoining endowment lands by the Idaho Department of Lands. Such disposal mechanism is supported by the Idaho Department of Lands and provided for by Idaho Code Section 58-335.

IMPACT

The Caine Center has been mothballed and no longer serves any programmatic purpose. Its disposal will eliminate caretaking costs and provide financial resources that can better align with UI and College priorities and initiatives.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to have the State Board of Land Commissioners auction the 40 acre former Caine Center for an amount that is no less than the appraised value of property as established by the Idaho Department of Lands; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for conveying the real property rights for Caine and the adjoining endowment lands upon the conclusion of such successful auction.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Arts in Global Studies

REFERENCE

August 2016 Board approved line item request titled "Public Service Initiative" for $2 million.

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 Bachelor's of Arts degree in Global Studies. The new program is the second of two programs being proposed by BSU's new School of Public Service; the first was a BA in Urban Studies and Community Development, which was approved at the December 2016 Board meeting. Both programs are designed to cross the lines that exist between traditional disciplines such as Political Science, History, Public Policy, and Economics, and will make use of faculty expertise and coursework across the university. The program will offer four emphases: World Economics, International Relations, Sustainable Futures, and World Cultures.

The Global Studies program will prepare students to work in a fluid global context in which people and businesses are on the move, where there are stark differences in people's access to basic material goods, where there is increasing demand for natural resources and public spending, and where there is frequent contact among individuals and groups that hold different values and interests. Students will learn the skills necessary to be responsive to a changing global environment as well as developing the skills to help lead change.

Graduates of the proposed program will acquire deep, applied knowledge in how cultures, communities, governments, nations and businesses interact. Students will develop this expertise through a combination of classroom instruction, experiential learning, community partnerships, study abroad, undergraduate research, and interdisciplinary collaboration. Graduates who understand the dynamics of global, national, and local cultural and political interactions will have a competitive advantage in the workforce. Career paths for graduates are diverse and include international and national community development coordinators, business professionals, economic development analysts, non-profit program coordinators, and U.S. State Department officials.

Idaho has a number of connections to the broader global environment. First, Idaho exports over $5 billion annually with China, Canada, and Mexico among our largest

trading partners. Thus, businesses have a demand for employees who speak languages other than English and are skilled in cross-cultural communication.

Second, technology companies located in the Treasure Valley, such as Hewlett-Packard and Micron, work extensively overseas and they also employ large numbers of foreign-born workers. Again, this suggests that these employers will want our graduates in a diverse array of jobs, such as marketing, account managers and human resources. In Boise's Mayor David Bieter's letter of support he states,

> *"I'm excited about the program's potential for graduating students with a strong background in international affairs policy that can strengthen the link between the development of government policy with the needs of Idaho businesses."*

Garry Wenske, President of the Boise Committee on Foreign Relations says,

> *"Our members understand and value the need for educating Boise State students about international issues, especially the global economy."*

Megan Ronk, Director of the Idaho Department of Commerce says,

> *"After reviewing the mission statement, goals and objectives of the program, I concur that the program's goal to better prepare students for today's challenges of an interconnected world is important."*

Third, Idaho and the Treasure Valley are the receiving home to thousands of political refugees. Our graduates will be better equipped to work with these refugees as colleagues as well as for organizations that provide services to these new residents. Cristina Bruce-Bennion, Program Director for Agency for New Americans says,

> *"Connecting your students to different communities seems like an ideal way to enrich students' education. We look forward to hosting Boise State interns, which would be mutually beneficial."*

There are two similar undergraduate programs offered in the State of Idaho: the University of Idaho and Idaho State University each offers a B.A. in International Studies. There are only a handful of programs in the Intermountain West and Pacific Northwest as defined by Arizona, Utah, Nevada, Idaho, New Mexico, Oregon, Washington, and Colorado.

IMPACT

BSU projects that the program will accept approximately 20 new students a year, have an overall enrollment of approximately 120 students, and have at least 16 graduates per year once the program is fully up and running.

The program will be resourced as follows:

- Much of the coursework will be provided using already-existing faculty members and coursework.

- Three additional faculty members will provide approximately 10 courses per year of additional instructional capacity and will enable BSU to get the BA in Global Studies up and running:
    - One tenure-track faculty line results from a newly established endowed faculty position, the Bethine and Frank Church Endowed Chair in Public Policy.
    - One half-time lecturer position is being funded initially under BSU's spousal accommodation policy, and will be funded subsequently using reallocated funds.
    - One new tenure-track faculty line will be created using reallocated funds.
- BSU anticipates that interest in the program will eventually outstrip the capacity provided by the above-listed resources; therefore, they have requested additional resources in their FY18 Line Item Request to the Legislature. Their plan is that 1.0 FTE from that request will be assigned to the proposed program.

ATTACHMENTS

Attachment 1 –Bachelor of Arts in Global Studies proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed program falls within the mission of BSU, and will create graduates who are prepared to work in a variety of fields having to do with a wide variety of international contexts and will be excellent preparation for graduate studies at all three Idaho universities. Included with the proposal are letters of support from three key individuals: Megan Ronk, Director of the Idaho Department of Commerce; Garry Wenske, President of the Boise Committee on Foreign Relations; and David Bieter, Mayor of Boise.

BSU's request to create a new BA in Global Studies is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for international/global studies programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017. IRSA recommends approval.

The proposed program is above the fiscal threshold per year for Executive Director approval. Consistent with Board Policy III.G, Board approval is required of any new, modification of, and/or discontinuation of academic or career technical programs, with a financial impact of $250,000 or more per fiscal year.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program.

BOARD ACTION

I move to approve the request by Boise State University to create a Bachelor of Arts in Global Studies in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. 16-020

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	School of Public Service
Name of Department(s) or Area(s):	School of Public Service

Program Identification for Proposed New or Modified Program:

Program Title:	Bachelor of Arts in Global Studies						
Degree:	B.A.	Degree Designation	X	Undergraduate		Graduate	
Indicate if Online Program:		Yes	X	No			
CIP code (consult IR /Registrar):	30.2001 International/Global Studies						
Proposed Starting Date:	Fall 2017						
Geographical Delivery:	Location(s)	Boise campus	Region(s)	Region III			
Indicate (X) if the program is/has:		Self-Support		Professional Fee			
Indicate (X) if the program is:	x	Regional Responsibility		Statewide Responsibility			

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

College Dean (Institution) — Date: 12/1/16

Vice President for Research (Institution; as applicable) — Date

Graduate Dean or other official (Institution; as applicable) — Date

Academic Affairs Program Manager, OSBE — Date

FVP/Chief Fiscal Officer (Institution) — Date: 12/14/16

Chief Academic Officer, OSBE — Date

Provost/VP for Instruction (Institution) — Date

SBOE/Executive Director Approval — Date

President — Date: 12/16/16

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of a new **Bachelor of Arts in Global Studies**. The program will offer four emphases: World Economics, International Relations, Sustainable Futures, and World Cultures. The proposed undergraduate program will be housed in the School of Public Service (SPS). As an interdisciplinary program, it will draw on the expertise of and collaboration with the Colleges of Arts and Sciences, Business and Economics, and Education. The proposed program provides four emphases; World Economics, International Relations, Sustainable Futures, and World Cultures. The proposed program does not replace any existing program.

The mission of the Global Studies major is to prepare students as ethical, civically engaged citizens and members of a global community and workforce that increasingly demands an understanding of the complex, diverse, dynamic and interconnected nature of today's world.

The Global Studies major will prepare students to better understand:

(a) the dynamics of cultural change and diversity across the world;
(b) differences in social, political and economic development across the world and within regions;
(c) political and social change in the face of unprecedented demands placed on governments, international organizations, and markets;
(d) the increasing interconnectedness of people, communities, businesses and governments from around the world.

The Global Studies program will prepare students to work in a fluid global context in which people and businesses are on the move, where there are stark differences in people's access to basic material goods, where there is increasing demand for natural resources and public spending, and where there is frequent contact among individuals and groups that hold different values and interests. In this program, students will learn the skills necessary to be responsive to a changing global environment as well as developing the skills to help lead change.

Graduates of the proposed program can be best characterized as "global specialists," who will acquire deep, applied knowledge in how cultures, communities, governments, nations and businesses interact. Students will develop this expertise through a combination of classroom instruction, experiential learning, community partnerships, study abroad, undergraduate research, and interdisciplinary collaboration. Graduates who understand the dynamics of global, national, and local cultural and political interactions will have a competitive advantage in the workforce. Career paths for graduates are diverse and include international and national community development coordinators, business professionals, economic development analysts, nonprofit program coordinators, and US State Department officials. Students are required to

take 4 semesters of a world language, which will prepare them to work in environments that are not English-language dominant. This could involve working for a Boise-based company that has offices in other countries or is involved working for the US State department overseas. Additionally, graduates will be well prepared for a variety of graduate programs, including a number at Boise State University, the University of Idaho, and Idaho State University.

Graduates will be able to address global challenges that are relevant to the Intermountain West, to the United States, and to the broader international community using their expertise in (i) global and regional economics, (ii) public policy and program evaluation, (iii) cross-cultural communication, (iv) infrastructure and community building, (v) community development analysis, and (vi) public communication strategies.

Idaho has a number of connections to the broader global environment. First, Idaho exports over $5 billion annually with China, Canada, and Mexico among our largest trading partners.[1] Thus, businesses have a demand for employees who speak languages other than English and are skilled in cross-cultural communication. Second, technology companies located in the Treasure Valley, such as HP and Micron, work extensively overseas and they also employ large numbers of foreign-born workers. Again, this suggests that these employers will want our graduate in a diverse array of jobs, such as marketing, account managers and human resources.

In Boise's Mayor David Bieter's letter of support he states,

> *"I'm excited about the program's potential for graduating students with a strong background in international affairs policy that can strengthen the link between the development of government policy with the needs of Idaho businesses."*

Third, Idaho and the Treasure Valley a receiving home to thousands of political refugees. Our graduates will be better equipped to work with these refugees as colleagues as well as for organizations that provide services to these new residents. Cristina Bruce-Bennion, Program Director for Agency for New Americans says,

"Connecting your students different communities seems like an ideal way to enrich students' education. We look forward to hosting Boise State interns, which would be mutually beneficial."

Boise State University is well positioned to develop this undergraduate program for a number of reasons. Boise State University has a number of faculty members with significant expertise across a diverse range of global topics. Boise State faculty are already conducting high-quality and highly visible peer-review research on a wide-range of issues related to global issues. Politics, civil war, economic development, environmental protection, and culture diversity are just a few of topics that our faculty are currently conducting research on. The proposed program will give undergraduate students access to a greater range of faculty working on global issues. They have collaborated with diverse public agencies (USAID, World Bank) and community organizations to develop sustainability benchmarks, public program evaluations, strategic investment plans, project facilitation, and program assessments. The proposed program provides undergraduate research support and gives students the

[1] (http://commerce.idaho.gov/idaho-business/international-trade)

opportunity to apply classroom knowledge to these types of real world projects.

Boise State University's metropolitan location provides an excellent teaching laboratory for applied learning. Boise and much of Idaho has experienced a population boom in the last 30 years. Boise State University's proximity to the state capitol and its location in one of the fastest growing regions in the West provides important opportunities for educators to make use of experiential learning, whereby students apply the skills and practices learned in the classroom to real world situations. Types of learning opportunities for students include:

- Working for non-profit organizations and state agencies to support political refugees.
- Working with companies, such as Micron, HP, and Simplot, all of whom do significant international businesses.
- Working with foreign-born residents (e.g., Mexicans and Mexican-Americans) who often came to work in Idaho's agricultural sectors.

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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. List the job titles for which this degree is relevant. Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Graduates of the proposed program will be prepared for a wide variety of careers that require a deep understanding of the dynamics of global areas and communities. They include the following:

1. Community development specialists
2. Local governance specialist
3. Regional human resources manager
4. International education coordinator
5. Regional project manager
6. International sales manager
7. Community outreach organizer

Unfortunately, however, the above array of relevant careers does not map well to the Standard Occupational Classification Code (SOC) job titles in Department of Labor (DOL) data sets. The two tables below (Federal DOL data and State DOL data) are our best attempt at identifying those job titles within those databases for which a BA in Global Studies would be relevant. The resulting estimates of job openings are likely very conservative estimates of actual openings for graduates.

Additionally, we expect that a number of students will pursue advanced degrees following

the completion of their BA in Global Studies.

Note that these estimates are likely very conservative because of poor correspondence between SOC job titles and careers for graduates of the proposed program.			
	State DOL data	**Federal DOL data**	**Other data source: (describe)**
Local (Service Area)	68 (50% of State)	87 (50% of State)	
State	136	174 (0.5% of national)	
Nation	27,200 (200xState)	34,930	

State DOL Data: 2012-2022

Code	SOC Title	Base Employment	Projected Employment	Total Annual Openings
11-9151	Social and Community Service Managers	672	775	24
13-1199	Business Operations Specialists	2,507	2,766	60
11-3121	Human Resources	540	626	23
27-3091	Interpreters and Translators	301	414	15
27-3031	Public Relations Specialists	621	685	14
			Summed Annual Openings	**136**

Federal DOL data 2014 National Employment Matrix title and code		Employment numbers (1000's) 2014	Employment numbers (1000's) 2024	Job openings due to growth and replacement needs 2014-2024 openings (1000's)	Job openings due to growth and replacement needs Annual openings
Business Operations Specialists	13-1199	998.0	1046.0	166.9	16,690
Human Resources Managers	11-3121	122.5	133.3	46.6	4,660
Interpreters and Translators	27-3091	61.0	78.5	27.2	2,720
Public Relations Specialists	27-3031	240.7	255.6	43.6	4,360
Social and Community Service Managers	11-9151	138.5	151.7	49.8	4,980
Social Science Research Assistants	19-4061	32	33.8	15.2	1,520
				Summed Annual Openings	**34,930**

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

We anticipate that the Global Studies program will be attractive to current Boise State University students as a new or second major, as well as being a selling point for new applicants that are considering Boise State University. A growing proportion of the university's students are coming from out of state, often from states extensively integrated into global cultures and economics.

Thus, the proposed program targets these different audiences and will attract students

who are interested in global affairs, but seek a broader, more interdisciplinary approach than is offered by existing programs such as Political Science, Economics or History. We also anticipate that international students will be interested in the proposed program because the topics will be of specific interest to them because many of the topics covered have relevance to their home country experiences.

The proposed program responds to strong undergraduate interest in global studies courses as demonstrated by steady enrollments shown in the table below. Included are courses that have covered a variety of thematic areas, including international relations, comparative politics, sustainability, economic development, community development and world literatures.

Table 1: Undergraduate Enrollments at Boise State University in Upper Division Courses Relevant to Global Studies, 2014-2016.

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
POLS 305 Comparative Politics	37	22	32	38	38	42
POLS 306: International Relations	30	35	32	48	34	34
POLS 409 Environmental Politics	24			29		30
POLS 420 Comparative Foreign Policy	24		26		16	
POLS 421 International Law and Organization	30		15		22	
POLS 422 Politics in Russia	34		21			
POLS 423 Latin American Politics		15				31
POLS 424 Canadian Politics		35		14		
POLS 425 Politics in Asia	38					
POLS 426 European Politics			35			
POLS 427 Politics of Africa			29		15	
POLS 429 International Political Economy					17	
POLS 430 United States Foreign Policy						32
POLS 431 Civil War and Terrorism	18		18	19		20
COMM 351 Intercultural Communication	103	62	81	77	104	54
SOC 305 Race and Cultural Minorities		37		21		21
ENGL 396 Postcolonial Literature		24	8		16	
FRENCH 304 French and Francophone Lit		15		8		16
GERMAN 304 Introduction to German Lit				7		
SPANISH 304 Introduction to Hispanic Lit	37	31	35	26	36	23
ECON 315 Global Economics Development		31				
ECON 317 International Economics	35	53	39	86	68	71
French 303 Advanced French Conversation	11		10		16	
German 303 Advanced German Conversation	7		6		14	
Spanish 303 Advanced Spanish Conversation	57	44	40	39	45	

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

As Idaho and the Intermountain West are becoming more globalized, there is a need for global

analysts who understand the economic context for growth and development. These global analysts will need to have the job skills that enable them to work with various public, private, and community partners on developing capacity and identifying solutions for the unique challenges facing the region as well as for better linking Idaho to different global communities.

Garry Wenske, President of the Boise Committee on Foreign Relations says,

"Our members understand and value the need for educating Boise State students about international issues, especially the global economy."

The program's emphasis on innovation, workforce readiness, and civic engagement is designed to fulfill and target this economic need through its connection between academic foundations and applied work. Having language skills in Spanish, Chinese or French is directly relevant to businesses working Idaho (largest trading partners are located in Mexico, China and Canada). We would expect that companies would prefer someone with these language and cross-cultural communication skills to those applicants lacking these skills.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The Global Studies program will also contribute to creating engaged, global citizens. Our students will be become well-versed in the cross-cultural communication, have a broad historical understanding of patterns and processes that shaped the modern world, understand the significant political and social dilemmas faced by our leaders, and develop an appreciation for how novelists and filmmakers tackle these problems. Our graduates will be well-prepared to work and live in international settings.

e. If Associate's degree, transferability:
N/A

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

There are two similar undergraduate programs offered in the State of Idaho: the University of Idaho and Idaho State University each offers a BA in International Studies. There are only a handful of programs in the Intermountain West and Pacific Northwest as defined by Arizona, Utah, Nevada, Idaho, New Mexico, Oregon, Washington, and Colorado. Those programs are listed below.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
UI	**International Studies BA**	Interdisciplinary program is designed to prepare students for success in the evolving international community. Degree provides global prospective and competitive edge in careers that will help meet the challenges of tomorrow.
ISU	**International Studies BA**	Offers students an opportunity to expand their cultural, linguistic, and social horizons beyond their own local experience. As the world becomes increasingly dependent, it demands of all us an expanded knowledge of other people, their social, and political institutions, and their culture.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
University of Utah	**International Studies (B.A.)**	The degree grounds students in different disciplines (such as communication, economics, history, political science, foreign language) and permits them to explore the international scope of these disciplines. At the upper division level, students choose a thematic focus and with an advisor co-design a curriculum around this theme. The main aim of this degree is to provide students with a greater understanding of global and international issues, and to guide them toward incorporating their awareness, knowledge and skills into their career goals. Graduates of the program pursue careers in government, business, international development, global health, international security, journalism, along with many other careers.
Arizona State University	**Global Studies (B.A.)**	Global studies examines the causes and consequences of problems that cross national boundaries and the governance of these problems in social, cultural and economic contexts. The major aims to address real-world problems and their solutions. This mission is enabled by an internationally recognized faculty that has extensive global experience from a wide variety of disciplines in the social sciences, humanities and law.
Utah State University	**International Studies (B.A.)**	The international studies program addresses the global problems of security, development, ethnic conflict, and human rights, as well as problems relating to the environment and natural resources. Courses in international studies cultivate the development of language and intercultural skills, help students develop an understanding of global problems and circumstances, and expands each student's capacity to make informed judgments regarding complex international and global issues
University Oregon	**International Studies (B.A.)**	Primary themes of the program are international development, international political economy, culture and globalization, gender and development, environmental issues, global health, international education, and cross-cultural communication. Students interested in other aspects of international studies are also welcome, and find advising and support from our extensive group of affiliated participating faculty. Faculty and students also participate in many UO area and topical studies centers, language institutes, and research programs.
University of New Mexico	**International Studies (B.A.)**	International Studies is an interdisciplinary undergraduate program drawing on the courses, faculty, and resources of a large number of UNM departments and colleges, with a central orientation toward contemporary global themes and different world areas. Because of its interdisciplinary nature, the program is housed in the College of Arts and Sciences and the College's International Studies Institute but also draws on faculty and courses in the Colleges of Fine Arts, Architecture and Planning, and Education.

Colorado State	**International Development Studies and International Studies (B.A.)**	The International Development Studies program includes an undergraduate minor and Graduate Certificate available to CSU students enrolled in any college or department. The program prepares students to engage in an increasingly interdependent world and think critically about global issues, poverty, and the processes of transformation and change
Portland State	**International Studies (B.A.)**	The Department of International and Global Studies at Portland State University enhances global awareness and provides opportunities for both academic enrichment and personal growth. The department promotes the development of critical thinking, self-reflection and cross-cultural skills that students continue to utilize long after graduation.

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Many of our undergraduate students reside in the Treasure Valley and are unable, due to family or work reasons, to move to northern or eastern Idaho to attend UI or ISU.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

The highlighted portions of Boise State University's mission statement are especially relevant to the proposed program.

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. *The university offers an array of* ***undergraduate degrees*** *and experiences that foster student success, lifelong learning,* ***community engagement, innovation, and creativity****. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and* ***benefit the community, the state and the nation****.* ***The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues,*** *professional and continuing education programming, and* ***cultural enrichment****.*

The highlighted portions of the School of Public Service's mission statement are especially relevant to the proposed program.

Boise State University's School of Public Service is dedicated to ***excellence in innovative teaching,*** *cutting edge scholarship and* ***meaningful community outreach, serving the State of Idaho, region, nation, and global communities****. The School is comprised of rich and diverse academic programs, as well as talented affiliated faculty from departments and programs across the university. The mission of the School also is supported by a variety of centers and institutes that facilitate research and public engagement.*

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following formal processes will ensure the high quality of the proposed new undergraduate program:

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

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; a curriculum map illustrating how courses within the program align with these outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with summary of actions.

7. **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 B**.

Not applicable.

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

Not applicable.

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No ____

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. **Curriculum for the proposed program and its delivery.**
    a. **Summary of requirements.** Provide a summary of program requirements using the

following table.

Credit hours in required courses offered by the department (s) offering the program.	18-21 credits (courses inside SPS)
Credit hours in required courses offered by other departments:	31-37 credits (courses outside of SPS)
Credit hours in institutional general education curriculum	34 credits
Credit hours in free electives	19 credits
Total credit hours required for degree program:	120

The proposed Global Studies program will be an interdisciplinary program that is housed in the School of Public Service. The program emphasizes student exposure to a variety of global disciplines and practices in the arts, humanities, business, community health, social sciences, education, and more.

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

The proposed program curriculum design supports five additional requirements to create well-prepared global analysts who are ready for the job market.

1. Public Service Framework: All students are required to take one public service courses (Introduction to Public Service) that reinforce the School of Public Service mission and that also provide scaffolding to support Global Studies learning objectives.

2. Internship: All students in the Global Studies program will be required to complete a 6-credits of service learning, study abroad or internship in order to apply classroom knowledge and to gain exposure to collaborating with public, private, and community organizations on program related topics.

3. Core courses: All Global Studies students will be required to take 2 lower division and 3 upper division core courses. These courses are the foundational bedrock for the major.

4. Capstone: All students are required to complete a 3-credit Finishing Foundations course as part of their university curriculum requirements and their Global Studies requirements. Students will have a choice to either work on an individual or group project. The Capstone is their culminating work where they apply classroom and experiential learning to a community development project.

5. Global Studies Electives: All students are required to take 9 credits in one of four pathways that correspond with different job possibilities, including Cultural Dynamics and Change, Sustainable Futures, International Relations and Security, and World Economics. Students are also required to take 6 credits of upper division courses focused on two world regions (Europe, Latin America, Asia, Middle East and Africa).

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The Program Intended Learning Outcomes are grounded in the Mission of the Global Studies Program in the School of Public Service, which reads as follows:

The mission of the Global Studies program is to prepare students as ethical, civically engaged citizens and members of a global community and workforce that increasingly demands an understanding of the complex, diverse, dynamic and interconnected nature of today's world.

The Global Studies degree will prepare students to better understand

(a) the dynamics of cultural change and diversity across the world;
(b) differences in social, political, and economic development across the world and within regions;
(c) political and social change in the face of unprecedented demands placed on governments, international organizations, and markets;
(d) the increasing interconnectedness of people, communities, businesses, and governments from around the world.

The Global Studies major will prepare students to work in a fluid global context in which people and businesses are on the move, where there are stark differences in people's access to basic material goods, where there is increasing demand for natural resources and public spending, and where there is consistent contact among individuals and groups that hold different values and interests. In this degree, students will learn the skills necessary to be responsive to a changing global environment as well as developing the skills to help lead change.

The Global Studies program incorporates multidisciplinary and experiential learning to help students learn to compare and contrast the specificities of the local as well as the broader macro processes that affect individuals, communities and nations. A key objective of this new program is to nurture the ideas and skills highly prized in international professions, such as intercultural communication, deep historical knowledge, ability to work in at least two languages, and rich comparative skills. Its purpose is to empower and inspire, inform planning and policymaking, seed civic engagement through democratic participation, and prepare students to work on international and global issues.

Program Intended Learning Outcomes

Boise State University students who graduate from the Global Studies are well positioned to help shape our cities and grow our communities. Students that complete this program will be able to:

1. Identify contemporary global challenges facing citizens and communities.
2. Compare and contrast how political, economic, and cultural forces shape citizens, governments, and countries across the globe.
3. Analyze how global and local conditions interact; Understand local problems in the context of a global framework.
4. Identify how stakeholders, institutions, and public policies influence cultural change, economic and social development and foreign relations.
5. Analyze and appreciate the diversity of different cultures.
6. Analyze the role of social justice, diversity, social well-being and inclusion at global, national, and local levels.
7. Acquire a minimum of an intermediate level of language proficiency in a second language.
8. Develop a global perspective through the direct participation in a global learning opportunity (i.e., Study Abroad and/or Treasure Valley-based internship).
9. Develop cross-cultural communication strategies for developing and sharing information and research.
10. Demonstrate the ability to work in team settings with a diverse population.
11. Reflect on how global studies informs the understanding and practice of public service.

12. **Assessment plans**

    a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The program team developed and adopted evidence-based practice for program assessment. The team designed a curriculum map to make explicit the relationship between the learning outcomes of the program and the core curriculum (see Appendix). The map identifies what courses "introduce, emphasize, and reinforce" each learning objective.

The assessment plan involves the following strategies: First, Global Studies faculty members will design and embed signature assignments and evaluation rubrics in specific courses to determine whether students have met each learning outcome. Second, faculty members will create a student survey to assess student perceptions of the extent to which program learning outcomes have been supported by the program. As the program matures, faculty members will design an alumni and employer survey to determine if the program aligns with what is desired by the job market in terms of employment readiness.

The assessment process will follow a 3-year cycle. At the end of each academic year, faculty members will evaluate a specific sub-set of learning outcomes using the signature assignments for each targeted learning outcome. In some cases, this may involve reviewing work from all students in a course. In others, it will draw on samples of strong, medium, and weak student work.

This work will be done at the annual assessment retreat. Discussion of results will illuminate areas in which the program is doing well and areas that need improvement with respect to LO#6. Each year, this process will address 3-4 of the outcomes.

In the first few years, since the program is new, the assessment team will use this process to spot-check learning outcomes across the curriculum to evaluate how well the program is meeting the intended program outcomes.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

At an annual retreat, Global Studies faculty members and affiliates will evaluate the aggregate results of direct and indirect measures used to assess the targeted learning outcomes. Participants will discuss changes moving forward and document specific changes to courses or the curriculum that will be enacted in the coming year. The Global Studies Program Coordinator will report the retreat findings and response to the Dean and Associate Dean of the School of Public Service.

c. Measures used. What direct and indirect measures will be used to assess student learning?

Direct measures for assessing achievement of course learning objectives and program outcomes will be signature assignments. Global Studies faculty members will develop rubrics and scoring systems for assessment to ensure consistency across courses and faculty members.

Indirect measures include two parts. First, student surveys will be administered to assess student perceptions about the program, specifically what skills and abilities do students believe they learned. Second, alumni and a sample employers will be surveyed every three years to ensure a continuous improvement loop from industry and community partners. This survey will ensure that the proposed program is adequately preparing students to enter the global studies field, and will help identify any missing areas.

d. Timing and frequency. When will assessment activities occur and at what frequency?

The assessment activities will occur on a 3-year cycle. Every academic year, a set of learning objectives will be identified to evaluate. Work conducted at a faculty retreat will analyze the findings and develop changes or modifications to the curriculum or signature assignments based on the results and analysis of the evaluation data.

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY14	FY15	FY16	FY17 (most recent)	FY13	FY14	FY15	FY16 (most recent)
ISU: BA in International Studies	37	32	26	33	9	8	7	5
UI: BA in International Studies	196	181	172	121	52	48	32	36

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: **Global Studies**											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 18 (first year)	FY 19	FY 20	FY 21	FY 22	FY 23	FY 18 (first year)	FY 19	FY 20	FY 21	FY 22	FY 23
20	40	60	80	100	120	0	0	4	8	12	16

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

We conservatively estimate that the program will reach an enrollment of 80 students by the 4th year and 120 by the 6th year. We estimate the annual number of graduates as one-sixth of the number of enrolled students; that fraction will grow as enrollments stabilize. Those estimates are based on the following:

- We believe that our new program eventually will have enrollments that will initially approximate those of our BA in Environmental Studies program (enrollments ~120; ~30 graduates per year). Eventually, we expect that the program may grow to the size of our BS in Political Science program (enrollments ~ 250 to 300; ~75 graduates per year).
- The proposed program will take a number of years to attain similar numbers, and growth, and the number of graduates will lag behind growth in the number of students.

Our recruitment efforts include:

- Global Studies 101: Global Studies: Conflict, Cooperation and Change. This course is aimed at first and second year students. We seek to have a class size of roughly 100students.

Ideally, the course will be team-taught with one faculty member from the social sciences and one from humanities. We hope that this will be a Disciplinary Lens course (DL).

- Global Studies 200: These courses will be more targeted, with a class size closer to 30 students.
- The School of Public Service is launching a social media marketing campaign and raising community awareness with the recent hires of a part-time marketing expert and external relations and development manager.
- Global Studies faculty working with the university-wide recruiters to educate them about the program so that they are better able to publicize to potential students who are interested in the Global Studies degree.
- School of Public Service faculty will engage in several local, regional, and international community development projects that support applied research and develop grassroots support for the proposed program.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

During Program Prioritization, Boise State University established a "flagging" threshold of 10 baccalaureate graduates per degree program per year. Programs performing below that threshold were required to take actions to increase the number of graduates. We continue to apply the same threshold to new programs; therefore, a minimum of 10 graduates per year must be achieved. It will likely take 5 years to achieve that number.

We estimate that to produce 10 graduates a year will require a standing enrollment of approximately 50 students.

Resources Required for Implementation – fiscal impact and budget

17. **Physical Resources.**

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

No additional physical resources are necessary.

    b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No additional physical resources are necessary.

    c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources

into the budget sheet.

No additional physical resources are necessary.

18. **Library resources**

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Existing library support is adequate for the operation of the proposed program.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are required.

19. **Personnel resources**

a. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

b. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

c. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The proposed program is designed to make extensive use of existing Boise State faculty and coursework already being taught. Therefore, the bulk of resources necessary to offer the program are already in place.

Three additional faculty members will provide approximately 10 courses per year of additional instructional capacity and will enable us to get the BA in Global Studies up and running:

- One tenure-track faculty line results from a newly established endowed faculty position, the Bethine and Frank Church Endowed Chair in Public Policy. (See section20.e.)
- One half-time lecturer position is being funded initially under Boise State's spousal accommodation policy, and will be funded subsequently using reallocated funds. (See section 20.a.)
- One new tenure-track faculty line will be created using reallocated funds. (See section 20.a.)

We anticipate that interest in the program will eventually outstrip the capacity provided by the above-listed resources. We therefore have requested additional resources in our FY18 Line Item Request to the Legislature; our plan is that 1.0FTE from that request will be assigned to the proposed program. (See section 20.b.)

d. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

There will be little if any negative impact on the resources available to existing programs given the investment of additional resources described above.

We anticipate that in the short term there will be some students who will move to the new program from existing programs, e.g., the BA in Political Science and the BBA in International Business. However, we believe that in the longer term there be an increase in enrollments in those two programs as well as others (e.g., BAs in Spanish, French, and German) because of increased interest broadly in global studies caused by (i) the proposed program and (ii) our creation of the Center for Global Education and the hiring of a new Assistant Provost for Global Education.

20. **Revenue Sources**

a) **Reallocation of funds:** 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?

Three faculty lines will require reallocation of funds:

- Endowed faculty chairs represent a partnership between the donor and the university. The Bethine and Frank Church Endowment will fund on the order of $45,000 for salary, plus necessary fringe. The University will reallocate $65,000 (plus necessary fringe) to reach the $110,000 salary (plus fringe) required for the position.
- The 0.5 FTE lecturer position is being funded initially under Boise State's "spousal accommodation" policy, which specifies that one-third of the salary will be paid for by the college into which the trailing spouse is hired (in this case, School of Public Service), one third from the college into which the original spouse was hired (in this case, College of Education), and one third from the Provost. For all three, that initial funding is being provided using reallocation of one-time funds. Permanent funding will be requested using the university's budget request process.
- The new tenure-track faculty line is being funded initially by the School of Public Service and the College of Business and Economics using reallocated one-time funds. Permanent funding will be requested using the university's budget request process.

b) **New appropriation**. 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.

Boise State University requested funding for a "Public Service Initiative" as one of our FY2018 Line Item Requests to the Idaho State Legislature. One of the eight faculty lines requested in that initiative will be devoted to the proposed program. As noted above, the program will be completely viable without this additional faculty line; however, the additional faculty line will

enable the program to grow to its full capacity.

c) **Non-ongoing sources**:
   i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
   ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) **Student Fees**:
   i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
   ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

e) **Other: Permanently Endowed Funds**

As noted above, one new faculty line associated with the proposed program will be the Bethine and Frank Church Endowed Chair in Public Policy. Boise State policy regarding endowed faculty chairs specifies that a minimum endowment of $1.5M is required to create the position. The yearly payout from that endowment then constitutes one portion of the total salary cost for the position. The remainder is then to be paid for using university funds. We estimate that the annual payout will be on the order of $45,000 for salary, plus associated fringe.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 18		FY 19		FY 20		FY 21	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	15	15	30	30	45	45	60	60
B. Shifting enrollments	5	5	10	10	15	15	20	20

II. REVENUE

	FY 18		FY 19		FY 20		FY 21	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques	$0	$0	$99,554		$101,300	$0	$103,081	$0
2. Institution Funds	$93,448	$117,728	$98,023	$119,593	$221,123	$0	$224,702	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. New Tuition Revenues from Increased Enrollments	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (i.e., Gifts) Bethine and Frank Church Endowment	$59,503	$0	$60,593	$0	$61,704	$0	$62,838	$0
Total Revenue	$152,951	$117,728	$258,169	$119,593	$384,128	$0	$390,621	$0

Budget Notes:

I.A. Enrollments are assumed to be 75% new and 25% shifted from other majors; all students are assumed to be full time; therefore FTE=headcount

II.1. Funding for one new faculty line is being sought via a FY2018 Line Item Funding Request; to begin in FY19

II.2. Funding for 1.5 FTE new faculty line via reallocation of institutional funds: one-time first two years; ongoing subsequently.

II.2. Funding for university's share of Frank and Bethine Church Endowed Chair included in ongoing institution funds

II.6. Funding for endowment's share of Frank and Bethine Church Endowed Chair listed as "other" ongoing funds.

III. EXPENDITURES

	FY 18		FY 19		FY 20		FY 21	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.59	1.91	1.59	1.91	3.50	-	3.50	
2. Faculty	$110,000	$77,000	$184,300	$78,540	$268,097	$0	$273,459	$0.00
3. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0.00
4. Grad Assts	$0	$0	$0	$0	$0	$0	$0	$0.00
5. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0.00
6. Directors/Administrators	$0	$0	$0	$0	$0	$0	$0	$0.00
7. Administrative Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0.00
8. Fringe Benefits	$35,451	$40,728	$63,369	$41,053	$105,531	$0	$106,663	$0.00
9. Other:								
for grant funded Grad Assts	$0	$0	$0	$0	$0	$0	$0	$0.00
Total Personnel and Costs	$145,451	$117,728	$247,669	$119,593	$373,628	$0	$380,121	$0.00

Budget Notes
III.A.2. Faculty Salaries are increased by 2% each year
III.A.8. Fringe calculated as $12,240 + 0.2110*Salary

	FY 18		FY 19		FY 20		FY 21	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Materials and Supplies	$0	$0	$0		$0	$0	$0	$0
6. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
7. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
8. Miscellaneous	$7,500	$0	$10,500	$0	$10,500	$0	$10,500	$0
Total Operating Expenditures	$7,500	$0	$10,500	$0	$10,500	$0	$10,500	$0

Budget Notes:
III.B.8. $3k of operating expense is provided for each FTE if new faculty lines.

	FY 18		FY 19		FY 20		FY 21	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)								
Utilities								
Maintenance & Repairs								
Other								
Total Indirect Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$152,951	$117,728	$258,169	$119,593	$384,128	$0	$390,621	$0
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$0

Appendix A. Catalog Statement

Degree Requirements

Global Studies BA	
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM Mathematics	3-4
DLN Natural, Physical, & Applied Sciences course with lab	4
DLN ENVSTD 121 Introduction to Environmental Studies	3-4
DLV Visual and Performing Arts	3
DLL Foreign Language Course: excluding ASL and Latin	4
DLS ECON 201 Principles of Macroeconomics	3
DLS GLOBAL 101 Global Studies: Conflict, Cooperation And Change	3
CID SPS 300 Communication in Public Service	3
FF GLOBAL 499 Capstone Research Seminar	3
Foreign Language (two-year sequence of a single language to total 16 credits. Excludes American Sign Language and Latin. Taken in addition to language course taken for the DLL.)	12
GLOBAL 200 Global Culture and Politics through Film	3
ENGL 216 Cultural Exchange in Transnational Literatures	3
SOC 230 Introduction to Ethnic Studies	3
Experiential learning courses from the following: FORLNG 123 International Peer Service Learning (1) LEAD 225: Civic Engagement and Leadership Class GLOBAL 493: Internship Courses can be repeated to satisfy 3 credit requirement, with the exception of FORLNG 123, which can only be repeated once	3
Three (3) of the following: GLOBAL 300 World Literatures GLOBAL 301 History of Globalization GLOBAL 302 Social and Political Change in the Global South GLOBAL 303 Global Economic Development GLOBAL 304 Sustainable Futures	9

Select a region. Within that region, take 2 courses from different disciplines. Latin America HIST 363 History of Mexico HIST 364 Drugs and Violence in Latin America HIST 365 Borders and Borderlands in Latin America POLS 423 Latin American Politics SPANISH 377 Latin American Culture and Civilization SPANISH 385 Mexican American Culture and Civilization SPANISH 403 Survey of Latin American Literature I SPANISH 404 Survey of Latin American Literature II SPANISH 425 Mexican American Literature SPANISH 430 Topics in Latin American Literature SPANISH 475 Latin American Today SPANISH 476 Human Rights in Latin America Asia FORLNG 310 Japanese Culture and Society FORLNG 320 China Today FORLNG 321 Chinese Culture Through Film HIST 372 The History of Modern Southeast Asia HIST 373 The History of Modern China PHIL 321 Eastern Philosophy POLS 425 Politics in Asia Europe HIST 319 Europe since the Second World War POLS 422 Politics in Russia and Eastern Europe POLS 426 European Politics Any upper-division BASQ-STD course FRENCH 376 French Culture and Civilization FRENCH 404 Survey of French Literature FRENCH 420 Topics in French Literature FRENCH 475 France Today FRENCH 490 Topics in French and Francophone Cinema GERMAN 377 German Culture and Civilization GERMAN 404 Survey of German Literature I GERMAN 405 Survey of German Literature II GERMAN 420 Topics in German Literature GERMAN 455 Contemporary German Literature GERMAN 475 The German-Speaking World Today GERMAN 477 Women's Literature of the German-Speaking World GERMAN 490 Topics in German Cinema SPANISH 376 Spanish Peninsular Culture and Civilization SPANISH 405 Survey of Spanish Peninsular Literature I	6

SPANISH 406 Survey of Spanish Peninsular Literature II SPANISH 440 Topics in Spanish Peninsular Literature SPANISH 450 Basque Literature in Spanish Translation SPANISH 491 Basque Cinema Middle East and Africa HIST 368 The Islamic Middle East HIST 369 The Modern Middle East FORLANG 381 Contemporary Arab Women Writers POLS 427 Politics of Africa North America CANSTD 301 Investigating Canada CANSTD 302 Controversial Issues in Contemporary Canada HIST 363 History of Mexico HIST 365 Borders and Borderlands in Latin America POLS 424 Canadian Politics SOC 305 Racial and Cultural Minorities SOC 306 Sociology of African Americans SOC 307 The Asian American Social Experience SOC 332 Introduction to Mexican-American Studies SOC 333 Contemporary Issues of Chicanas/Chicanos	
Subtotal	79-83
Complete the coursework under one of the following emphasis areas to graduate with a BA in Global Studies.	

World Economics Emphasis	
Course Number and Title	*Credits*
ECON 202 Principles of Microeconomics	3
POLS 298 Introduction to Political Inquiry	3
POLS 398 Advanced Political Science Methods	3
Choose three (3) of the following courses, from at least two disciplines. ECON 311 History of Economic Thought ECON 315 Global Economic Development ECON 317 International Economics ECON 325 Heterodox Political Economy ECON 333 Natural Resource Economics ECON 410 Public Finance ECON 474 Sustainability and Economic Policy	9

INTBUS 445 International Trade and Investment Law GLOBAL 498 Seminar in Contemporary Global Issues POLS 305 Comparative Politics: Theories, Methods, and Political Processes POLS 306 International Relations: Actors, Interactions, and Methods POLS 410: Public Finance POLS 421 International Law and Organization POLS 428 Seminar in Contemporary Comparative Politics POLS 429 International Political Economy POLS 445 International Trade and Investment Law	
Upper-division electives to total 40 credits	7
Electives to total 120 credits	16-17
Total	120

International Relations Emphasis	
Course Number and Title	*Credits*
ECON 202 Principles of Microeconomics	3
POLS 298 Introduction to Political Inquiry	3
POLS 398 Advanced Political Science Methods	3
Choose three (3) from the following courses, which must be from at least two disciplines GLOBAL 498 Seminar in Contemporary Global Issues HIST 310 World-Wide Diaspora: Causes and Consequences of the Modern Refugee Crisis HIST 319 Europe since the Second World War HIST 326 History of the Holocaust HIST 327 World War I HIST 339 US Military History 1775-Present POLS 305 Comparative Politics: Theories, Methods, and Political Processes POLS 306 International Relations: Actors, Interactions, and Methods POLS 420 Comparative Foreign Policy POLS 421 International Law and Organization POLS 429 International Political Economy POLS 430 US Foreign Policy POLS 432 Civil War and Terrorism SOC 395 The Sociology of Peace and War	9

Upper-division electives to total 40 credits	7
Electives to total 120 credits	16-17
Total	120

Sustainable Futures Emphasis	
Course Number and Title	*Credits*
ECON 202 Principles of Microeconomics	3
POLS 298 Introduction to Political Inquiry	3
POLS 398 Advanced Political Science Methods	3
Choose from the following courses, which must be from at least two disciplines. ANTH 314 Environmental Anthropology ANTH 350 Human Behavioral Ecology ENGL 408 Writing for Nonprofits and Software Documentation GEOG 470 Earth System Science and Global Warming (potential change: GEOS 305) GLOBAL 498 Seminar in Contemporary Global Issues ECON 311 History of Economic Thought ECON 315 Global Economic Development ECON 317 International Economics ECON 325 Heterodox Political Economy ECON 333 Natural Resource Economics ECON 410 Public Finance ECON 474 Sustainability and Economic Policy INTBUS 445 International Trade and Investment Law POLS 305 Comparative Politics: Theories, Methods, and Political Processes POLS 306 International Relations: Actors, Interactions, and Methods POLS 409 Environmental Politics POLS 410 Public Finance POLS 421 International Law and Organization POLS 429 International Political Economy POLS 445 International Trade and Investment Law SOC 440 Environmental Sociology	9
Upper-division electives to total 40 credits	7
Electives to total 120 credits	16-17
Total	120

World Cultures Emphasis	
Course Number and Title	*Credits*
Choose one of the following: ARTHIST 102 Survey of Western Art II ARTHIST 103 Survey of Far Eastern Art ANTH 102 Cultural Anthropology	3
ENGL 275 Methods of Literary Studies	3
Choose from FRENCH 303 Advanced Conversation and Composition GERMAN 303 Advanced Conversation and Composition LING 305 Introduction to Language Studies POLS 305 Comparative Politics: Theories, Methods, and Political Processes SOC 412 Qualitative Social Research Methods SPANISH 303 Advanced Conversation and Composition	3
Choose three (3) from the following courses, which must be from at least two disciplines Any Upper-Division BASQ-STD, FORLNG, FRENCH, GERMAN, or SPANISH course that has not been applied to the regional requirement Any Upper-division History course that is listed in regional requirement but has not been applied to regional requirement ART 300 Multicultural Arts ARTHIST 354 Northern Renaissance Art ARTHIST 356 Art of India ARTHIST 359 Pre-Columbian Art ENGL 338 Literature in Translation ENGL 390 Ethnic Literature ENGL 396 Postcolonial Literature ENGL 408 Writing for Nonprofits and Software Documentation GLOBAL 498 Seminar in Contemporary Global Issues HIST 310 World-Wide Diaspora: Causes and Consequences of the Modern Refugee Crisis LING 321 Introduction to Sociolinguistics LING 331 The Politics of Language SOC 305 Race and Cultural Minorities SOC 407 Sociology of Religion SOC 421 Social Inequality	9
Upper-division electives to total 40 credits	7
Electives to total 120 credits	16-17
Total	120

Appendix B: Letters of Support

December 14, 2016

Emma Atchley, President
Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

President Atchley,

My admiration for those who choose public service as a career path is immense. The importance cultivating the next generation of intelligent, well-versed public servants who understand the breadth of impact public policy has on the world cannot be overstated. That's why I fully support the creation of a global studies major in the School of Public Service at Boise State University.

I'm excited about the program's potential for graduating students with a strong background in international affairs policy that can strengthen the link between the development of government policy with the needs of Idaho businesses. The interdisciplinary nature of the curriculum - economics, language, history, political science, management, public policy, and business – ensures these students will be be well-grounded with a global perspective. Organizations like chambers of commerce, non-profits, and municipal and state governments will be eager to employ them and help them begin their career path as tomorrow's leaders in Idaho public policy.

Thank you for your consideration.

Sincerely,

David H. Bieter
Mayor

December 9, 2016

Idaho State Board of Education
650 W. State St.
Boise, Idaho 83720

Dear Board Members:

The Boise Committee on Foreign Relations (BCFR) is a non-profit, non-partisan group of Boise area business, professional, and academic professionals (150+ members) interested in international issues. The BCFR has provided a forum for foreign policy dialogue with monthly sessions in Boise for more than 70 years.

The BCFR fully supports the proposal by Boise State University's School of Public Service to establish an undergraduate major in Global Studies. Our members understand and value the need for educating Boise State students about international issues, especially the global economy.

The BCFR looks forward to expanding the relationship with Boise State, where many of our visiting experts speak to students, who are also invited as guests to monthly dinner meetings.

Thank you for your attention.

Sincerely,

Garry V. Wenske
President

December 12, 2016

Mr. Matt Freeman
Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, ID 83702

Dear Mr. Freeman and Idaho State Board of Education:

This is a letter of support for Boise State University's Global Studies program application.

After reviewing the mission statement, goals and objectives of the program, I concur that the program's goal to better prepare students for today's challenges of an interconnected world is important. Global Studies, especially as it relates to an understanding of global issues, cultural diversity, political science, and public policy, will better prepare students to succeed in a rapidly changing global environment. I believe this is a valuable addition to Boise State University's current successful program in International Business.

The Idaho Department of Commerce has enjoyed a long standing working relationship with Boise State University, and our internship program has been instrumental in assisting international business students succeed in completing required internships for graduation. I am pleased to continue to offer internships to Boise State University students enrolled in the International Business program, as well as the new Global Studies program.

The Idaho Department of Commerce looks forward to continued collaboration with Boise State University and encourages your strong consideration of their application for the Global Studies program.

Sincerely,

Megan Ronk
Director

Agency for New Americans
Promoting Self-Sufficiency for Refuges

AGENCY for NEW AMERICANS
Self-Sufficiency for Refugees

December 15, 2016

Idaho State Board of Education
650 W. State Street, #307
Boise, Idaho 83720

RE: Proposed Global Studies undergraduate program

Dear State Board of Education:

I am writing you to support Boise State's proposed Global Studies undergraduate program. The adoption of this program will have a positive impact on our community in three ways.

First, undergraduate majors will have the opportunity to be involved in service-learning projects that would be directly beneficial to our organization, Agency for New Americans, as well as for similar organizations across the Treasure Valley and Idaho. Connecting your students to different communities in the Treasure Valley seems like an ideal way to enrich students' education. We would look forward to hosting Boise State interns, which would be mutually beneficial.

Second, this major would increase the knowledge base of Boise State students. There is a growing internationalization of the Treasure Valley, which means that Boise State graduates will need to be better prepared to work with people of different cultural and religious backgrounds. I would hope that students would be able to take advantage of Study Abroad opportunities, which would further enrich their understanding of the world.

Third, we would expect that our clients—often times political refugees-- would be interested in taking courses in this program so that they can better understand how US academics study and understand other countries and regions. We work with clients who are trying to finish their undergraduate programs, so this type of major would provide them great opportunities to hone their skills.

In sum, we strongly encouraged the State Board of Education to support the proposed Global Studies undergraduate program.

Sincerely,

Cristina Bruce-Bennion

Program Director, Agency for New Americans

1614 West Jefferson Street • Boise, Idaho 83702 • 208 338.0033 (f) 208 338.9950 A Program of Jannus

Appendix C: Affiliated Faculty, Global Studies

Michael Allen, Political Science
Ross Burkhart, Political Science
Isaac Castellano, Political Science
Lori Hausegger, Political Science
Julie VanDusky-Allen, Political Science
Brian Wampler, Political Science
Meredith Taylor Black, International Business
Mark Buchanan, International Business
Jack Marr, International Business
Geoffrey Black, Economics
Michail Fragkias, Economics
Zeynep Hanson, Economics
Dimitra Papadovasilaki, Economics
Mariah Devereuz Herbeck, World Languages
Maria Alicia Garza, World Languages
Heike Henderson, World Languages
Jason Herbeck, World Languages
Adrian Kane, World Languages
Nerea Lete, World Languages
Sharon Wei, World Languages
Joanne Klein, History
Lynn Lubamersky, History
Nick Miller, History
Karen Pinto, History
John Ysursa, History
Pei-Lin Yu, Anthropology
John Ziker, Anthropology
Reshmi Mukherjee, English
Dora Ramirez, English
Mac Test, English
Niharika Dinkar, Art History
Royce Huston, Education
Lisa Meierotto, Foundational Studies
Arthur Scarritt, Sociology

UNIVERSITY OF IDAHO

SUBJECT

Bachelor of Arts/Bachelor of Science in Film and Television

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.3.c.i.1.

BACKGROUND/DISCUSSION

The proposed baccalaureate degree in Film and Television Studies creates a new, specialized degree in film and television studies using existing courses taught across several departments. The proposed degree is a partnership between the Department of English and the School of Journalism and Mass Media (JAMM), combining film history, media theory, and hands-on filmmaking experience using a film school model.

The program will be housed and administered through JAMM. Coursework for the proposed degree will include already-existing classes in JAMM, the Department of English, the Department of Modern Languages and Cultures, the Department of History, and the Department of Theater.

While drawing on some of the coursework for the existing degree in Broadcasting and Digital Media Production offered through JAMM, the proposed degree will not replace any existing program. Rather, it will create a new degree focused specifically on narrative film, television, and video production.

JAMM's existing degree in Broadcasting and Digital Media (BDM) focuses more on broadcast news and documentary production. The new degree will have a different audience: students interested in narrative film, entertainment television and video production. While drawing on some of the coursework for existing BDM degree, the proposed degree will attract students with different interests and career goals. It will create a new degree focused specifically on narrative film, television, and video production.

There are five main types of jobs related to this major: Producers and Directors (27-2012); Audio and Video Equipment Technicians (27-4011); Photographers (27-4021); Camera Operators, Television, Video, and Motion Pictures (27-4031); and Film and Video Editors (27-4032). Estimates from the consulting firm EMSI based on state and federal data indicate more than 12% growth in these categories from 2015 to 2025. The projected growth in film and television jobs in Idaho, the Northwest, and the country reflects this growing demand for film, television, and other forms of media content. Several occupations included in the projections above, in fact, will likely see dramatic increases over the next decade: Film and Video Editor positions are projected to increase by 37% nationally, while positions as Producers and Directors are expected to increase by 21% nationally.

Graduates in Film and Television Studies will be poised to help meet this demand. Importantly, students from Idaho hoping to work in these fields can earn a bachelor's degree tailored to those growth areas without having to leave the state.

IMPACT

The attached program proposal includes a detailed budget for the program. There is no need to develop new curriculum. The funding for this request would be handled through reallocation of resources within the College of Letters, Arts, and Social Sciences.

ATTACHMENTS

Attachment 1 – BA/BS in Film and Television Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho (UI) projects that the program will have approximately 40 initial enrollments with an overall enrollment of approximately 80 students, and have at least 20 graduates per year once the program is fully up and running.

The UI's request to create a Bachelor of Arts/Bachelor of Science in Film and Television is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region II. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for film and television programs. Similar programs offered include an undergraduate certificate in Cinema/Digital Media Certification by Boise State University; baccalaureate degree in Theatre/Film/Video by Idaho State University, and a baccalaureate degree in Communication by Lewis-Clark State College. There are a number of nearby states with similar programs. Some of those include Montana State University, University of Montana, University of Oregon, and Portland State University.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

The proposed program is above the fiscal threshold per year for Executive Director approval. Consistent with Board Policy III.G, Board approval is required of any new, modification of, and/or discontinuation of academic or career technical programs, with a financial impact of $250,000 or more per fiscal year.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to offer the Bachelor of Science and Bachelor of Arts with a major of Film and Television Studies in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. _____

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	Oct. 31, 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters Arts and Social Sciences
Name of Department(s) or Area(s):	Journalism and Mass Media

Program Identification for Proposed New or Modified Program:

Program Title:	Film & Television Studies					
Degree:	B.A./B.S.	Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:		Yes	X	No		
CIP code (consult IR /Registrar):	50.0601					
Proposed Starting Date:	Fall 2017					
Geographical Delivery:	Location(s)	Moscow	Region(s)	2		
Indicate (X) if the program is/has:		Self-Support		Professional Fee		
Indicate (X) if the program is:		Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

Andrew E. Kuc 11/29/16
College Dean (Institution) Date

N/A
Vice President for Research (Institution; as applicable) Date

N/A
Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

12-1-16
FVP/Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

12-7-16
Provost/VP for Instruction (Institution) Date

SBOE/Executive Director Approval Date

12/8/16
President Date

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   The Bachelor's degree in Film & Television Studies creates a new, specialized degree in film and television studies using existing courses taught across several departments. The proposed degree is a partnership between the Department of English and the School of Journalism and Mass Media (JAMM), combining film history, media theory, and hands-on filmmaking experience using a film school model.

   The program will be housed and administered through JAMM. Coursework for the proposed degree will include already-existing classes in JAMM, the Department of English, the Department of Modern Languages and Cultures, the Department of History, and the Department of Theater.

   While drawing on some of the coursework for the existing degree in Broadcasting and Digital Media Production offered through JAMM, the proposed degree will not replace any existing program. Rather, it will create a new degree focused specifically on narrative film, television, and video production.

   JAMM's existing degree in Broadcasting and Digital Media (BDM) focuses more on broadcast news and documentary production. The new degree will have a different audience: students interested in narrative film, entertainment television and video production. While drawing on some of the coursework for existing BDM degree, the proposed degree will attract students with different interests and career goals. It will create a new degree focused specifically on narrative film, television, and video production.

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

      List the job titles for which this degree is relevant:

1. Producers and Directors (27-2012)
2. Audio and Video Equipment Technicians (27-4011)
3. Photographers (27-4021)
4. Camera Operators, Television, Video, and Motion Pictures (27-4031)
5. Film and Video Editors (27-4032)

	2015 Jobs (Source: EMSI*)	Projected 2025 Jobs (Source: EMSI*)	% change
State	1,363	1,537	+12.8 %
Regional (WA, OR, ID, MT)	15,039	17,220	+14.5%
Nation	388,774	438,078	+12.7%

* Report includes Idaho DOL statistics and Federal DOL statistics, among other sources. See attached report for more details.

Provide (as appropriate) an additional narrative as to the workforce needs that will be met by the proposed program.

Digital storytelling has exploded with the near-universal access to technologies of production—from smartphone videos to the creation of virtual worlds. Transformative education for jobs in the 21st century demands audio/visual literacy, digital media fluency, and experience in storytelling using a variety of techniques and technologies. Employers need graduates who can use these tools to create media products that meet professional standards as well as graduates whose critical understanding of history and theory leads to innovation.

Entertainment media and creative video production has also expanded greatly thanks to new technologies, from the explosion of serial television content producers such as Netflix, Amazon, and Hulu to the growth in independent filmmaking using social media funding and marketing. Employment in video content creation, editing and production is on the rise, especially in serial television production, which over the last decade has expanded dramatically from its bases in Southern California and New York into new regional centers of television production such as Portland, Seattle, Chicago, and Atlanta. Even Spokane, Washington, has seen an increase in film and television productions thanks to the new demands for entertainment media. Meanwhile, online video has become the new standard for audience engagement—organizations from giant media conglomerates to local non-profits use original, creative video shared via social media to build audiences.

The projected growth in film and television jobs in Idaho, the Northwest, and the country reflects this growing demand for film, television, and other forms of media content. Several occupations included in the projections above, in fact, will likely see dramatic increases over the next decade: Film and Video Editor positions are projected to increase by 37% nationally, while positions as Producers and Directors are expected to increase by 21% nationally.

Graduates in Film & Television Studies will be poised to help meet this demand. Importantly, students from Idaho hoping to work in these fields can earn a bachelor's degree tailored to those growth areas without having to leave the state.

b. **Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

The proposed degree is expected to enroll primarily full-time, residential students at the Moscow campus. Given the lack of a bachelor's degree in film and television studies elsewhere in Idaho and the popularity of this degree at other regional schools, the program will likely draw new students to the University of Idaho who would have otherwise gone out of state for a film and television degree. At recruiting events, JAMM faculty frequently report prospective students expressing interest in film and television production because it is a clearly recognizable degree path that is creative and linked to a clear professional career.

As this suggests, initially student demand from inside the institution will draw on students from various departments, such as JAMM, Theater, Creative Writing, and English, all of which have students who have expressed enthusiasm for a degree in film & television that caters more specifically to their interests.

However, once established, the program will help draw students to the University of Idaho. Research from outside the institution indicates that Film & Television Studies has a high potential for student enrollment and recruitment. Film & Television Studies is identified as a growth area by leaders of Accrediting Council for Education in Journalism and Mass Communication (ACEJME) with high potential for enrollment growth. Additionally, a recent "state of the field" report conducted by the Society for Cinema and Media Studies notes that programs with film studies and film production have an average of around 75 students enrolled.

This research is reflected in the relatively large enrollments at regional, peer institutions: Montana State University graduated 72 students in a similar program in 2014, while the University of Montana and the University of Oregon graduated around 55 students. Smaller schools in Washington state also have stable enrollments: Central Washington University graduated 25 students in 2014 in Film Studies while Eastern Washington University graduated 15 in their film program that year.

As indicated below, these figures lead us to project an enrollment of around 75-80 students (graduating 17-20 per year) after the program becomes available.

c. **Economic Need**: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Creating more statewide expertise in film and television production can help

encourage more media production in Idaho and create more media production jobs in the state. According to the Idaho Film Office in the state Department of Commerce, film and television production companies spent around $12.5 million in Idaho between 2008 and 2015 (a figure that represents only a percentage of total expenditures since not all productions are required to register with the film office). Building a larger pool of professionals in film and television production can help bring even more production to the state. The School of Journalism and Mass Media is currently working with the Idaho Film Office to develop a system linking students and graduates with film and television productions in the state.

d. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

The growing demand for digitally fluent and professionally trained graduates across media industries, public institutions, government, and business also suggests the social and cultural importance of media storytelling to shape public discourse. This degree will help train the next generation of media storytellers who will help shape the future of film and television, especially by contributing to the growth of film and television production in the Northwest.

e. **If Associate's degree, transferability**:

N/A

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
University of Idaho	**Bachelor's degree**	**Film & Television Studies.** Undergraduate major building skills specific to narrative film and entertainment television production.
Boise State University	**Undergraduate Certificate**	**Cinema/Digital Media Certification.** A 22-credit certificate covering basic skills in digital video and storytelling.
Idaho State University	**Bachelor's degree**	**Theatre/Film/Video.** Undergraduate major emphasizing video recordings of live events (plays, concerts, corporate video).

Lewis Clark State College	**Bachelor's degree**	**Communication.** Undergraduate major broadly emphasizing skills in media and communication that can include some coursework on video.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Montana State University	**Bachelor's degree**	**Film & Photography**
University of Montana	**Bachelor of fine arts**	**Digital Filmmaking**
University of Oregon	**Bachelor's degree**	**Cinema Studies**
Portland State University	**Bachelor's degree**	**Film**
Seattle University	**Bachelor's degree**	**Film Studies**
Central Washington University	**Bachelor's degree**	**Film & Video Studies**
Eastern Washington University	**Bachelor's degree**	**Film**

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The most similar program in the state is Boise State University's 22-credit certificate in Cinema/Digital Media, which also combines film history and theory with hands-on video production. Students at Boise State can earn that certificate while completing a Bachelor's degree in Media Arts.

The proposed degree in Film & Television Studies at the University of Idaho, however, currently has the coursework and instructional capacity to offer a full, specialized Bachelor's degree in film and television, offering a wider range of skills courses and a more robust set of electives to help students build more specialized areas of emphasis. The breadth of electives in the program—classes that are already being staffed and offered regularly—will allow students to create a range of specialized options, from production design to history and theory to screenwriting, all while developing foundational skills in videography and storytelling. The University of Idaho already has almost all of the resources necessary to build this specialized degree in film & television studies, making UI uniquely positioned to offer this degree starting as soon as possible.

The emphasis on television in the proposed degree (along with the School of Journalism and Mass Media's 51-year working relationship with Idaho Public Television, unique among Idaho universities and colleges) also offers students a unique opportunity to explore both film and television as possible avenues of employment

In this way, the proposed degree in Film & Television Studies will be the only full bachelor's degree in the state of Idaho focused exclusively on narrative film and entertainment television that builds the appropriate skills in storytelling, technical production, history, and theory to prepare students for jobs in creative content production for film, television, and online video.

Moreover, given the projected job growth in film, television, and video production described above, this new program will create more opportunities for students in Idaho to get the necessary skills to meet that demand without having to attend one of several similar regional programs listed above.

5. Describe how this request supports the institution's vision and/or strategic plan.

A major portion of the University of Idaho's strategic plan focuses on enrollment growth and creating more opportunities for Idaho residents to get the skills they need to help grow Idaho's economy. The proposed degree in Film & Television Studies helps fulfill this aspect of the strategic plan by creating a new degree path that can help recruit more prospective students. Additionally, as indicated above, the new major will build the digital media and storytelling skills that are increasingly important to potential employers, positioning graduates for the jobs of the future.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The proposed degree will participate in the routine external reviews conducted by the University of Idaho in order to assure quality.

The new degree program will also develop a series of new assessment protocols to measure student learning and assure the quality of the program (see description of assessment below).

Additionally, other programs in the School of Journalism and Mass Media are accredited through the Accrediting Council on Education in Journalism and Mass Communications. Although this program will not be part of JAMM's ACEJMC accredited programs, some of the video production coursework for the new major will continue to serve the accredited degree in Broadcasting and Digital Media Production. Those courses will be subject to the rigorous standards of the ACEJMC. Moreover, as the proposed degree develops, JAMM will consider accrediting the bachelor's degree in Film & Television Studies with ACEJMC, if appropriate.

7. **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 B**.

   N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

   Will this program lead to certification?
   Yes_____ No___X__

   If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

   Yes X No ____

   Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

   a. **Describe why the proposed program is not on the institution's five-year plan.** When did consideration of and planning for the new program begin?

   b. **Describe the immediacy of need for the program**. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

   Criteria. As appropriate, discuss the following:

   i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
   ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
   iii. Is there a contractual obligation or partnership opportunity to justify the program?
   iv. Is the program request or program change in response to accreditation

requirements or recommendations?

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	42
Credit hours in required courses offered by other departments:	3
Credit hours in institutional general education curriculum	40
Credit hours in free electives	35
Total credit hours required for degree program:	120

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

As part of their required coursework, students will participate in a capstone film production experience in which they develop and produce a short film or other multimedia project. Functioning as a thesis defense, their work will be presented to a panel of faculty who will assess student work. If their work gets the approval of the faculty panel, the student films will be shown at the local student film festival. As part of the program's assessment protocols (see below), regional professionals in film, television, and video will attend the festival and evaluate student preparedness for work in the industry.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates of this program will be able to:

- Shoot and edit professional quality video.
- Write and interpret scripts and screenplays.
- Direct and produce a film or television shoot through collaboration with other creative personnel.
- Know the significant theories, historical periods, and genres in film and television.
- Use their knowledge of film and television history and theory to craft innovative and informed media content.
- Explain the relationship between cultural diversity and responsible media content.
- Produce media content that reflects an understanding of cultural diversity

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The proposed major will utilize a series of new and unique assessment protocols to measure student learning and the quality of the program.

Assessment of student learning for the proposed major will take three forms:

- **Pre-Test/Post-Test:** Students will take two comprehensive examinations covering: (1) key terminology in describing and analyzing film and television aesthetics, (2) general knowledge of film and television history, and (3) prominent theoretical approaches in film and television studies. The test will be administered first in the introductory course for the major (ENGL 230, Introduction to Film & Television Studies) and then again in one of the senior capstone courses (JAMM 476, Advanced Digital Media Production 2). Comparisons of student performance between the two groups will identify areas for improvement.

- **External Assessment of Student Work:** As part of the curriculum for the proposed major, all students will write, produce, and direct a short film in their final year in the program. Student work that passes an internal faculty defense will be shown at the annual student film festival. As part of the assessment protocols, regional professionals in film, television, and media production (including alumni from JAMM who work in the film and television industry and, eventually, alumni of the proposed program) will be invited to attend the festival to assess student work, providing a written evaluation of their strengths and weaknesses.

- **Senior Focus Group:** A sample of outgoing graduates in the program will participate in focus group during their last term in the program. The focus group will assess student learning and their perspective on how the department can more effectively help develop their educational experience.

- **Alumni survey:** A sample of alumni will be contacted three years after graduation to determine their job titles, employers and locations. Graduates will be asked how well their coursework in Film & Television Studies prepared them for a career in that field.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

The comparative results of the pre-test/post-test measure will be shared with all affiliated faculty and used to shape the curriculum of the core film & television classes.

The evaluations of external media professionals based on student work shown at the annual film festival will be shared not only with the students to help

prepare themselves and their portfolio but also with the faculty who run the capstone experience. Professional feedback will then inform future versions of the capstone experience.

c. **Measures used.** What direct and indirect measures will be used to assess student learning?

The two direct measures used will be (1) the comparisons of the pre-test scores and the post-test scores, evaluating student learning across the proposed curriculum, and (2) the external evaluation of student work.

The primary indirect measure used will be the senior focus group.

d. **Timing and frequency**. When will assessment activities occur and at what frequency?

The pre-test/post-test measure will be administered every other year.

The professional feedback on student work at the festival will occur annually.

The senior focus group and alumni survey will occur annually.

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016
BSU **Cinema/Digital Media Certificate**	38	26	39	47	11	2	16	
ISU **Theater/Film/ Video**	4	4	7	10	--	1	--	--

UI								
LCSC Communications	--	42	45	50	--	10	7	6

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Film & Television Studies											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023
40	65	70	75	75	80	--	10	16	18	18	20

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Enrollment estimates are based on existing enrollments in similar regional programs (described in question #2 above) and on national enrollment data provided by the Society for Cinema and Media Studies 2015 "State of the Field" report.

Given existing faculty resources, the new degree would reach capacity at around 20 graduates per year (around 80 total enrolled). Future investments in equipment and other resources could accommodate more headcounts, depending on demand for the major.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Because the proposed major will mostly draw on already-existing coursework that serves additional needs at the University of Idaho, the minimum enrollment necessary

to sustain the major is flexible. If enrollments do not exceed 20 total students in the first five years of the program, the program could be discontinued without any adverse effects for faculty or administrators.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Students in the proposed major will share equipment resources with the existing major in Broadcasting and Digital Media Production:

- Access to cameras, microphones, lights, and other related equipment through the JAMM checkout system.
- Access to video editing bays in the Radio-TV center.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Increasing the number of students using the camera checkout system and the editing bays will constrain the accessibility of existing equipment. These increases will be accommodated through investments in equipment (see below).

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

New expenditures for equipment will be covered by course fees on technical production courses, linking resources to enrollments. First year expenditures are as follows:

- Cameras: digital video/cinema and DSLRs, bags/cases, chargers, batteries, mounting devices (steady-cams, tripods, etc.). 1 camera kit at $3,000 each to expand equipment checkout system.
- Lighting: LED and standard Tungsten light kits and stands with varying accessories including diffusion, gels, gloves, and other materials for controlling and shaping light. 1 lighting kit at $1,500 each.
- Audio: Digital Audio Recorders, microphones, monitors, headphones, stands, and mixers. 2 audio set ups at $1,200 each.
- Space: Current BDM facilities barely hold the necessary equipment—more space will be required for storage to serve more students.

Total first year equipment expenditures: $6,900

With projected enrollment numbers, course and lab fees will produce $7,200 in the first year. If enrollments increase, course fees will produce more funds to expand

equipment as needed.

For example, projected second year enrollments may produce $11,700, enabling the purchase of another camera, lighting kit, and audio set up, plus a computer for handling large files of HD video, software (FCPX, Adobe Suite, Avid, ProTools, etc) at $4,000 each.

18. Library resources

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Personal and space resources for the library should be adequate for the new major, and there should be no impact on existing programs.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional library resources are requested at this time. The library has excellent resources supporting film studies. Materials to support television studies can be added gradually as part of regular requests supporting other JAMM majors.

19. Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Almost all of the coursework for the proposed major already exists and is offered regularly. The Department of English recently reassigned a vacant line to invest in needed expertise in screenwriting, so no new faculty positions are needed to offer the program.

To take advantage of this new faculty resource, the new major will require the creation of only one new course: ENGL/JAMM 231, "Introduction to Scriptwriting," which will be taught in fall and spring by the new faculty member. The new faculty will also teach the advanced screenwriting course (JAMM 471/THE 441).

Additionally, the proposed major will require reallocation of existing faculty time to teach additional sections as needed and changes of the following courses:

- ENGL 230, "Introduction to Film & Television Studies." Currently offered once a year by Anna Banks, Associate Professor in English. An additional section will be offered by Russell Meeuf, Assistant

Professor in JAMM.

- JAMM 275, "Introduction to Broadcasting and Digital Media Production." Currently offered in fall and spring by Denise Bennett, Assistant Professor in JAMM. Additional sections will be offered as needed by instructors in JAMM.
- ENGL 221 & 222, "History of World Cinema, parts 1 & 2." These courses are offered regularly, but their enrollments can be increased as needed to accommodate additional student demand and require no additional teaching resources.

Additional courses in the major are offered regularly with room for enrollment growth or else are one of many electives students can choose from, spreading the enrollment load across several existing courses.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Administrate Resources:

One faculty member in JAMM or English will serve as director of the Film & Television Studies program for a two-year period. The director will receive a yearly course-reassignment in order to oversee advising, assessment, recruitment, and curricular matters.

Instructional Resources:

JAMM and English will teach all required courses in the major in order to guarantee students are able to complete their degrees in a timely manner. Affiliated faculty members from other CLASS units will teach elective courses. Elective course offerings will not require additional resources from those units

Affiliated faculty for the program include:

- Anna Banks, Associate Professor, English Department. Currently teaches film studies courses in the English department that serve as electives there. Under the new degree those courses will become required for majors. Four to five courses per year will contribute to the proposed major.
- Denise Bennett, Assistant Professor, School of Journalism and Mass Media. Currently oversees video production coursework for the Broadcasting and Digital Media Production major. Those courses will now also accommodate students in the proposed major. Four to five courses per year will contribute to the proposed major.
- Dale Graden, Professor, History Department. One course per year will contribute as an elective to the proposed major.
- Benjamin James, Clinical Assistant Professor, English (to begin Aug. 2017). Three to four courses per year will contribute to the proposed major.
- Jan Johnson, Clinical Assistant Professor, English. One course per

year will contribute as an elective to the proposed major.

- Ashley Kerr, Assistant Professor, Modern Languages and Cultures. Two courses per year will contribute as an elective to the proposed major.
- Tara MacDonald, Assistant Professor, English. One course per year will contribute as an elective to the proposed major.
- Russell Meeuf, Assistant Professor, School of Journalism and Mass Media. Three to four courses per year will contribute to the proposed major.
- Glenn Mosley, Senior Instructor, School of Journalism and Mass Media. Two to three courses per year will contribute to the proposed major.
- Sarah Nelson, Associate Professor, Modern Languages and Cultures. One course per year will contribute as an elective to the proposed major.
- Pingchao Zhu, Professor, History. One course per year will contribute as an elective to the proposed major.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Currently, the major in Broadcasting and Digital Media Production includes some students with interests in entertainment media and creative content production (even if the existing major doesn't serve their interests as well as it could). We expect that some of these students will switch into the new major when it becomes available, resulting in a temporary decline in enrollment in Broadcasting and Digital Media Production.

However, the creation of the new major will help the university retain students who have historically transferred out of the University of Idaho to attend regional programs that focus more specifically on film and television production. The success of such a degree at our regional competitors also suggests that we will be able to more successfully recruit new students to the university.

Additionally, the technical and broadcast journalism skills of the Broadcasting and Digital Media Production degree continue to align with other areas of employment growth in media production, so we expect the Broadcasting and Digital Media Production major to keep drawing students with those interests.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

No new faculty or other personnel resources are needed.

Revenue Sources

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

The College of Letters, Arts, and Social Sciences has agreed to reallocate a vacant faculty position in the Department of English to help support the proposed program.

b) **New appropriation**. 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.

N/A

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

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

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

Two required courses in the curriculum (JAMM 275 and JAMM 475) use special course fees in accordance with Board Policy V.R., 3.c.iii.

Fees support the purchase of video production equipment for use in the classroom and in required student projects. The revenues from such fees are reflected in the attached budget and will cover the costs of the new equipment described above (#17, Physical Resources, part c, Needed Resources).

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

20. Using the budget template provided by the Office of the State Board of Education, provide the following information:

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2017-2018		FY 2018-2019		FY 2019-2020		FY 2020-2021	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	20	20	40	40	50	50
B. Shifting enrollments	35	35	45	45	30	30	25	25
Total Enrollment	40	40	65	65	70	70	75	75

II. REVENUE

	FY 18		FY 19		FY 20		FY 21	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$33,215.60		$132,862.40		$265,724.80		$332,156.00	
5. Student Fees	$7,200.00		$11,700.00		$12,600.00		$13,500.00	
6. Other (i.e., Gifts)								
Total Revenue	$40,416	$0	$144,562	$0	$278,325	$0	$345,656	$0

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 18		FY 19		FY 20		FY 21	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0		0.0		0.0		0.0	
2. Faculty	$0.00		$0.00		$0.00		$0.00	
3. Adjunct Faculty	0	$0.00	0	$0.00	0	$0.00	0	$0.00
4. Graduate/Undergrad Assistants	0	$0.00	0	$0.00	0	$0.00	0	$0.00
5. Research Personnel	0	$0.00	0	$0.00	0	$0.00	0	$0.00
6. Directors/Administrators	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7. Administrative Support Personnel								
8. Fringe Benefits	$0.000	$0.00	$0.000	$0.00	$0.000	$0.00	$0.000	$0.00
9. Other:	0	$0.00	0	$0.00	0	$0.00	0	$0.00
Total Personnel and Costs	$0	$0	$0	$0	$0	$0	$0	$0

	FY 18	FY 19	FY 20	FY 21

B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications	$1,200.00		$1,200.00		$1,200.00		$1,200.00	
5. Materials and Supplies	$500.00		$500.00		$500.00		$500.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$1,700	$0	$1,700	$0	$1,700	$0	$1,700	$0
	FY		FY		FY		FY	

C. Capital Outlay	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources								
2. Equipment	$7,200.00	$0.00	$11,700.00		$12,600.00	$0.00	$13,500.00	$0.00
Total Capital Outlay	$7,200	$0	$11,700	$0	$12,600	$0	$13,500	$0
	FY		FY		FY		FY	

D. Capital Facilities Construction or Major Renovation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
E. Other Costs								
Utilites	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Maintenance & Repairs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other Overhead	$8,303.90		$33,215.60		$66,431.20		$83,039.00	
Total Other Costs	$8,304	$0	$33,216	$0	$66,431	$0	$83,039	$0
TOTAL EXPENDITURES:	$8,900	$0	$13,400	$0	$14,300	$0	$15,200	$0
Net Income (Deficit)	$31,516	$0	$131,162	$0	$264,025	$0	$330,456	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

II 4	Of the expected student enrollment, 10% is expected from out of state. Res = $2,581.60/semester; NR = $9,985.16/semester (FY2017 rates)
II 5	Course fees of $90 each for 275 and 475, per student for equipment expenses
III C.2	Equipment costs for cameras, lighting kits, and computers for edit bays, funded by student course fees
III E	Overhead is calculated at 25% of tuition revenue (special course fees are not included)

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LEWIS-CLARK STATE COLLEGE

SUBJECT

Facility Naming

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K. Naming/Memorializing Buildings and Facilities

BACKGROUND/DISCUSSION

Lewis-Clark State College (LCSC) is requesting approval to name their baseball stadium the Ed Cheff Stadium in honor of the most successful coach in NAIA baseball history. Cheff coached the Warriors to 16 national titles during his tenure from 1977 to 2010.

Coach Cheff posted a 1,705-430-2 record at LCSC for a .799 winning percentage. Under his leadership, the Warriors captured 16 NAIA national titles during a 25-year span, won at least 40 games for 30 straight seasons, and produced 114 draft picks in the Major League Baseball Draft, including 16 players who have made it to the big leagues. During Cheff's tenure, LCSC played in 11 consecutive NAIA World Series championship games and won eight. To put this in perspective, no other program has won more than four NAIA Series titles in Series' history.

Coach Cheff has retired to the Olympia Peninsula and is no longer in the employ of Lewis-Clark State College. The former Warrior coach was the face of the program for more than 30 years. The baseball field will continue to be called Harris Field as it has since 1950 in honor of Loyd Harris.

The stadium is currently undergoing a $1.75 million remodel. The remodeling includes a new seating project and the installation of a video display board to replace the old scoreboard. The physical changes the stadium is undergoing makes this and ideal time to name the stadium.

IMPACT

LCSC believes that the naming of the stadium for a popular and successful baseball coach will assist in generating revenue to support continued upgrades of the stadium and field. Although the college is using institutional funds and donations to upgrade the stadium, no substantive costs related to the renaming will be required other than signage.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.K. facilities may be named for a former employee of Idaho's public higher education system in consideration of the employee's service to education in the state of Idaho. Significant factors must include, but are not limited to:

1) Recommendation of the chief executive officer of the institution and the institution community; and
2) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.

Lewis-Clark State College's request, based on the information provided, meets the requirements for naming a facility after a former employee. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to name the baseball stadium the "Ed Cheff Stadium."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the December 2016 Board meeting. Since that meeting, Board staff has received thirty-one (31) permits from Boise State University, seven (7) permits from Idaho State University, and twenty (20) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution Page 3

BOARD ACTION

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

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY November 2016 – May 2017

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Friends and Lovers Production	Student Union Building		x	11/17-19/16
Beautiful Musical	Morrison Center	X		11/29-12/03/16
Networking Reception for Boise Valley Econ Partnership	Stueckle Sky Center	X		12/5/16
Osher Institute Winter Celebration	Student Union Building		X	12/6/16
SUEZ Holiday Celebration	Stueckle Sky Center		X	12/9/16
Western Aircraft Holiday Party	Stueckle Sky Center		X	12/9/16
Boise Philharmonic	Morrison Center	X		12/10/16
McMillen Jacobs Holiday Party	Stueckle Sky Center		X	12/10/16
Go Wireless Holiday Party	Stueckle Sky Center		X	12/11/16
Celebration-IMO Staff	Stueckle Sky Center		X	12/13/16
Morrison Ballet	Morrison Center	X		12/16-12/18/16
Auto Ranch Holiday Party	Stueckle Sky Center		X	12/17/16
Intermountain Gas Christmas Party	Stueckle Sky Center		X	12/17/16
Cirque Dreams Holidaze	Morrison Center	X		12/20/16
BAA Holiday Celebration	Gene Bleymeir Football Complex	X		1/5/17
Idaho Legislative Dinner	Computer Science Dept.	X		1/9/17
Ferguson Wellman Capital Mgmt Reception	Stueckle Sky Center	X		1/17/17
Light the Night Awards	Stueckle Sky Center		X	1/19/17
NW Mutual in Idaho Banquet	Stueckle Sky Center		X	1/20/17
Broadway in Boise Musical	Morrison Center	X		1/20-1/21/17
WPS Banquet	Stueckle Sky Center		X	1/21/17
Contemporary Dance	Morrison Center	X		1/27/17

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Philharmonic Classic 5	Morrison Center	X		1/28/17
Peking Acrobats	Morrison Center	X		1/31/17
Judy Collins Concert	Morrison Center	X		2/1/17
Jeff Dunham Concert	Taco Bell Arena	X		3/11/17
Journey Concert	Taco Bell Arena	X		3/20/17
Jeff Foxworthy & Larry the Cable Guy show	Taco Bell Arena	X		4/22/17
Bastille Concert	Taco Bell Arena	X		4/29/17
Chris Tomlin Worship Concert	Taco Bell Arena	X		4/30/17
Tim McGraw & Faith Hill Concert	Taco Bell Arena	X		5/25/17

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY December 2016 – March 2017

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
A Very Geeky X-Mas	Museum Discovery Room	X		12/8/16
Meridian Holiday Open House	ISU-Meridian	X		12/12/16
Alumni Holiday Open House	Magnuson Alumni House	X		12/14/16
KDHS Holiday Reception	Gravely Hall	X		12/15/16
IOGC Christmas Party	SPAC PA		X	12/16/16
New Year's Eve French Gala	Stephens Performing Arts Center	X		12/31/16
Opportuni-Tea	Rotunda	X		3/4/17

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO
October 2016 – February 2017

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
University Leadership Reception	President's Residence	X		12/1/16
Celebrating Idaho Ag Strolling Supper	UI Pavilion	X		12/2/16
A Christmas Carol Holiday Celebration	Admin Building	X		12/3/16
College of Science Holiday Social	Vandal Ballroom	X		12/13/16
Vandal Ideas Project	Bruce Pitman Center	X		12/13/16
All Advancement Holiday and Year-end Celebration	UI Advancement Office	X		12/15/16
UI Boise Holiday Party	UI – Boise	X		12/15/16
Idaho Power Business Skills Series	UI – Boise		X	12/15/16
Heroes – play reading	UI Prichard Art Gallery		X	12/16-17/16
Rangeland Center Stakeholder Social	UI – Boise	X		1/19/17
Christ Church Winter Feast	Bruce Pitman Center		X	1/20/17
College of Ed-Reception for Dean Carr-Chellman	UI – Boise	X		1/25/17
Student Work Review & Design & Planning Prof Networking	UI – Boise	X		1/27/17
Navitas Reception	Bruce Pitman Center	X		2/1/17
Logos School Benefit Auction	Bruce Pitman Center		X	2/4/17
REACCH End of Project Celebration	Commons	X		2/9/17
VIP Mixer	UI Library	X		2/13/17
Lionel Hampton Jazz Festival Reception	Kibbie Dome	X		2/25/17
Suite Hosting	Kibbie Dome	X		2/23-25/17
CLASS Spring 17 VIP Music Event	Education Building	X		3/31/17

BOISE STATE UNIVERSITY

SUBJECT
Multi-year contract for Neil Resnick, Co-Head Coach Women's Gymnastics

REFERENCE
October 2015 — The Idaho State Board of Education (Board) approved a three year employment agreement with Co-Head Gymnastics Coach Neil Resnick

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION
In October 2015, the Board approved a three (3) year contract with Neil Resnick as the Co-Head Gymnastics Coach terminating on June 30, 2018. Boise State University (BSU) is requesting approval of an extension of the multi-year contract for its Co-Head Coach of Women's Gymnastics. The contract includes an automatic extension clause extending one year after each season the team has a top 20 national ranking at the end of the season.

IMPACT
The new contract will be for two (2) years and four (4) months, February 17, 2017 – June 30, 2019. The salary is $81,800, with incentives as follows:

Academic Achievement
Academic Incentive Pay may be earned if the team Academic Progress Rate (APR) is as follows:

National Score Within Sport		
50% – 59.9%	=	$1,400
60% – 69.9%	=	$1,600
70% – 79.9%	=	$1,800
80% or higher	=	$2,000

Athletic Achievement
Athletic Incentive Pay may be earned as follows:

– Conference Tournament Championships	$2,000
– or –	(Only one)
– Qualify Team for NCAA Regionals	$1,500
– Qualify Team for NCAA Nationals	$3,000
– Conference Coach of the Year	$2,000
– NCAA Regional Coach of the Year	$3,000
– NCAA National Coach of the Year	$5,000

– Top 25 National Ranking at End of Season	$2,000
– or –	(Only one)
– Top 12 National Ranking at End of Season	$4,000
– or –	(Only one)
– Top 6 National Ranking at End of Season	$5,000

In the event Neil Resnick terminates the agreement for convenience, the following liquidated damages shall be due:

- If agreement is terminated on or before June 30, 2017, the sum of $20,000.
- If agreement is terminated on or before June 30, 2018, the sum of $10,000

ATTACHMENTS

Attachment 1 – Proposed Contract Page 3
Attachment 2 – Redline from Model Page 19
Attachment 3 – Redline from Current Contract Page 39
Attachment 4 – APR Summary Page 55
Attachment 5 – Liquidated Damages Page 56
Attachment 6 – Salary and Incentive Chart Page 57
Attachment 7 – Max Compensation Calculation Page 58
Attachment 8 – Coach Contract Checklist Page 59

STAFF COMMENTS AND RECOMMENDATIONS

This employment agreement is being submitted for Board approval because the term of the contract could potentially exceed three years if the incentive condition, which automatically adds a one-year extension for seasons in which the team earns a top 20 national ranking, is achieved. Total maximum annual compensation is $103,800 for the first year of the contract, and $106,800 thereafter. The employment agreement conforms to the Board's model coach contract.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a two year four month multi-year agreement as proposed with Neil Resnick as its Co-Head Coach of Women's Gymnastics, commencing on February 17, 2017 and terminating on June 30, 2019, at a base salary of $81,800 and supplemental compensation provisions, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement") is entered into this _____ day of _____, 2017 ("Effective Date") by and between Boise State University ("the University") and Neil Resnick ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the co-head coach (the "Position") of its intercollegiate women's gymnastics team (the "Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (the "Director") or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (the "President").

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. Coach shall, to the best of Coach's ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of two (2) years and four (4) months, commencing on February 17, 2017 and terminating, without further notice to Coach, on June 30, 2019 (the "Term"), unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3 Automatic Extensions. The term of this Agreement will automatically be extended by one (1) additional year commencing on July 1 and concluding on June 30 for each season in which the team has a Top 20 national ranking at the end of the season.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) A salary in the amount of $81,800 for the first year, $84,800 for the second year, third year and any subsequent extension years pursuant to section 2.3 herein: payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the University's Board of Trustees;

b) The opportunity to receive such employee benefits calculated on the "base salary" as the University provides generally to non-faculty exempt employees; and

c) Assignment of one vehicle through the Department's trade-out program during the term of this Agreement, subject to and according to the policy of the University's Board of Trustees. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and

d) The opportunity to receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation. Coach may earn supplemental compensation as follows:

3.2.1. Athletic Achievement Incentive Pay.

a)	Conference Tournament Champions	$2,000
	OR	
	Qualify team for NCAA Regionals	$1,500
b)	Qualify team for NCAA Nationals	$3,000
c)	Conference Coach of the Year	$2,000

d)	NCAA Regional Coach of the Year	$3,000
e)	NCAA National Coach of the Year	$5,000
f)	Top 25 National Ranking at End of Season:	$2,000
	OR	
	Top 12 National Ranking at End of Season:	$4,000
	OR	
	Top 6 National Ranking at End of Season:	$5,000

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in the following July if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned if the annual Academic Progress Rate ("APR") for the Team meets the following levels of the 4 year National Ranking:

National Rank within Sport		
50th -59.9%	=	$1,400
60th - 69.9 %	=	$1,600
70th – 79.9 %	=	$1,800
80th % or above	=	$2,000

If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation and such justification shall be separately reportable to the Board of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4. Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs"). Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and appear on the Programs and to cooperate in their production, broadcasting, and telecasting. Neither Coach nor any assistant coach shall appear without the prior written approval of the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.5. Coach agrees that the University has the exclusive right to operate athletic camps ("Camps") on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps, the University shall pay Coach supplemental compensation.

3.2.6. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of the University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel, or equipment products. Coach further agrees to disclose any non-athletically related outside income and business interests in accordance with the Department's Outside Income Reporting Form.

3.3. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any

fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's Board of Trustees, the conference of which the University is a member (the "Conference"), and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the University's Director of NCAA Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) Governing Policies and Procedures and Rule Manual of the University's Board of Trustees; (b) the University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the Conference.

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for

outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and Director for all athletically-related income and benefits from sources outside the University. Coach shall report the source and amount of all such income and benefits to the President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's Board of Trustees, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (e.g., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team's competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld. Without first giving ten (10) days prior written notice to the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules, regulations, and policies.

5.1.1. In addition to the definitions contained in applicable rules and policies, the University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within thirty (30) days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or National Association of Intercollegiate Athletics ("NAIA") member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2. Termination of Coach for Convenience of University.

5.2.1. At any time after commencement of this Agreement, the University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to the University all compensation paid by the University after the date Coach obtains other employment, to which Coach is not entitled under this provision.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to Coach's employment with the University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.2.4 In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.3. Termination by Coach for Convenience.

5.3.1. Coach recognizes that Coach's promise to work for the University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate Coach's employment with the University before the end of the contract Term.

5.3.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: (a) if the Agreement is terminated on or before June 30, 2017, the sum of $20,000; (b) if the Agreement is terminated between July 1, 2017 and June 30, 2018 inclusive, the sum of $10,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5. Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law Coach's right to receive all supplemental compensation and other payments and all accumulated annual leave.

5.4. Termination Due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries hereunder.

5.4.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of co-head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of suspension, reassignment or termination, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education Rule Manual (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures Manual, and University Policies.

ARTICLE 6

6.1. Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be

subject to: the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2. University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in state district court in Ada County, Boise, Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Non-Confidentiality. Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by Coach. Coach further agrees that all documents and reports Coach is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Boise State University Director of Athletics 1910 University Drive Boise, Idaho 83725-1020
with a copy to:	Boise State University Office of the President 1910 University Drive Boise, Idaho 83725-1000
Coach:	Neil Resnick Last known address on file with University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of Coach's official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the University's Board of Trustees, if required under Section II.H. of Board Policy.

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6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY	COACH
_____	_____
Curt Apsey, Director of Athletics	Neil Resnick
_____	
Dr. Robert Kustra, President	

Approved by the Board on the _____ day of _____ , 2017.

ATTACHMENT 1

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ATTACHMENT 2

~~(Form Used When Board Approval Required)~~
~~(MODEL ATHLETICS CONTRACT)~~

EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement~~)~~") is entered into this _____ day of _____, 2017 ("Effective Date") by and between _____~~(~~Boise State University ~~(College)),~~("the University") and _____ ~~(~~Neil Resnick ("Coach~~).~~").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the co-head coach (the "Position") of its intercollegiate ~~(Sport)~~ women's gymnastics team (the "Team~~) (or Director of Athletics).~~"). Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the ~~University (College)'s~~University's Director of Athletics (the "Director") or the Director's designee. Coach shall abide by the reasonable instructions of Director or the ~~Director's~~Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the ~~University (College)'s Chief executive officer (Chief executive officer).~~University's President (the "President").

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the ~~University (College)'s~~University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. ~~The University (College) shall have the right, at any time, to reassign Coach to duties at the University (College) other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through ~~(Depending on supplemental pay provisions used)~~ shall cease~~Coach shall, to the best of Coach's ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~_____ (~~ two (2) years and four (4) months, commencing on ~~_____~~February 17, 2017 and terminating, without further notice to Coach, on ~~_____~~June 30, 2019 (the "Term"),

unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the University's Board of ~~Education~~Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this ~~agreement~~Agreement count in any way toward tenure at the University ~~(College).~~.

2.3 Automatic Extensions. The term of this Agreement will automatically be extended by one (1) additional year commencing on July 1 and concluding on June 30 for each season in which the team has a Top 20 national ranking at the end of the season.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

a) ~~An annual~~A salary in the amount of ~~$_____ per year,~~$81,800 for the first year, $84,800 for the second year, third year and any subsequent extension years pursuant to section 2.3 herein: payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Director and ~~Chief executive officer~~President and approved by the ~~University (College)'s~~University's Board of ~~(Regents or~~ Trustees~~)~~;

b) The opportunity to receive such employee benefits calculated on the "base salary" as the University ~~(College)~~ provides generally to non-faculty exempt employees; and

~~c~~c) Assignment of one vehicle through the Department's trade-out program during the term of this Agreement, subject to and according to the policy of the University's Board of Trustees. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and

d) The opportunity to receive such employee benefits as the ~~University (College)'s~~University's Department of Athletics (the "Department~~)~~") provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation. Coach may earn supplemental compensation as follows:

~~3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be based on~~ 3.2.1. Athletic Achievement Incentive Pay.

a)	Conference Tournament Champions	$2,000
	OR	
	Qualify team for NCAA Regionals	$1,500
b)	Qualify team for NCAA Nationals	$3,000
c)	Conference Coach of the Year	$2,000
d)	NCAA Regional Coach of the Year	$3,000

e)	NCAA National Coach of the Year	$5,000
f)	Top 25 National Ranking at End of Season:	$2,000
	OR	
	Top 12 National Ranking at End of Season:	$4,000
	OR	
	Top 6 National Ranking at End of Season:	$5,000

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in the following July if Coach is still employed by the University on that date.

3.2.~~factors: the~~2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned if the annual Academic Progress Rate ~~set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.~~ ("APR") for the Team meets the following levels of the 4 year National Ranking:

National Rank within Sport		
50th -59.9%	=	$1,400
60th - 69.9 %	=	$1,600
70th – 79.9 %	=	$1,800
80th % or above	=	$2,000

If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation ~~based on the factors listed above~~ and such justification shall be separately ~~reported~~reportable to the Board of ~~(Regents or~~ Trustees~~)~~ as a document available to the public under the Idaho Public Records Act.

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director~~3.2.4. Coach may receive the compensation hereunder from the University or the University's~~.~~

~~3.2.~~5 ~~The Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'s~~ designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs~~). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment) .").~~ Agreements requiring ~~the~~ Coach to participate in Programs related to ~~his~~Coach's duties as an employee of the University ~~(College)~~ are the property of the University ~~(College).~~ The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by ~~the~~ Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide ~~his~~Coach's services to and ~~perform~~appear on the Programs and to cooperate in their production, broadcasting, and telecasting. ~~It is understood that neither~~Neither Coach nor any assistant ~~coaches~~coach shall appear without the prior written approval of the Director on any ~~competing~~ radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the ~~University (College)'s~~University's designated media outlets.

3.2.~~6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))**~~ 5. Coach agrees that the University ~~(College)~~ has the exclusive right to operate ~~youth (Sport)~~ athletic camps ("Camps") on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn

supplemental compensation by assisting with the ~~University (College)'s camps~~Camps in ~~Coach's~~Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the ~~University (College)'s football camps.~~Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the ~~University (College)'s summer football camps,~~ Camps, the University ~~(College)~~ shall pay Coach ~~(amount)~~ per year as supplemental compensation ~~during each year of his employment as head (Sport) coach at the University (College). This amount shall be paid (terms of payment)~~.

~~**(SUMMER CAMP—OPERATED BY COACH)** Coach may operate a summer youth (Sport) camp at the University (College) under the following conditions:~~

~~a) The summer youth camp operation reflects positively on the University (College) and the Department;~~

~~b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;~~

~~c) Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;~~

~~d) The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;~~

~~e) The Coach or the private enterprise enters into a contract with University (College) and _____ (campus concessionaire) for all campus goods and services required by the camp.~~

~~f) The Coach or private enterprise pays for use of University (College) facilities including the _____.~~

~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation~~

~~of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~

~~h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible;~~

~~i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~

~~j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

~~In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

3.2.~~7~~6. Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of ~~University (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an~~

~~(Company Name)~~ ~~product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~(Company Name)~~, or give a lecture at an event sponsored in whole or in part by ~~(Company Name)~~, or make other educationally-related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head ~~(Sport)~~ coach. In order to avoid entering into an agreement with a competitor of ~~(Company Name)~~, Coach shall submit all outside consulting agreements to the University ~~(College)~~~~the University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, ~~including ~~(Company Name),~~ and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel ~~or equipment products~~, or equipment products. Coach further agrees to disclose any non-athletically related outside income and business interests in accordance with the Department's Outside Income Reporting Form.

3.3. General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University ~~(College),~~, the University's Board of Trustees, the conference of which the University ~~(College)'s governing board, the conference,~~is a member (the "Conference"), and the NCAA ~~(or NAIA);~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the ~~Department's~~University's Director of NCAA Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the ~~University (College)'s~~University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit C.~~ The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) ~~State Board of Education and Board of Regents of the University of Idaho~~ Governing Policies and Procedures and Rule Manual of the University's Board of Trustees; (b) ~~University (College)'s Handbook; (c) University (College)'s Administrative Procedures~~the University's Policy Manual; (~~d~~c) the policies of the Department; (~~e~~d) NCAA ~~(or NAIA)~~ rules and regulations; and (~~f~~e) the rules and regulations of the ~~(Sport) conference of which the University (College) is a member~~Conference.

~~4.2~~4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University ~~(College),~~, would reflect adversely upon the University ~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the ~~Chief executive officer~~President, enter into separate arrangements for outside activities and endorsements which are consistent with ~~Coach's~~Coach's obligations under this Agreement. Coach may not use the ~~University (College)'s~~University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the ~~Chief executive officer~~President.

4.3 ~~NCAA (or NAIA) Rules.~~Outside Income. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the ~~University (College)'s Chief executive officer~~President and Director for all athletically-related income and benefits from sources outside the University ~~(College) and~~. Coach shall report the source and amount of all such income and benefits to the ~~University (College)'s Chief executive officer~~President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University ~~(College)~~ work day preceding June 30th. The report shall be in a format reasonably satisfactory to the University ~~(College).~~. In no event shall Coach accept or

receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University ~~(College), the University (College)'s governing board, the conference, or the NCAA (or NAIA).~~, the University's Board of Trustees, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (e.g., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of ~~Chief executive officer~~President and the ~~University (College)'s~~University's Board of ~~(~~Trustees ~~or Regents)~~.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of ~~Team~~Team's competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team~~,~~ requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld. Without first giving ten (10) days prior written notice to the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.

ARTICLE 5

5.1. Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules ~~and~~, regulations, and policies.

5.1.1. In addition to the definitions contained in applicable rules and

~~regulations,~~policies, the University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this ~~agreement~~Agreement within thirty (30) days after written notice from the University ~~(College);~~;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University ~~(College),~~, the ~~University (College)'s governing board~~University's Board of Trustees, the ~~conference~~Conference, or the NCAA ~~(NAIA),~~, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or ~~NAIA~~National Association of Intercollegiate Athletics ("NAIA") member institution;

d) Ten (10) working ~~days'~~days' absence of Coach from duty without the ~~University (College)'s~~University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the ~~University (College)'s~~University's judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;

f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University ~~(College),~~, the ~~University (College)'s governing board~~University's Board of Trustees, the ~~conference~~Conference, or the NCAA ~~(NAIA);~~;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the

University ~~(College),~~ the ~~University (College)'s governing board~~University's Board of Trustees, the ~~conference~~Conference, or the NCAA ~~(NAIA),~~ by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University ~~(College),~~ the ~~University (College)'s governing board~~University's Board of Trustees, the ~~conference~~Conference, or the NCAA ~~(NAIA),~~ by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or ~~his~~Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the ~~University (College)'s~~University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which ~~the~~ Coach was employed.

5.2. Termination of Coach for Convenience of University ~~(College).~~

5.2.1. At any time after commencement of this Agreement, the University ~~(College),~~ for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that the University ~~(College)~~ terminates this Agreement for its own convenience, the University ~~(College)~~ shall be obligated to pay to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University ~~(College)~~ until the ~~term~~Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue ~~his~~the health insurance plan and group life insurance as if ~~he~~Coach remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment~~,~~ and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to the University all compensation paid ~~to him~~ by the University after the date ~~he~~Coach obtains other employment, to which ~~he~~Coach is not entitled under this provision.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that ~~the~~ Coach may lose certain benefits, supplemental compensation, or outside compensation relating to ~~his~~Coach's employment with the University ~~(College),~~, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University ~~(College).~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.2.4 In the event of non-renewal or termination of Coach's

employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.3. Termination by Coach for Convenience.

5.3.1 The. Coach recognizes that hisCoach's promise to work for the University (College) for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University (College) is making a highly valuable investment in hisCoach's employment by entering into this Agreement and that its investment would be lost were heCoach to resign or otherwise terminate hisCoach's employment with the University (College) before the end of the contract termTerm.

5.3.2 The. Coach, for his own convenience, may terminate this Agreement for convenience during its term by giving prior written notice to the University (College).. Termination shall be effective ten (10) days after such written notice is given to the University (College).. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.

5.3.3 . If the Coach terminates this Agreement for convenience at any time, all obligations of the University (College) shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he, Coach shall pay to the University (College),, as liquidated damages and not a penalty, the following sum: _____.(a) if the Agreement is terminated on or before June 30, 2017, the sum of $20,000; (b) if the Agreement is terminated between July 1, 2017 and June 30, 2018 inclusive, the sum of $10,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University (College) will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University (College) shall constitute adequate and reasonable compensation to the University (College) for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University (College)..

5.3.5. Except as providedprovide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, heCoach shall forfeit to the extent permitted

by law ~~his~~Coach's right to receive all supplemental compensation and other payments and all accumulated annual leave.

5.4. Termination ~~due~~Due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the ~~University (College)'s~~University's disability insurance carrier, becomes unable to perform the essential functions of the ~~position of head coach~~Position, or dies.

5.4.2. If this Agreement is terminated because of ~~Coach's~~Coach's death, ~~Coach's~~Coach's salary and all other benefits shall terminate as of the last day worked, except that ~~the Coach's~~Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to ~~the Coach's~~Coach's estate or beneficiaries ~~thereunder~~hereunder.

5.4.3. If this Agreement is terminated because ~~the~~ Coach becomes totally or permanently disabled as defined by the ~~University (College)'s~~University's disability insurance carrier, or becomes unable to perform the essential functions of the position of co-head coach, all salary and other benefits shall terminate, except that ~~the~~ Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which ~~he~~Coach is entitled by virtue of employment with the University ~~(College).~~.

5.5. Interference by Coach. In the event of ~~termination,~~ suspension, ~~or~~ reassignment or termination, Coach agrees that Coach will not interfere with the ~~University (College)'s~~University's student-athletes or otherwise obstruct the ~~University (College)'s~~University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because ~~the~~ Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~ employees, if the University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights ~~provide~~provided for in the State

Board of Education Rule Manual (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures~~, IDAPA 08.01.01 et seq., and the~~ Manual, and University ~~(College) Faculty Staff Handbook~~Policies.

ARTICLE 6

6.1. Board Approval. ~~(if required—multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy).~~ This Agreement shall not be effective until and unless approved of the ~~University (College)'s~~University's Board of ~~(Regents or~~ Trustees~~)~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this ~~agreement~~Agreement shall be subject to: the approval of the ~~University (College)'s~~University's Board of ~~(Regents or~~ Trustees~~)~~ ~~,~~, the ~~Chief executive officer~~President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of ~~(Regents or~~ Trustees~~)~~ and ~~University (College)'s~~University's rules or policies regarding furloughs or financial exigency.

6.2. University ~~(College)~~ Property. All personal property ~~(excluding vehicle(s) provided through the _____ program),~~, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the ~~University (College)'s~~University's direction or for the ~~University (College)'s~~University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College).~~. Within twenty-four (24) hours of the expiration of the ~~term~~Term of this ~~agreement~~Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in ~~the courts of the~~ state ~~of~~district court in Ada County, Boise, Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University ~~(College)~~..

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes ~~therefor~~therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9~~—~~. Non-Confidentiality. ~~The~~ Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by ~~the~~ Coach. ~~The~~ Coach further agrees that all documents and reports ~~he~~Coach is required to produce under this Agreement may be released and made available to the public at the ~~University (College)'s~~University's sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University ~~(College)~~: ~~—~~: Boise State University
Director of Athletics
~~_____~~1910 University Drive
~~_____~~Boise, Idaho 83725-1020

with a copy to: ~~Chief executive officer~~ Boise State University
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach: ~~_____~~Neil Resnick
Last known address on file with

~~University (College)'s~~University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. ~~The~~ Coach shall not, without the ~~University (College)'s~~University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (~~College) (~~including contraction, abbreviation or simulation), except in the course and scope of ~~his~~Coach's official University ~~(College)~~ duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement ~~of~~between the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by ~~University (College)'s~~the University's Board of ~~(Regents or~~ Trustees~~),~~, if required under Section II.H. of Board Policy.

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6.16. Opportunity to Consult with Attorney. ~~The~~ Coach acknowledges that ~~he~~Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY ~~(COLLEGE)~~ COACH

Chief executive officer Date Date

*Curt Apsey, Director of Athletics Neil Resnick

Dr. Robert Kustra, President

Approved by the Board ~~of (Regents or Trustees)~~ on the ____ day of ~~, 2010~~ , 2017.

~~[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]~~

ATTACHMENT 2

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ATTACHMENT 3

EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement") is entered into this ~~[insert day]~~_____ day of ~~[insert month],~~_____, 2017 ~~[insert year]~~ ("Effective Date") by and between Boise State University ("the University") and ~~[insert Coach full name]~~Neil Resnick ("Coach").

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the co-head coach (the "Position") of its intercollegiate ~~[insert Sport]~~women's gymnastics team (the "Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (the "Director") or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (the "President").

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. Coach shall, to the best of Coach's ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~[insert number, spelled out]~~two (#2) years and four (4) months, commencing on ~~[insert start date]~~February 17, 2017 and terminating, without further notice to Coach, on ~~[insert end date]~~June 30, 2019 (the "Term"), unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

2.3 Automatic Extensions. The term of this Agreement will automatically be extended by one (1) additional year commencing on July 1 and concluding on June 30 for

each season in which the team has a Top 20 national ranking at the end of the season.

ARTICLE 3

3.1. Regular Compensation.

3.1.1. In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) A salary in the amount of ~~$XX,XXX~~$81,800 for the first year, ~~per year,~~$84,800 for the second ~~and third~~year, third year and any subsequent extension years pursuant to section 2.3 herein: payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President and approved by the University's Board of Trustees;

b) The opportunity to receive such employee benefits calculated on the "base salary" as the University provides generally to non-faculty exempt employees; and

c) Assignment of one vehicle through the Department's trade-out program during the term of this Agreement, subject to and according to the policy of the University's Board of Trustees. Insurance premiums for the assigned vehicle shall be paid by Coach. Any vehicle assigned shall be returned in the same or similar condition as it was upon being assigned, reasonable wear and tear excepted; and

d) The opportunity to receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation. Coach may earn supplemental compensation as follows:

3.2.1. Athletic Achievement Incentive Pay.

a)	Conference Tournament Champions	$2,000
	OR	
	Qualify team for NCAA Regionals	$1,500
b)	Qualify team for NCAA Nationals	$3,000
c)	Conference Coach of the Year	$2,000
d)	NCAA Regional Coach of the Year	$3,000
e)	NCAA National Coach of the Year	$5,000
f)	Top 25 National Ranking at End of Season:	$2,000
	OR	
	Top 12 National Ranking at End of Season:	$4,000
	OR	
	Top 6 National Ranking at End of Season:	$5,000

~~[insert Athletic Achievement Incentive Pay]~~

If Coach qualifies for Athletic Achievement Incentive Pay under this Section, the University will pay Coach on the first regular pay date in the following ~~[month]~~ July if Coach is still employed by the University on that date.

3.2.2. Academic Achievement Incentive Pay.

Academic Incentive Pay may be earned if the annual Academic Progress Rate ("APR") for the Team meets the following levels of the 4 year National Ranking:

National Rank within Sport		
50th -59.9%	=	$1,400
60th - 69.9 %	=	$1,600
70th – 79.9 %	=	$1,800
80th % or above	=	$2,000

~~[insert Academic Achievement Incentive Pay]~~

If Coach qualifies for Academic Achievement Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the National Collegiate Athletic Association ("NCAA"), if Coach is still employed by the University on that date.

3.2.3. Conditions for payment of Athletic and Academic Achievement supplemental compensation.

~~[insert any additional conditions for payment of Athletic and Academic Achievement Incentive Pay, if any.]~~

The decisions whether or not to award the Incentive Pay outlined in this Section 3.2, and in what amounts, are within the Director's sole discretion. The decisions

may be made based on a variety of factors, including, but not limited to, Coach's individual performance, athletic/academic performance of Coach's assigned player personnel groups, or other performance-related factors.

Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation and such justification shall be separately reportable to the Board of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.4. Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs"). Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and appear on the Programs and to cooperate in their production, broadcasting, and telecasting. Neither Coach nor any assistant coach shall appear without the prior written approval of the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.5. Coach agrees that the University has the exclusive right to operate athletic camps ("Camps") on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps, the University shall pay Coach supplemental compensation.

3.2.6. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of the University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel

and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel, or equipment products. Coach further agrees to disclose any non-athletically related outside income and business interests in accordance with the Department's Outside ~~Interest~~Income ~~Disclosure~~Reporting Form.

3.3. General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's Board of Trustees, the conference of which the University is a member (the "Conference"), and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the University's Director of NCAA Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) Governing Policies and Procedures and Rule Manual of the University's Board of

Trustees; (b) the University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the Conference.

4.2. Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and Director for all athletically-related income and benefits from sources outside the University. Coach shall report the source and amount of all such income and benefits to the President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's Board of Trustees, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (e.g., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4. Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees.

4.5. Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team's competitions, but the final decision shall be made by the Director or the Director's designee.

4.6. Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld. Without first giving ten (10) days prior written notice to the Director, Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein.

ARTICLE 5

5.1. Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules, regulations, and policies.

5.1.1. In addition to the definitions contained in applicable rules and policies, the University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within thirty (30) days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or National Association of Intercollegiate Athletics ("NAIA") member institution;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the University's Board of Trustees, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2. Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, the University shall notify Coach whether, and if so when, the action will be effective.

5.1.3. In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4. If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2. Termination of Coach for Convenience of University.

5.2.1. At any time after commencement of this Agreement, the University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2. In the event that the University terminates this Agreement for its own convenience, the University shall be obligated to pay to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform the University within ten (10) business days of obtaining other employment and to advise the University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise the University shall constitute a material breach of this Agreement and the University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to the University all compensation paid by the University after the date Coach obtains other employment, to which Coach is not entitled under this provision.

5.2.3. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact

that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to Coach's employment with the University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by the University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by the University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.2.4 In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

5.3. Termination by Coach for Convenience.

5.3.1. Coach recognizes that Coach's promise to work for the University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate Coach's employment with the University before the end of the contract Term.

5.3.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: (a) if the Agreement is terminated on or before June 30, 2017, the sum of $20,000; (b) if the Agreement is terminated between July 1, 2017 and June 30, 2018 inclusive, the sum of $10,000. ~~[insert sum].~~ The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by the University shall constitute adequate

and reasonable compensation to the University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5. Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law Coach's right to receive all supplemental compensation and other payments and all accumulated annual leave.

5.4. Termination Due to Disability or Death of Coach.

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the Position, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries hereunder.

5.4.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of co-head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5. Interference by Coach. In the event of suspension, reassignment or termination, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6. No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7. Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University

suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education Rule Manual (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures Manual, and University Policies.

ARTICLE 6

6.1. Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to: the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding furloughs or financial exigency.

6.2. University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3. Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4. Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5. Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6. Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in state district court in Ada County, Boise, Idaho.

6.7. Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9. Non-Confidentiality. Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by Coach. Coach further agrees that all documents and reports Coach is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10. Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:
Boise State University
Director of Athletics
1910 University Drive
Boise, Idaho 83725-1020

with a copy to:
Boise State University
Office of the President
1910 University Drive
Boise, Idaho 83725-1000

Coach:
~~[Insert Coach Name]~~Neil Resnick
Last known address on file with
University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13. Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of Coach's official University duties.

6.14. No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15. Entire Agreement; Amendments. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the University's Board of Trustees, if required under Section II.H. of Board Policy.

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6.16. Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

ATTACHMENT 3

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY	COACH
Curt Apsey, Director of Athletics	Neil Resnick
Dr. Robert Kustra, President	

Approved by the Board on the _____ day of _____ , 2017.

ATTACHMENT 3

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BOISE STATE UNIVERSITY

Women's Gymnastics APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2011-12	2012-13	2013-14	2014-15
Women's Gymnastics	918	981	1000	1000
National % Rank by Sport	***0-10***	***10-20***	***90-100***	***90-100***

REPORT YEAR
Raw Score for single year
Percentile Rank for Sport

MULTI-YEAR (4-Year Rolling Average)

Boise State University Women's Gymnastics	975	971	974	975

Liquidated Damages
Head Gymnastic Coaches in Mountain Rim Conference

Coach	School	Length of Contract	2016 - 2017 Salary (total comp)	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Tina Bird	Boise State	10/25/2015 - 6/30/2018	$ 70,000	Yes	Sliding Scale	(a) if the Agreement is terminated on or before June 30, 2016, the sum of $20,000.00; (b) if the Agreement is terminated between July 1, 2016 and June 30, 2017 inclusive, the sum of $10,000.00.
Neil Resnick	Boise State	10/25/2015 - 6/30/2019	$ 81,800	Yes	Sliding Scale	See Contract
Guard Young	BYU	NA	NA	NA	NA	NA
Scott Bauman	Southern Utah	At Will	$ 72,471	NA	NA	NA
Nadalie Walsh	Utah State	7/1/2016 - 6/30/2019	$ 80,000	No	NA	NA

Coach	School	Base Salary	Incentives
Tina Bird	Boise State	$ 70,000	Same as Co-Head Coach, Neil Resnick
Neil Resnick	Boise State	$ 81,800	See Contract
Guard Young	BYU	NA	NA
Scott Bauman	Southern Utah	$ 72,471	NA
Nadalie Walsh	Utah State	$ 80,000	$300 montly car stipend or a donor provided vehicle, $500 for single year APR of 1000, $500 for an annual GPA of 3.5 or higher, $1000 for winning a conference championship, $1000 for qualifying for post season

Coach Neil Resnick Maximum Compensation Calculation - 2017-2019

		Yr 1	Yr 2	Yr 3
3.1.1a	Annual Base Salary	$ 81,800.00	$ 84,800.00	$ 84,800.00
3.2.1	Additional Pay based on Performance	$ 20,000.00	$ 20,000.00	$ 20,000.00
3.2.2	Additional Pay based on Academic Achievement	$ 2,000.00	$ 2,000.00	$ 2,000.00
	Total Maximum potential annual compensation under Employment Agreement	$ 103,800.00	$ 106,800.00	$ 106,800.00

IDAHO STATE BOARD OF EDUCATION
Athletic Director-Coach Contract Checklist
To be Submitted by Institutions with Employment Agreements Requiring Board Approval*

[* Board approval is required for contracts longer than three years or for any contracts with total annual compensation of $200,000 or higher. See Board Policy II.H.]

Institution: Boise State University

Name of employee and position: Neil Resnick, Co-Head Coach Women's Gymnastics

Date of submission to State Board Office: January 13, 2017

Proposed effective date of employment agreement: February 17, 2017-June 30, 2019

☒ The proposed contract has been reviewed to ensure compliance with Board Policy II.H.
☒ The proposed contract has been reviewed by institution general counsel

Supporting Documents (Check and attach all that apply): [All required items need to be provided either within the agenda item cover sheet, or as attachments to the agenda item.]

☒ A summary of all supplemental compensation incentives – *SBOE Cover Sheet "Impact" Section*
☒ Quantification of the **maximum potential annual compensation** (i.e. base salary plus maximum incentive pay)
☒ Employment agreement—**clean version**
☒ Employment agreement—**redline version comparing contract to Board-approved model contract** (model contract is available on Board website http://boardofed.idaho.gov
☒ Employment agreement—**redline** version (for current coaches receiving new contracts) comparing proposed employment agreement to current agreement
☒ In the case of NCAA institutions, a 4-year history of the institution's **Academic Progress Rate (APR) raw scores and national average APR scores** for the applicable sport.
☒ A schedule of base salaries and incentive payments of all other same sport coaches in the institution's conference
☒ Documentation/description of how the institution determined the proposed **liquidated damages** amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at the other public institutions in the conference.

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration):

Point of contact at Institution (phone number, email address):

Texie Montoya 208-426-1249
Associate Special Counsel texiemontoya@boisestate.edu

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TAB	DESCRIPTION	ACTION
1	**PROPERTY ACQUISITION**	Motion to approve
2	**BOISE STATE UNIVERSITY** Online Program Fee Request – MS Accountancy	Motion to approve
3	**IDAHO STATE UNIVERSITY** Cost Estimate to Move College of Technology Academic Programs to the RISE Building	Motion to approve
4	**IDAHO STATE UNIVERSITY** Anatomy and Physiology Lab Building Addition – Meridian Health Science Center	Motion to approve
5	**UNIVERSITY of IDAHO** Funding Increase – Athletics Program	Motion to approve
6	**UNIVERSITY of IDAHO** Idaho Arena Project – Planning, Programming and Design Phases	Motion to approve

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SUBJECT

Consider and Act Upon Items Discussed in Executive Session Related to the Acquisition of Real Property

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I. Real and Personal Property and Services

BACKGROUND/DISCUSSION

Executive Session items may be discussed and acted upon, if appropriate, in open session.

IMPACT

Approval by the Board will allow the Board President and Executive Director to negotiate within the terms discussed in Executive Session to acquire the specified property.

BOARD ACTION

I move to authorize the Board President and Executive Director of the State Board of Education to execute any requisite documents to acquire the property within the terms discussed in Executive Session.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BOISE STATE UNIVERSITY

SUBJECT

Online Program Fee Request, Master of Science in Accountancy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to establish an online program fee for the fully online version of its Master of Science (M.S.) in Accountancy program. The online Accountancy program will operate under the guidelines of Idaho State Board of Education (Board) Policy V.R. as it pertains to fully online programs. The online program will serve the needs of people unable to attend in-person classes at the BSU campus due to work schedule or location.

The 30-credit online program will utilize the existing curriculum currently offered in-person for BSU's Association of Advance Collegiate Schools of Business (AACSB) accredited program.

The program is designed for people who want to advance their knowledge in accounting and prepare for careers in the accounting profession. Graduates will be prepared to pursue professional credentials such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The program covers a variety of advanced topics including financial reporting, audit, tax, data analytics, accounting information systems, managerial accounting, and research methodology.

The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook indicates there were 1,332,700 accountants and auditors employed in the U.S. in 2014. That number is expected to jump to 1,475,100 by 2024. "Employment of accountants and auditors is projected to grow 11 percent from 2014 to 2024, faster than the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records."

Both Idaho State University and the University of Idaho offer in-person Master of Accountancy degrees; neither offers an online program.

The BSU program is expected to grow to an enrollment of approximately 100 students by its fifth year and graduate approximately 60 per year once fully up and running.

IMPACT

This request will enable BSU to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. BSU will charge $450 per credit hour. This is a competitive rate in the current online market. Based on a review of 10 institutions offering a similar online degree, the lowest per credit rate was $442 and the highest was $1,088.

The total cost to the student of the 30 credits required for completion of the proposed program would be $13,500.

The program will not require the use of any new state appropriated funds.

ATTACHMENTS

Attachment 1 – M.S. in Accountancy online program details Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BSU's proposal to create a fully online version of its M.S. in Accountancy program was coordinated through the Board's established program review process and recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017; and by the Instruction, Research, and Student Affairs (IRSA) Committee on February 2, 2017.

The proposed online program fee complies with Board Policy V.R.3.x. and should not, as described, reduce access to an M.S. in Accountancy degree for Idaho resident students enrolled in "brick and mortar" courses on campus. The market will determine whether this delivery mode is sustainable at the proposed rate of $450 per credit hour (in lieu of normal tuition and any special course fees). [Note: the normal per credit hour fee for a full-time, resident BSU graduate student taking 9-15 credits ranges from $281/credit hour (for a student taking 15 credits) to $469/credit hour (for a student taking 9 credits); or $382/credit for a part-time (1-8 credits) graduate student.]

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to designate an online program fee for the M.S., in Accountancy program in the amount of $450 per credit hour in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Vice President

Idaho State Board of Education

*Proposal for **Undergraduate/Graduate Degree** Program*

DEC 12 2016

Finance and Administration

Date of Proposal Submission:	December 16, 2016
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Business & Economics
Name of Department(s) or Area(s):	Accountancy

Program Identification for Proposed New or Modified Program:

Program Title:	Master of Science in Accountancy					
Degree:		Degree Designation		Undergraduate	X	Graduate
Indicate if Online Program:	X	Yes (using Online Fee Model)		No		
CIP code (consult IR /Registrar):	52.0301 Accounting					
Proposed Starting Date:	FALL 2017					
Geographical Delivery:	Location(s)		Region(s)			
Indicate (X) if the program is/has:	X	~~Self-Support~~ Online fee model		Professional Fee		
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

☐ New Degree Program

☐ Consolidation of Existing Program

☐ Undergraduate/Graduate Certificates (30 credits or more)

☐ New Off-Campus Instructional Program

☒ Expansion of Existing Program

☒ Other (i.e., Contract Program/Collaborative
Expand existing program to wholly online

College Dean (Institution)	11/30/16	College Dean (Institution)	12/30/16
Graduate Dean or other official (Institution; as applicable)	12/12/16	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	12/14/16	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	12/10/16	SBOE/Executive Director Approval	Date
President	12/16/16		

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

The College of Business and Economics at Boise State University proposes the creation of a completely online Master of Science in Accountancy program. The proposed program will serve the needs of people wanting to sit for the Certified Public Accountant (CPA) exam, but who do not have the required number of academic credits to sit for the exam (which requires having 150 credit hours) and also are unable to attend in-person classes at the Boise State campus due to work schedule or location. Offering the master's program both in-person and online will help the university meet a core theme of providing "students of all backgrounds with access to graduate educational opportunities in formats that are appropriate, flexible, accessible, and affordable."

The new online accountancy program will operate under the guidelines of the newly revised SBOE Policy V.R. as it pertains to wholly online programs. The proposed 30 credit program will utilize the existing curriculum currently offered in-person for our Association to Advance Collegiate Schools of Business (AACSB) accredited program (see Appendix A). The program is designed for people who want to advance their knowledge in accounting and prepare for careers in the accounting profession. Graduates will be prepared to pursue professional credentials such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The program covers a variety of advanced topics including financial reporting, audit, tax, data analytics, accounting information systems, managerial accounting, and research methodology.

Finally, we examined online accounting program options for people residing in the Northwest. The majority of top program providers are located in California, but there is still room for competition in California due to high population numbers. There is a small percentage of providers offering an online degree option, which tells us that online delivery will be a differentiating program feature that will benefit Boise State recruitment efforts.

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

    a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

The following statements prompted Boise State to develop an online master's degree program in Accountancy.

In 2009, Forbes ran an article titled *Where The Jobs Are: Accounting* in which Bill Demario, chief operating officer of Ajilon Professional Staffing said "By 2016 there will be a dramatic need for more accountants. Over the last six months the nation has lost at least 500,000 jobs a month–but when you look at

accounting, the profession has added 3,000 jobs a month."

In 2015, ThinkAdvisor.com (associated with Investment Advisor Group) presented *15 Best Paying Jobs for College Business Majors: 2015.* In this article, a data analytics company PayScale (database of 54 million individual salary profiles) examined popular careers and expected salaries. Based on this data, "The most common area of study among the jobs is accounting. And according to a survey of alumni, accounting was the ninth most recommended major."

In 2016, the *Journal of Accountancy* offered an article titled *Raises of 3% forecasted for accountants in 2016*. The article states, "The job market is more favorable for finance and accounting job seekers in 2016 than at any other time in the past four years, according to Logan Dubois, Randstad's vice president for the Southeast region. He said unemployment is extremely low for degreed finance and accounting professionals, whom he expects to remain in high demand for the rest of the year and into 2017."

The US Bureau of Labor Statistics' Occupational Outlook Handbook indicates there were 1,332,700 accountants and auditors employed in the US in 2014. That number is expected to jump to 1,475,100 by 2024. "Employment of accountants and auditors is projected to grow 11 percent from 2014 to 2024, faster than the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records."

As of August 2016, the Idaho Department of Labor shows Accountants and Auditors in the number four spot for Top 20 Hot Jobs because of the 28% total expected job growth between 2014 and 2024.

Through the US Department of Labor and Idaho Department of Labor employment projection data, we examined these job titles for which this degree is relevant:

1. Accountants and auditors, SOC 13-2011
2. Financial analysts, SOC 13-2051
3. Financial managers, SOC 11-3031

	State DOL data	Federal DOL data	Other
Local (Service Area) (calculated as 50% of statewide)	169		
State	338		
Nation		75,670	

	2014 National Employment Matrix title and code	Employment (1000's)		Job openings due to growth and replacement needs, 2014-24 (1000's; over 10 yr)
		2014	2024	
11-3031	Financial managers	555.9	593.5	169.3
13-2011	Accountants and auditors	1,332.7	1,475.1	498.0
13-2051	Financial analysts	277.6	310.0	89.4
	Totals	**2,166.2**	**2,378.6**	**756.7**

Idaho Statewide					
Area	Occupation	Occupation Title	2014 Base Employment	2024 Projected Employment	Total Annual Openings
Idaho	11-3031	Financial Managers	2,003	2,438	91
Idaho	13-2011	Accountants and Auditors	4,222	5,385	229
Idaho	13-2051	Financial Analysts	387	489	18
		Totals	**6,612**	**8,312**	**338**

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

Students attracted by the online-modality of the proposed program will be those for whom a face-to-face program would pose difficulties because of time and/or geographical constraints.

In order to sit for the CPA exam and become a licensed CPA, 150 college credits must be completed. Students enrolled in this program will earn the additional 30 college credits needed for the CPA exam.

Integrated Postsecondary Education Data System (IPEDS) shows degree conferrals for master's programs in accounting has grown steadily since 2010, on average 9% per year, indicating increasing student demand for this program.

In June of 2016, Burning Glass Technologies, a Boston-based leader in human capital data analytics, was asked to examine employer demand for master's-level accountancy professionals. The company reviewed online job postings during January 2012 to June 2015 from employers in Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming, and California. They found a 67% increase in demand occurred from July 2014 to June 2015. An online delivery format will allow Boise State University to reach prospective students in metropolitan areas with high employer demand.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The online master's degree program in Accountancy will benefit the Idaho economy by keeping residents in the state while they participate in the program and maintain their current job(s). Revenue from the program will stay in Idaho to pay for additional faculty and staff needed to facilitate program delivery. After completing the degree, residents will be eligible for new job openings. Between May 2015-April 2016, there were 140 job postings in Boise for people with a master's-level accounting degree.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.
N/A

e. If Associate's degree, transferability: N/A

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Boise State University	Master of Science in Accountancy	The Master of Science in Accountancy at Boise State University is designed to prepare candidates for a career within the broader framework of business decision making. The primary role of the program is to prepare students for careers in public accounting as Certified Public Accountants (CPAs). The program focuses on the audit and attest functions of public accounting and the related skills required of public accountants due to the complexity of today's business environment, including expertise in accounting principles and procedures and a solid understanding of the financial, managerial, legal, and tax ramifications of business transactions. Offered in-person. *To be offered online as well.*
University of Idaho	Master of Accountancy	Master of Accountancy degree program has primary emphasis areas or tracks that include auditing and financial accounting, corporate accounting management and controllership, government and not-for-profit fiscal management, international accounting, accounting information systems analysis and design, and taxation. Offered in-person.
Idaho State University	Master of Accountancy	MAcc is designed to prepare students for the accounting profession and specifically for a public accounting career track. Moreover, it provides students with the 150 credit hours required by most states to become a Certified Public Accountant (CPA) Offered in-person.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Southern Utah University	Master of Accountancy	*Offered online*
Brigham Young University	Master of Accountancy	Offered in-person
University of Utah	Master of Accounting	Offered in-person
University of Oregon	Master of Accounting	Offered in-person
Washington State University	Master of Accounting	Offered in-person
University of Washington	Master of Professional Accounting	Offered in-person

University of Nevada, Las Vegas	Master of Science in Accounting	Offered in-person
University of Nevada, Reno	Master of Accountancy	Offered in-person
University of Montana	Master of Accountancy	Offered in-person
Montana State University	Master of Professional Accountancy	Offered in-person
University of Wyoming	Master of Science in Accounting	Offered in-person

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable: Online program

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	Boise State's online program development process allows us to create a cohesive, consistent, rigorous, and outcome-driven educational experience.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	The online delivery of this program will enable students with work, life, or other adult responsibilities to complete their degree requirements with minimal interruption to personal or professional responsibilities. Students can start the program every semester and complete all courses in 2 years attending part-time.
Goal 4: Align university program and activities with community needs	The proposed program is designed to meet the needs both of non-traditional students who want to advance their careers and local employers who want a more professionally qualified employment base.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

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

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

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 self-evaluation and a comprehensive strategic plan. A site visit by external evaluators will be encouraged.

Specialized Accreditation: The program will continue to follow AACSB International "Eligibility Procedures and Accreditation Standards for Accounting Accreditation"

Program Development Support: The online Master of Science in Accountancy is one of several programs that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer, works collaboratively with the faculty member. One master version of each course is developed for consistent look and feel of courses across the program; the master course utilizes a professionally created common template aligned with nationally used Quality Matters course design standards.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- During student orientation programs, academic integrity will be addressed.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students verbally and in the syllabus.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong student passwords and to change them every 90 days.
- During the design of the curriculum and assessment of each course, instructors will apply training and principles from the Quality Instruction Program offered by Boise State's eCampus Center - which includes Quality Matters best practices and WCET's Best Practice Strategies to Promote Academic Integrity in Online Education (Version 2.0, June 2009).
- Faculty members will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate. Faculty members are expected to be informed of and aware of the importance of academic integrity and student identity authentication, and to report and act upon suspected violations.

7. 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 B**.

Not applicable

8. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. **Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin?

b. **Describe the immediacy of need for the program**. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
iii. Is there a contractual obligation or partnership opportunity to justify the program?
iv. Is the program request or program change in response to accreditation requirements or recommendations?
v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. **Summary of requirements.** Provide a summary of program requirements using the following table.

See Appendix A: CURRICULUM

Credit hours in required courses offered by the department (s) offering the program.	30
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	30

b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

No other requirements.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Master of Science in Accountancy Student Learning Goals:

1. Graduates will demonstrate analytical and critical thinking by researching current accounting issues using the appropriate professional literature.
2. Graduates will demonstrate their knowledge of professional and ethical responsibilities as members of the accounting profession.
3. Graduates will demonstrate well-developed written and verbal communication skills.
4. Graduates will demonstrate effective information technology and data analytic skills.

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The Department of Accountancy will review qualitative information and quantitative data provided by program graduates and active students. The department faculty will use this information to make adjustments to key courses and overall program curriculum.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program

Results/information gathered from assessments will be presented to department faculty during planned meetings the semester after data is gathered. Changes will be made to course and program curriculum as warranted.

c. Measures used. What direct and indirect measures will be used to assess student learning?

Assessment Measures:

- Complete a graduate/alumni survey approximately every three years that will be used assess all four learning goals
- Review ACCT 505 results, student work will be reviewed to assess goals 1, 2, 3 (written), and 4
- Review ACCT 530 results, student work will be reviewed to assess goal 3 (verbal)
- Review ACCT 550 results, student work will be reviewed to assess goal 4

d. Timing and frequency. When will assessment activities occur and at what frequency?

The department will review course related data every other academic year.
The department will send out alumni survey approximately every three years.
The department will annually monitor how many graduates go on to pass the CPA exam after their first attempt.

Enrollments and Graduates

13. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY14	FY15	FY16	FY17 (most recent)	FY13	FY14	FY15	FY16 (most recent)
BSU (MS Accountancy)	25	19	23	24	16	14	14	16
(MS in Accountancy, Taxation)	27	31	24	15	9	5	13	13
ISU (Master of Accountancy)	33	35	42	40	14	21	21	31
UI (Master of Accountancy)	32	29	37	26	29	31	21	25

14. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Science in Accountancy (ONLINE)											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
22	90	106	106	106	106	0	8	68	63	63	63

15. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Enrollment projections based on fall semester headcount numbers from current in-person program. The numbers shown in table above will be in addition to the in-person program. Since the online program and the in-person program will have same admission requirements and curriculum, we expect to double the overall headcount experienced by the department and find a few more students attracted to the online delivery method.

During the first year of the program, students will only be able to attend part-time leading to a longer

time needed to graduate for the first group of students. After year one, graduation numbers are based on 45% of the students graduating in one year (at full-time status), 50% of the students graduating in two years (at part-time status) and 5% of the students needing 2-3 years before graduating. A 20% attrition rate was factored in. The online program will offer courses during summer session so students can attend year round.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment lifecycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimated minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 189, Annual FTEs 7.9
- Year 2: Annual credits 1,234, Annual FTEs 46.3
- Year 3: Annual credits 1,608, Annual FTEs 60.3
- Year 4: Annual credits 1,608, Annual FTEs 60.3
- Year 5: Annual credits 1,608, Annual FTEs 60.3

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The Program's financial sustainability will be evaluated at least annually.

Resources Required for Implementation – fiscal impact and budget

17. **Physical Resources.**

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The available space and equipment is currently acceptable to operate a successful program.

    b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

    c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Operating expenses associated with program support staff and new faculty is reflected in the budget.

18. **Library resources**

    a. **Existing resources and impact of new program**. Evaluate library resources,

including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None.

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

c. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Schedule of Classes Offered for Online MS in Accountancy: First three years.

		Credits	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020
Acct 505	Advanced Auditing	3	X			X				
Acct 516	Financial Analysis and Valuation	3	X			X				
Acct 579	Personal Financial Planning	3		X			X			
Acct 512	Financial Reporting Theory	3		X			X			
Acct 530	Corporate Tax Law	3			X			X		
Acct 510	Advanced Financial Reporting	3			X			X		
Acct 520	Tax and Accounting Research	3				X			X	
Acct 514	Advanced Managerial Accounting	3				X			X	
Acct 518	International Financial Reporting	3					X			X
Acct 550	Advanced AIS and IT Audit	3					X			X
	Total	30								

The above table depicts the schedule of class offerings for the first three years of the program. The instructional staff devoted to each course offering will be scaled according to the enrollment in the course. The first 30 enrollments will be covered by a tenure-track faculty member or lecturer, who will also serve as the overseer for the class should it grow to more than 30 enrollments. For each 30 additional enrollments of a course offering above the initial 30, an adjunct instructor will be added. Thus, the instructional capacity is easily scalable to demand. We project that by year 5 of the program, the program will require 3.55 FTEs of faculty.

During the fall and spring semesters of the first year of the program, a total of four new 3-credit courses will be developed and then taught by tenure-track faculty members. That instructional capacity is costed in the budget at the adjunct rate of $3,696 per course because the tenure-track faculty members doing the teaching will either be backfilled in their other courses by adjuncts or will be paid to teach on overload. In subsequent years, because revenue scales with increased student enrollment, the

model we have developed will enable us to completely cover instructional costs with revenue from student fees.

A Program Coordinator will be hired in Spring 2017 prior to launch in Fall 2017, and 0.20 FTE will be devoted to the proposed program.

Finally, 0.1 FTE of a combined advisor/administrative assistant position will be devoted to the program. All personnel costs will be covered by program revenue.

d. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

There are two programs that could potentially be affected by the creation of an online MS in Accountancy: the existing face-to-face MS in Accountancy and the existing BBA in Accountancy.

We are confident that neither program will be negatively affected by the creation of the new online MS in Accountancy. As noted above, the personnel required by the online program will be funded completely by revenue from that program. Because of the scalable nature of the program, we will be able to maintain sufficient staffing (advising, administrative, instructional) to ensure that the quality and productivity of the existing face-to-face program is maintained.

20. Revenue Sources

a) **Reallocation of funds:** 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?

N/A

b) **New appropriation**. 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.

No new appropriation will be required.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

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

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R.,

3.a.x. We will charge $450 per credit hour. This is considered a very competitive rate in the current online market. Based on a review of 10 institutions offering a similar online degree, the lowest per credit rate was $442 and the highest was $1,088. Boise State would like to remain an affordable education option for people residing in Idaho which is another reason for starting out below the $500 per credit mark.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

For the 30 credits required for completion of the proposed completely online Master of Science in Accountancy program, students will pay an online program fee of $450 per credit. The total cost of those 30 credits would be $13,500.

We project that by the fourth year of the program, it will generate 2,109 SCH, which will yield a total revenue of $905,306.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	7.1	19	56.1	81	75.4	95	79.1	95	77.5	95
B. Shifting enrollments	0.8	2	6.2	9	8.4	11	8.8	11	8.6	11
Total Enrollment	7.9	22	62.3	90	83.8	106	87.9	106	86.2	106
Student Credit Hours Generated	189		1,496		2,012		2,109		2,068	

II. REVENUE

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request										
2. Institution Funds										
3. Federal										
4. New Tuition Revenues from Increased Enrollments										
5. Student Fees		$85,200		$673,265		$905,306		$949,044		$930,554
6. Other (i.e., Gifts)										
Total Revenue	$0	$85,200	$0	$673,265	$0	$905,306	$0	$949,044	$0	$930,554

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.

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:

>1 FTE = 24 credits

>Headcount determined as the distinct number of students in the program that year.

>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.

>Assume 5%-10% attrition from one semester to the next.

II.5. >Student Fee revenue calculated as Student Credit Hours * $450 per credit.

III. EXPENDITURES

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE		0.70		2.65		3.28		3.45		3.55
2. Faculty		$0		$143,925		$159,226		$143,925		$143,925
3. Adjunct Faculty		$13,559		$33,616		$48,896		$58,064		$61,120
4. Graduate/Undergrad Assistants										
5. Research Personnel										
6. Directors/Administrators		$16,720		$12,540		$12,540		$12,540		$12,540
7. Administrative Support Personnel		$2,100		$2,100		$2,100		$2,100		$2,100
8. Fringe Benefits		$10,146		$56,342		$62,522		$58,543		$58,818
9. Other: Academic Advisors/Coordinators		$2,100		$2,100		$2,100		$2,100		$2,100
Total Personnel and Costs	$0	$44,625	$0	$250,624	$0	$287,384	$0	$277,272	$0	$280,603

Budget Notes (continued)

III.A.2	Faculty FTE: Professor FTE calculated using (Credit hour load)/24, Lecturer FTE calculated using (Credit hour load)/24
III.A.3	Adjunct FTE: Calculated using (Credit hour load)/30
III.A.6	Administrator: Program Coordinator starting January 2017 before program's anticipated launch in Fall 2017. Spring 2017 wage included in FY 2018 (Summer 2017-Spring 2018). 0.2FTE
III.A.7	Support Personnel (Administrative Assistant): 0.05 FTE. (Shared position with Academic Advisor)
III.A.8	Benefits calculated at professional $12,240+(annual wage*21.28%), classified $12,240+(annual wage*21.58%)
III.A.9	Other - Academic Advisors: .05 FTE. (Shared position with Administrative Assistant)

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures										
1. Travel		$1,103		$2,506		$2,874		$2,773		$2,806
2. Professional Services										
3. Other Services										
4. Communications										
5. Materials and Supplies		$1,654		$3,759		$4,311		$4,159		$4,209
6. Rentals										
7. Materials & Goods for Manufacture & Resale										
8. Miscellaneous - Computer Hardware/Software		$2,757		$6,266		$7,185		$6,932		$7,015
Total Operating Expenditures	$0	$5,513	$0	$12,531	$0	$14,369	$0	$13,864	$0	$14,030

Budget Notes (continued):

III.B.1	Travel to Boise State University main campus and training
III.B.5	Materials & Supplies: Office supplies and materials
III.B.8	Miscellaneous: Computer hardware/software

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources										
2. Equipment										
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation										

E. Other Costs											
1. Boise State Central			$8,520		$67,327		$90,531		$94,904		$93,055
2. Boise State eCampus Center			$6,816		$53,861		$72,425		$75,923		$74,444
3. Boise State Online Innovation Fund			$3,067		$24,238		$32,591		$34,166		$33,500
4. Boise State Online Marketing, Recruitment, Enrollment & Retention			$32,717		$258,534		$347,638		$364,433		$357,333
5. Credit card fees			$682		$5,386		$7,242		$7,592		$7,444
	Utilities										
	Maintenance & Repairs										
Other											
	Total Other Costs	$0	$51,802	$0	$409,345	$0	$550,426	$0	$577,019	$0	$565,777
	TOTAL EXPENDITURES:	$0	$101,940	$0	$672,500	$0	$852,180	$0	$868,154	$0	$860,410
	Net Income (Deficit)	$0	-$16,740	$0	$765	$0	$53,127	$0	$80,889	$0	$70,144

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

III.E.1	Boise State Central Services: A fund dedicated to funding support services for online students (10% of revenue)
III.E.2	Boise State eCampus Center: Provide funding for initiative management, online course/program development and other support services (11% of revenue)
III.E.3	Boise State Online Innovation Fund: Seed funding for academic programs, initiative infrastructure, and eventually innovation grants (5% of revenue)
III.E.4	Boise State Online Marketing, Recruitment, Enrollment and Retention Fund: A fund dedicated to marketing the program, recruiting students, enrolling qualified students and retaining students throughout the life of the program (34% of revenue)

Appendix A: CURRICULUM

Master of Science in Accountancy	
Course Number and Title	*Credits*
ACCT 505 ADVANCED AUDITING	**3**
ACCT 510 ADVANCED FINANCIAL REPORTING	**3**
ACCT 512 FINANCIAL REPORTING THEORY	**3**
ACCT 514 ADVANCED MANAGERIAL ACCOUNTING	**3**
ACCT 516 FINANCIAL ANALYSIS AND VALUATION	**3**
ACCT 518 INTERNATIONAL FINANCIAL REPORTING	**3**
ACCT 520 TAX AND ACCOUNTING RESEARCH	**3**
ACCT 530 CORPORATE TAX LAW	**3**
ACCT 550 ADVANCED AIS AND IT AUDIT	**3**
ACCT 579 PERSONAL FINANCIAL PLANNING	**3**
Total	**30**

Boise State University
College of Business and Economics
Department of Accountancy
MS - Accountancy

Accountancy Vision Statement

To be the first choice online Accounting program for people residing in Northwest states.

Accountancy Mission Statement

To provide a high-quality educational experience through student-centered teaching, impactful research, and meaningful service that benefits and challenges students, the accounting profession, the business community, and the community at large.

- Possess a Bachelor's degree from a regionally accredited institution. The degree must either be in accounting or in a different major that included the required undergraduate accounting and business courses.
- Undergraduate GPA ≥ 3.00
- GMAT exam score ≥ 500 OR GRE exam score of at least 152 for both verbal reasoning and quantitative reasoning sections

Summer	Fall		Spring	
505 Advanced Auditing (3)	512 Financial Reporting Theory (3)	516 Financial Analysis and Valuation (3)	510 Advanced Financial Reporting (3)	550 Advanced AIS & IT Audit (3)
530 Corporate Tax Law (3)	514 Advanced Managerial Accounting (3)	520 Tax & Accounting Research (3)	518 International Financial Reporting (3)	579 Personal Financial Planning (3)

NOTE: An internship can be used to substitute for one of the elective courses

Graduate will be able to:

- Demonstrate analytical and critical thinking by researching current accounting issues using the appropriate professional literature.
- Demonstrate their knowledge of professional and ethical responsibilities as members of the accounting profession.
- Demonstrate well-developed written and verbal communication skills.
- Demonstrate effective information technology and data analytic skills.

Stakeholders

- AACSB Accreditation
- Advisory Council

Licensure

- Individual State Boards of Accountancy or appropriate offices

Required courses

'Elective' courses

IDAHO STATE UNIVERSITY

SUBJECT

Engineering and cost estimation for collocation of Research and College of Technology programs in Research and Innovation in Science and Engineering (RISE) building

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1.

BACKGROUND/DISCUSSION

As part of Idaho State University's (ISU's) program prioritization process, the Institutional Effectiveness and Assessment Council recommended to the President to collocate College of Technology programs with Research at the RISE building. Collocation would support alignment of resources and programs and create additional efficiencies across campus. Pursuant to Board Policy V.K.1., ISU is required to obtain Idaho State Board of Education (Board) approval for projects that exceed $1,000,000. ISU would like to begin engineering and cost estimations to evaluate moving College of Technology programs to the RISE building, to be collocated with Research. Most immediately, ISU believes it can better utilize the high bay spaces in the RISE building by housing College of Technology programs such as:

- Machining Technology
- Diesel Technology
- On-site Power Generation
- Automotive Technology
- Computer Machining Technology
- Welding

In addition, ISU intends to conduct further analysis for additional areas within RISE that may be developed for other College of Technology programs that may include:

- Energy Systems Technology and Education Center (ESTEC)
- Civil Engineering Technology

IMPACT

In addition to aligning resources and enhancing program support, collocating College of Technology Programs with Research in the RISE building will support additional efficiencies. ISU is nearing the end of a lease agreement for space in the Continuing Education Building, which currently houses multiple College of Technology programs. ISU has determined that there is physical capacity for collocation of additional programs at the RISE building. These programs will be able to move into the vacated spaces in buildings on campus that will be created when programs are relocated in RISE. This will enable ISU to ultimately dispose of aging off-campus facilities and consolidate programs that are now located in those buildings into one facility. Programs can share spaces and collaborate,

operating costs will be reduced, and the institution will generate funds from the sale of the vacated buildings and properties. ISU will also be able to discontinue leasing space off campus in Pocatello and better utilize spaces on campus.

ATTACHMENTS

Attachment 1 – RISE Building Blue Print Page 3

STAFF COMMENTS AND RECOMMENDATIONS

ISU anticipates that the cost for the proposed relocation of programs into the RISE building could exceed $1,000,000—thus the project cost could reach the threshold at which Board approval is required. Further Board approval will be required at the completion of the engineering/cost estimation work prior to implementing the move-associated actions. Changing the mix of programs housed within RISE complex will likely have an impact on the net revenues originally projected for RISE when it was planned as a dedicated research facility.

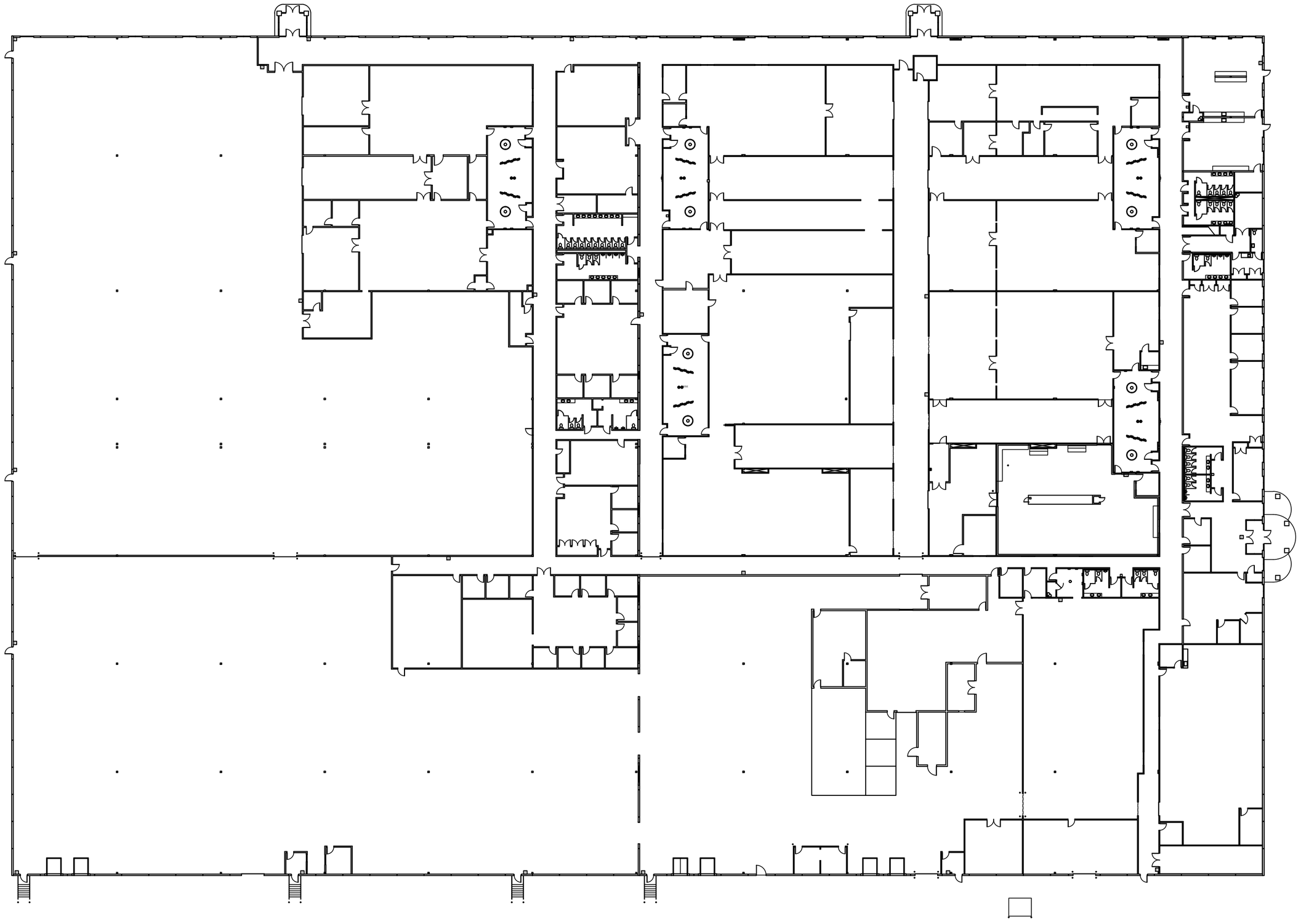
Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to begin engineering and cost estimating to move College of Technology programs into the RISE building.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1



MAIN LEVEL

SCALE: 1/32"=1'-0"

Idaho State UNIVERSITY

FACILITIES SERVICES

"World Class Facilities Professionals Serving ISU Together"

(208) 282-2784 OFFICE
(208) 282-4618 FAX

96 RISE COMPLEX

1999 Alvin Ricken Drive

REVISION:	DATE
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DRAWN BY: TRM

SHEET #: ----

JOB NUMBER: ----

PROJECT DATE: 12/15/2016

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IDAHO STATE UNIVERSITY

SUBJECT

Anatomy and Physiology Lab Building Addition at Idaho State University (ISU) Meridian Health Science Center

REFERENCE

February 2016	Idaho State Board of Education (Board) approved execution of affiliation agreement between ISU and proposed Idaho College of Osteopathic Medicine (ICOM)
August 2016	Board approved execution of ground lease for ICOM to build medical education building on ISU Meridian campus

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1.

BACKGROUND/DISCUSSION

ISU would like to begin engineering and cost estimating to provide for expanding the anatomy and physiology lab in Meridian to accommodate 12 more cadaver stations and accompanying support systems. The current anatomy and physiology lab consists of 12 stations. This expansion will enable ISU and partners to utilize a total lab space of 24 stations. This expansion will create future capability and use of existing facilities to further intra-professional education and research possibilities. ISU anticipates that physician assistant, physical therapy, occupational therapy, pharmacy, dental training programs, and other ISU entities will utilize the additional space. External partners in the medical community and secondary schools will also have access to the lab. In addition, the proposed Idaho College of Osteopathic Medicine (ICOM) will be provided use of the space for training medical students. An agreement with ICOM is under development to specify usage and the associated fees. This draft (usage and fee) agreement will be presented to the Board at a subsequent meeting.

IMPACT

ICOM will be paying for the entire project, which consists of a building addition of 3,700 square feet adjacent to the existing lab. The total cost of this project is currently estimated at between $2-$3M. Under this proposal, ICOM will pre-pay for their lease of the space in an amount that covers the final cost of the lab construction. For the initial planning, engineering, and cost estimating the Division of Public Works (DPW) requests a 10% fee ($250,000). ICOM will reimburse ISU for this initial expense as outlined in the attached Memorandum of Understanding.

ATTACHMENTS

Attachment 1 – ISU & ICOM MOU Page 3
Attachment 2 – Revised ISU six-year Capital Projects plan Page 5

STAFF COMMENTS AND RECOMMENDATIONS

As described above, the new anatomy and physiology (A&P) lab extension would benefit future ISU students as well as ICOM students. It appears that ICOM's plans for its new medical education facility (on ground leased from ISU) did not fully anticipate the likely future demands for A&P lab support/cadaver stations. ICOM has offered to fully fund the new $2-$3M facility adjacent to ISU's Meridian facility.

There is no indication that ISU solicited funding support from ICOM prior to bringing this proposal to the Board—the proposal appears to have originated with ICOM. In accordance with Board Policy V.K., ISU needs to add this proposed project to its six-year capital projects list (a step which normally proceeds fund-raising). A revised six-year capital plan is presented at Attachment 2 for Board approval.

According to the attached, executed MOU, ISU has already agreed to provide $250,000 to DPW for initial design work for the project, and ICOM has already agreed to reimburse ISU for the expenses incurred by DPW. While the scope ($250K) of the proposed design work falls within the approval authority of the institution's chief executive, the projected scope of the entire project (over $1M) will require Board approval for the financing plan and construction phase of the project. It would have been preferable for the university to present this package to the Board prior to execution of the attached MOU. [Note: the timing for the Board's subsequent approval of a "new agreement" (February Board meeting) is not attainable, and Board approval of construction/financing would not normally precede completion of the design phase.]

BOARD ACTION

I move to approve the request by Idaho State University to amend its previously approved six-year capital plan, as presented in Attachment 2, and to authorize the university to begin engineering and cost estimating for an anatomy and physiology lab expansion of the Meridian Health Science Center building.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) by and between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine, LLC (ICOM), is effective December 28, 2016 (Effective Date).

WHEREAS, the parties entered into a Collaborative Affiliation Agreement on February 26, 2016 and a Ground Lease on September 15, 2016; and

WHEREAS, the parties are in discussions to expand ISU's Anatomy and Physiology Lab (A&P Lab) located on its Meridian campus for ICOM student use; and

WHEREAS, the parties would like to begin preliminary work on the A&P Lab to ensure its completion by August 2018.

NOW, THEREFORE, ISU and ICOM hereby agree as follows:

1. ISU will pay up to two hundred and fifty thousand dollars ($250,000) to the Division of Public Works (DPW) for the purpose of starting the project process, including the Request for Qualifications to find a design and construction team;
2. All monies paid by ISU pursuant to a DPW invoice is nonrefundable.
3. ICOM agrees to reimburse ISU for the reasonable and documented costs paid by ISU to DPW pursuant to the terms of this MOU.
4. If the parties come to an agreement concerning the expansion of the A&P Lab and ICOM's lease of such space, a new agreement will be negotiated and presented to the State Board of Education at the February Board Meeting.
5. This MOU embodies the entire agreement and understanding of the parties relating to the subject matter herein and supersedes all prior understandings related thereto. This MOU shall not be modified except in writing signed by the parties.

IN WITNESS WHEREOF, ISU and ICOM have executed this MOU as of the Effective Date.

IDAHO STATE UNIVERSITY

BY: _____

NAME: Arthur C. Vailas, President

DATE: 1-4-17

IDAHO COLLEGE OF OSTEOPATHIC MEDICINE, LLC

BY: _____

NAME: Robert Hasty, DO, FACOI, FACP, CAO

DATE: December 28, 2016

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Idaho State UNIVERSITY

DPW FY 2018 Request

Six Year Capital Improvement Budget

Description	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Gale Life Science Remodel Building Infrastructure and 3rd and 4th Floor	$5,000,000	$5,000,000				
Anatomy and Physiology Lab Building Addition at ISU Meridian Health Science Center	$3,000,000					
Oboler Library - replace HVAC/duct work, ceiling, seismic compliance		$6,000,000				
Graveley Hall - Upgrade the heating and cooling system		$2,875,000				
Beckley Nursing – Asbestos mitigation, ceiling system and lights		$1,700,000				
Expansion of Dental Health Program and Physical and Occupational Therapy - Meridian			$2,791,770			
Vocarts - Replace, HVAC , Elevators, Fire Alarm & ADA restrooms			$1,745,842			
Complete renovation ISU-Meridian build out*			$4,000,000			
Remodel LEL second floor for additional labs *			$1,050,000			
Campus Housing Renovations & Remodeling*			$10,000,000			
New Museum of Natural History*			$22,444,000			
College of Business - Modernization*				$25,000,000		
Engineering Research Complex Renovation - Phase 3*				$2,036,000		
Renovation/Addition of Life Sciences*				$40,885,920		
Reroute campus traffic*					$8,000,000	
Addition to Beckley Nursing*						$14,208,000
Addition to College of Engineering*						$12,000,000
Renovation of College of Business – front entry*						$1,300,000
$169,036,532	$8,000,000	$15,575,000	$42,031,612	$67,921,920	$8,000,000	$27,508,000
6 year outlay total						

***Some Projects with no F.F.E. money**

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UNIVERSITY OF IDAHO

SUBJECT

Request for waiver of institutional funds cap for Athletics

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.3.b.

BACKGROUND/ DISCUSSION

The University of Idaho (UI) Athletics Department (Athletics) is projecting an operating deficit for the current fiscal year (FY2017). Initial estimates developed before the beginning of the fiscal year put the deficit at $1,093,000. Recent revenue shortfalls have been covered by Athletics reserves which were exhausted prior to this budget year.

While athletics expenditures are tracking very closely with initial budget estimates, the projected deficit is being driven primarily by shortfalls in three categories of revenue. During FY2015 and FY2016, the football team played two guarantee games against the University of Southern California and Auburn University. These two games generated guarantee revenue of $2,100,000. During the current fiscal year, the football team again played two guarantee games against the University of Washington and Washington State University. These two games generated guarantee revenue of $1,575,000. This scheduling change, designed to play a more regional schedule, created a $525,000 decrease in game guarantee revenue, and accounts for almost half of the projected current fiscal year operating deficit. While the football program always has the option to plan a more aggressive guarantee game schedule, starting a season with a difficult and potentially losing record is unattractive from a competitive and student athlete welfare perspective.

In addition to the swing in game guarantee revenue, student fees are projected to drop significantly from FY2015 and FY2016 levels. While UI reported encouraging enrollment statistics for the current fiscal year, that trend has not yet resulted in increases in student fee revenue for the Athletics Department. Accordingly, estimates of FY2017 student fee revenue were set at $1,886,100. This represents a decrease of $315,750 compared to prior fiscal year student fee collections. This shortfall accounts for about a third of the projected current fiscal year operating deficit.

Related to student fee revenue, it should be noted that the ability to increase athletics fees is limited by Board policy. Accordingly, athletics student fee collections have not kept pace with the growth in tuition rates. Over the years, increases in tuition have increased scholarship costs within the Athletics Department. Without corresponding increases in student athletic fee collections, the revenue available to fund scholarships has not kept pace with rising costs.

Finally, athletics donations are anticipated to be slightly down for FY2017. Athletics Department personnel project that contributions to the Vandal Scholarship Fund (VSF) will be down $150,000 from prior fiscal year levels. In addition, non-VSF donations are projected to be down $200,000 from prior fiscal year levels. This decrease is partially attributed to the decision to move the football program from the Football Bowl Subdivision (FBS) to the Football Championship Subdivision (FCS). This $350,000 decrease in donations accounts for about a third of the projected current fiscal year operating deficit.

Fortunately, within the last few months, two key football events have generated additional revenue that will reduce the projected deficit. In November 2016, the Vandals were invited to compete in the Famous Idaho Potato Bowl. Participation in this game has generated additional net revenue to help offset the projected operating deficit. In addition, the Sun Belt Conference finished in 3rd place overall (within the Group of 5), while the Athletics Department had budgeted revenue associated with a 5th place finish. This improved conference standing has also generated additional revenue for the Athletics Department. Taking into consideration both the Famous Idaho Potato Bowl and an improved conference finish, the current fiscal year athletics deficit will be below original projections.

The current fiscal year athletics caps for UI are $2,973,100 for General Funds, $1,266,100 for Gender Equity, and $949,500 for Institutional Support. The grand total of all athletics caps is $5,188,700.

As noted above, the announced move to the FCS created financial challenges in the current fiscal year because of reduced donations. UI expects this trend to continue for the next few years, as the football program begins to compete in the new subdivision. In addition, the move to the FCS will result in loss of conference revenues. Accordingly, to ensure a successful transition from the FBS to the FCS, UI is requesting approval to invest additional institutional funds into the athletics program in a manner consistent with the spirit of Idaho State Board of Education philosophy and policy (up to $1,000,000 per year for the next four years).

IMPACT

Additional investment of institutional funds in the amount of up to $1,000,000 per year (in addition to the Board-computed institutional fund limit) for each of the next four years would provide Athletics with increased operating resources and aid in the FBS to FCS transition. The UI has available financial resources to support Athletics through this transition.

STAFF COMMENTS AND RECOMMENDATIONS

The UI request (see first paragraph in “Background/Discussion” section, above) suggests that there is no longer a positive fund balance for the total Athletics budget, with prior reserves having been exhausted. Board Policy V.X.2.d. requires that a positive fund balance be maintained, and if a deficit occurs, the institution

"*shall submit a plan for Board approval that eliminates the deficit within two fiscal years*."

The UI has indicated that, contingent upon the Board's approval of a waiver to the current Institutional Funds cap (which, for FY2017 would increase the current limit of $949,500 to $1,949,500), it will have sufficient Institutional Funds on hand to cover the current and projected future Athletic deficits. Note that, under Board policy, Institutional Funds "*include, but are not limited to, auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus. Institutional Funds do not include tuition and fee revenue*." Institutional reserves which accumulate from unexpended tuition and fees cannot be used within the Institutional Fund category for Athletics.

The UI request also suggests that its Student Athletic Fee cap is too low (no mention made of the appropriateness of the General Fund cap). Presumably, a balanced recovery plan would take all categories of capped expenditures (General Fund, Student Athletic Fee, Gender Equity, and Institutional Funds) into account, along with Program fees (for which there is no cap).

Staff recommends that the Board consider limiting the length of the waiver on the Institutional Funds cap to one year (FY2017), while awaiting an Athletic Deficit reduction plan from the UI, prior to making a determination on possible waiver action for FY2018 and beyond.

BOARD ACTION

I move to waive Board policy V.X.3.b. and to approve the request by the University of Idaho to temporarily increase its institutional funds limit by an amount not to exceed $1,000,000 above the Board-computed institutional funds limit each year for a period of four years (fiscal years 2017 – 2020) in support of its athletics program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Or

I move to waive Board policy V.X.3.b. and allow the University of Idaho to temporarily increase its institutional funds limit for FY2017 by an amount not to exceed $1,000,000 ($1,949,500 total); and that the university provide a plan for Board approval to eliminate its athletics deficit by the end of FY2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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UNIVERSITY OF IDAHO

SUBJECT

Request for authorization of planning and design phase of Idaho Arena project

REFERENCE

December 2016	State Board of Education (Board) approved University of Idaho (UI) request to add Idaho Arena project to the university's six-year Capital Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1 and Section V.K.3.a

BACKGROUND/DISCUSSION

This item is a request for Board authorization for the UI to commence planning and design of a new, multi-event and court sports facility to be known as the Idaho Arena, to be located adjacent to the Kibbie Activity Center on the Moscow, Idaho campus.

Planning Background

A multi-event and court sports facility with a seating capacity above that of the 1928 Memorial Gymnasium (capacity 1,500) is a long standing desire of the UI. A 1955 document, commissioned by President Donald Theophilus and prepared by Victor Jones & Associates Architects, entitled "*Long Range Campus Plan for the University of Idaho,"* features a large events facility fronting on 6th Street across from the present-day Shoup Hall, and described as a "Coliseum."

In the late 1960s and early 1970s, the UI embarked on planning for a multi-facility athletics complex. This effort included a large, combined facility housing both a multi-event arena, offices for the Department of Athletics, and a new football stadium that eventually became the Associated Students of the University of Idaho (ASUI) Kibbie Activity Center. Planning and design progressed to the point that the combined Events Arena and Athletics Offices Facility, sited to the north of the proposed new football stadium, was included in a 1971 campus master plan. In 1972, design of this proposed facility was carried through the construction documents phase by Cline Smull Hamill Associates Architects. In the end, however, only the Kibbie Dome was constructed, and the combined Events Arena and Athletics Offices Facility was shelved.

In 2005, the UI engaged Opsis Architects to develop initial planning studies for improvements to the athletics facilities of the UI. Published in 2006, these studies once again proposed an events facility to the immediate north of the ASUI Kibbie Dome. The proposed seat count was 8,000, and the facility also was intended to support Fine Arts Musical performances. This drove the projected costs beyond

the limits of affordability. Therefore, the university elected to concentrate efforts at the time on improving the life safety characteristics and the guest experience within the ASUI Kibbie Activity Center, implementing a three phase capital project effort 2009–2011.

In 2013, then-President Duane Nellis initiated an events arena task force charged with revisiting the proposed multi-event and court sports facility. Upon his arrival in 2014, President Chuck Staben affirmed his commitment to the continuation of this work and to study and develop a vision for a more sustainable, "right-sized" facility better suited to campus needs, a facility that could be planned and constructed within the means of the UI.

Proposed Project Description

As a result of the continued work over the past two years, the UI now proposes to construct a multi-event and court sports facility to be known as the Idaho Arena. The vision is that the Idaho Arena will not only be a home for Vandal court sports, but also a gathering space for a variety of campus and community events to enhance student life on UI's residential campus.

The Idaho Arena will feature 4,000 to 5,000 seats arranged around a performance court suitable for varsity basketball and volleyball. The Idaho Arena will be located adjacent to the existing ASUI Kibbie Activity Center where it can leverage existing parking and other related resources. In addition to its role supporting student activities and the mission of the Department of Athletics, the Idaho Arena will serve as the host facility for campus and community events with expected guest attendance figures greater than 1,500, but which are not large enough to justify the operational expenses associated with the 15,000 seat Kibbie Dome.

In addition to the new performance court and seating, the Idaho Arena will feature a practice court facility, offices, locker rooms, conference facilities, and associated support facilities such as concourses, restrooms and concessions spaces. The vision is that the Idaho Arena will make use of engineered timber and wood materials sourced from Idaho's timber industry. It is also the intent that the Idaho Arena will be constructed to meet Leadership in Energy and Environmental Design (LEED) certification at the Silver Level, or higher.

Authorization Request

This request is for Board authorization to begin planning and design for a multi-event and court sports facility of approximately 70,000 square feet and seating 4,000 to 5,000 guests, adjacent to the ASUI Kibbie Activity Center, to be known as the Idaho Arena. The total project cost is currently estimated at $30,000,000, to include design and construction costs and contingency allowances. Funding for this project would be provided through the use of facility fees, bond proceeds, private gifts, and institutional funds.

The project is consistent with the UI's strategic plan, specifically, Goal One, Engage, and Goal 2, Transform, as the Idaho Arena is to be a facility that supports events and activities which engage the community and which enrich the collegiate experiences and careers of the students of the UI. The Idaho Arena is also consistent with the UI's Long Range Capital Development Plan (LRCDP), an arena having been featured in the UI's campus plans since the 1950s.

IMPACT

Below is an early estimation of project costs and potential funding sources.

Overall Project

Funding		**Estimate Budget**	
State	$ 0	A/E & Consultant Fees	$ 2,766,500
Federal (Grant):	0	Construction	20,750,000
Other (UI)		Construction Cont.	2,075,000
Central University	2,000,000	Owner Costs	1,419,900
Gifted Funds	20,000,000	FFE	287,500
Facility Fees	5,000,000	Project Cont.	2,701,100
Bond proceeds (IRIC)	3,000,000		
Total	$30,000,000	Total	$ 30,000,000

Planning, Programming and Design Phase

Funding		**Estimate Budget**	
State	$ 0	A/E & Consultant Fees	$ 2,766,500
Federal (Grant):	0	Construction	0
Other (UI)		Construction Cont.	0
Central University	2,000,000	Owner Costs	0
Gifted Funds $	1,000,000	FFE (includes Technology)	0
		Project Cont. (Design Ph.)	$ 223,500
Total	$ 3,000,000	Total	$ 3,000,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Upon successful completion of the planning and design phase, the UI will return to the Board for approval to proceed with the construction phase of the project and for approval of the financing plan for the project, in accordance with Board Policy V.K.3.b.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the planning and design phase of the Idaho Arena capital project, with an estimated cost for this phase not to exceed $3,000,000. Authorization includes the authority to execute all necessary consulting and vendor contracts to implement the planning and design phases of the project.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of February, 2017

History Narrative

1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Planning, Programming and Design Phases Authorization, University of Idaho Arena, University of Idaho, Moscow, Idaho.

2 **Project Description:** A project effort to plan, program and design a Capital Project to provide for a new, multi-event and court sports facility to be known as the Idaho Arena to be located on the main campus of the University of Idaho, Moscow, Idaho.

3 **Project Use:** 4,000 to 5,000 seat arena featuring a performance court suitable for varsity Basketball and Volleyball. The vision and intention is that the Idaho Arena will not only be a home for Vandal court sports, but also a gathering space for a variety of campus and community events to enhance student life on UI's residential campus. The Idaho Arena will serve as the host facility for campus and community events with expected guest attendance figures greater than 1,500, but which are not large enough to justify the operational expenses associated with the 15,000 seat Kibbie Dome.

4 **Project Size:** Initial estimates are 70,000 GSF +/-. To be verified through the Design Phase

5

6		Sources of Funds				Use of Funds*			
7	**Project Cost History:**						Use of Funds		
8		**PBF**	**ISBA**	**Other**	**Total Sources**	**Planning**	**Const**	**Other****	**Total Uses**
9	Initial Cost of Project. Planning, Programming and Design Phase Only. February 2017	$ -	$ -	$ 3,000,000	$ 3,000,000	$ 2,776,500	$ -	$ 223,500	$ 3,000,000
10									
11	**History of Revisions:**								
12									
13									
14									
15									
16	**Total Project Costs**	$ -	$ -	$ 3,000,000	$ 3,000,000	$ 2,776,500	$ -	$ 223,500	$ 3,000,000

* The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

** Design Phase Contingency, Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

17

18				Other Sources of Funds				
19	**History of Funding:**	**PBF**	**ISBA**	**Institutional Funds (Gifts/Grants)**	**Student Revenue**	**Other*****	**Total Other**	**Total Funding**
20	Initial Cost of Project. Planning, Programming and Design Phase Only. February 2017	$ -	$ -	$ 3,000,000	$ -	$ -	$ 3,000,000	$ 3,000,000
21	Anticipated Overall Funding, All Phases	$ -	$ -	$ 19,000,000	**$ 5,000,000**	**$ 3,000,000**	$ 27,000,000	$ 27,000,000
22								
23								
24							-	-
25	Total	$ -	$ -	$ 22,000,000	$ 5,000,000	$ 3,000,000	$ 30,000,000	$ 30,000,000

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TAB	DESCRIPTION	ACTION
1	**BOISE STATE UNIVERSITY – ANNUAL PROGRESS REPORT AND TOUR**	Information Item
2	**YOUTH CHALLENGE ACADEMY UPDATE**	Information Item
3	**WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION UPDATE**	Information Item
4	**IDAHO COMMISSION ON HISPANIC AFFAIRS UPDATE**	Information Item
5	**IDAHO DIGITAL LEARNING ACADEMY ANNUAL REPORT**	Information Item
6	**IDAHO PUBLIC CHARTER SCHOOL COMMISSION ANNUAL REPORT**	Information Item
7	**2017 LEGISLATIVE UPDATE AND PROPOSED LEGISLATION**	Motion to Approve
8	**BOARD POLICY I.M. ANNUAL PLANNING AND REPORTING – SECOND READING**	Motion to Approve
9	**IDAHO COMPREHENSIVE LITERACY PLAN ADDENDUM**	Motion to Approve
10	**STATE BOARD OF EDUCATION – K-20 STRATEGIC PLAN**	Motion to Approve
11	**EVALUATION REVIEW – PHASE I REPORT AND RECOMMENDATIONS**	Motion to Approve

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BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Boise State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Summary Annual Statistics per the Board's Template Page 3

BOARD ACTION

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

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Boise State University Progress Report
February 2017

Strategic Plan Implementation

The goals and strategies of our strategic plan, *Focus on Effectiveness 2012-2017,* provide the blueprint by which we are deliberately and methodically attaining our vision to become a Metropolitan Research University of Distinction. We have made substantial progress in a number of areas. The information included herein is intended to illustrate some examples of our progress.

Goal #1: "*Create a signature, high-quality educational experience for all students.*"

Foundational Studies Program:

In fall, 2012, Boise State began implementation of our Foundational Studies Program. The program completely restructured the way we deliver general education by providing a connected, multidisciplinary framework of learning from freshman year through senior year. The Foundational Studies Program is organized around 11 University Learning Objectives (ULOs) that every Boise State graduate will be expected to meet, regardless of major. Importantly, the ULOs align well with the types of skills and knowledge sought by employers: written and oral communication, problem solving, critical thinking, teamwork, and ethics.

It has taken a massive amount of work to get the program up and running, and 2016-17 represents the fifth year since implementation. We believe that this is an appropriate time to extensively review the program and to make corrections as necessary. Although still in development, some improvements already in the works include:

- Make more extensive use of our Center for Teaching and Learning to ensure excellent instruction and more consistent course design.
- Add more full-time instructional staff so as to create more consistency among sections of the courses offered.
- Create greater connections between the program and the disciplinary expertise of academic departments, and between the program and the Faculty Senate.
- Review the 11 University Learning Outcomes to ensure they can be and are being assessed most effectively.

College of Innovation and Design

Boise State University's College of Innovation and Design is taking the lead on a number of programs that will develop and expand student skill development in order to meet current and emerging workplace needs. The programs include the following:

- Gaming, Interactive Media & Mobile Technology - Graduates of the BS in GIMM will enter a rapidly growing field with strong hiring demand for their computational and virtual reality programming skills sought by employers delivering reality and virtual reality employee training (driverless vehicles, healthcare training, PTSD treatment, etc.).
- The Vertically Integrated Project (VIP) Program unites undergraduate education and faculty research in a team-based context. VIP teams earn academic credit for their participation in design/discovery efforts that assist faculty and graduate students with large-scale research and development issues in areas of their interest and expertise. VIP teams are: (a) multidisciplinary – drawing students from all disciplines; (b) vertically integrated – maintaining a mix of freshman to faculty each semester; and (c) long term – each student may participate for the duration of their education.
- Students participating in the new COOP program will gain course credit while undertaking a directed experience with an Idaho employer. Unlike an internship, a COOP is an educational experience that includes a partnership between the university, company, and student so that the student learns while they "do". It is a pathway for students in majors that may not directly map to a professional position to apply and demonstrate their skills while they're learning. It will help students in the Liberal Arts and other areas to demonstrate and build confidence in their professional skills. Employers will appreciate the increase in potential talent available and the lower cost of hiring associated with this program.

School of Public Service

Boise State University's School of Public Service was founded in 2015 to inspire and equip students to be innovative, principled, and effective public service leaders, to promote meaningful community engagement and civil discourse, and serve as an objective and unbiased resource for citizens and decision-makers. The school was designed to rethink and redevelop teaching, learning, and research ensuring that Idaho students, businesses, and taxpayers get the most value out of their investments in higher education.

In fall of 2017, the School of Public Service will implement two new undergraduate programs that will cross lines between traditional disciplines such as political Science, history, public policy, and economics, and will make use of faculty expertise and coursework across the university.

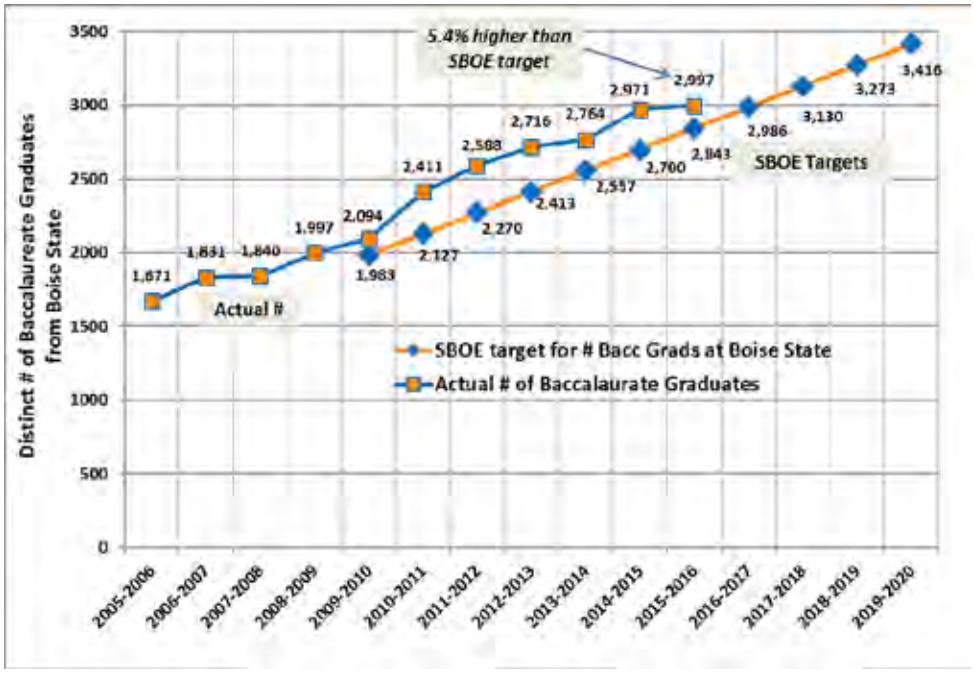
- Graduates of the new BA in Urban Studies and Community Development will develop expertise in a range of fields including economics, public policy, program evaluation, community building, and public communication; that expertise will enable them to address urban issues and challenges essential for community development. Most existing urban studies programs focus on large, global, industrial cities, such as New York and San Francisco. The proposed program will be unique in that it focuses on the challenges faced by communities in the Intermountain West. Cities and towns in the Intermountain West have

unique cultural, economic, environmental and political dynamics, and typically have a strong interdependence with adjacent rural areas, often geographically isolated.

- Graduates of the new BA in Global Studies program will acquire deep, applied knowledge in how cultures, communities, governments, nations and businesses interact. Students will develop this expertise through a combination of classroom instruction, experiential learning, community partnerships, study abroad, undergraduate research, and interdisciplinary collaboration. Graduates who understand the dynamics of global, national, and local cultural and political interactions will have a competitive advantage in the workforce.

Goal #2: "*Facilitate the timely attainment of educational goals of our diverse student population.*"

Our work on this goal is directly aligned with the Complete College Idaho plan and with meeting the targets for numbers of graduates given each institution at the August, 2010 meeting of the SBOE. Shown in the figure, the number of baccalaureate graduates produced by Boise State University in 2015-16 was 5.4% higher than the 2015-16 target given to Boise State by the SBOE.



Boise State University produces more baccalaureate graduates than any other Idaho public institution. We have successfully increased the number of baccalaureate graduates while maintaining a relatively steady enrollment through a number of actions increasing the progression of our students. That success is reflected in increased retention and graduation rates.

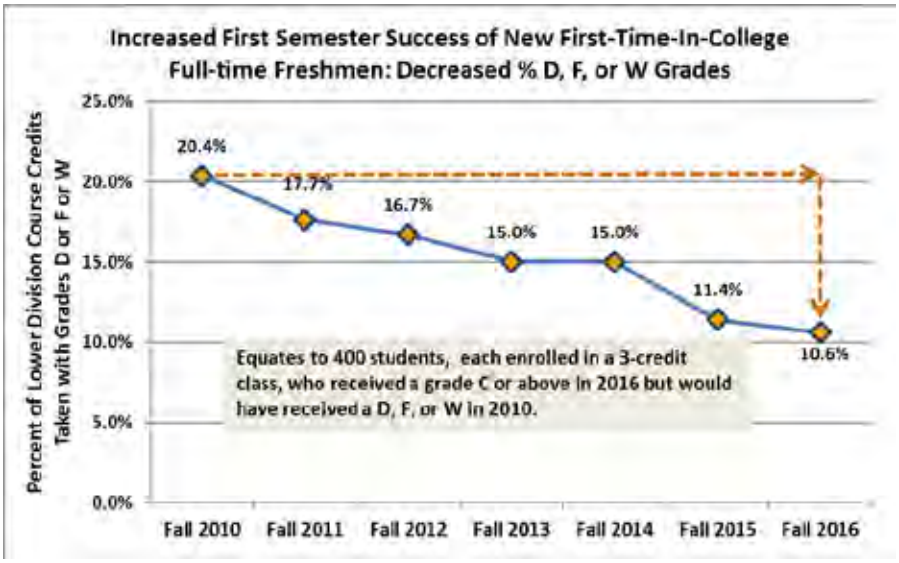
- Retention during of first-time-in-college, full-time freshmen has increased from 63% for the fall 2005 cohort to 78% for the fall 2015 cohort. For the fall 2015 cohort, that increase in percentage represents more than 300 students.
- Six-year graduation rate for first-time-in-college full-time freshmen increased from 24% for the fall 2002 cohort to 39% for the fall 2010 cohort.

Much of our effort has been focused on increasing the success of Freshman and Sophomore students. Following is a selection of the initiatives we are pursuing:

- The Math Learning Center redesigned remedial math by blending online learning modules with face-to-face instructions, whereby students "learn math by doing math" within an encouraging environment. Pass rates, since implementation, have increased consistently in a range of math courses.

- We redesigned our English course placement and remediation. The new placement process is designed to ensure that students are in the course level in which they can be successful. Students needing English remediation who completed a newly created co-requisite 4-credit version of English 101 (known as English 101+) were also retained at a higher rate than students who did not require remediation, and took the English 101 component alone.
- We expanded our use of the Learning Assistants program, which provides peer leaders to support students and faculty inside and outside the classroom. Learning assistants support active learning during class, and build mentoring relationships with students outside of class, through four hours per week of facilitated study sessions. Peer support is coupled with a faculty coordinator working to align and improve curriculum across sections.

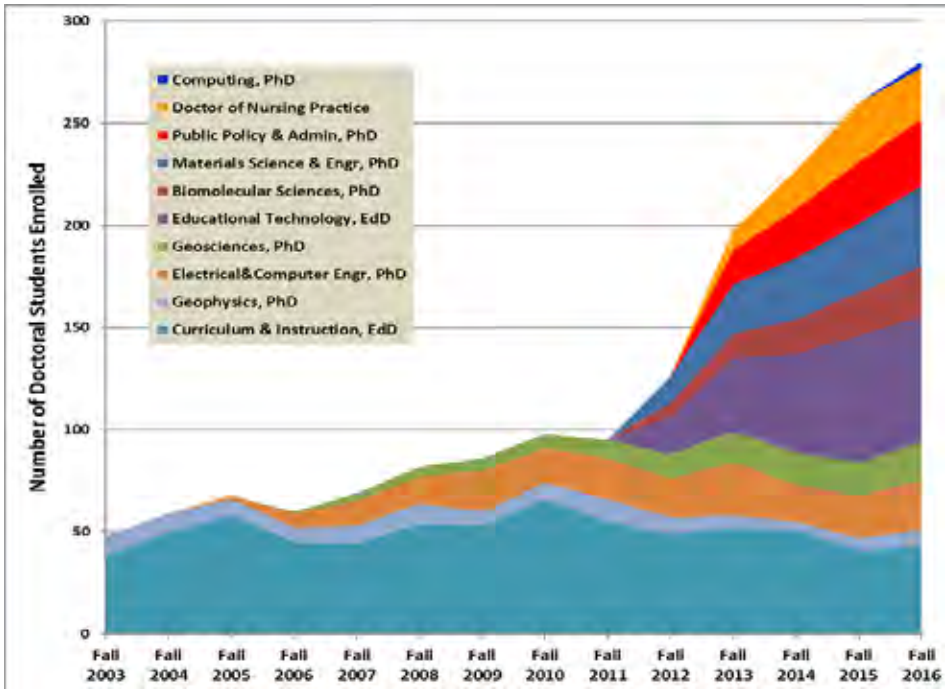
The overall impact of these and other initiatives can be seen in the following graph, which shows that we have been highly successful at increasing the success of our freshman students in their coursework. The graph shows an analysis of the success of incoming freshmen in their first semester at Boise State. Students who receive a grade of D or F or W (which constitutes a withdrawal from class) are considered to have not successfully completed the class. As you can see, the percentage of credits for which a D/F/or W was received by those students has gone down substantially over the last six years: from 20.4% to 10.6%. If examined in terms of our fall 2016 cohort of 2,628 freshmen, this increase in success equates to 400 of those students, each in a three-credit class, and each receiving a grade of C or better (instead of a D, F, or W). Our research shows that one of the most important contributors to the retention of freshmen, is their success in their first classes. Therefore, a significant increase in success in courses will translate to a significant increase in retention, which in turn will translate to an increase in our number of graduates.



Goal #3: *"Gain distinction as a doctoral research university."*

A year ago, the Carnegie Foundation announced the 2015 classifications of institutions of higher education, and gave Boise State a classification of "Doctoral University."

At the core of Boise State's emergence as a doctoral research university is the creation of successful doctoral programs. Over the last decade, Boise State has initiated eight new doctoral programs: Ph.D.s in Geosciences; Electrical and Computer Engineering; Materials Science and Engineering; Biomolecular Sciences; Ecology, Evolution and Behavior; and Public Policy and Administration; an Ed.D. in Educational Technology; a Doctor of Nursing Practice, and a Ph.D. in Computing. The figure shows the growth in the number of doctoral programs and growth in the number of students enrolled in those programs. The two most recently created programs deserve further comment.



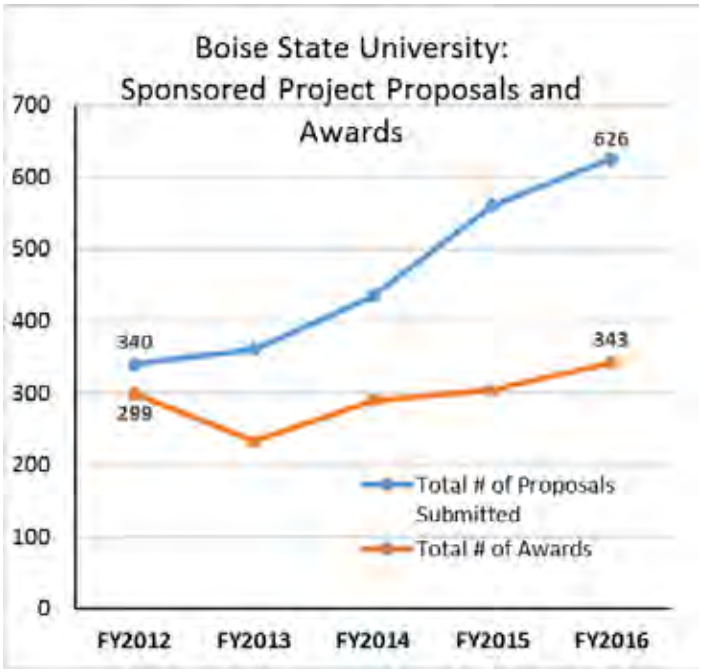
- The Ph.D. program in Computing has emphases in Computer Science, Cybersecurity, and Computational Science and Engineering. The program is built on the foundation of Boise State University's Computer Science, which is rapidly developing into one of the premier programs in the Northwest for both teaching and research. This expansion has not gone unnoticed by top industry firms.

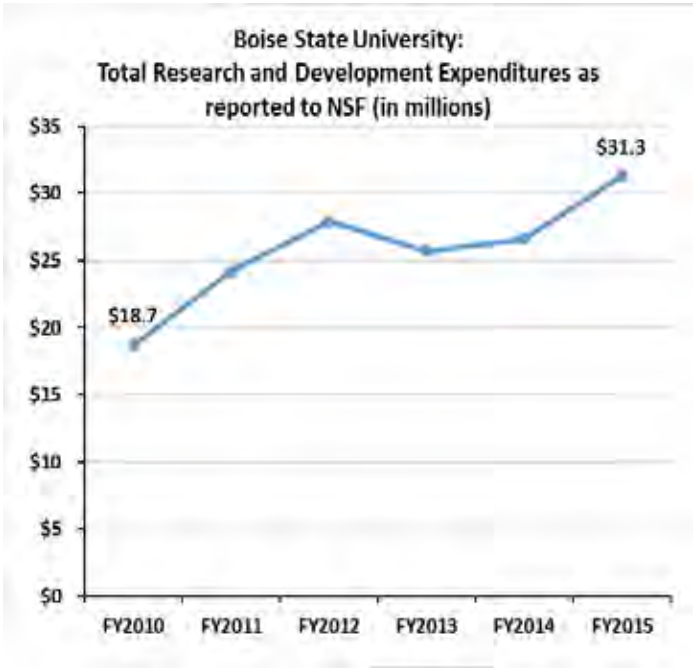
  "…that the continued success and growth of the CS department is vitally important for HP, and for a multitude of other companies in Idaho, and will have significant, transformative economic impact on the Boise Metro area and Idaho." – Jim Nottingham, Hewlett-Packard's Boise Vice President and General

The new Ph.D. was launched utilizing primarily existing faculty resources, and already had students enrolled as of fall 2016. The program will supply highly-skilled graduates, and will attract and retain talented faculty to collaborate with Idaho industries and agencies. In addition, the program will expand professional development opportunities for Idaho residents working in technology professions.

- The Ph.D. in Ecology, Evolution, and Behavior will admit its first students in fall, 2017. The program will train interdisciplinary scientists to use theory from biological, physical, and social sciences to contribute to basic research and solve applied problems. Students will develop new understanding of complex ecosystems and the organisms that inhabit and interact in them, as a means for delivering actionable and understandable knowledge to our nation's public and decision-makers. The program is transdisciplinary, bringing together faculty members from three academic departments (Biological Sciences, Geosciences, and Anthropology), a research center (Human-Environment Systems), and three organizations: the US Geological Survey Snake River Field Station, The Peregrine Fund, and the Intermountain Bird Observatory.

Also of importance to Boise State's continued emergence as a doctoral research university, is the success of faculty members at securing research funding. The two following graphs show the continued growth in that success. In FY2016, Boise State faculty members submitted a record 626 proposals for sponsored project funding, and a total of 343 proposals were awarded. The best measure of research output is "Total Research and Development Expenditures," which is reported yearly to the National Science Foundation. Between FY2010 and FY2015, those expenditures have increased by 67%, reaching $31.3 M.





Goal #4: *"Align university programs and activities with community needs."*

Boise State aligns its programs and activities with community needs in a multitude of ways, and as a result, ranks among 361 U.S. colleges and universities that have been recognized with The Carnegie Foundation 2015 Community Engagement Classification. Boise State was one of only 76 universities in the country to be classified as a Carnegie Foundation Community Engaged Institution when the designation was first established in 2006.

Boise State's Service-Learning Program is a key part of our connection with our community; it connects classrooms with the community through capacity-building partnerships in order to enhance student learning, address critical community issues, and encourage students to be active citizens in their local, national and global communities. Since the program began, Boise State has offered service-learning courses to more than 27,000 students. Annually, it impacts more than 130 classes, 30 departments, and 100 community partners. In total, students and faculty have contributed more than $10 million to the community through Service-Learning. Examples of partnerships with the community include:

- Over the past five years, hundreds of high school-age refugees have enrolled in the Borah High School Bridge/Boise State Service-Learning partnership. The powerful teaching-learning experience not only gives Boise State students experience working with refugees from around the world, but also gives high school students the confidence and courage to go to college.
- Professor of English Michael Markley partners with the Idaho Nonprofit Center to administer meaningful student learning and community engagement through his Service-Learning course, ENGL 408: Writing for Nonprofits and Social Media. Students develop a social media strategy as well as case statements, brochures, best-practice documents, campaign plans and content for the Idaho Nonprofit Center and several of its members, including Big Tree Arts, Idaho FFA Foundation, Metro Meals on Wheels, and Snake River Animal Shelter.
- Accountancy faculty member Kathy Hurley received word from the IRS that her spring ACCT 485 Volunteer Income Tax Assistance Program (VITA) completed the most tax returns, and assisted the most clients of any site in the region. Through this one-credit course in the College of Business and Economics, Hurley's 14 students and three volunteers prepared tax returns for low-income individuals and households.

A key way that Boise State supports the community is through access to its academic programs. Through the eCampus initiative, Boise State is building complete programs in an online format, providing access to those who are unable to attend on-campus

classes due to work, family, geographic, or other limitations. Two recent additions to our online portfolio:

- An online option for the B.A. in Multidisciplinary Studies will provide access to adults who stopped out of college after completing more than half of a bachelor's degree and have a desire to finish. Graduates will be able to advance in a career in which they already hold a job, and for which a bachelor's degree is necessary for advancement and/or to enter careers that require a bachelor's degree but not a specific major. Among those also served by the program will be individuals who are unemployed or underemployed and seeking to improve their skills, and those who which to pursue post-graduate education.
- Students who enter the online Bachelor of Applied Science (BAS) degree will already hold a technical associate's degree (e.g., an Associate of Applied Science [AAS]), and will graduate with an academic baccalaureate degree. BAS graduates are well-rounded, experienced, and provide both the technical skills and practical-minded communication skills to be valuable members of Idaho's labor pool. The BAS program helps students bridge the gaps between craft and management, and provides a baccalaureate degree, which has become a common prerequisite for management-level positions in nearly every industry.

Goal #5: *"Transform our operations to serve the contemporary mission of the university."*

Our first four strategic goals are aimed at operationalizing our vision to become a Metropolitan Research University of Distinction. Our fifth goal is different, in that it is aimed at enabling achievement of the first four goals. Even the most visionary and highly-skilled leaders cannot fully achieve the mission of an institution without a robust infrastructure and effective operations.

Key to our efforts will be our newly-created Initiative Leadership Office, which will provide oversight for all major initiatives with multi-layered impact to the university. The office will ensure that we communicate, collaborate, and coordinate across divisions at every level before making changes that have major impacts on what we do and how we do it. Initially, the focus will be on completing the implementation of the transition of our financial system to the Oracle Cloud as well as new systems for Human Resources.

Also, in support of Goal 5 is our continued integration of the principles of Program Prioritization into our decision-making processes, thereby increasing the quality, relevance, productivity, and efficiency of our programs and the infrastructure supporting them. One example, is the complete revamp of our Program Review process for academic departments. The old process (i) relied on an onerous self-study that was typically produced by a single individual rather than a consensus of the group, (ii) made inconsistent use of data and analyses, (iii) did not effectively reinforce the assessment of intended Program Learning Outcomes, and (iv) did not result in a sustainable and strategic plan for action by the department. We are rolling out a new program review process that with these critical components:

- An Annual Department Analytics Report containing an extensive set of data and analyses that will closely align with the metrics used during Program Prioritization.
- Program Learning Outcome Assessment will be a stand-alone process with increased focus and prominence, and which is intended to measure, program by program, the intended outcomes of student learning. This new process will be highly-supported, and will create a foundation for improvement of curricula and pedagogy.
- The Department Strategic Evaluation and Action process will be centered on a one-day, intensive facilitated planning session that will involve (i) evaluation of the department in terms of key trends in data and analysis, areas of persistent challenge, historical context, and expectations from the university and colleges, (ii) analysis and interpretation that will result in identifying the strategic direction that the department should take in the next several years, and the specific actions that are necessary to get there.

We are also incorporating the principles of Program Prioritization into our new approach to budgeting. Our new budget model will have several key characteristics:

- It will tie resource allocation to expenses and productivity, will facilitate strategic reallocation of funds, and provide resources to support university-wide strategic initiatives.
- It will provide incentives promoting excellence, academic quality and financial sustainability.
- It will encourage innovation and entrepreneurship, and will foster interdisciplinary scholarly and teaching activity.
- It will provide a more transparent view of revenue production and costs.
- We will enable decisions based on need and quality of the program as well as revenue and expenses in the consideration of subsidizing costly programs.

Enrollment Fall 2016

Enrollment Fall 2016 (October 15 census)	Headcount
Undergraduate Degree-seeking	16,045
Graduate Degree-seeking	2,578
Early college	3,914
Other non-degree seeking (undergraduate and graduate combined)	1,349
TOTAL	23,886

* Total includes 32 audit-only students.

2015-2016 Graduates

Degree and graduate certificate graduates	Distinct number of Graduates
Baccalaureate Degree (Academic)	2,998
Graduate Certificate	183
Master's Degree	670
Doctoral Degree	18

Employees

Employees (Nov 2016 snapshot for 2017 IPEDS report)	Full-time	Part-time	FTE	%
Instructional Faculty	728	592	925	36%
Professional Staff (all)	1,079	56	1,101	43%
Classified Staff	502	37	514	20%
TOTAL	2,309	696		100%

***** FTE calculation for IPEDS is full-time plus one-third part-time.

Budget

Revenue and Expenditures for FY 2016; From Audited Financial Statement	
Operating Revenue	**FY 2016**
Student tuition and fees (Gross)	149,997,777
Scholarship discounts and allowances	(22,497,800)
Federal grants and contracts	28,815,430
State and local grants and contracts	4,301,752
Private grants and contracts	3,229,288
Sales and services of educational activities	3,445,758
Sales and services of auxiliary enterprises	58,196,118
Other	3,418,923
Total operating revenues	228,907,246
Operating Expenses	
Instruction	115,309,517
Research	22,481,285
Public Service	18,076,726
Libraries	5,672,543
Student Services	16,676,400
Operation & Maintenance of plant	21,347,045
Institutional Support	26,946,980
Academic Support	25,866,284
Auxiliary Enterprises	65,325,999
Scholarships and Fellowships	13,208,277
Depreciation	25,997,744
Total operating expenses	356,908,800
Operating income/(loss)	(128,001,554)
Non-operating revenues/(expenses):	
State appropriation - general	88,021,122
State appropriation - maintenance	1,964,538
Pell grants	24,169,872
Gifts	28,212,370
Net investment income	815,931
Change in fair value of investments	145,985
Interest	(9,243,292)
Gain/loss on retirement of assets	(595,877)
Other non-operating revenue/(expense)	(67,148)
Net non-operating revenues/(expenses)	133,523,502
Other revenue and expenses:	
Capital appropriations	935,431
Capital gifts and grants	1,285,483
Total other revenues and expenses	2,220,914
Increase in net position	7,742,862
Net position - beginning of year	379,778,856
Net position - end of year	387,521,718

Research and Economic Development

	FY2012	FY2013	FY2014	FY2015	FY2016
	Office of Technology Transfer				
Invention Disclosures	25	24	16	15	16
Patent Applications Filed	18	16	9	11	4
Patents Issued	2	7	6	3	4
Licenses/Options/Letters of Intent	15	22	27	38	29
License Revenue	$34,471	$37,582	$5,600	$21,475	$53,847
Startups	0	1	0	0	5
FTEs	2	2	2	1	1
Number of protocols reviewed by:	***Office of Research Compliance***				
Institutional Biosafety Committee	29	45	36	42	51
Institutional Animal Care and Use Committee	52	50	72	95	81
Social and Behavioral Institutional Review Board	300	319	296	312	407
Medical Institutional Review Board	38	23	18	17	26
	Office of Sponsored Programs				
Total # of Proposals Submitted	340	361	435	561	626
Total # of Awards	299	233	290	304	343
Total Federal Appropriation (Earmark) Funding	0	0	discontinued	discontinued	discontinued
Total Recovery/Stimulus Funding	$907,438	0	discontinued	discontinued	discontinued
Remainder of Sponsored Projects Funding	$35,120,876	$31,367,273	$32,008,716	$40,167,055	$41,374,334
Total Sponsored Projects Funding	$36,028,314	$31,367,273	$32,008,716	$40,167,055	$41,374,334
Total Research and Development Expenditures as reported to NSF	$27.9M	$25.7M	$26.6M	$31.3M	Not available at this time
Externally Funded Research Expenditures	$21.8M	$17.8M	$17.3M	$20.6M	$19.4M

Other University Updates

Much has changed at Boise State in recent years, including our student body:

- Nearly 2,800 students are living on campus or in nearby university-controlled housing this year — including more than 400 more first-year students than last year.

- The average incoming GPA for these freshman students has climbed to 3.45 this year, and average SAT and ACT scores are also on the rise.

- Though more than 40 percent of our new freshmen come from out of state, Idaho students make up the majority of the overall student body. Both groups of students contribute to the "brain gain" that Idaho experiences thanks to Boise State University. Forty-four percent of students who came to us originally as nonresidents, and 83 percent of Idaho residents, remain in Idaho—living and working five years after graduating from Boise State.

- Boise State's campus life is changing as well. In 2010, approximately 100 students participated in fraternities and sororities. Today, more than 1,100 students are members in one of 15 Greek organizations focused on service and excellence. Last year alone these students contributed more than 13,000 hours of volunteer work in the community, and each chapter on campus posted a higher GPA than the university average.

- Boise State now offers 29 degrees and certificates fully online - and is working to add a dozen more online programs in the next 4 years. These programs extend access to a Boise State degree to all corners of Idaho, the US and the world.

    - Last academic year we had 3,333 students enrolled exclusively online. These students never came to campus to take a course. In general these tended to be nontraditional-aged, working adults from Idaho and the Western US who were enrolled part-time. These students tell us that they our chose online courses because they are place-bound and/or time-bound, our programs are accredited and respected, and because we are affordable.

    - Also last year we had an additional 8,725 students -- mainly campus-based -- taking one or more fully online courses as part of their semester load. Boise State students can currently choose from 426 courses that are offered fully online. These students tend to be more traditional-aged, Idaho residents, and full-time. These students tell us they appreciate the flexibility that adding 1-2 online courses a semester provides to their overall schedule -- allowing them to better accommodate work and/or family commitments.

Finally, Boise State was named one of "20 Rising Stars" in the World by Firetail, a London-based consulting firm that works around the world to help ambitious organizations achieve positive social change and develop strategies which result in

better and smarter choices. Firetail recently identified "a class of 2030," which consists of a new generation of challenger universities that are quickly rising in world rankings, and have an opportunity to become globally renowned in the next 10-20 years. The study looked at more than 300 universities worldwide as potential candidates for their class of 2030, but singled out 20 universities, termed "rising stars" because of their rapid ascent in academic performance rankings. Boise State University is named among the 20 rising stars!

Collaborations

Micron: Among Boise State's most impactful partners is Micron Technology—its corporate leaders and foundation. The foundation's recent $25 million gift to build a research facility for materials science was the largest philanthropic gift in Boise State's history, yet just the latest in more than two-decades of partnership that has built our College of Engineering and other programs vital to the growth and success of Boise's high-tech economy.

Idaho National Laboratory: Boise State is also pursuing collaborations with the Idaho National Laboratory, including a first-of-its-kind cybersecurity research facility supported by Governor Butch Otter and the Idaho Legislature. Teams of experts from both entities will partner to tackle security issues inherent in increasingly technological national systems such as pipelines, power grids and more. We expect this to be a valuable source of education for our students and to open doors for research. More than 200,000 cybersecurity jobs went unfilled last year in want of qualified applicants, a study showed.

These two entities are also now in talks about leveraging Boise State's expertise in researching and developing special sensors that can survive harsh environments of space and nuclear radiation. The INL is continually looking at ways to better and more safely monitor nuclear power generators and related equipment.

Boise City / Gorongosa National Park: A collaboration that starts just across the river at Zoo Boise, runs halfway across the world to the Gorongosa National Park in Mozambique. Thanks to entrepreneur, philanthropist and Idaho native Greg Carr, Boise State has been able to send multiple researchers to the park, and will be working closely on environmental and other issues on site for years to come. Two researchers from the park's region have come to Boise to learn from experts at the Intermountain Bird Observatory. There's both science and art taking place in this important work. Boise State's theater department will help design special exhibits at Zoo Boise.

Finally, this year we developed a website making it easier for our community partners and collaborators to connect with us. Visit partnerships.boisestate.edu/

New Buildings

Computer Science: We were proud to open our new space in downtown Boise in fall 2016, which now houses our entire Department of Computer Science. Students are now just steps away from local software and tech companies where they will intern and work. Thanks to industry and state support in recent years, that program has grown rapidly, and with intention. From 2010 to 2016, the program has grown from:

- 9 to 25 faculty
- 261 to 650 undergraduate students
- 31 to 70 graduate students
- 19 to 80 bachelor's degrees awarded
- 6 to 15 master's degrees awarded
- $105,000 to $1 million in research expenditures

Center for Fine Arts Building: The Center for Fine Arts will be a safe, better equipped, state-of-the-art facility for our students, and will ensure our accreditation remains intact for our Department of Art. This facility will also foster university and community relationships, located in the heart of the city's cultural district and near the Boise Art Museum One of the most unique features will be the World Museum, offering virtual tours through the world's most prominent art museums—an experience the university will bring to school-aged students across the valley and the State of Idaho. The state has allocated $5M to this project, and so far, we have raised approximately $2M in private funds and continue to work on additional donations.

Micron Center for Materials Science Research: The Micron Center for Materials Research will house the faculty, students, classrooms, and research laboratories of the Micron School of Materials Science and Engineering. Its construction will enhance Boise State's already-strong contribution to the Idaho's technology industry.

- Bachelor's, master's, and doctoral programs in materials science and engineering produce highly-qualified graduates to enter the workforce and educational advancement to individuals already in the workforce.
- Innovative research by faculty members and students provides ideas for new directions for the industry. That research also leads to the creation of new start-up companies such as Shaw Mountain Technology, which specializes in shape memory alloys—materials that shape-shift in response to a change in temperature or a magnetic field. The company is developing technologies within the fields of sensors, microfluidics, energy harvesters and actuators, including an innovative micropump.

We have raised $26 million toward our target of $30 million in gifts for this planned $50 million building. We have also requested $10 million from the state of Idaho.

Honors College and First Year Residence Hall: Boise State University's Honors College will get a new $40 million home in the heart of campus, thanks to an innovative public-private partnership. This is Boise State's first building to be constructed and managed

through a public-private partnership saving tuition and tax dollars while offering students the best amenities available and ensuring superior management. The university is partnering with Education Realty Trust Inc. (EdR) to build and run the facility. EdR owns or manages more than 42,000 student beds across 77 communities. The company was selected after the university called for proposals in 2014. EdR was able to commit to building the new facility without taking on any debt that could affect Boise State's debt capacity or high credit rating. The 236,000-square-foot building will offer 656 student beds in addition to the Honors College office and classroom space. Expected completion for the new building is fall 2017.

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SUBJECT

Idaho Youth Challe*NG*e Academy (IDYCA)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §46-112
Idaho Code §46-805

BACKGROUND/DISCUSSION

The IDYCA was established by the Idaho Legislature in (2011) as a state-run residential and post-residential program for 16-18 year olds who have dropped out of high school or are at risk of dropping out. IDYCA is a voluntary and free program for students residing in Idaho. Students can recover up to 14 high school credits and return to their referring high school or earn a GED. The Orofino school district provides faculty to teach academic subjects. The IDYCA holds two cohorts of students (classes) a year, starting in January and July.

Mr. Bicker Therien, Principal of IDYCA will provide a brief presentation about his school and its successes.

ATTACHMENTS

Attachment 1 – IDYCA brochure Page 3
Attachment 2 – IDYCA article Page 5

BOARD ACTION

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

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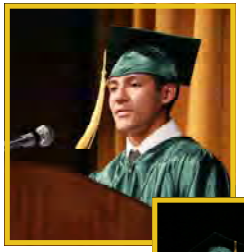
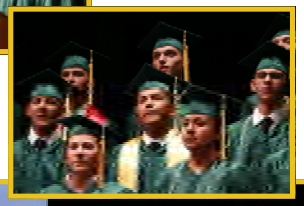
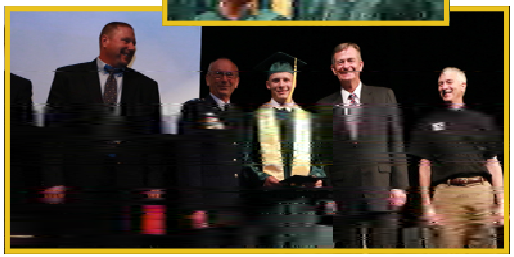
"Over 120,000 cadets have graduated from 35 programs in the past 20+ years. Remarkably, over 91% of these graduates -- former wayward high school dropouts -- have earned their GED or high school diploma while in the program."







Visit the website and contact a regional office near you!

Northern Region:
2ndChance@IDYouthChallenge.com
1-208-464-1491 Campus
117 Timberline Drive
Pierce, ID 83546

Southern Region:
2ndChance@IDYouthChallenge.com
1-208-827-6723
Caldwell Armory
1200 S. Kimball
Caldwell, ID 83605-4625

Directions to the Idaho Youth ChalleNGe Academy

1. Take US-95 towards US-12.
2. Take US-12 to ID-11 N, the Gold Rush Historic Byway.
3. Take ID-11 N to Pierce.
4. ID-11 turns into Main Street.
5. Turn slight right onto Canal Street, just past the gas station.
6. Continue on paved road approximately 1/2 mile.
7. Road climbs a hill & the Academy is on the left.
8. Turn left onto Cottonwood Street and then immediately left again into the IDYCA parking lot.

Follow all the current news, events, and pictures in the development of the Idaho Youth ChalleNGe Academy on Facebook, Twitter, YouTube and LinkedIn.*

**Check the NGYCP-Idaho Youth ChalleNGe Academy Facebook page for upcoming events for youth and mentor applicants.*

Class cycles begin mid-January and mid-July.
IDYouthChallenge.com
1-208-464-1253

Idaho Youth
Scouts
Axemen
Mountain Gems
ChalleNGe Academy

Dream • Believe • Achieve

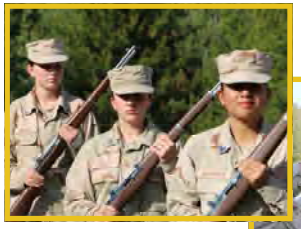
IDYCA...We Support Second Chances!

IDYouthChallenge.com

1-208-464-1253

About the Idaho Youth ChalleNGe Academy

The mission of the Idaho Youth ChalleNGe Academy is to intervene in and reclaim the lives of 16-18 year old high school dropouts, producing program graduates with the values, life skills, education, and self-discipline necessary to succeed as responsible and productive citizens of Idaho.

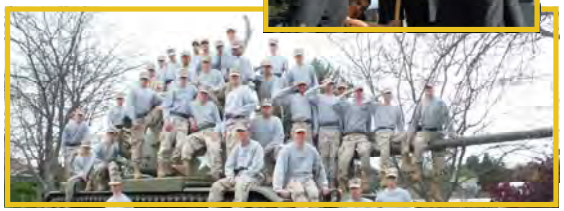


Overview

The Idaho Youth Challe*NG*e Academy (IDYCA) is part of the National Guard Youth Challenge Program. Established under the authority of both federal (1993) and Idaho State law (2011), the IDYCA is a state-run residential and post-residential program for 16-18 year olds who have dropped out of high school or are at risk of dropping out. There are currently 35 Youth Challenge programs operating in 27 states and Puerto Rico. The program is **FREE** for students residing in Idaho. The IDYCA holds two classes a year, starting in January and July.

Eligibility Requirements

- Females and males, 16 to 18 years of age.
- High school dropout or at risk due to credit deficiency or other risk factors.
- Legal resident of Idaho and the United States.
- Not currently on parole or probation for anything other than juvenile offenses.
- No felony.
- Drug free upon enrollment.
- VOLUNTARY



IDYCA is FREE to Attend!

IDYCA's 8-Core Components

- Academic Excellence
- Leadership and Followership
- Life Coping Skills
- Job Skills
- Service to the Community
- Responsible Citizenship
- Physical Fitness
- Health and Hygiene

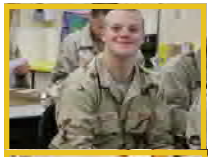
Two Phase Program

2-Week Acclimation Period

Identify students who have the desire and discipline to complete the program. Students successful in completing the Acclimation Period enter the 20-week challenge phase.

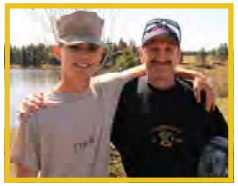
20-Week ChalleNGe Phase

Structured quasi-military environment with emphasis in self-discipline, self-esteem, education, and development of healthy lifestyles. IDYCA provides students with the values, skills, and knowledge to retrieve up to *14 high school credits*, earn their GED, and return to their referring high school or move into the next stage of their professional lives. Joint School District 171 of Orofino provides credentialed academic staff to teach academic subjects.



12-Month Post-Residential Phase

Graduates are matched with a mentor who assists with the development of an action plan. Graduates return to their hometowns and collaborate with a mentor who provides advice, guidance, and support for the next 12 -months. Mentors assist graduates in achieving post-graduation goals, i.e. return to high school, college, job, military, etc.



Source: Idaho Association of School

Idaho Youth ChalleNGe Academy–

Providing Second Chances and Changing Lives

by

Bicker Therien

Nestled in the trees above the Central Idaho community of Pierce sits a repurposed elementary school that houses Idaho's premiere academic intervention for 16 to 18 year old at-risk youth, the Idaho Youth ChalleNGe Academy (IDYCA). IDYCA is a voluntary, fully accredited alternative high school functioning as a part of Orofino Joint School District #171. IDYCA's motto, "We Believe in Second Chances," permeates the program. Visitors often comment that the commitment of the staff is truly transparent.

IDYCA replicates similar quasi-military Youth ChalleNGe programs around the country utilizing military structure in a residential academic setting. The 17 month, three phase program includes a two week Acclimation Phase, a 20 Week Residential Phase, and a 12 month Post Residential Phase. "Cadets" wear uniforms, march to class, perform PT (Physical Training) twice a day, go to bed at 9:00 PM, rise at 5:00 AM, and have the opportunity to earn 14 high school credits in their 22 week stay on campus. They are provided with over 1000 hours of academic instruction and hundreds more hours of instruction in the Academy's 8 Core Components: Academic Excellence, Health and Hygiene, Job Skills, Leadership/Followership, Life Coping Skills, Physical Fitness, Responsible Citizenship, and Service to Community. Typical teen distractions are removed from their daily lives so the Cadets are able to focus on academic growth, rebuilding their lives, and personal relationships.

Cadets are matched with an adult mentor in their community to help keep them on track after completion of the rigorous residential phase of the program. Cadets are tracked for 12 months as part of their Post Residential Action Plan (PRAP). The mentors serve as invaluable resources to the Cadets and Academy.

In January of 2014, IDYCA began serving students, and we are currently in our sixth class cycle. To date, 440 young men and women have successfully completed the program and have earned 6,146 credits toward high school graduation, 50 Cadets have earned their High School Diploma with us, and another 39 have completed their GED. Roughly 80% of program graduates return to their home high school to complete their education with renewed focus and determination. Class 16-2 currently includes 110 Cadets on campus actively participating and working the program.

IDYCA has two sessions per year, one begins mid-January and the other mid-July. Enrollment continues to grow and we anticipate having to initiate a waiting list soon. The application process is difficult, and admission is becoming competitive. The program can house 100 young men and 50 young women, so space is limited.

We strive to be a resource to reduce the dropout problem and hope to continue to have a great relationship with the high schools in Idaho. While we tout the program as believing in second chances, this is often a young person's last chance for academic success. We've had great success working with schools and probation officers in a diversionary capacity to alleviate expulsion or incarceration situations. If you know of a young person that would benefit from the program, please contact us. You can find us on the web at:

www.idyouthchallenge.com.

Bicker Therien is honored to be the principal of the Idaho Youth ChalleNGe Academy. He came to IDYCA with a wide variety of skill and understanding, which made him uniquely and highly qualified to lead the educators at IDYCA. His experience includes six years as a special educator, five years teaching the alternative school system in Boise, six years as an alternative school principal, two years as the initial director of the Idaho Digital Learning Academy, three years as assistant principal of Syringa Middle School, and six years as principal of New Plymouth High School.

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SUBJECT

Western Interstate Commission for Higher Education (WICHE)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3601 *et seq*.

BACKGROUND/DISCUSSION

The Western Interstate Commission for Higher Education (WICHE) is a 16-member commission working to boost access to higher education for students in the West and, as importantly, to ensure their success. WICHE is "a regional organization created by the Western Regional Education Compact and adopted in the 1950s by Western states. WICHE was created to facilitate resource sharing among the higher education systems of the West. It implements a number of activities to accomplish its objectives. … WICHE is governed by three gubernatorially appointed commissioners from each member [state]." Idaho's commissioners are Representative Wendy Horman (R-Idaho Falls), Dr. Tony Fernandez (President, Lewis-Clark State College), and Matt Freeman (Executive Director, Idaho State Board of Education).

WICHE's members include 15 Western states, the Commonwealth of the Northern Mariana Islands and Guam.[1] Idaho has been a member of WICHE since 1953.

WICHE and its member states work to improve access to higher education and ensure student success. WICHE facilities student exchange programs, regional initiatives, and conducts research and policy work to assist constituents throughout the West and beyond. WICHE's student exchange programs provide a broad range of higher education options for some 35,600 students each year at undergraduate, graduate, and professional levels. Students gain affordable access to desired programs, while states avoid unnecessary duplication of programs and institutions can devote their resources to improving the quality of their educational offerings.

Joe Garcia, President, and Demarée Michelau, Vice President of Policy Analysis and Research, will provide a brief overview of WICHE and how Idaho's pubic postsecondary education stacks up against the rest of the Western states.

ATTACHMENTS

Attachment 1 – Idaho Fact Sheet Page 3

BOARD ACTION

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

[1] *Source*: http://www.wiche.edu/about/background

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WICHE & IDAHO

Partnering for Over Six Decades

WICHE ACCESS • COLLABORATION • INNOVATION

The Western Interstate Commission for Higher Education (WICHE) is a 16-member commission working to boost access to higher education for students in the West and, as importantly, to ensure their success. Idaho has been a member of WICHE since 1953.

Benefits to Idaho

- Tens of thousands of students from Idaho have attended undergraduate, graduate, and professional programs in other Western states through WICHE's Student Exchange Program, saving millions of dollars, thanks to reduced tuition rates. In just one of the programs, the Western Undergraduate Exchange, Idaho students and their families have saved more than $144.3 million since 1988, when Idaho began participating in the program.
- Idaho has received funding to be part of numerous WICHE policy initiatives, including those focused on financing and financial aid, workforce policy, and other areas.
- Idaho has participated in WICHE initiatives related to distance education, workforce development, and behavioral health.

Doing the Math: Idaho's Return on Investment

- In 2015-16 Idaho, its institutions, and its students saved or brought in over $13.1 million through WICHE and spent $141,000 for membership in the commission, yielding a 93-fold return on investment.
- In the last five years, Idaho students' savings from WUE alone have added up to $51.7 million, yielding a 78-fold return on the state's investment in WICHE.

WICHE's Student Exchange & Related Programs

State Authorization Reciprocity Agreement (SARA). SARA is a voluntary, nationwide initiative of states that will make distance education courses more accessible to students across state lines and make it easier for states to regulate and institutions to participate in interstate distance education. The effort initially was funded by $3.2 million in grants from Lumina Foundation and the Bill & Melinda Gates Foundation, and is now supported by fees paid by institutions. The initiative is administered by the country's four regional higher education compacts – the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB), and the Western Interstate Commission for Higher Education (WICHE) – and overseen by the National Council for State Authorization Reciprocity Agreements (NC-SARA). States and institutions that choose to participate agree to operate under common standards and procedures, providing a more uniform and less costly regulatory environment for institutions, more focused oversight responsibilities for states, and better resolution of student complaints. Idaho was among the first WICHE states to become a member of W-SARA in this reciprocal relationship.

Idaho is active in two of three WICHE Student Exchange Programs: the Western Undergraduate Exchange and the Western Regional Graduate Program. In 2015-16 Idaho's students and families saved over $13 million. Idaho saved money, too, through not having to establish and maintain costly programs in a number of areas, including some in healthcare.

Western Undergraduate Exchange. Idaho students have enrolled in undergraduate programs beyond Idaho's borders through the Western Undergraduate Exchange (WUE) since 1988. In 2015-16, 1,393 students from Idaho were enrolled in out-of-state programs at reduced rates (150 percent of resident tuition), saving $12 million in tuition and fees – the average student savings amounted to $8,664. In the last 10 years, students have saved $91.5 million.

Idaho benefits from WUE in another way: by receiving students from out of state. Idaho's institutions can choose how many out-of-state slots to offer and in which areas, allowing them to make the best use of their resources by accepting students in underenrolled programs. There's a workforce benefit for the state, too, as students often stay in Idaho after graduating. In 2015-16 Idaho received 1,482 students through WUE.

Professional Student Exchange Program. Idaho has sent 850 students to professional programs through the Professional Student Exchange Program (PSEP) in past years. In addition, in

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2015-16 the state received one student and $17,000 in support fees from other Western states.

Western Regional Graduate Program. Idaho's postgraduates also participate in graduate programs through the Western Regional Graduate Program (WRGP), which offers access to 380 high-quality, distinctive programs ("distinctive" meaning that they're offered at only four or fewer institutions in the WICHE region) at 60 institutions in all WICHE states. WRGP programs run the gamut, but emerging social, environmental, and resource-management fields are particular strengths, as are innovative interdisciplinary programs. In 2015-16 Idaho sent 69 students to out-of-state institutions, while receiving 101.

The Interstate Passport is an outcomes-based framework for block transfer of lower division general education. Developed by faculty, registrars, institutional researchers, and academic advisors at two- and four-year institutions in seven states (CA, HI, ND, OR, SD, UT, and WY), the framework addresses barriers to degree completion posed by uneven transfer policies and practices across states. Institutions in four other WICHE states (CO, ID, MT, and NM) and additional states outside the region are involved in its Phase III expansion and scaling efforts to build a nationwide infrastructure supporting friction-free transfer for Passport students. By earning a Passport, students who transfer to another Passport institution will have their learning recognized regardless of differences in course titles and credits, and will not be required to repeat courses to meet general education requirements.

WICHE's Added Value

Idaho gains added value from WICHE's programs in policy, workforce development, technology, mental health, and other areas.

Policy & Workforce Development. Idaho has participated in projects supporting better-informed decision making at the state level. WICHE initiatives have been sponsored by the Bill & Melinda Gates Foundation, Ford Foundation, Lumina Foundation, the U.S. Department of Education, and others. In addition, WICHE policy experts often visit the state to present or consult on a number of vital issues. President David Longanecker testified before the Idaho Legislature's Joint Finance-Appropriations Committee in early 2016 on higher education policy issues and key benchmarks related to Idaho. WICHE stays connected with Idaho on pressing issues by sponsoring staff members from the Office of the State Board of Education to attend grant-supported meetings such as the State Financial Aid Design Studio and College and Career Readiness, Common Academic Standards, and Assessments: Finding Solutions to Cross-State Challenges meetings.

Figure 1. Idaho Savings and Revenues through WICHE Programs in 2015

Student Savings	
WUE	$12,069,032
WRGP	$1,009,953
Total Student Savings	**$13,079,255**
Revenue to ID Institutions (PSEP)	**$17,000**
TOTAL	**$13,096,255**

> "ISU is very happy to be able to provide a tuition reduction to students from our fellow WICHE states. We have been very pleased with the quality of WRGP applicants to our program. Tuition increases have made higher education in the health sciences out of reach for many students, but WRGP makes it more accessible and affordable. WRGP demonstrates that learning passes well beyond the boundaries of individual states, as do the benefits of education."
>
> – Tony Seikel, professor & associate dean, Communication Sciences & Disorders program, Idaho State University

Idaho was one of four original states participating in the Gates-funded Facilitating Development of a Multistate Longitudinal Data Exchange (MLDE) pilot project, which attempts to enable a more comprehensive regional view of the creation of human capital and its flow among multiple states by exchanging data across K-12 education, postsecondary education, and the workforce. WICHE held one of its working group sessions in Boise, which allowed a larger number of Idaho officials to attend and participate. The success of that pilot led Gates to fund a second phase in which the MLDE project will expand to other states.

The implementation of the Common Core Standards (CCSS) or other similar academic standards is well underway in most states, and the corresponding assessment systems went live in this academic year. As implementation continues, there are a variety of challenges that K-12 and higher education leaders will face in the coming years related to student movement across state lines. To begin the conversation about these challenges, WICHE, with funding from the Bill & Melinda Gates Foundation, convened higher education and K-12 leaders from the Western region and additional bordering states in October 2014. Idaho was one of 17 states along with the Commonwealth of the Northern Mariana Islands to participate.

Idaho participates in WICHE's College Access Challenge Grant (CACG) Consortium, in which WICHE assists the Office of the State Board of Education with CACG grant implementation and compliance related to a number of activities and initiatives, including the development of a Near Peer Mentoring Program (NPMP) serving students in rural Idaho and the creation of a statewide access and success network knows as Educate Idaho. WICHE staff has provided intensive technical assistance throughout the course of the grant and has facilitated numerous meetings over the course of 2014-15 that led to the formation of Educate Idaho. A steering committee and workgroups have been established and their work will culminate with the convening of a conference of key stakeholders from across Idaho in September 2015. WICHE is

"WRGP has made it financially possible for me to obtain my graduate studies from a highly respected institution in the field of healthcare informatics. I'm learning from some of the best professionals in the field, and I hope to contribute to the field of nursing informatics in my current location. This opportunity has already helped me advance in my nursing career. WRGP gives students the opportunity to choose the best programs in their field and get their graduate education for an affordable price."

– Tatiane, Idaho resident, Class of 2017,
University of Colorado Anschutz Medical Campus, Healthcare Informatics

also assisting in the expansion of the Idaho Near Peer Mentor Program (NPMP) over the course of 2015-16, the final carryover year of the grant.

The Adult College Completion (ACC) Network, funded by Lumina Foundation, is a 750-member learning network that unites organizations and agencies working to increase college completion by adults with prior college credits but no degree. Activities include an annual workshop, a webinar series, publications, a listserv, and other resources. The ACC Network and WICHE have become national leaders in the area of adult learners and continue to be an important resource to those who strive to better serve non-traditional students.

The State Higher Education Policy Database (SHEPD) is WICHE's online searchable database. It provides state and national policymakers, education leaders, practitioners, and education consumers with an inventory of state-level policies and resources in key issue areas related to access and success in higher education. It contains a blog and an electronic SHEPD alert distribution list to keep subscribers current on important updates. A related resource is the Policy Publications Clearinghouse, a depository of publications, reports, and briefs related to higher education.

Additionally, Boise State University, Idaho State University, and the University of Idaho are members of the Western Academic Leadership Forum (the Forum), whose members address regional higher education issues and engage in resource sharing. The Western Alliance for Community College Academic Leaders (the Alliance) brings academic leaders of community colleges and technical schools and systems together with state governing and coordinating boards associated with two-year institutions to exchange ideas and information, share resources and expertise, and collaborate on regional initiatives. North Idaho College and the College of Southern Idaho are members.

Technology. Several Idaho colleges and universities are active participants in the WICHE Cooperative for Educational Technologies (WCET), the leader in the practice, policy, and advocacy of technology-enhanced learning in higher education. WCET is widely recognized as one of the most informative, reliable, and forward-thinking organizations regarding the role of technology and innovation in higher education. Our growing membership includes more than 350 institutions, state and system-wide higher education agencies, nonprofit organizations, government agencies, and corporations in nearly all U.S. states and many Canadian provinces. WCET member institutions actively serve more than 4 million college students taking all or part of their academic programs via technology. WCET members have access to trusted information on emerging trends, policies, and exemplars of successful learning technology innovation in practice. Key WCET activities include an annual meeting, leadership summits, national webcasts, and email list-based discussions among members. Major topics of interest to the WCET membership include student success, managing e-learning, faculty success, emerging technologies, and evolving policy issues.

Mental Health. The state of Idaho behavioral health system has been systematically moving transformation forward across the state. WICHE played a role early in the evolution of the effort, through completing a comprehensive and participatory process of evaluating the existing system and collaboratively identifying recommendations for improvement. Idaho has utilized the WICHE-developed Suicide Prevention Toolkit for Rural Primary Care Settings to strengthen primary care-behavioral health integration. For FY15, and ongoing in FY16, WICHE is conducting an evaluation of gaps in behavioral health services for adult probationers and parolees as part of the Idaho Justice Reinvestment Initiative, a partnership between Corrections and Behavioral Health.

Other Initiatives. Another initiative, the Master Property Program (MPP), helps institutions reduce their insurance premiums and improve their coverage. Created by the Midwestern Higher Education Compact in 1994 and expanded to the WICHE region in 2004, the MPP includes more than 160 campuses with total insured values of $103 billion. The College of Idaho is a member institution. WICHE is also partnering with

"WUE makes dreams possible. Without it, I wouldn't have been able to pursue my college aspirations in the manner I had hoped and planned ever since I was in 5th grade. One of my top priorities was to experience a new living environment, meet a more diverse group of people and gain exposure to a variety of educational opportunities not available in my home state. With college costs almost doubling in the past few years, I faced financial constraints which limited my choices. WUE made it possible for me to follow my dreams within my budget. I wake up every day excited – and grateful – to be working towards my scholastic goals. It is a competitive program, but worth every effort. I am proud to be a participant and I will always value the opportunity WUE provided me."

– Alex, Idaho resident, Class of 2016,
Western Washington University,
Biology and Anthropology

After completing my undergraduate degree at Boise State University, I was really looking forward to attending a graduate school where I could expand upon my knowledge and gain more credibility. The greatest potential roadblock I faced was paying for tuition. Fortunately, WRGP significantly reduced the cost and I was able to enroll in Utah State's management information systems program for my master's. USU's program is a perfect fit for me, and I am very grateful for WICHE's WRGP!"

– Promise, Idaho resident, Class of 2016,
Utah State University, Management Information Systems

MHEC to offer **MHECare,** a new health program providing vetted, competitively priced medical benefits for students. Underwritten by UnitedHealthcare StudentResources, MHECare offers a variety of plans. In a third collaboration with MHEC, WICHE extends the benefits of **MHECtech** to colleges and universities in the West, enabling them to purchase hardware and software products and services from competitively bid purchasing agreements to reduce costs.

Idaho & WICHE's Leadership

The WICHE Commission, with three commissioners from each state, molds the organization's mission and set its priorities. Idaho's commissioners are J. Anthony Fernandez, president, Lewis-Clark State College, Lewiston; Matt Freeman, executive director, Office of the State Board of Education, Boise; and Wendy Horman, representative, Idaho House of Representatives, Idaho Falls.

J. Anthony Fernandez

Matt Freeman

Wendy Horman

WICHE also seeks assistance and advice from policymakers, educators, administrators and legislators. WICHE's Legislative Advisory Committee (LAC), composed of legislator-members from each state – including Rep. Wendy Horman, Sen. Dean Mortimer and Rep. Donna Pence – has been crucial in this regard. The LAC works to keep WICHE's Executive Committee and staff current on significant legislative issues related to higher education, provides input on WICHE initiatives, and advises staff on a host of issues. WICHE staff also serves the LAC, by informing its members about emerging policy issues in the West.

WICHE Commission & Staff

The WICHE Commission's 16 members include representatives from 15 Western states – Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and two of the six U.S. Pacific territories and freely associated states are now members – the Commonwealth of the Northern Mariana Islands and Guam. (American Samoa, the Marshall Islands, the Federated States of Micronesia, and Palau are also eligible to join.) Members work collaboratively to provide educational access and excellence for all citizens.

WICHE and its staff are headquartered in Boulder, CO, and operate out of the State Higher Education Policy Center, which WICHE owns with the State Higher Education Executive Officers and the National Center for Higher Education Management Systems.

Staff leadership includes:

Joseph A. Garcia, president
Michael Abbiatti, vice president for educational technologies and executive director, WCET
John Lopez, director, W-SARA
Demarée Michelau, vice president, office of policy analysis and research
Jere Mock, vice president, programs and services
Dennis Mohatt, vice president, behavioral health

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September 2016

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Western Interstate Commission for Higher Education

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IDAHO COMMISSION ON HISPANIC AFFAIRS

SUBJECT

Three Year Comprehensive Education Plan

REFERENCE

October 2010	The Idaho Commission on Hispanic Affairs presented the Board with its three-year comprehensive education plan.

BACKGROUND/DISCUSSION

The Idaho Commission on Hispanic Affairs is a non-partisan state agency providing services to the Hispanic Community and serving as a liaison between the community and government entities. Working toward economic, educational, and social equality, the Commission identifies and monitors programs and legislation, and researches problems and issues facing Idaho's Hispanic community. The Commission identifies solutions and provides recommendations to the governor, legislature, and other organizations concerning issues facing the State's Hispanic population.

Margie Gonzalez, Executive Director for the Idaho Commission on Hispanic Affairs will provide the Board with an update on changes in Idaho's Hispanic student population, including elementary and secondary student achievement and postsecondary student access.

ATTACHMENTS

Attachment 1 – Presentation Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the October 2010 Regular Board meeting the Idaho Commission on Hispanic Affairs presented the Board with a three-year comprehensive education plan. The state has seen small gains in reducing the educational achievement gap since that time, this agenda item will provide the Board with an opportunity to discuss potential policies and strategies for further reducing the achievement gap and increasing the postsecondary attainment of this group of students.

BOARD ACTION

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

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Idaho Commission on Hispanic Affairs

Margie Gonzalez
Executive Director

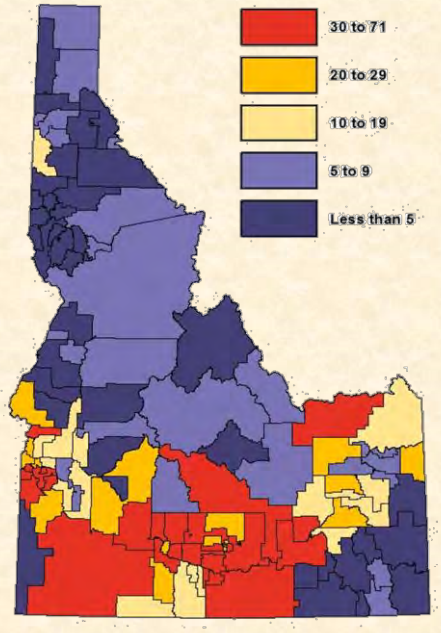
Idaho Public Schools

Hispanic students make up a growing share of enrollment in Idaho's schools and universities:

In the 2015-16 school year, 51,308 Hispanic students made up 18% of total public K-12 enrollment. This is an increase from 2010-11, when 45,084 Hispanic students made up 16% of total enrollment.

Source: http://eddataexpress.ed.gov/state-report.cfm/state/ID/

Percent Hispanic by School District, 2015-16



Districts with at least 50% Hispanic students are located in both rural and urban areas: Wilder (71%), Caldwell (61%), Aberdeen (61%), Wendell (60%), Heritage Community Charter (52%), and Jerome Joint (51%).

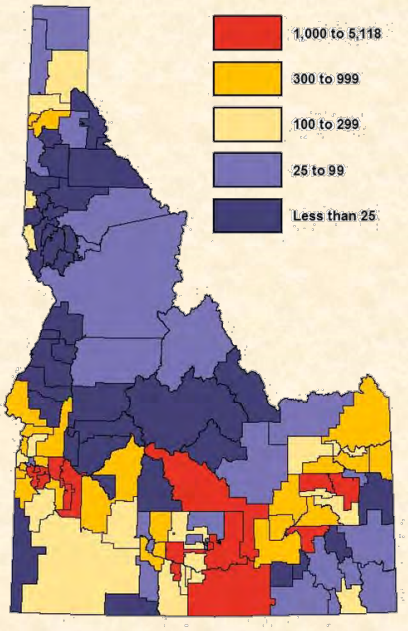
Top ten school districts with highest percentage of Hispanic Students

2009-2010		2015-2016	
❖ Wilder	80%	❖ Wilder	71%
❖ Caldwell	53%	❖ Caldwell	61%
❖ Murtaugh Joint	47%	❖ Aberdeen	61%
❖ Clark County	46%	❖ Wendell	60%
❖ Glenns Ferry	45%	❖ Jerome Joint	51%
❖ Aberdeen	45%	❖ Shoshone Joint	49%
❖ Shoshone Joint	42%	❖ Murtaugh Joint	49%
❖ Wendell	41%	❖ American Falls	49%
❖ Minidoka County Joint	40%	❖ Clark County	48%
❖ Jerome Joint	40%	❖ Valley	47%

Source: http://www.sde.idaho.gov/site/statistics/student_ethnicity.htm

Source: http://www.sde.idaho.gov/site/statistics/studentethnicity.htm

NUMBER HISPANIC BY SCHOOL DISTRICT, 2015-16



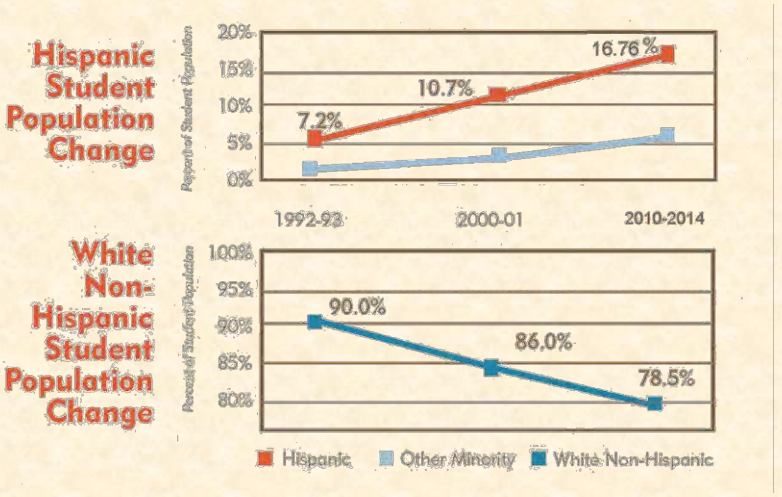
- From 2010-11 to 2015-16, Idaho's K-12 enrollment grew by 14,860. Hispanics accounted for 42% of this growth. While Hispanic enrollment increased 14%, non-Hispanic enrollment increased only 4%
- Several small districts – many of them charter districts – had their Hispanic enrollment more than double during this time period
- Ten school districts would have lost enrollment if not for Hispanic growth: Blaine County, Caldwell, Cassia County Joint, Fruitland, Idaho Falls, Jerome Joint, Minidoka County Joint, North Valley Academy, Pocatello, and Wendell

K-12 public school enrollment

	2010-2011	2015-2016	% change
Hispanic	45,084	51,308	14
Non-Hispanic	231,687	240,323	4
Total	**276,771**	**291,631**	**5**

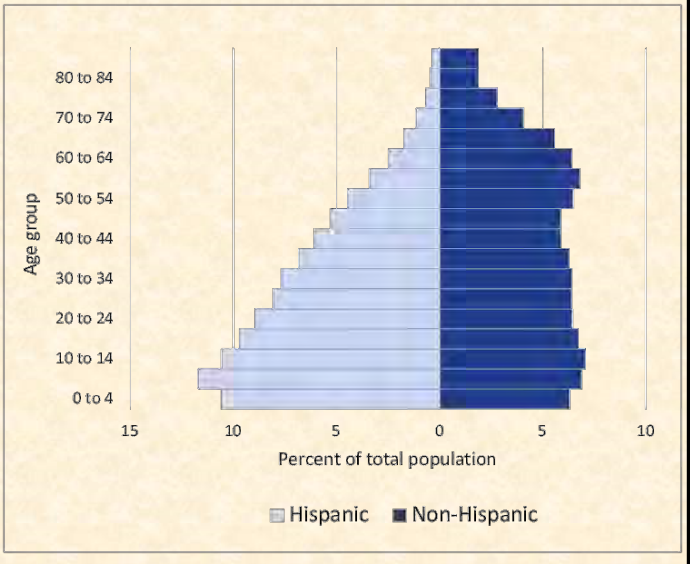
SOURCE: public records request to the Idaho Department of Education

Changing demographics in student population

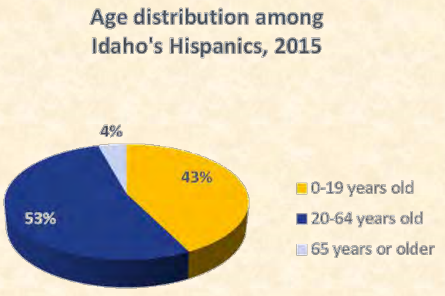


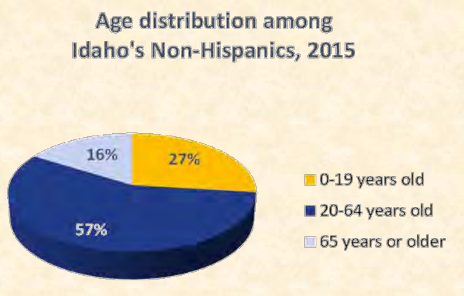
Percent of Hispanic and non-Hispanic Idahoans by 5-year age groups, 2015

A large proportion of Idaho's Hispanic population is made up of children and young adults, with only a small elderly population. This is in contrast to the non-Hispanic population, which has a more even distribution across age groups



Percent of Hispanic and non-Hispanic Idahoans by selected age groups, 2015





Migrant Students

	Migrant students (#)	Percent of total
TOTAL	**3,585**	**100**
Birth to age 5 (but not in Kindergarten)	735	21
Kindergarten	239	7
1st grade	281	8
2nd grade	264	7
3rd grade	282	8
4th grade	250	7
5th grade	252	7
6th grade	219	6
7th grade	203	6
8th grade	220	6
9th grade	208	6
10th grade	179	5
11th grade	136	4
12th grade	117	3

Number of students enrolled in the Migrant Education Program as of April 2016

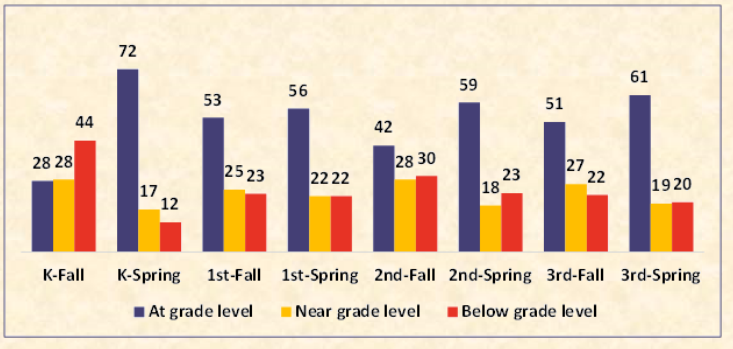
English Learners

Native Language	Percent of EL Students
Spanish	80
Unknown	3
Arabic	2
North American Indian	1
Somali	1
Nepali	1
Russian	1
Chinese	1
Swahili	1
Karen	1

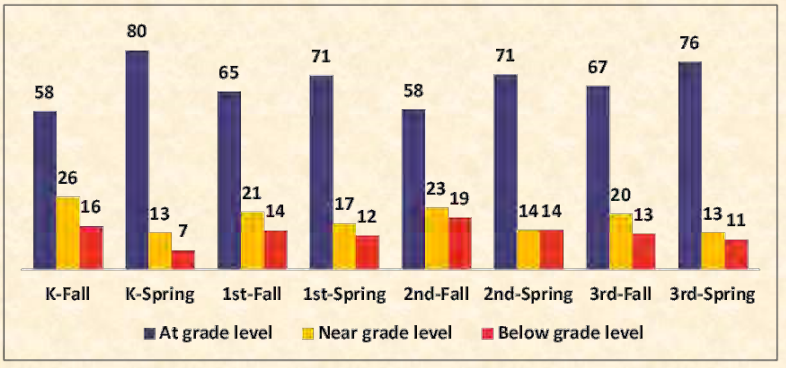
Districts with the largest percentage of EL-participating students included American Falls (27%), Shoshone Joint (24%), an Wendell (21%)

Non-Hispanic Students Outperform Hispanic Students on Both K-12 Achievement Tests

Idaho Reading Indicator scores among Hispanic students in grades K-3 (%), Fall 2015 and Spring 2016

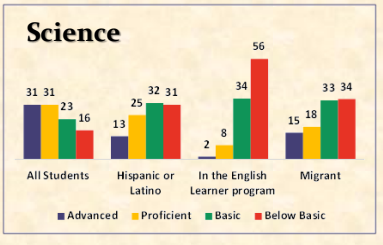


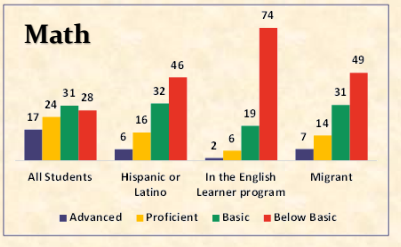
Idaho Reading Indicator scores among non-Hispanic students in grades K-3 (%), Fall 2015 and Spring 2016

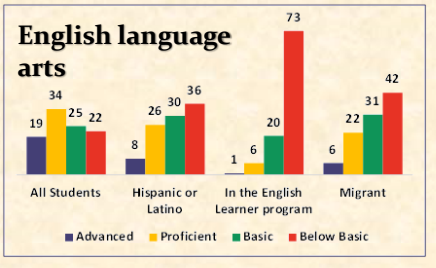


SOURCE: IDAHO DEPARTMENT OF EDUCATION, IRI PUBLIC REPORTS, 2015-2016 SCHOOL YEAR

Idaho Standards Achievement Test scores by subject and selected student groups (%), grades 3-10, 2015-16







Hispanic Students are Less Likely to Graduate from High School and Go On to Postsecondary Education

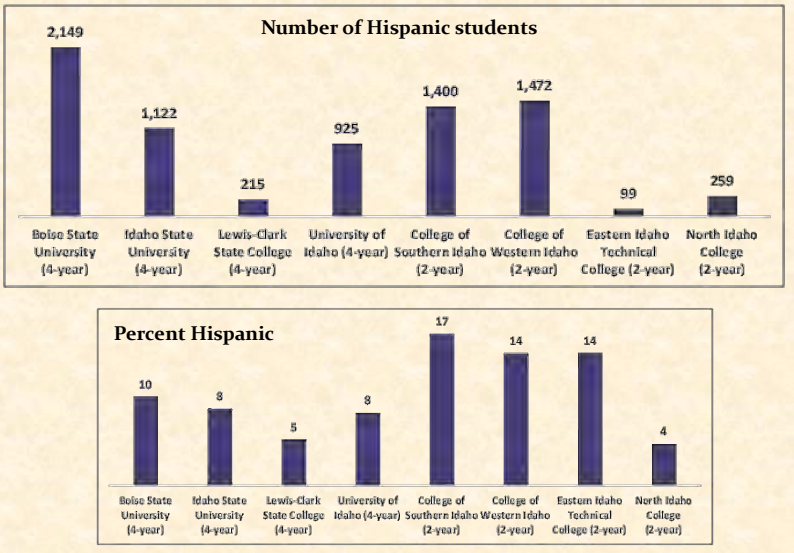
Graduation rates in Idaho (% of four-year adjusted cohort), 2013-14 and 2014-15

	2013-2014	2014-2015
All students	77	79
By race or ethnicity		
White	79	81
Hispanic or Latino	70	71
Black / African American	75	75
Asian or Pacific Islander	79	85
American Indian or Alaskan Native	56	66
Native Hawaiian / Other Pacific Islander	77	78
Two or more races	69	73
By characteristic		
Students in the English Learner program	75	72
Economically disadvantaged students	71	72
Students with disabilities	59	58
At-risk students	72	72

In the fall of 2014, 9,384 Hispanic students made up 8% of Idaho's total postsecondary enrollment. This is an increase from 2009, when 5,096 Hispanic students made up 6% of total enrollment.

Postsecondary Enrollment

Hispanic enrollment at Idaho's public postsecondary institutions, 2014



Hispanics Make up a Small Share of Public School Personnel

During the 2015-16 school year, Idaho public schools employed 433 Hispanics who made up just 2% of all employees. These Hispanic employees included:

- 209 elementary school teachers (2% of all elementary teachers)
- 182 secondary school teachers (2%)
- 10 elementary school principals (3%)
- 10 school counselors (1%)
- 4 school nurses (3%)
- 4 employees in technology services (3%)
- 3 social workers (6%)
- 2 superintendents (1%)

There were zero Hispanic assistant superintendents, secondary school principals, audiologists, or occupational or physical therapists.

Hispanic population growth poses challenges

Education

- Disproportional representation in schools (K-12)
- Lower proficiency rates (English, Math, Reading)
- Lower "go on" rates

Take Aways;

- Continue planning for the future
- Parental Involvement
- Investment in early childhood
- Educational gains are being made slowly over time

Thank you on behalf of the
Idaho Commission of
Hispanic Affairs

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IDAHO DIGITAL LEARNING ACADEMY (IDLA)

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code
Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. This request is to meet the requirements as outlined in the rule. This report will include Accreditation, Acceptable Use, and the current IDLA fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). IDLA is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry.

IMPACT

IDLA served 25,480 enrollments in the 2015-2016 school year, which is a 11% increase over 2014-2015. Ninety-nine percent (99%) of the school districts in Idaho participated in 2015-2016. The number one reason for taking IDLA courses is *classes not offered locally*. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

ATTACHMENTS

Attachment 1 – 2016-2017 Fee Policy Statement Page 3
Attachment 2 – Acceptable Use Policy Page 6
Attachment 3 – Accreditation Confirmation Page 12

BOARD ACTION

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

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2016 - 2017 IDAHO DIGITAL LEARINIG FEE POLICY

Fees for Idaho Digital Learning Academy: Pursuant to Section 33-5508, Idaho Code, Idaho Digital Learning Academy is granted the ability to collect fees from participating school districts. Idaho Digital Learning Academy is not allowed to collect fees directly from students and guardians unless one of the following criteria is met:

1. The course is taken in addition to the student's full course load at the local school, including summer courses ("overload" courses).
2. The school district has established procedures in place that allows the Idaho Digital Learning Academy fee is to be paid by the student or guardian. School districts may authorize Idaho Digital Learning Academy to collect the fee directly from the student or guardian based on the school district's procedures. For example, Idaho Digital Learning Academy's Fast Pass registration allows a school district site coordinator to determine the payment method that aligns with local district procedures.

Idaho Digital Learning Academy Per Enrollment Cost: The fee schedule for 2016--2017 is determined upon a per enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all courses offered through Idaho Digital Learning Academy unless noted otherwise below. The cost to Idaho school districts for one (1) enrollment is $75 for each Idaho student (plus merchant processing fees or local fees as necessary), unless courses are delivered in a custom section (see Custom Section Courses below).

Out-of-state Students: For any students who reside outside of the State of Idaho and register through a non-Idaho school, the fee for each one (1) enrollment shall be $375. The non-Idaho school will be responsible for the payment for such fee.

Preparatory Course: Idaho Digital Learning Academy courses designated as preparatory courses will not incur a per enrollment cost to the school district. For 2016--2017 the two courses under this designation are Math Principles and Literacy Principles.

Advanced Placement/Dual Credit Courses: Beginning Summer 2016, courses designated as "Advanced Placement or Dual Credit" will not incur a $75 per enrollment cost, unless courses are delivered in a custom section (see Custom Section Courses below). Students are responsible for any fees that may be charged by colleges or universities to receive college credit. Additionally, students are responsible for any fees that may be charged by the College Board to take the Advanced Placement Exam. Advanced placement and dual credit courses may require additional textbooks (see Textbooks below).

Custom Section Courses: Any courses requested and implemented through Idaho Digital Learning Academy's Custom Section program will incur costs to the school

district based on the Custom Section Policy (see Idaho Digital Learning Academy website for District MOU Addendum and request form). This includes district requests for Hybrid Custom Sections. Requirements for custom sections include a minimum enrollment threshold and cost.

Middle School Keyboarding and Pathways to Success: Idaho Digital Learning Academy will continue to offer middle school Pathways to Success and Keyboarding at $30 per enrollment to the district. Any middle school Pathways to Success and Keyboarding courses in which half the content is delivered (4 units) the Idaho Digital Learning Academy fee to the district is further reduced to $15 per enrollment.

Scholarships: Scholarships are awarded through an application submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/guardian/student and are only available for Idaho Digital Learning Academy courses which are taken in addition to the student's full course load at the local school, including summer courses. Limited, partial scholarships are available for 20162017 at $50 per enrollment.

Advanced Opportunities: The State Department of Education has allocated funds for students who take courses to advance through their high school graduation requirements and obtain credit in postsecondary institutes. School districts, students and guardians are encouraged to register for funding of eligible courses to pay for overload courses and advanced placement and dual credit courses.

Textbooks: Idaho Digital Learning Academy provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLID). In cases where an online textbook is unavailable, the local school district may be responsible to provide the required text(s). For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the Idaho Digital Learning Academy Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

Idaho Digital Learning Academy reserves the right to modify the fee policy. Districts will be notified of any changes.

Idaho Digital Learning Academy Refund Policy

Idaho Digital Learning Academy requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

All cohort sessions:

- **Orientation:** If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
- **12 week or Custom Sessions:** The Idaho Digital Learning Academy Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
- **16 week session:** The Idaho Digital Learning Academy Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.

Flex sessions:

- The drop deadline for all flex classes is 14 days after the student begins the course.
- If a student is inactive in class for a period of 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.

After the drop deadline: Grades will be reported for all students remaining in courses regardless of completion and the full fee will be invoiced to the district.

Exceptions to the drop deadline may be requested by the district for extenuating circumstances.

IDLA ACCEPTABLE USE POLICY

Students should print and review this policy with a parent or guardian to ensure a safe and rewarding experience with IDLA. All students enrolled in any course work of Idaho Digital Learning Academy (IDLA) shall be responsible to comply with all of the policies of their home school district and the policies of IDLA including this Acceptable Use Policy (AUP).

1. The IDLA network is for educational purposes only and includes computers, communication networks, the Internet, and other electronic resources used in the delivery of IDLA courses.

2. All users of IDLA must agree to all of the terms of this AUP prior to being able to access a user account providing access to the IDLA network.

3. Privileges and Rights of IDLA Community Members:

Members of the IDLA community have certain privileges and rights. These include:

A. Safety
   - *No student or IDLA personnel shall utilize the IDLA network to access any site that includes, but is not limited to pornography, graphic sexual or violent content, or advocates the use of illegal substances.*

   - *Communication on the IDLA network between students shall respect the privacy of all individuals and shall not contain personal information regarding other persons.*

   - Bullying or harassment of IDLA users shall not be tolerated. No user of the IDLA network shall engage in any communication or entry that shall have the intent of, or results in, the bullying or harassment of other students or employees of IDLA or utilizes profanity or degrading language directed at known persons. Any user who receives, or believes they are subject of, such communications should immediately notify the IDLA online principal.

   - For reasons of privacy and safety, users are prohibited from downloading or uploading photographs of persons other than as may be directly relevant to the required coursework, and any depiction of fellow students or IDLA personnel is expressly prohibited without the written permission of the individual, or permission of that individual's parent or legal guardian if the individual is a minor.

   - Any graphic or digital representation must be presented in an appropriate manner in accordance with the local school district's dress code policy. IDLA reserves the right to determine whether a graphic representation is appropriate and to respond accordingly.

B. Access for all users
All IDLA users shall be granted access to as many IDLA services as the available technology and IDLA role will allow. Relevant exploration of the Internet for educational purposes is permissible in IDLA courses within the limitations of compliance with this policy and the acknowledgement that certain sites may be offensive to specific individuals. IDLA will make every effort to ensure that course content will be appropriate to the designated grade-level of that course, regardless of the ages of students enrolled in that course.

C. Intellectual Freedom
- § Discussion forums within the IDLA course management system are a free and open forum for expression, including all viewpoints within the role and mission of IDLA. The poster of an opinion should be aware that other community members may be openly critical of such opinions.

- § Any statement of personal belief is implicitly understood to be representative of the author's individual point of view, and not that of the IDLA, its administrators, teachers, other staff, or the participating schools. Personal attacks are not an acceptable use of IDLA resources at anytime and IDLA instructional staff or administration should be notified. IDLA does not officially endorse any opinions stated on the network.

D. Privacy
In guarding the safety of its students and users, there is no reasonable expectation of privacy in any use of the IDLA network by any user. IDLA is a public educational agency and therefore IDLA personnel, both technology specialists and teaching and/or administrative staff, may periodically access accounts, review emails sent or received, internet sites (including any social networking websites) and chat rooms visited, as well as electronic class discussion materials.

4. The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- § Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is

impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- § Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- § Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - o School officials with legitimate educational interest;
  - o Other schools to which a student is transferring;
  - o Specified officials for audit or evaluation purposes;
  - o Appropriate parties in connection with financial aid to a student;
  - o Organizations conducting certain studies for or on behalf of the school;
  - o Accrediting organizations;
  - o To comply with a judicial order or lawfully issued subpoena;
  - o Appropriate officials in cases of health and safety emergencies; and
  - o State and local authorities, within a juvenile justice system, pursuant to specific State law.

5. Responsibilities of IDLA users
   With the rights and privileges of participation in the IDLA community come certain responsibilities. IDLA users need to familiarize themselves with these responsibilities.

   A. Using appropriate language
      Profanity or obscenity will not be tolerated. All IDLA community members must use language appropriate for school situations. Inappropriate language includes, but is not limited to language that is: defamatory, inaccurate, abusive, rude, sexually explicit, threatening, harassing, or racially offensive;

   B. Avoiding offensive or inflammatory speech
      IDLA users must respect the rights of others both in IDLA courses and in the Internet at large. Personal attacks are an unacceptable use of the network. If an IDLA user is the victim of a personal attack, they are responsible to bring the incident to the attention of an IDLA teacher or administrator.

   C. Copyright adherence
      IDLA users must respect all copyright issues regarding software, information, and attributions of authorship. The unauthorized copying or transfer of copyrighted materials may result in the loss of IDLA privileges.

D. Plagiarism
IDLA users must not engage in plagiarism, which is the act of presenting other peoples' ideas, writings, or products (written or electronic) by claiming them to be one's own and not giving credit to these sources. Forms of plagiarism include: submitting work that is not your own, failing to properly cite words and ideas that are not your own, using direct wording from another source (even a cited one) without quotation marks, or slightly re-wording phrases from another source and passing the phrases as your own.

E. Cheating
IDLA users must not engage in cheating, which in its various forms includes, but is not limited to: copying another student's work or allowing your work to be copied; allowing someone other than yourself to submit work in your name; using unauthorized assistance on an assessment; allowing someone other than yourself to take an assessment; inappropriate use of a translator in language classes; submitting the same work for multiple courses; or giving answers to other students.

F. Fabricating Data
IDLA users must not engage in fabricating data when completing assignments that require research and/or collecting data. Forms of fabrication include, but are not limited to: falsifying or manipulating data to achieve a desired result; reporting data for an experiment that was not conducted (dry-labbing); or submitting written work with fabricated or falsified sources.

G. Academic Sabotage
IDLA users must not engage in Academic sabotage, which consists of any act that damages another student's work or grade on purpose.

H. False Information
IDLA users must not lie to an instructor, site coordinator, parent, or principal (such as saying an assignment has been completed when it has not, or lying about your grade).

I. Illegal activities
Illegal activities include tampering with IDLA computer hardware or software, unauthorized entry into computers, knowledgeable vandalism or destruction of computer files, or encouraging the use of illegal materials. Use of the IDLA for any illegal activities is prohibited and will result in legal action.

J. System disruption
Intentional or malicious attempts to degrade or disrupt system performance of the IDLA or any other computer system or network are considered criminal activity under state and federal law. IDLA encourages IDLA users to use best practices to avoid unintentional disruption of system performance.

K. Account responsibility
IDLA users have full responsibility for the use of their account. All violations of this policy traced to an individual account name will be treated as the sole responsibility of the owner of that account.

L. User information
IDLA mandates all users to provide current demographic information which includes but is not limited to full name, mailing address, email address, and phone number.

M. Impersonation
All IDLA users must use their own name in the use of the IDLA network. Impersonation (logging in as another user or under a false name) is not allowed. (This prohibition does not extend to activities with curricular objectives, such as role-playing within a class discussion, in which users are not attempting to disguise their identities).

N. Anonymity
All IDLA users must use their name on all communication. Anonymity is not allowed. As an educational network, we believe that individuals are responsible for their actions and words;

O. Representation.
When navigating locations on the Internet or using IDLA tools, IDLA users must conduct themselves as representatives of both their respective schools and the IDLA.

P. Email Communication
Email accounts are required to communicate on the IDLA network, and inappropriate email user account names will not be allowed in the system.

6. IDLA assumes no responsibility for Internet access including phone charges, line costs, usage fees, hardware, software, other media, or any other non-specified technology costs associated with a user's connectivity to the Internet or that may be required to access IDLA courses or other instructional resources. IDLA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. IDLA assumes no responsibility for any damages to the user's computer system under any circumstances. The technology requirements of all courses are available on the IDLA website prior to enrollment. Users are solely responsible for acquiring and learning to use all required technology needed to access and complete all online IDLA courses activities.

7. Failure to abide by the IDLA Acceptable Use Policy could result in:
   - § Report to the local district of the infraction
   - § Immediate removal of the user's access to IDLA instructional computing resources, which could result in their inability to complete learning activities and

subsequent course failure.

- § Immediate removal of the user from the course.
- § Involvement of law enforcement agencies and possible legal action.

IDLA reserves the right to make modifications to the document at any time without prior notification.

AdvancED
ACCREDITED | NWAC
This is to certify that
Idaho Digital Learning Academy
having met the requirements established by the AdvancED® Accreditation Commission
and Board of Trustees is hereby accredited by the Northwest Accreditation Commission.
Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, AdvancED

SUBJECT

Idaho Public Charter School Commission Annual Update

REFERENCE

February 2015	The Board was presented with the Idaho Public Charter School Commission Annual Report and update on the status of charter schools in Idaho.
February 2016	The Board was presented with the Idaho Public Charter School Commission Annual Report and Idaho charter school performance around the state.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission Director Tamara Baysinger will update the Board on the status of the PCSC's portfolio schools and the IPCSC's ongoing implementation of best authorizing practices.

IMPACT

This presentation will provide the Board with an update on charter schools around the state and provide the Board with the opportunity to ask questions and discuss the implementation of charter school performance certificates.

ATTACHMENTS

Attachment 1 – Idaho Public Charter School Commission Annual Report Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-5213, Idaho Code, creates the Public Charter School Commission (Commission), and locates it in the Office of the State Board of Education. The Board's Executive Director or designee is responsible with the enforcement of Chapter 52, Title 33 (Public Charter Schools) as well as serving as the Secretary to the Commission. Staff assigned to the Commission are Board of Education Staff, the Director for the Commission, Tamara Baysinger, serves as the Executive Directors designee.

In addition to acting as an independent authorizer for public charter schools, the Commission also has the responsibility of making recommendations to the Board regarding the oversight of public charter schools in Idaho. Ms. Baysinger will provide the Commissions annual update to the Board on the status of the Commission's portfolio schools and implementation of the charter school performance certificates.

BOARD ACTION

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

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Idaho Public Charter School Commission 2016 Annual Report

A Year in Review

Thank you for your interest in Idaho's public charter schools. The Public Charter School Commission (PCSC) is Idaho's largest authorizer, with a portfolio comprising 71% of Idaho's 52 charters. Our mission is to protect student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools. We endeavor to implement best practices and enforce compliance with Idaho statute in order to ensure the excellence of public charter school options for Idaho families.

During 2016, the PCSC began its inaugural charter renewal cycle, developing new processes in accordance with 2013 legislation and conducting evaluations of schools scheduled for renewal consideration in spring 2017. While renewal decisions must be based on schools' outcomes on the performance framework, the renewal process also included multiple opportunities for schools to share additional performance data and contextual information.

Over the past three years, significant and ongoing changes to the state's school accountability system have impacted the ability of the performance framework to function as intended. The PCSC is in the process of developing a new framework that will both reflect the state's new accountability system and accommodate future policy shifts.

Our portfolio has expanded to include two new schools: Alturas International Academy and Gem Prep: Pocatello. AIA offers an International Baccalaureate program to Idaho Falls area students. GPP operates in Pocatello, providing students with a blended online and onsite educational program based on the successes of Idaho Distance Education Academy.

During 2016, the PCSC welcomed two, new Commissioners. We extend heartfelt thanks to outgoing Commissioners Gayle O'Donahue and Gayann DeMordaunt, both of whose service has proved invaluable to our state's charter school community over many years.

We invite you to join us in supporting a high-quality charter school sector in Idaho.

Sincerely,

Alan Reed, Chairman

Tamara L. Baysinger, Director

February 2017

Portfolio Overview

The PCSC's portfolio comprises 37 public charter schools. These schools are located all across the state, in both rural and urban communities. Their time in operation ranges from one to eighteen years. They offer an array of educational choices: Core Knowledge, Expeditionary Learning, Harbor, Montessori, Classical, Waldorf, International Baccalaureate, and more. Several are alternative schools, and others focus on underserved or at-risk populations while welcoming all students who wish to attend. Seven are categorized as virtual schools.

PCSC PORTFOLIO SCHOOL	YEAR	LOCATION	GRADES	METHOD
Alturas International Academy	2016	Idaho Falls	K-8	International Baccalaureate
American Heritage Charter School	2013	Idaho Falls	K-12	Core Knowledge
Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs
Bingham Academy	2014	Blackfoot	9-12	Postsecondary Preparation
Blackfoot Community Charter Learning Center	2000	Blackfoot	K-8	Brain-Based, Multi-Age
Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion
Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep
Compass Public Charter School	2005	Meridian	K-12	Compass Method
Conner Academy (formerly The Academy)	2006	Pocatello	K-8	Harbor
Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor
Gem Prep: Pocatello	2016	Pocatello	K-6	Blended Online/Onsite
Heritage Academy	2011	Jerome	K-8	Schoolwide Enrichment
Heritage Community Charter School	2011	Caldwell	K-8	Classical, Dual-Language
Idaho College and Career Readiness Academy	2014	Statewide	9-12	Career Technical
Idaho Connects Online	2009	Statewide	6-12	Virtual
Idaho Science and Technology Charter School	2009	Blackfoot	4-8	Science & Technology
Idaho Virtual Academy	2002	Statewide	K-12	Virtual
INSPIRE Connections Academy	2005	Statewide	K-12	Virtual
iSucceed Virtual High School	2008	Statewide	9-12	Virtual
Kootenai Bridge Academy	2009	Coeur d'Alene	11-12	Virtual, Credit Recovery
Legacy Charter School	2011	Nampa	K-8	Harbor
Liberty Charter School	1999	Nampa	K-12	Harbor
Monticello Montessori Charter School	2010	Ammon	K-6	Montessori
North Idaho STEM Charter Academy	2012	Rathdrum	K-12	STEM
North Star Charter School	2003	Eagle	K-12	International Baccalaureate
North Valley Academy	2008	Gooding	K-12	Core Knowledge
Palouse Prairie Charter School	2009	Moscow	K-8	Expeditionary Learning
Richard McKenna Charter School	2002	Mountain Home	K-12	Montessori K-8, Virtual Alt. HS
Rolling Hills Public Charter School	2005	Boise	K-8	Harbor
Sage International School of Boise	2010	Boise	K-12	International Baccalaureate
Syringa Mountain School	2014	Ketchum	K-6	Waldorf Inspired
Taylor's Crossing Public Charter School	2006	Idaho Falls	K-12	Harbor
The Village Charter School	2011	Boise	K-8	7 Habits & Leadership
Victory Charter School	2004	Nampa	K-12	Harbor
Vision Charter School	2007	Caldwell	K-12	Classical
White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge
Xavier Charter School	2007	Twin Falls	K-12	Classical

Approximately 16,175 students were served by the PCSC's portfolio schools during the 2015-16 school year. About 4,975 of these were enrolled in virtual charter schools. Idaho also offered 15 district-authorized charter schools. The total number of public charter school students in Idaho was approximately 20,340, representing only a slight increase from 2015.

Who We Are

The PCSC's seven members hail from all around the state. Commissioners are appointed by the Governor (3 members), Senate Pro Tempore (2 members), or Speaker of the House (2 members). They serve four year terms; statute provides for a two-term limit. Officers are elected every two years in the spring.

The PCSC office is staffed by the Office of the State Board of Education and includes 4 FTE: Director Tamara Baysinger, Charter Schools Program Manager Kirsten Pochop, Accountability Program Manager Jennifer Barbeau, and Administrative Assistant Chelsea Cantrell.

The PCSC's fiscal year 2017 budget is $498,100, an increase of 6.4% from fiscal year 2016. The PCSC's FY17 revenue represents a combination of authorizer fees and state funds appropriated as part of the State Board of Education's budget.

In its October 2013 Authorizing Roadmap, the National Association of Charter School Authorizers provided a comparison of PCSC resources compared to those of similar authorizers. Below, that comparison has been updated to reflect FY16 data.

Authorizer	# of Schools	FTE	Budget
CO CSI	39	18	$3,107,735
HI PCSC	34	18	$1,815,700
Idaho PCSC	37	4	$498,100

In recent years, the addition of 1.5 FTE has enabled us to spend more time visiting with school leaders, developing resources, providing training opportunities, and considering both hard data and "soft" observations to better understand the impact of each school on its students and community. We have also worked to develop a transparent and meaningful charter renewal process.

We are currently exploring opportunities for increased implementation of best practices, such as engaging teams of independent consultants to perform pre-renewal site visits. Such visits represent best authorizing practice, as they offer schools an additional opportunity to provide context for their performance outcomes. They also provide decision-makers with outside, expert opinions regarding individual schools' operations.

Additionally, we are engaging with professional colleagues and stakeholders to develop an updated performance framework. The new framework will dovetail with ESSA and the state's accountability system, provide additional opportunities to understand student growth, and consider schools' unique successes. It will also have the flexibility to remain functional in the event of statewide policy or assessment changes.

OUR COMMISSIONERS

Chairman Alan Reed
Idaho Falls
Term: 2014 - 2018

Vice-Chair Brian Scigliano
Boise
Term: 2016 - 2020

Commissioner Evan Frasure
Pocatello
Term: 2015 - 2019

Commissioner Kelly Murphey
Castleford
Term: 2014 – 2018

Commissioner Wanda Quinn
Coeur d'Alene
Term: 2016 - 2020

Commissioner Sherrilynn Bair
Firth
Term: 2016 – 2020

Commissioner Nils Peterson
Moscow
Term: 2017 – 2019

We also thank former Commissioners Gayle O'Donahue and Gayann DeMordaunt.

What We Do

As an authorized chartering entity, the PCSC's role is to protect students and taxpayers by overseeing the quality of the charter schools it authorizes. We also endeavor to protect the autonomy of charter school boards, focusing on performance outcomes while giving schools as much freedom to direct their own inputs as the law allows.

Authorizing work can be divided into three phases: Petition review, ongoing oversight, and charter renewal. Each of these phases demands a different focus, but our goals are always to encourage innovation and ensure quality.

Petition Review

The petition review phase focuses on evaluating new charter petitions with the following question in mind:

Is it likely that this proposal will result in a successful, high-quality school that serves a community need?

Petition reviews consider:

- Quality of the educational program,
- Adequacy of financial resources, and
- Capacity of the founding board.

Upon approval of a new charter petition, the PCSC and school sign a performance certificate and framework detailing the academic and operational performance expectations and measures against which the school will be evaluated.

Ongoing Oversight

The ongoing oversight phase focuses on keeping schools and stakeholders appraised of performance outcomes relative to the standards contained in the performance certificate and framework.

Each PCSC portfolio school receives annual performance reports reflecting its academic, operational, and financial status. Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

The PCSC endeavors to limit the reporting burden on its portfolio schools. Data contained in annual performance reports is gathered primarily through ISEE and independent fiscal audits. Most PCSC portfolio schools need to submit only a few, additional reports to the PCSC:

- Semi-annual financial updates,
- An annual board membership update, and
- Mission-specific performance data (optional).

Charter Renewal

Charter renewal is an important process for both authorizers and schools. At the end of a school's performance certificate term, authorizers must evaluate performance outcomes in the light of contextual factors and determine whether or not the school should continue to be entrusted with students' time and taxpayers' resources for another five-year term. Schools must make their cases for renewal, demonstrating either strong performance outcomes or clear evidence that their outcomes, despite room for improvement, still reflect success. This thoughtfully-applied bedrock of accountability is at the heart of the charter school movement.

Charter Renewal

During 2016, the PCSC implemented a new, charter renewal process. Most of the schools whose terms were ending had earned low ratings on the state's former accountability system; many of them served challenging student populations. We placed a priority on providing schools with multiple opportunities to share contextual detail and auxiliary performance data to augment the information already captured by their annual performance reports. Site visits, while not a deciding factor in renewals, provided context and independent expertise.

The PCSC worked with schools beginning over a year in advance of the renewal decision deadline. Schools and the PCSC were able to overcome a tight statutory timeline, which begins in November and ends in March. Everyone's timely and thoughtful correspondence was much appreciated.

The renewal process is outlined below, with statutory requirements shown in blue text. Many additional steps were taken by the PCSC to ensure transparency and opportunity for schools to share their perspectives.

March of Pre-Renewal Year	PCSC staff meets with school leadership to introduce the renewal process and discuss any concerns regarding school outcomes.
May of Pre-Renewal Year	PCSC issues renewal application and guidance to schools. (Statutory deadline for issuance is November 15.)
July 15	Schools may submit auxiliary performance data (optional).
Fall of Renewal Year	Evaluation team, including independent expert, makes a site visit to the school. Their observations may inform, but cannot be the basis of, renewal recommendations.
November 15	PCSC issues performance reports to schools. Renewal application and guidance are provided again.
December 15	Schools submit completed renewal applications to PCSC.
January 15	PCSC issues recommendations to schools. Schools may sign consent agreements or request public hearings.
January 25	Schools respond with either signed consent agreements or requests for public hearings.
January 27	PCSC and any schools requesting public hearings exchange exhibits.
February PCSC Regular Meeting	Public hearings are held to consider evidence regarding renewal year schools. Schools may call witnesses and be represented by counsel.
Within 7 days of the February PCSC Regular Meeting	Parties may submit written closing arguments to PCSC office (optional).
By March 15	PCSC makes final renewal or non-renewal determinations.

In January 2017, all twelve schools under renewal consideration signed consent agreements, expressing their agreement with PCSC recommendations. All twelve were recommended for renewal, some with conditions crafted to reflect the need for improvement while respecting realities such as highly mobile, at-risk, low-income, or otherwise challenging student populations.

Summary of 2016 Performance Outcomes

The following chart provides an "at a glance" summary of each PCSC portfolio school's performance outcomes in the areas of academics, operations, and finance.

Each academic subject is shaded according to whether the school's ISAT proficiency rate exceeded or fell short of the state's proficiency rate. Light gray shading indicates that the school's results were higher than the statewide proficiency rate; dark gray indicates lower results.

In the operational and financial categories, results are color-coded by schools' accountability designations as detailed in their individual annual performance reports. The four accountability designations are honor (blue), good standing (green), remediation (yellow), and critical (red).

For schools that offer both general and alternative programs, only general population results are reflected in this chart.

PCSC PORTFOLIO SCHOOL	MATH	ELA	SCIENCE	OPERATIONAL	FINANCIAL
American Heritage Charter School					
Coeur d'Alene Charter Academy					
Compass Public Charter School					
Falcon Ridge Public Charter School					
Legacy Charter School					
Liberty Charter School					
North Idaho STEM Charter Academy					
North Star Charter School					
Palouse Prairie Charter School					
Rolling Hills Public Charter School					
Sage International School of Boise					
Taylor's Crossing Public Charter School					
Victory Charter School					
Vision Charter School					
White Pine Charter School					
Xavier Charter School					
Connor Academy					
Bingham Academy					
INSPIRE Connections Academy (Virtual)					
iSucceed Virtual School (Virtual)					
Idaho Virtual Academy (Virtual)					
Monticello Montessori Charter School					
Richard McKenna Charter School					
Syringa Mountain School					
Another Choice Virtual School (Virtual)					
Blackfoot Charter Community Learning Center					
Chief Tahgee Elementary Academy					
Heritage Academy					
Heritage Community Charter School					
Idaho College and Career Readiness Academy (Virtual)					
Idaho Connects Online (Virtual)					
Idaho Science and Technology Charter School					
Kootenai Bridge Academy (Virtual Alt.)					
North Valley Academy					
The Village Charter School					

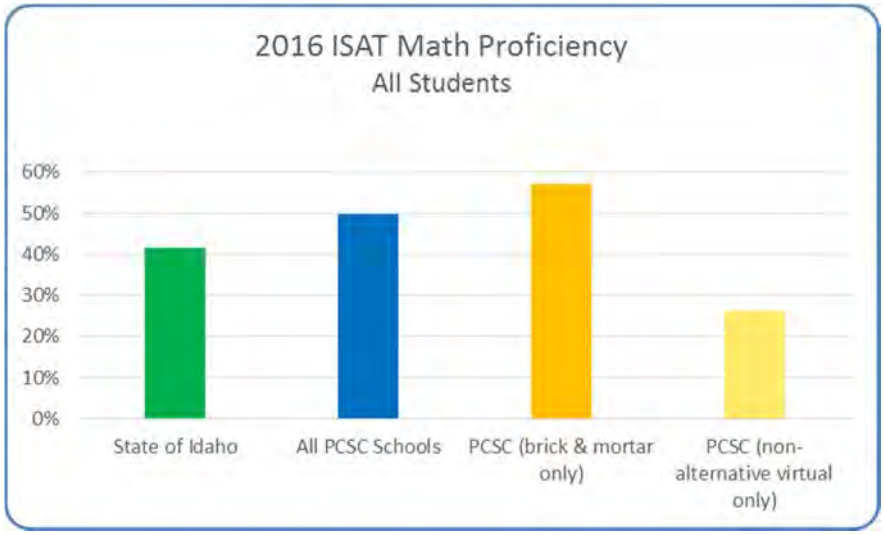
Academic Outcomes

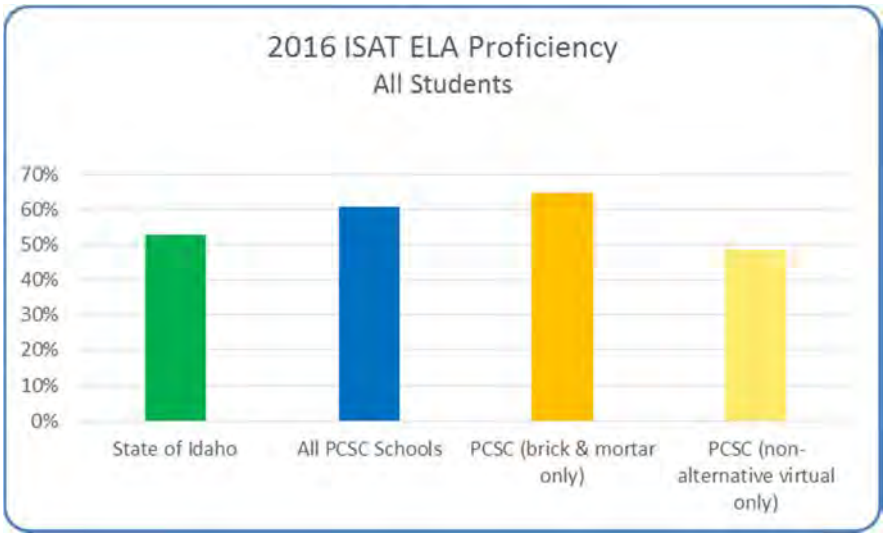
When assessing the overall quality of the schools in its portfolio, the PCSC focuses primarily on academic outcomes. Because the state's accountability system remains in flux, 2016 data is limited. Student growth data remains unavailable. Schoolwide change data indicates that, between 2015 and 2016, about half of PCSC portfolio schools saw an improvement in math and ELA proficiency rates, while the other half experienced a decline.

Comparisons of proficiency rates between PCSC portfolio schools and their surrounding districts give us some information about charter schools' performance. Additional data, such as growth and extended cohort graduation rates, is necessary for a more complete understanding. The PCSC is presently working toward the adoption of a new performance framework that will reflect more fully the successes and challenges of individual schools.

Information regarding each school's educational program, student demographics, and performance outcomes may be found in the school's annual performance report, available at chartercommission.idaho.gov.

Overall, PCSC portfolio schools show higher math and ELA proficiency rates than the state averages. Brick and mortar charters in the PCSC portfolio tend to have higher proficiency rates than PCSC-authorized virtual schools.



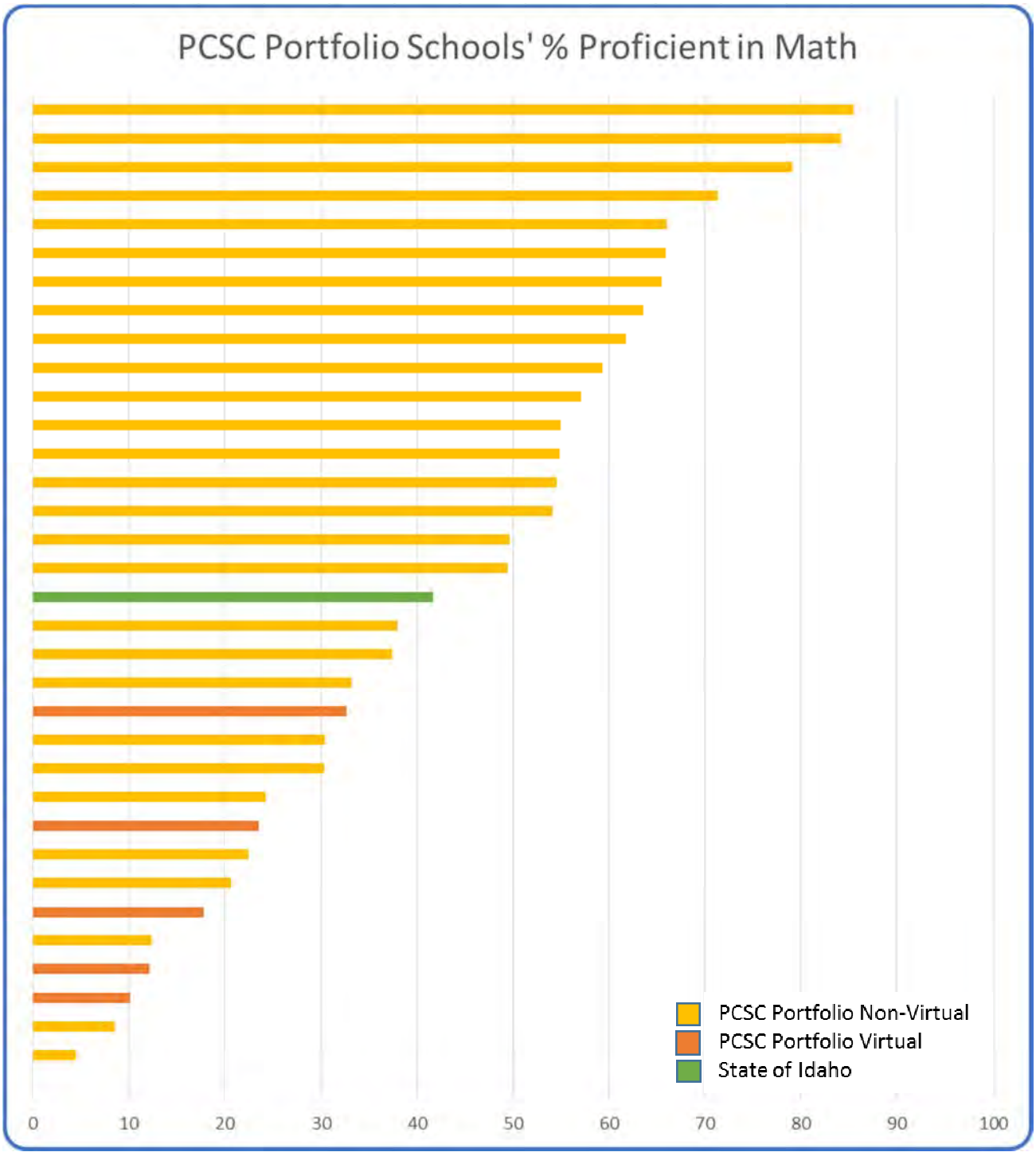


Math

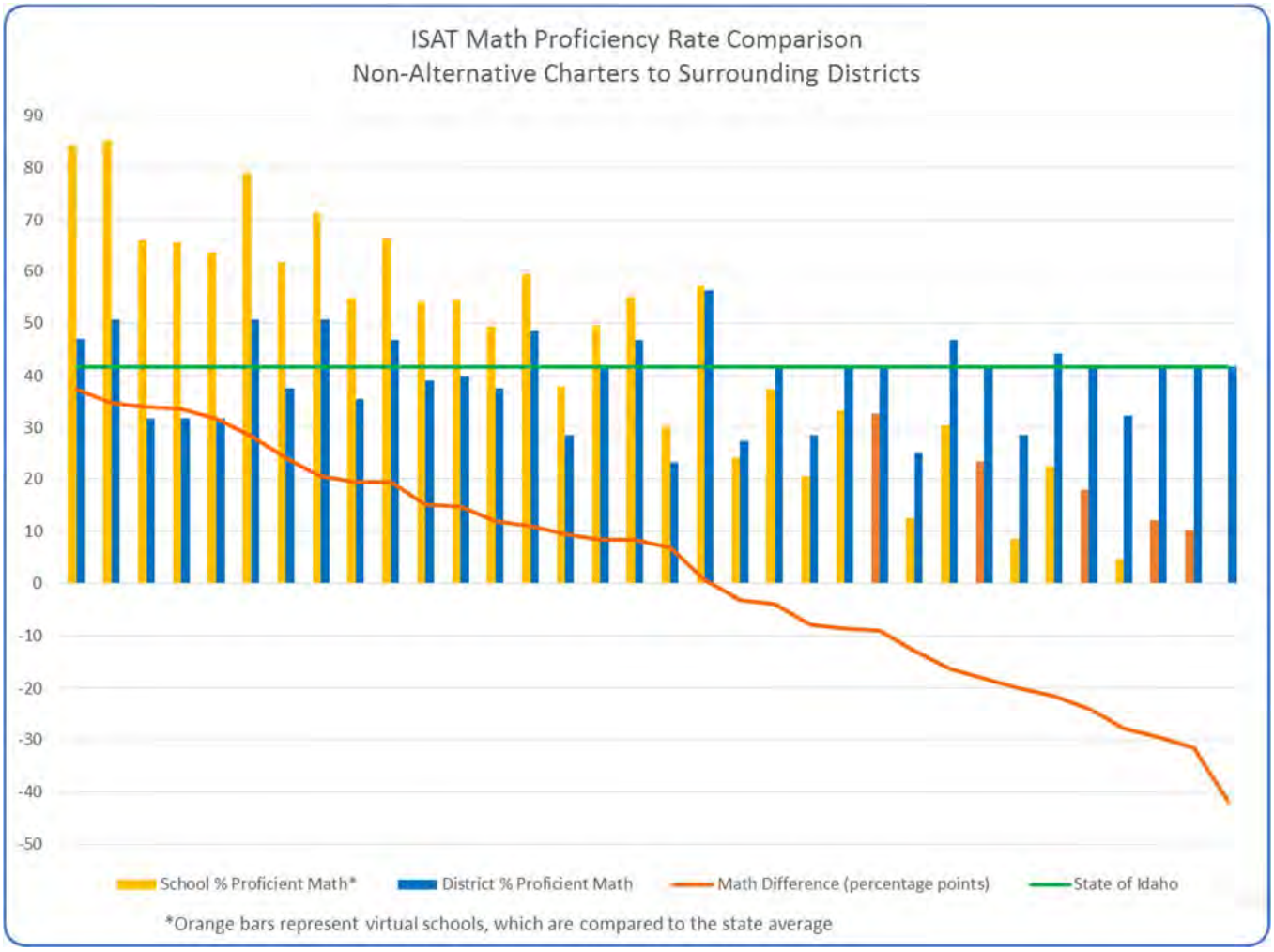
The following chart compares PCSC portfolio schools' 2016 ISAT math proficiency rates to the state average.

50% of all non-alternative PCSC portfolio schools had ISAT math proficiency rates that exceeded the state average.

63% of non-virtual PCSC portfolio schools had ISAT math proficiency rates that exceeded the state average.



The following chart compares PCSC portfolio schools' 2016 math proficiency rates to those of neighboring or similar schools. The "surrounding district" data represented by the blue columns describes other public schools that are located in the same geographical area. In the case of virtual schools, which serve multiple districts or the entire state, the State of Idaho is used for comparison in place of the surrounding district. The red line represents the degree of difference between each school and its comparison group.



56% of all non-alternative PCSC portfolio schools had ISAT math proficiency rates that exceeded those of their surrounding school districts.

68% of non-virtual PCSC portfolio schools had ISAT math proficiency rates that exceeded those of their surrounding school districts.

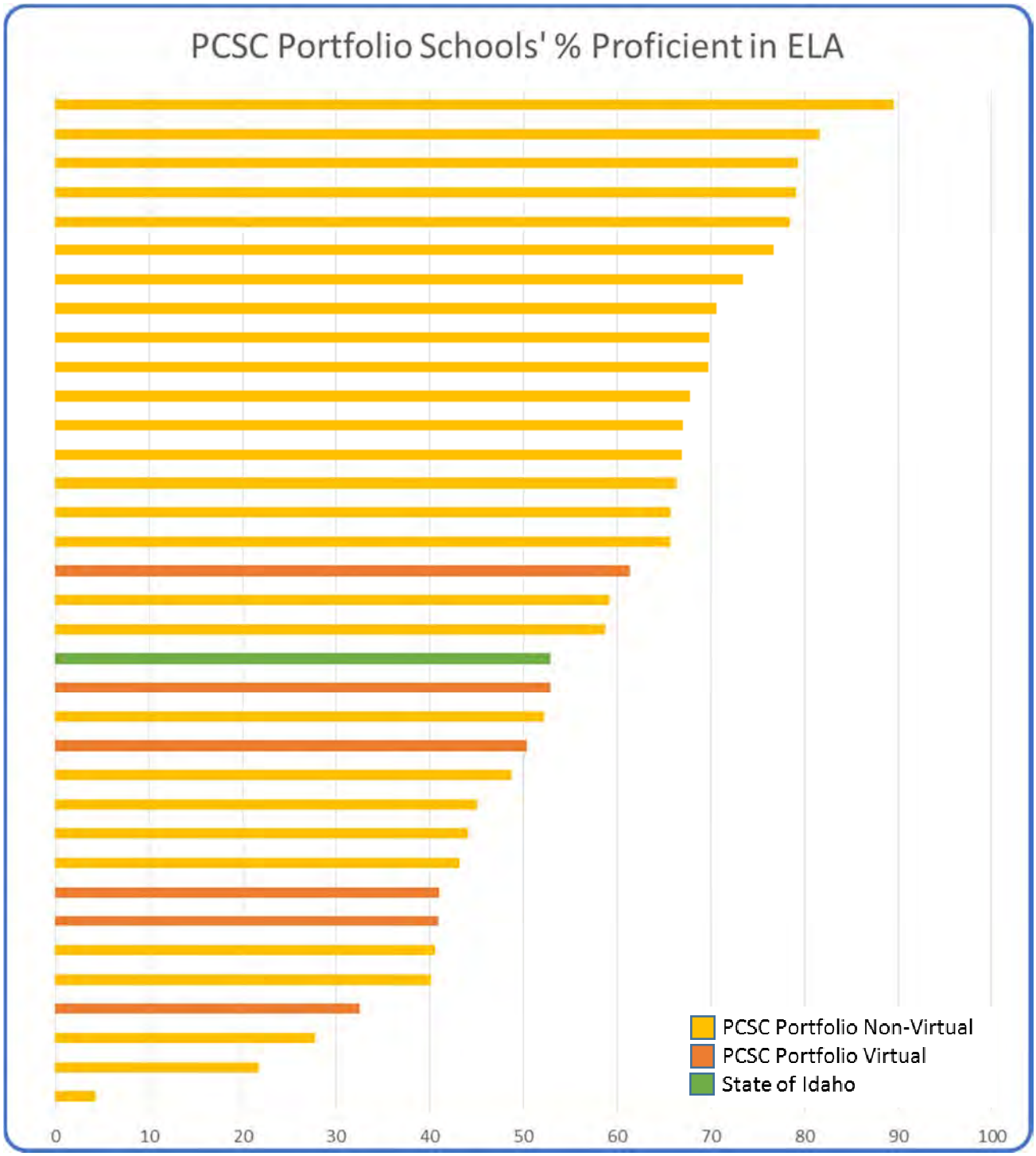
PCSC portfolio schools' outcomes ranged from 37 percentage points higher than the relevant comparison group to 42 percentage points lower than the relevant comparison group.

English Language Arts

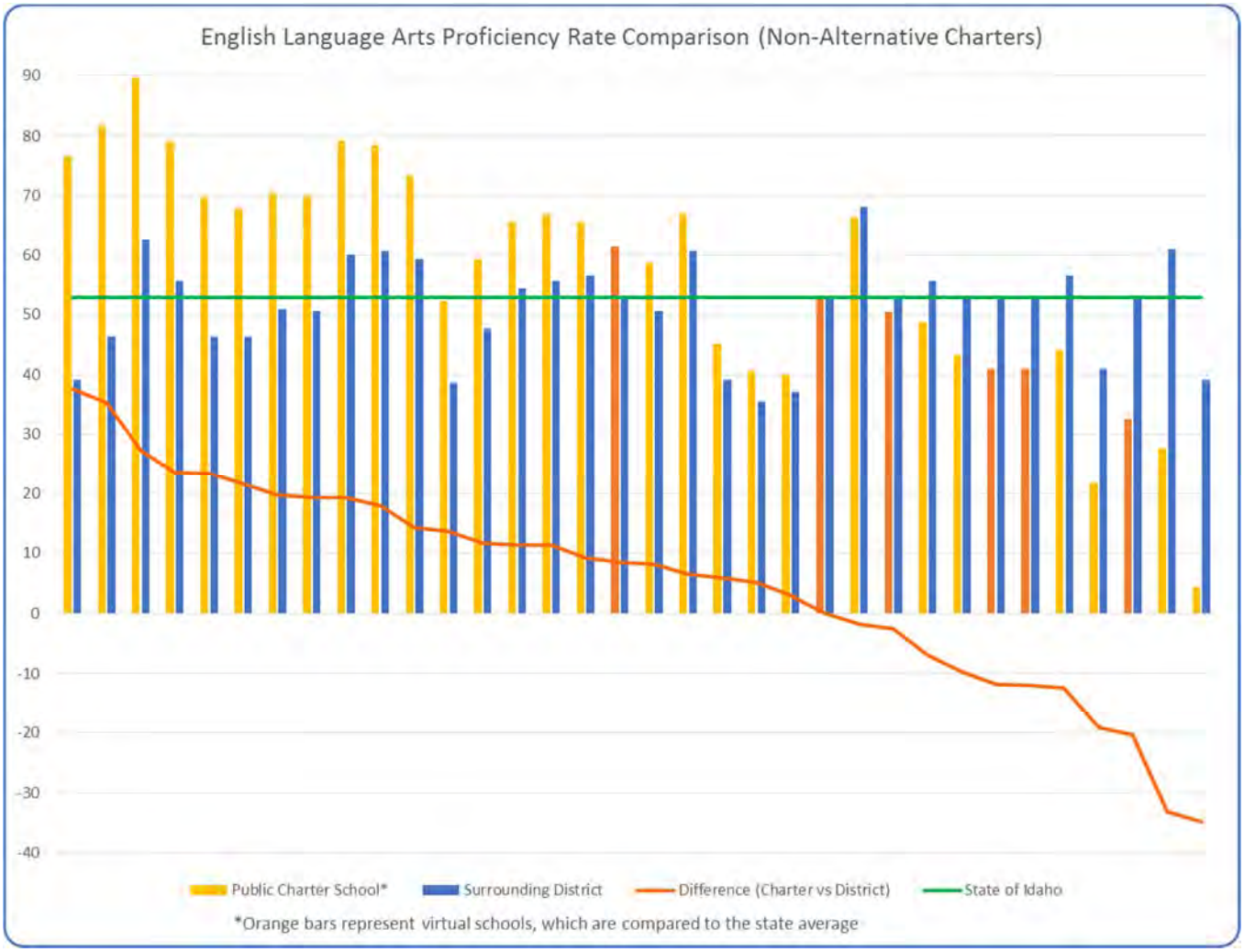
The following chart compares PCSC portfolio schools' 2016 ISAT ELA proficiency rates to the state average.

59% of all non-alternative PCSC portfolio schools had ISAT ELA proficiency rates that met or exceeded the state average.

67% of non-virtual PCSC portfolio schools had ISAT ELA proficiency rates that exceeded the state average.



The following chart compares PCSC portfolio schools' 2016 ELA proficiency rates to those of neighboring or similar schools. The "surrounding district" data represented by the blue columns describes other public schools that are located in the same geographical area. In the case of virtual schools, which serve multiple districts or the entire state, the State of Idaho is used for comparison in place of the surrounding district. The red line represents the degree of difference between each school and its comparison group.



68% of all non-alternative PCSC portfolio schools had ISAT ELA proficiency rates that exceeded those of their surrounding school districts.

75% of non-virtual PCSC portfolio schools had ISAT ELA proficiency rates that exceeded those of their surrounding school districts.

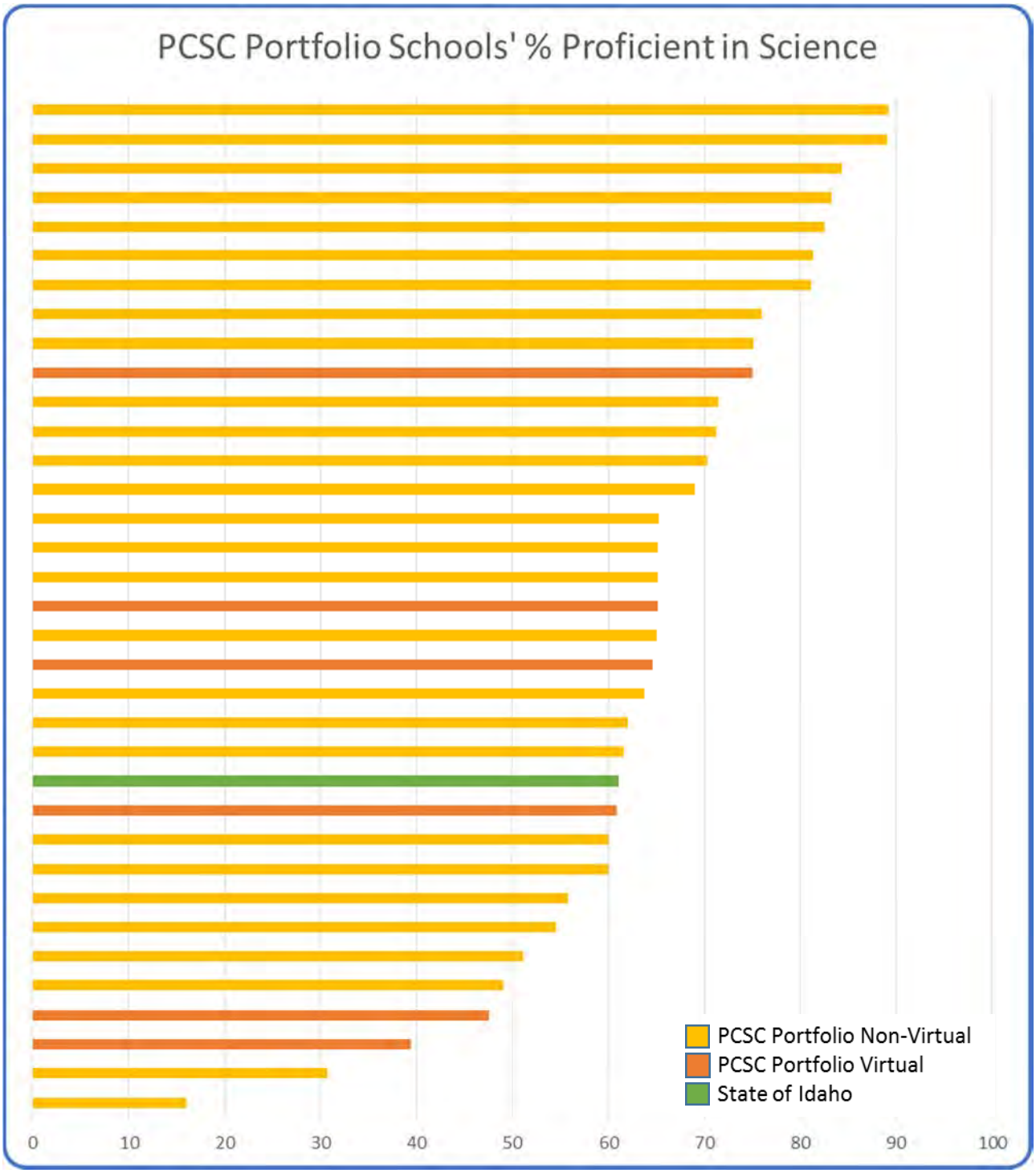
PCSC portfolio schools' outcomes ranged from 38 percentage points higher than the relevant comparison group to 35 percentage points lower than the relevant comparison group.

Science

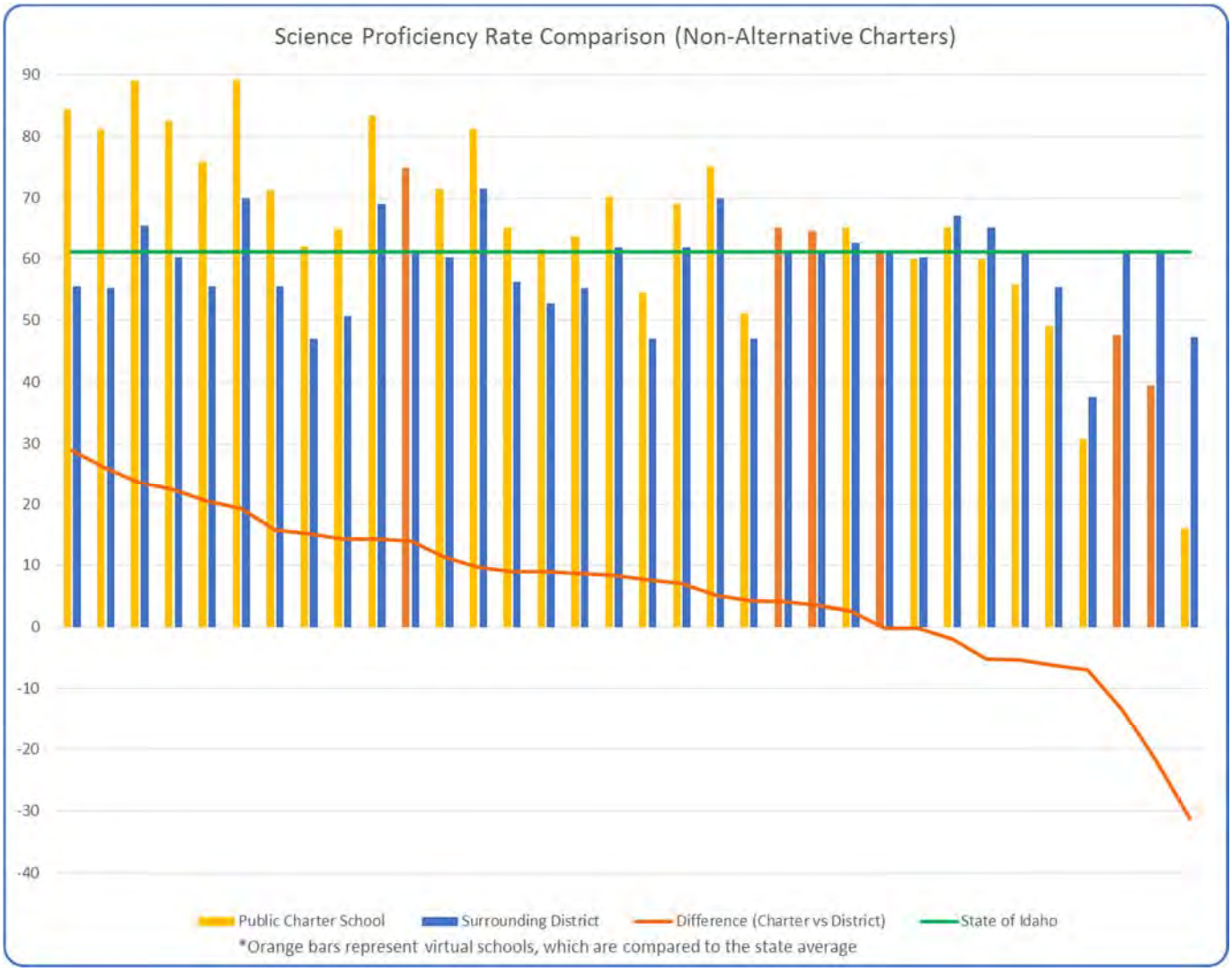
The following chart compares PCSC portfolio schools' 2016 ISAT science proficiency rates to the state average.

68% of all non-alternative PCSC portfolio schools had ISAT science proficiency rates that met or exceeded the state average.

71% of non-virtual PCSC portfolio schools had ISAT science proficiency rates that exceeded the state average.



The following chart compares PCSC portfolio schools' 2016 science proficiency rates to those of neighboring or similar schools. The "surrounding district" data represented by the blue columns describes other public schools that are located in the same geographical area. In the case of virtual schools, which serve multiple districts or the entire state, the State of Idaho is used for comparison in place of the surrounding district. The red line represents the degree of difference between each school and its comparison group.



71% of all non-alternative PCSC portfolio schools had ISAT science proficiency rates that exceeded those of their surrounding school districts.

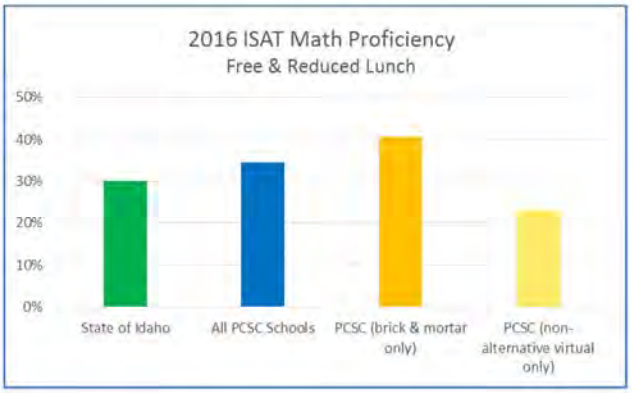
75% of non-virtual PCSC portfolio schools had ISAT science proficiency rates that exceeded those of their surrounding school districts.

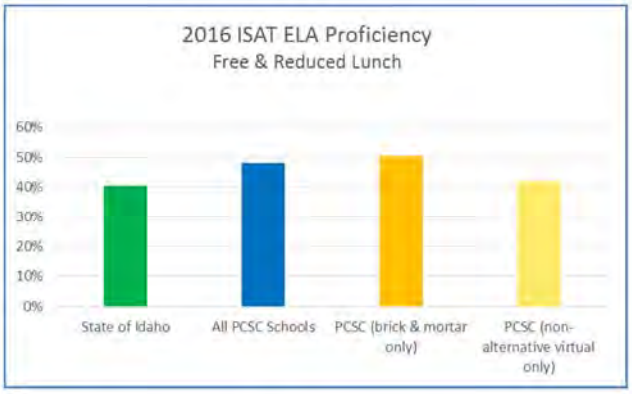
PCSC portfolio schools' outcomes ranged from 29 percentage points higher than the relevant comparison group to 31 percentage points lower than the relevant comparison group.

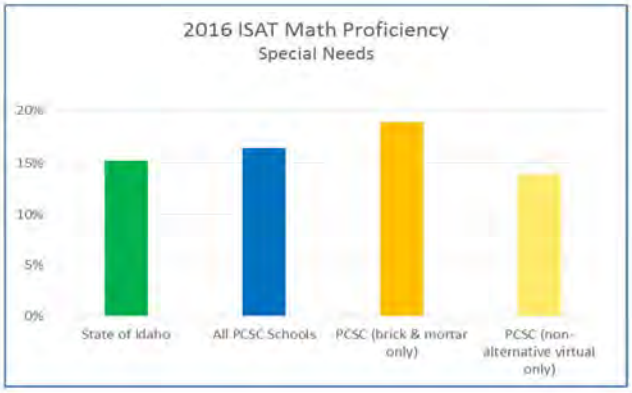
Special Populations

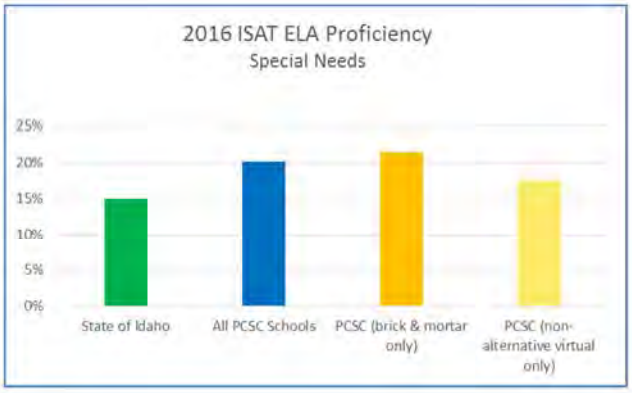
Idaho's public charter schools tend to be less demographically diverse than the state's traditional public schools. Although there are notable exceptions, most PCSC portfolio schools enroll smaller percentages of free & reduced lunch qualifying students, non-white students, and students with special needs than their traditional counterparts. Very few students with limited English proficiency are enrolled in PCSC portfolio schools, a discrepancy many schools are working to reduce.

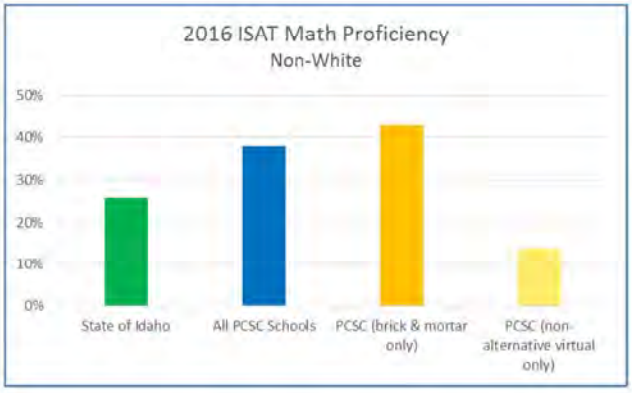
All students are welcome to attend Idaho's public charter schools. The data shown below indicates that subpopulations are well served by the majority of PCSC portfolio schools.

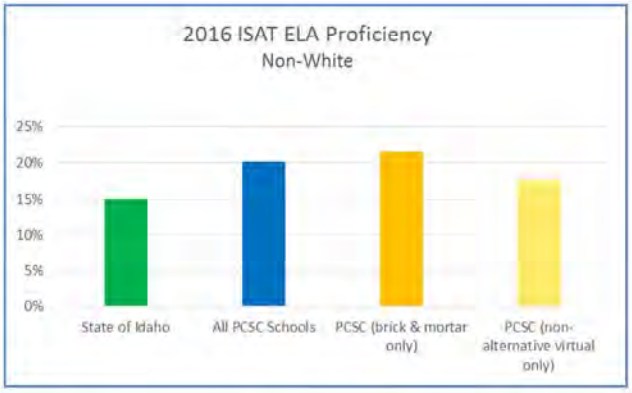












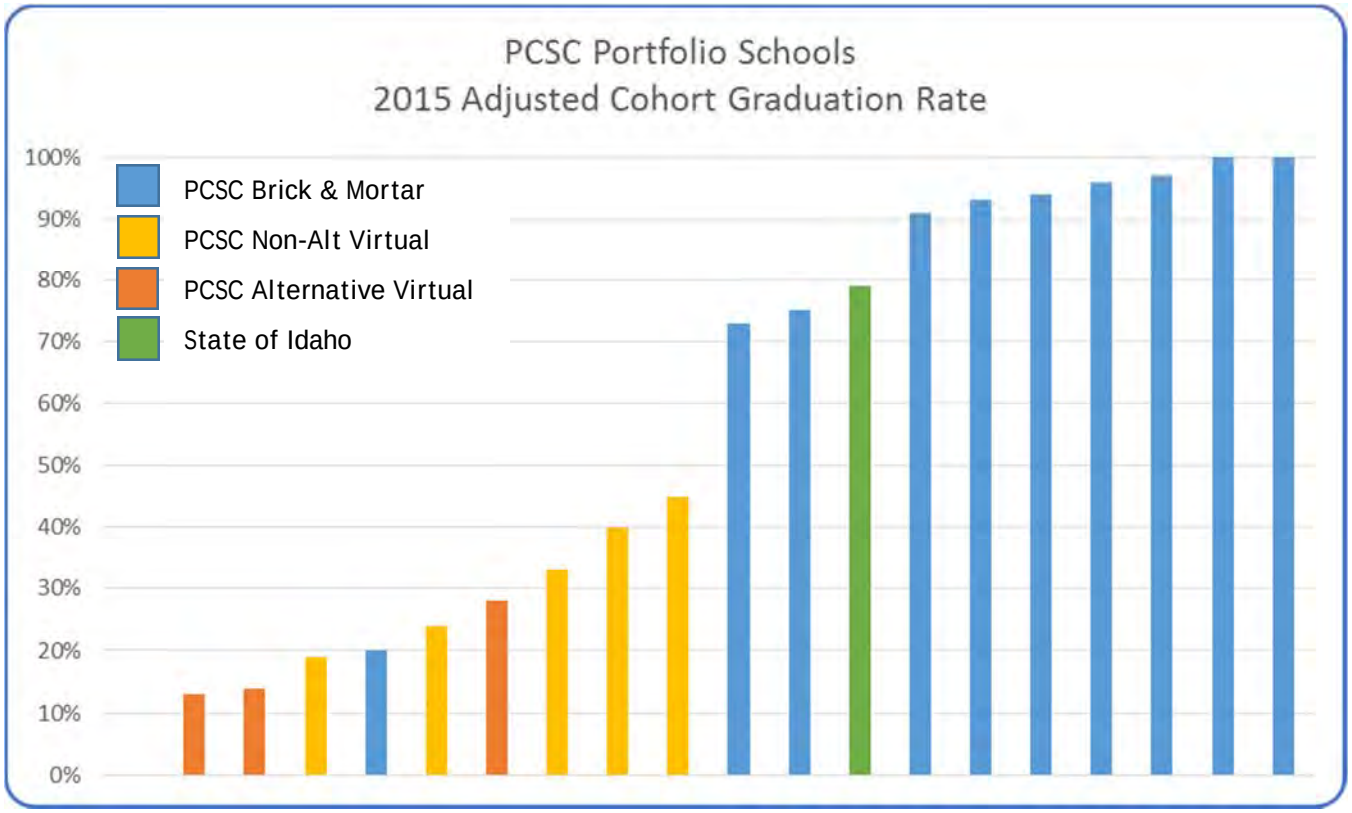
Graduation Rates

The majority of non-virtual charters in the PCSC's portfolio have 4-year adjusted cohort graduation rates (ACGRs) that exceed the state average, often by a significant margin. However, both alternative and non-alternative PCSC-authorized virtual charter schools have very low ACGRs, ranging from 0% to 45%. (Idaho offers one other virtual charter school, whose ACGR is 81%.) The state average graduation rate is 79%.

Five-year cohort graduation rate data, presently available for only one year, suggests that some virtual schools' extended cohort graduation rates are up to 10% higher than their 4-year ACGRs. Because the state's method of calculating graduation rates changed in recent years, six-year and longer cohort graduation rates are not yet available, though it is clear that some virtual schools are committed to serving students in these groups. Accumulation of data over time will help facilitate understanding of how much virtual schools are able to assist struggling students in obtaining diplomas.

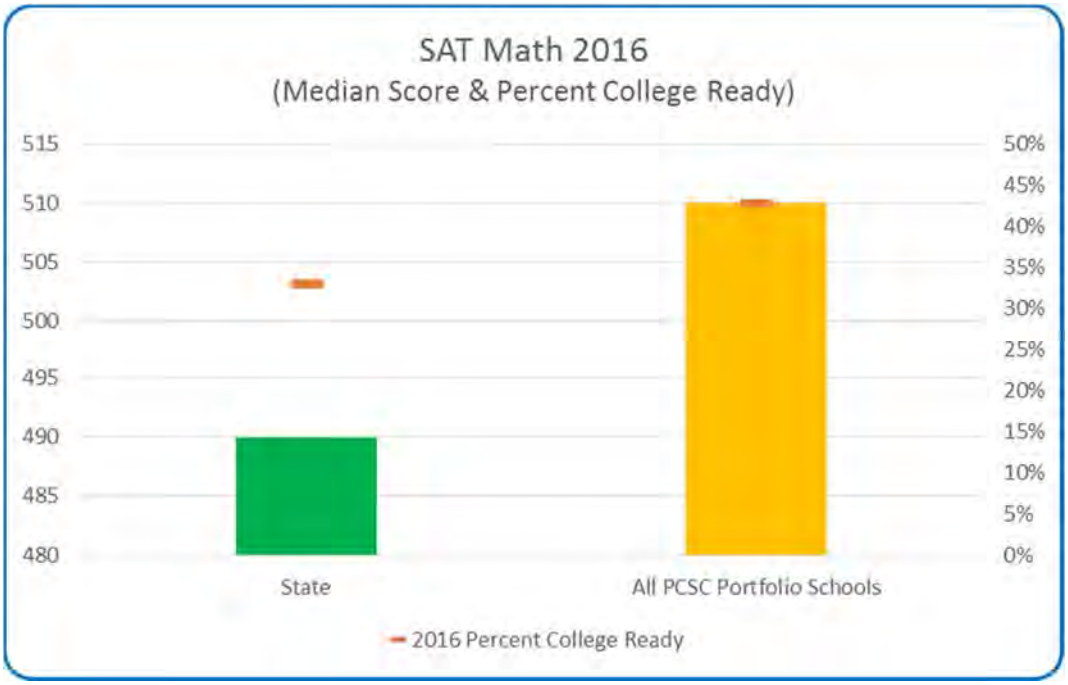
Virtual school leaders report that their student populations are highly mobile, shifting between schools more frequently than typical high school populations. They also indicate that many students who enroll at virtual schools are already behind their cohorts. Little comprehensive data is available regarding the extensiveness of these factors, the reasons they occur, or their degree of impact on virtual schools' graduation rates. Additional research is underway to examine the degree to which students are credit deficient when they enter virtual schools and rate at which they recover credits after entry.

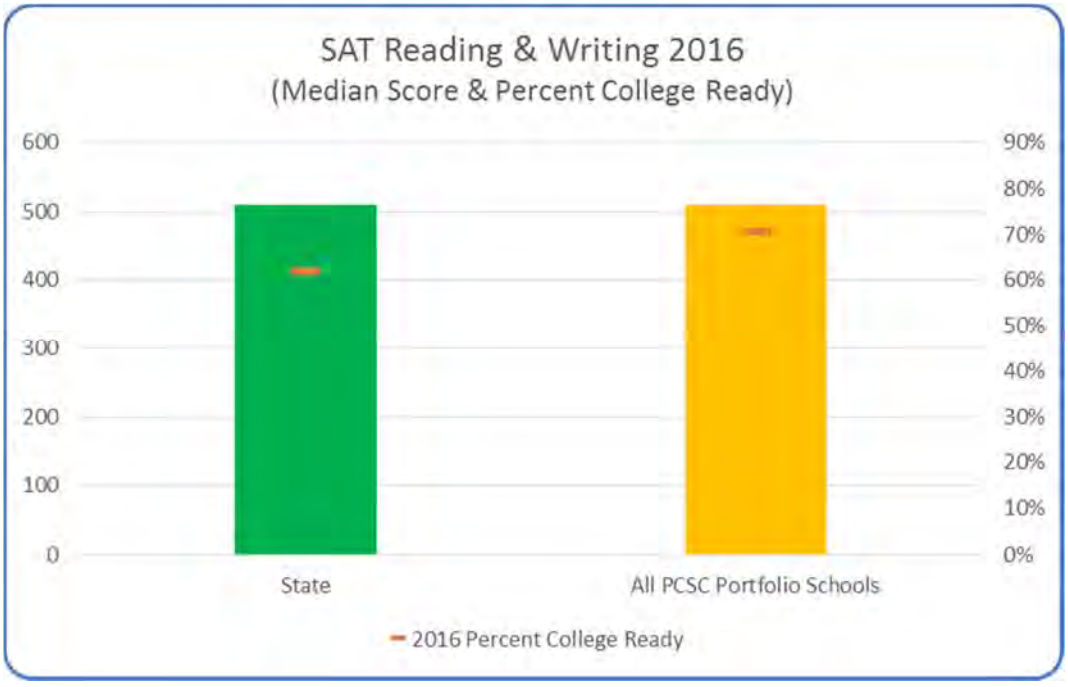
Six of the schools under consideration for renewal in 2017 had graduating classes during their performance certificate terms. Most had low graduation rates. In several cases, renewal was recommended with conditions targeted at increasing graduation rates at a pace sufficient to promote their ability to achieve a 5-year cohort graduation rate of 48% within five years. 48% is the 2014 median 5-year cohort graduation rate for Idaho alternative schools. Although the schools in question are not alternative schools, their student populations face some similar challenges.



SAT Results

SAT results offer additional perspective regarding schools' academic outcomes. The following charts compare SAT results for PCSC portfolio schools to those of the state. The data reflects all 11th and 12th grade students who took the SAT during the 2015-16 school year; participation was not required. It is important to note that the State category reflects a much larger sample than the PCSC Portfolio category. The left axis refers to median score, while the right axis refers to the percentage of students whose scores indicate college readiness.





Operational & Financial Outcomes

The PCSC assesses its portfolio schools on a range of management and compliance outcomes. We also review schools' near-term financial health and long-term viability, bearing in mind that Idaho's public charter schools received $106,302,841 in state funding during FY16. $89,303,084 was disbursed to PCSC portfolio schools.

As in prior years, most PCSC portfolio schools demonstrated operational and fiscal strength. When weak areas did appear, they tended to be in the areas of late reporting and independent financial audit findings. A small minority of schools evidenced fiscal distress. In these cases, the PCSC has taken steps to protect taxpayer resources while allowing the schools every opportunity to regain stability.

Looking Back, Looking Ahead

In 2013, stakeholders from across Idaho's charter school community worked together to draft new charter legislation that reflected best practices identified by the National Alliance for Public Charter Schools, the National Association of Charter School Authorizes, and other leaders in the field. Idaho's legislature agreed that authorizers and schools should commit to established performance standards that the schools would be responsible for meeting. Failure to meet these standards could, but would not necessarily, result in non-renewal of the charter.

The 2013 legislation provided welcome relief from an old structure that required authorizers to oversee schools' inputs rather than focusing on performance outcomes. It supported both halves of the so-called "charter school bargain," that is, the exchange of increased autonomy for increased accountability.

Over several years and with continued stakeholder engagement, the PCSC implemented the 2013 legislation. A performance framework was adopted with the understanding that it would be used in conjunction with contextual information about individual schools. Annual performance reports were issued to schools in order to ensure they were advised of any areas of weakness; schools were invited to respond with contextual detail. Even in cases of low performance outcomes, schools did not face sanctions but rather were given time to effect improvement. Not until the ends of their terms would schools be evaluated for renewal or non-renewal, based on documented performance outcomes and the context in which they accrued.

The PCSC's consideration of 2017 charter renewals reflected the limited viability of the performance framework. Between elimination of the Star Rating System and the statewide switch to the ISAT by SBAC, framework outcomes no longer offered the intended scope and accuracy of data on which to base high-stakes decisions. Partly for this reason, the PCSC recommended renewal of all twelve schools in the initial cycle, in some cases with conditions for necessary improvement. Great care was taken to ensure that such conditions would be both attainable and effective in promoting improved outcomes for Idaho students. All twelve schools expressed agreement with the recommendations.

As the PCSC again works with stakeholders to develop an updated framework, we bear in mind that success does not look the same at every school, nor does every school succeed. It is realistic to expect that, from time to time, chronically underperforming schools will be considered for non-renewal. The PCSC does not take lightly the impact of these difficult decisions on students, families, and communities. However, meaningful renewal requirements are crucial to the long term health of the charter school movement.

While school quality is of utmost importance for Idaho students, the PCSC also places high value on school choice. We must be willing both to give promising ideas a chance, and to let go of them when reality falls short of expectations. It is our sincere hope that Idahoans can work together to promote the development of more, high quality new and replication public charter schools so that while a few may come and go, plentiful choice will remain.

"Performance-based accountability is the cornerstone of charter schools."

~ Allison Consoletti, The Center for Education Reform

SUBJECT

2017 Legislative Update and Proposed Legislation

REFERENCE

June 2016	The Board approved legislative ideas for the 2017 legislative session.
September 23, 2016	The Board approved 2017 legislation
December 2016	The Board approved two additional pieces of legislation (STEM School Designation and Adult Postsecondary Completion Scholarship) and authorized Board staff to collaborate with the Governor's staff to support the legislation as it moves through the legislative process.

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2017 legislative session. The Board approved twenty-one (21) bills and one (1) concurrent resolution for introduction and supported two (2) pieces of legislation related to the Governor's education initiatives for the 2017 legislative session.

After the first month of the legislative session, the following legislation submitted or endorsed by the Board is moving through the legislative process:

Board Submitted Bills:

H36: Repeals existing law prohibiting fraternities, sororities, and secret societies in elementary and secondary schools.

H37: Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers.

H58: Repeals existing law relating to teaching certificates obtained during or prior to 1947.

H73: Amends existing law to provide that upper division courses and programs are allowable at a public community college if the taxing district meets certain requirements regarding population and total taxable property value.

H74: Amends existing law to clarify the sequence of appointments to the Public Charter School Commission.

H75: Removes obsolete provisions relating to the education of expectant mothers; and to remove the funding provision for such programs.

H105: Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of literacy instructional skills by the teacher prep candidate.

H106: Amends existing law to require accredited residential schools to make reports required by the Department of Education and to retain them under the jurisdiction of the Department of Health and Welfare.

H107: Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii.

S1014: Amends existing law to require each school district and public charter school to submit a technology plan to the State Department of Education.

S1015: Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria” for the career ladder.

S1018: Repeals existing law relating to school accountability report cards.

S1019: Repeals existing law to provide for school safety patrols, and adds to existing law to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations.

S1029: Amends existing law to provide that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and authorizes the school districts to grant credit for career technical courses.

S10130: Amends existing law to provide for the dual enrollment of a nonpublic or public charter school student in a public charter school or public school district school.

S1033: Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system.

<u>Board Supported Bills</u>:
H35: Adds to existing law to provide for the Adult Postsecondary Completion Scholarship.

H70: Adds to existing law to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation.

The attached summary provides the status of each bill, at the time the agenda material was prepared. Staff will provide updates to the Board at the meeting regarding any intervening changes that have occurred.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or feedback received on any of the Board approved legislation.

IMPACT

Board action through rulemaking may be necessary dependent upon passage of several pieces of legislation.

ATTACHMENTS

Attachment 1 – Proposed Legislation – Minimum Instructional Hours Page 5
Attachment 2 – Idaho Legislature - 2016 Legislative Session Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Board staff have been in discussions with school districts in western Idaho which have been severely impacted by the adverse weather experienced this winter regarding options that might be available waive some of the minimum instructional hours required by law. Section 33-512, Idaho Code sets out minimum instructional hours across specific grade ranges that schools must provide each year. Section 33-512, Idaho Code, also provides for limited waivers under specific situations. Staff have discussed various solutions with these districts. The ability for the Board to waive additional instructional hours in limited situations would provide impacted school districts with some relief while still assuring the waiver of the hours is in the best interest of the students. The proposed legislation would provide a mechanism for school districts to request a waiver by the Board of the minimum instructional hours when natural occurrences, such as weather, create unsafe conditions requiring the entire school district to close for extended periods of time. Staff recommends approval.

BOARD ACTION

I move to approve proposed legislation in substantial conformance to the form submitted in Attachment 1 and to authorize staff to work with the Governor's office and legislators to introduce the legislation during the 2017 Legislative Session.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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LEGISLATURE OF THE STATE OF IDAHO
Sixty-fourth Legislature First Regular Session - 2017

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-512, Idaho Code, be, and the same is hereby amended to read as follows:

33-512. GOVERNANCE OF SCHOOLS. The board of trustees of each school district shall have the following powers and duties:

(1) To fix the days of the year and the hours of the day when schools shall be in session. However:

(a) Each school district shall annually adopt and implement a school calendar which provides its students at each grade level with the following minimum number of instructional hours:

Grades	Hours
9-12	990
4-8	900
1-3	810
K	450
Alternative schools	
(any grades)	900

(b) School assemblies, testing and other instructionally related activities involving students directly may be included in the required instructional hours.

(c) When approved by a local school board, annual instructional hour requirements stated in paragraph (a) may be reduced as follows:

(i) Up to a total of twenty-two (22) hours to accommodate staff development activities conducted on such days as the local school board deems appropriate.

(ii) Up to a total of eleven (11) hours of emergency school closures due to adverse weather conditions and facility failures.

However, transportation to and from school, passing times between classes, recess and lunch periods shall not be included.

(d) Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time or in the reductions provided in paragraph (c)(i) of this section.

(e) For multiple shift programs, this rule applies to each shift (i.e., each student must have access to the minimum annual required hours of instruction).

(f) The instructional time requirement for grade 12 students may be reduced by action of a local school board for an amount of time not to exceed eleven (11) hours of instructional time.

(g) The state superintendent of public instruction may grant an exemption from the provisions of this section for an individual building within a district, when the closure of that building, for unforeseen circumstances, does not affect the attendance of other buildings within the district.

(h) The state board of education may grant a waiver of the minimum number of instructional hours for a school district when districtwide school closures are necessary due to unforeseen circumstances as a result of natural occurrences resulting in unsafe conditions for students, and a county or state disaster declaration has been issued for one or more of the counties in which the school district resides. Waiver requests, must include the efforts the school district has employed to make up lost instructional hours, the grade ranges that are impacted, and the number of hours the school district is requesting be waived. Consideration by the state board of education must be based on what is in the best interest of the student.

(i) The reduction of instructional hours allowed in subsections (f) through (h) may not be combined in a single school year.

(2) To adopt and carry on, and provide for the financing of, a total educational program for the district. Such programs in other than elementary school districts may include education programs for out-of-school youth and adults; and such districts may provide classes in kindergarten;

(3) To provide, or require pupils to be provided with, suitable textbooks and supplies, and for advice on textbook selections may appoint a curricular materials adoption committee as provided in section 33-512A, Idaho Code;

(4) To protect the morals and health of the pupils;

(5) To exclude from school, children not of school age;

(6) To prescribe rules for the disciplining of unruly or insubordinate pupils, including rules on student harassment, intimidation and bullying, such rules to be included in a district discipline code adopted by the board of trustees and a summarized version thereof to be provided in writing at the beginning of each school year to the teachers and students in the district in a manner consistent with the student's age, grade and level of academic achievement;

(7) To exclude from school, pupils with contagious or infectious diseases who are diagnosed or suspected as having a contagious or infectious disease or those who are not immune and have been exposed to a contagious or infectious disease; and to close school on order of the state board of health and welfare or local health authorities;

(8) To equip and maintain a suitable library or libraries in the school or schools and to exclude therefrom, and from the schools, all books, tracts, papers, and catechisms of sectarian nature;

(9) To determine school holidays. Any listing of school holidays shall include not less than the following: New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day. Other days listed in section 73-108, Idaho Code, if the same shall fall on a school day, shall be observed with appropriate ceremonies; and any days the state board of education may designate, following the proclamation by the governor, shall be school holidays;

(10) To erect and maintain on each schoolhouse or school grounds a suitable flagstaff or flagpole, and display thereon the flag of the United States of America on all days, except during inclement weather, when the school is in session; and for each Veterans Day, each school in session shall conduct and observe an appropriate program of at least one (1) class period remembering and honoring American veterans;

(11) To prohibit entrance to each schoolhouse or school grounds, to prohibit loitering in schoolhouses or on school grounds and to provide for the removal from each schoolhouse or school grounds of any individual or individuals who disrupt the educational processes or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils. A person who disrupts the educational process or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils or who loiters in schoolhouses or on school grounds, is guilty of a misdemeanor;

(12) To supervise and regulate, including by contract with established entities, those extracurricular activities which are by definition outside of or in addition to the regular academic courses or curriculum of a public school, and which extracurricular activities shall not be considered to be a property, liberty or contract right of any student, and such extracurricular activities shall not be deemed a necessary element of a public school education, but shall be considered to be a privilege. For the purposes of extracurricular activities, any secondary school located in this state that is accredited by an organization approved through a process defined by the state department of education shall be able to fully participate in all extracurricular activities described in and governed by the provisions of this subsection;

(13) To govern the school district in compliance with state law and rules of the state board of education;

(14) To submit to the superintendent of public instruction not later than July 1 of each year documentation which meets the reporting requirements of the federal gun-free schools act of 1994 as contained within the federal improving America's schools act of 1994;

(15) To require that all certificated and noncertificated employees hired on or after July 1, 2008, and other individuals who are required by the provisions of section 33-130, Idaho Code, to undergo a criminal history check shall submit a completed ten (10) finger fingerprint card or scan to the department of education no later than five (5) days following the first day of employment or unsupervised contact with students in a K-12 setting, whichever is sooner. Such employees and other individuals shall pay the cost of the criminal history check. If the criminal history check shows that the employee has been convicted of a felony crime enumerated in section 33-1208, Idaho Code, it shall be grounds for immediate termination, dismissal or other personnel action of the district, except that it shall be the right of the school district to evaluate whether an individual convicted of one (1) of these crimes and having been incarcerated for that crime shall be hired. Provided however, that any individual convicted of any felony offense listed in section 33-1208 2., Idaho Code, shall not be hired. For the purposes of criminal history checks, a substitute teacher is any individual who temporarily replaces a certificated classroom educator and is paid a substitute teacher wage for one (1) day or more during a school year. A substitute teacher who has undergone a criminal history check at the request of one

(1) district in which he has been employed as a substitute shall not be required to undergo an additional criminal history check at the request of any other district in which he is employed as a substitute if the teacher has obtained a criminal history check within the previous five (5) years. If the district next employing the substitute still elects to require another criminal history check within the five (5) year period, that district shall pay the cost of the criminal history check or reimburse the substitute teacher for such cost. To remain on the statewide substitute teacher list maintained by the state department of education, the substitute teacher shall undergo a criminal history check every five (5) years;

(16) To maintain a safe environment for students by developing a system that cross-checks all contractors or other persons who have irregular contact with students against the statewide sex offender register, by developing a school safety plan for each school and by meeting annually with emergency first responders to update the plans and discuss emergency exercises and operations;

(17) To provide support for teachers in their first two (2) years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development.

SECTION 2. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after its passage and approval.

Idaho Legislature - 2017 Legislative Session

2017 Legislative Session
Effective 2/6/2017

Bill No	Description	Last Action	Note
H0035	Scholarship/adult postsec complet	01/24/2017 House - Reported Printed and Referred to Education	SCHOLARSHIPS - Adds to existing law to provide for the Adult Postsecondary Completion Scholarship.
H0036	Ed, frat/soror restrictns repealed	02/03/2017 House - U.C. to hold place on third reading calendar until Monday, February 6, 2017	EDUCATION – Repeals existing law relating to certain restrictions regarding fraternities, sororities, and secret societies.
H0037	School prop/senior centers repealed	02/03/2017 House - U.C. to hold place on third reading calendar until Monday, February 6, 2017	SCHOOL PROPERTY – Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers.
H0053	State/school lands, oil/gas develop	02/03/2017 House - Read second time; Filed for Third Reading	STATE AND SCHOOL LANDS – Amends existing law to authorize the State Board of Land Commissioners to lease state and school lands for oil and gas development for a term of up to ten years.
H0058	Teaching certs/prior to 1947/repeal	02/03/2017 House - U.C. to hold place on third reading calendar until Monday, February 6, 2017	TEACHING CERTIFICATES – Repeals existing law relating to teaching certificates obtained during or prior to 1947.
H0070	STEM school designation	01/30/2017 House - Reported Printed and Referred to Education	SCHOOLS – Adds to existing law to provide legislative intent and to provide for the award of STEM (science, technology, engineering and mathematics) school or STEM program designation.
H0073	Cmty colleges, upper div courses	01/31/2017 House - Reported Printed and Referred to Education	COMMUNITY COLLEGES – Amends existing law to provide correct terminology and to provide that upper division courses and programs are subject to certain approval.
H0074	Pub charter school cmsn, appts	01/31/2017 House - Reported Printed and Referred to Education	PUBLIC CHARTER SCHOOL COMMISSION – Amends existing law to clarify the sequence of appointments to the commission.
H0075	Ed, expectant mothers, repeal prov	01/31/2017 House - Reported Printed and Referred to Education	EDUCATION OF EXPECTANT MOTHERS – Repeals and amends existing law to remove an obsolete provision relating to the education of expectant mothers; and to remove the funding provision for such programs.
H0105	Teacher prep, mult measures assess	02/03/2017 House - Introduced, read first time, referred to JRA for Printing	TEACHER PREPARATION – Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of skills by the student.
H0106	Residential schools, reports	02/03/2017 House - Introduced, read first time, referred to JRA for Printing	RESIDENTIAL SCHOOLS – Amends existing law to require accredited residential schools to make reports required by the Department of Education and to retain them under the jurisdiction of the Department of Health and Welfare.

H0107	Ed, WICHE compact, Alaska, Hawaii	02/03/2017 House - Introduced, read first time, referred to JRA for Printing	HIGHER EDUCATION – Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii.
H0108	Proprietary schools, yoga	02/03/2017 House - Introduced, read first time, referred to JRA for Printing	PROPRIETARY SCHOOLS – Amends existing law to provide an exemption from proprietary school registration provisions for an individual or entity that offers a program, school or course regarding the instruction or practice of yoga.
S1014	School technology plans	01/20/2017 Senate - Reported Printed; referred to Education	SCHOOL TECHNOLOGY – Amends existing law to remove a date from the title of the Idaho Educational Technology Initiative, to require each school district and public charter school to submit a technology plan to the State Department of Education, and to provide the requirements for such plans.
S1015	Education, definitions revised	01/31/2017 House - Read First Time, Referred to Education	EDUCATION – Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria.”
S1018	School accountability report cards	02/02/2017 Senate - Read second time; filed for Third Reading	EDUCATION – Repeals existing law relating to school accountability report cards.
S1019	School safety patrols, penalties	02/02/2017 Senate - Read second time; filed for Third Reading	SCHOOL SAFETY PATROLS – Repeals and adds to existing law to provide for school safety patrols, to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations.
S1022	Approp, voc rehab div, add'l	02/03/2017 House - U.C. to hold place on third reading calendar until Monday, February 6, 2017	APPROPRIATIONS – DIVISION OF VOCATIONAL REHABILITATION – Appropriates an additional $3,000 to the Division of Vocational Rehabilitation for the Council for the Deaf and Hard of Hearing for fiscal year 2017.
S1029	Postsecond ed, career tech counsel	02/03/2017 Senate - Read second time; filed for Third Reading	POSTSECONDARY EDUCATION – Amends existing law to provide that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and to authorize the school district to grant credit for career technical courses.
S1030	Dual enrollment, pub charter school	02/03/2017 Senate - Read second time; filed for Third Reading	DUAL ENROLLMENT – Amends existing law to provide for the dual enrollment of a student in a public charter school and to provide for related restrictions and clarifications.
S1033	Ed data system, dept/bd security	01/30/2017 Senate - Reported Printed; referred to Education	EDUCATIONAL DATA SYSTEM – Amends existing law to revise a definition; to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system.
S1034	Broadband grant, bd duty revised	02/03/2017 Senate - Reported out of committee; to 14th Order for amendment	EDUCATION – Amends existing law to remove a requirement for a broadband infrastructure improvement grant and to revise the duty of the State Board of Education to make certain rules.
S1041	Public ed stabilization fund/approp	02/03/2017 Senate - Reported Printed; referred to Education	EDUCATION – Amends and adds to existing law to provide that moneys may be transferred to the Public Education Stabilization Fund under certain circumstances.

SUBJECT

Board Policy I.M. Annual Planning and Reporting – Second Reading

REFERENCE

August 2008	Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures
October 2008	Board approved second reading of Board Policy I.M. clarify reporting requirements for strategic plans and performance measures
April 2011	Board approved first reading of Board Policy I.M.
June 2011	Board approved second reading of Board Policy I.M.
August 2012	Board set October 15th and March 15th as the census date for postsecondary student reporting
June 2016	Board approved agency and institution strategic plans and requested the creation of a formal template for the submittal of future plans.
December 2016	Board approved first reading of Board Policy I.M. adding definitions of strategic plan components.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.
Section 67-1901 through 16-1905, Idaho Code.

BACKGROUND/DISCUSSION

Sections 67-1901 through 16-1905, Idaho Code, establish the state's annual strategic plan reporting requirements. These requirements include the annual review and submit of strategic plans and performance measures. Institutions, agencies and special/health programs under the oversight of the Board submit their strategic plans to the Board for approval, the approved plans are then submitted by the Board office to the Division of Financial Management.

The proposed changes define the required strategic plan components, in alignment with the strategic plan requirements established in Idaho Code and provide additional clarification on the definition of each component.

There has been one change between the first and second reading to the proposed policy amendments. Staff identified a discrepancy between Board action taken at the August 2012 Board meeting and the current policy. The additional amendments add the Fall (October 15th) and Spring (March 15th) postsecondary reporting census dates set by the Board at the October 2012 Board meeting.

IMPACT

Approval of changes to Board policy I.M. will further clarify institution and agencies strategic plan requirements.

ATTACHMENTS

Attachment 1 – Board Policy I.M. – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Approval of the proposed amendments will establish a consistent format for the submittal of institution and agency strategic plans. The consistent format will assure that all of the statutory strategic planning requirements are met, allow for a more efficient review of the plans by the Board and staff. The proposed definitions are definitions that have been provided to the institutions and agencies each year by Board staff and are consistent with the Division of Financial Managements definitions for each component.

At the October 2012 Regular Board meeting the Board changes Idaho's official census date for postsecondary data reporting from October 10th to October 15th and March 15th. At that time, staff were also directed to incorporate these dates into Board policy. Staff identified the discrepancy and are proposing to incorporate these two dates into the policy at this time. The October 15th and March 15th dates have been used by the institutions since 2012.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading to Board policy section I.M. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting ~~June~~ February 201~~7~~7

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, ~~Division of Career Technical Education, Division of Vocational Rehabilitation, and Idaho Public Television~~and the agencies, special and health programs under the Board's governance and oversight. As used in this section, the reference to "institutions and agencies" shall include the special and health programs.

1. ~~Statewide~~K-20 Education Strategic Plan

The Board will approve annually, consistent with its vision and mission a ~~statewide~~K-20 strategic plan. The statewide plan will outline the goals and objectives necessary for the responsible management of the statewide system of K-20 education. The strategic plan will be prepared by Board staff in consultation with the institutions, agencies, and Board committees and reflect fiscal or other constraints and opportunities. Major elements of the plan will take into consideration the environment within which K-12 and postsecondary education in the state operates, including economic constraints; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho. The strategic plan ~~will~~shall be in compliance with Chapter 19, Title 67, Idaho Code.

2. Defined Terms

As used in this section the following terms shall apply:

a. Benchmarks means performance targets for each performance measure or at a minimum the next fiscal year. Benchmarks stretch and challenge the institutions and agencies, while being realistic and achievable within the specified time frame.

b. External factors means external factors that are beyond the control of the agency that affect the achievement of goals. Key external factors to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.

c. Goals mean a planning element that describes the broad condition or outcome that the agency, institution or program is trying to achieve. Goals are the general ends toward which institutions and agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presenting in both qualitative and quantitative form.

d. Mission statements means a statement identifying the specific institution or agency purpose. A mission statement concisely identifies what the institution or agency does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the institution or agency.

e. Objectives means a planning element that describes how the institutuion or agency plans to achieve each goal. Objectives are clear targets for specific action. They

mark quantifiable interim steps toward achieving an institution's or agencies goals. Objectives must be measurable and be time-based statements of intent. Objectives emphasize the results of institution and agency actions at the end of a specific time period.

f. Performance measures mean a quantifiable assessment of the progress the institution or agency is making in achieving a goal and objective. Performance measures are gauges of the actual impact or effect upon a stated condition or problem and are tools to assess the effectiveness of an institution or agencies performance and the public benefit derived.

g. Strategies means identified methods to achieve goals and objectives. Strategies are formulated from goals and objectives and is a means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other available resources.

h. Vision statements mean outcome based statements outlining what the institution or agency inspires to be. The vision statement provides the reader with a clear description of how the institution or agency sees the future should their goals and objectives be achieved.

~~2~~3. Strategic Plans

a. Each institution and agency will develop and maintain five~~-~~ (5) year strategic plans. Five year strategic plans will include the current year and four (4) years looking forward.

i. Institution, and agency strategic plans shall be aligned with the Board's ~~statewide~~K-20 education strategic plan and, for institutions, with their accreditation requirements. They are to~~,~~ be created in accordance with Board guidelines, and must be consistent with Board approved mission statements. Community colleges shall use the mission statements approved by their respective local Board of trustees. Institution mission statements shall be approved in accordance with Board policy subsection III.I. and may be approved in conjunction with their strategic plan approvals or separately. Only approved mission statements shall be used in the strategic plans.

ii. Plans shall be updated annually and submitted to the Board for approval in accordance with the schedule established by the ~~executive director~~Executive Director.

iii. ~~Plans~~Approved plans shall be submitted by the Board for submittal to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.

b. Format

Plans submitted to the Board annually ~~should~~must be as concise as possible and in accordance with the format and template established by the ~~executive director~~Executive Director or the Planning, Policy and Government Affairs Committee. The template shall be such that each goal has one (1) or more objective and each objective has one (1) or more performance measure with a benchmark. Performance measures will be included in such a way as it is clear which objective they are measuring.

Plans shall contain at a minimum:

i. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

ii. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

1) Institutions (including Career Technical Education) ~~should~~shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

2) Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

3) Each objective must include at a minimum one performance measure with a benchmark.

iii. Performance measures must be quantifiable indicators of progress.

iv. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

~~iii.~~v. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

~~iv.~~vi. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

vii. Institutions and agencies may include strategies at their discretion.

3. Performance Measures

Performance measures will be developed in conjunction with the Board's strategic planning process and will be updated annually for Board approval. Performance measures ~~shall be submitted to~~are approved by the Board ~~annually,~~through their inclusion in the institution and ~~in accordance with a schedule and format established by the Executive Director~~agency strategic plans. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives. Performance measure reports are submitted annually to the Board in accordance with the schedule and format established by the Executive Director.

a. ~~The Office of~~ In addition to the ~~State~~performance measures developed by the institution or agency the Board ~~of Education will~~may develop a set of uniform system-wide performance measures for the institutions or agencies that will gauge progress in such areas as enrollment, retention, and graduation or other priority areas identified by the Board. All such performance measures shall be included in the institutions or agencies strategic plan and reported annually with the institution or agencies annual performance measure report. System wide performance measures shall be reported in a consistent manner established by Board staff.

b. Each institution and agency will develop ~~unique~~performance measures tied to its strategic plan and clearly aligned to their mission, goals, and objectives.

c. Only performance measures approved by the Board through the strategic planning process may be included as a performance measure on the annual performance measure report.

~~b.~~d. The strategic plan shall serve as the basis for the annual performance measure report. Annual performance measure reports shall include at a minimum benchmarks for each measure for, the next fiscal year, and for each year of the four (4) previous years of reported actual results.

4. Progress Reports

Progress reports shall include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations shall be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director. Community colleges and Eastern Idaho Technical College may report biennially. The established format shall include a template of standard areas for reporting.

5. Statewide Reporting

Each institution and agency will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report requested.

For the purposes of reporting postsecondary data the census dates shall be October 15th and March 15th of each year.

6. Self-Evaluation

Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution and agency annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. ~~The Executive~~The Planning, Policy and Governmental Affairs Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution and agency performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.

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SUBJECT

Idaho Comprehensive Literacy Plan Addendum

REFERENCE

December 1998	Board adopted the initial Idaho Comprehensive Literacy Plan.
December 2015	Board adopted the 2015 Idaho Comprehensive Literacy Plan

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1207A, 33-1614, 33-1615, and 33-1616, Idaho Code

BACKGROUND/DISCUSSION

The Literacy Committee currently includes thirteen (13) individuals from across Idaho, including representatives from the State Board of Education (Debbie Critchfield), a legislator (Rep. VanOrden), State Department of Education, K-12 education, libraries (Commission and Association), and non-profits (Idaho Business for Education, and Idaho Voices for Children).

In December 2015, the State Board of Education approved an updated Idaho Comprehensive Literacy Plan, as developed by the Literacy Committee. At the time, the Board requested that the Literacy Committee develop an Addendum to the plan that would establish metrics to measure the effectiveness of the Comprehensive Literacy Plan.

The Addendum, called the "Idaho Comprehensive Literacy Plan Educator Guide" is intended to briefly summarize the four Essential Elements outlined in the Comprehensive Literacy Plan; highlight core, essential strategies; and establish metrics for measuring progress of implementation.

The Literacy Committee's report outlining the Addendum is provided as Attachment 1.

IMPACT

Approval of the new Idaho Comprehensive Literacy Plan Addendum, the "Idaho Comprehensive Literacy Plan Educator Guide", will supplement the current plan.

ATTACHMENTS

Attachment 1 – Literacy Committee Report: Recommendations Page 3
Attachment 2 – Idaho Comprehensive Literacy Plan Educator Guide, December 2016 (two-page format) Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1207A, Idaho Code, requires the instruction provided by the approved teacher preparation programs be consistent with the Board approved Idaho Comprehensive Literacy Plan. Sections 33-1614 and 33-1616, Idaho Code,

require district Literacy Intervention Plans and individual student literacy plans be aligned to the Idaho Comprehensive Literacy Plan. Section 33-1615, Idaho Code, requires the state reading assessment use the plan as a reference document.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Comprehensive Literacy Plan Educator Guide as submitted in Attachment 2 and to direct Board staff to incorporate the guide as an addendum to the Idaho Comprehensive Literacy Plan.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Literacy Committee Report
Recommended Addendum to the Comprehensive Literacy Plan

Members:

Stephanie Bailey-White	Deputy State Librarian, Idaho Commission for Libraries
Jesús Blanco	Policy, Development and Outreach Associate, Idaho Voices for Children
Lisa Boyd	Principal, Desert Springs Elementary School, Vallivue School District
Hollis Brookover	Vice President, Idaho Business for Education
Michele Capps	Superintendent, Murtaugh School District
Debbie Critchfield	Member, State Board of Education
Meghan Graham	3rd grade Teacher, Sage International School of Boise
Alison Henken	K-12 Accountability and Projects Manager, Idaho Office of the State Board of Education
Stephanie Lee	Contract Specialist, Idaho STEM Action Center and Former Assessment Specialist (IRI), Idaho State Department of Education
Natalie Nation	Representative, Idaho Library Association
Diann Roberts	English Language Arts/Literacy Coordinator, Idaho State Department of Education
Julie VanOrden	House of Representatives, District 31, House Education Committee
Whitney Ward	Instructional Coach, Twin Falls School District and Former Assistant Professor, Northwest Nazarene University

Background and Approach

In December 2015, the State Board of Education approved an updated Idaho Comprehensive Literacy Plan, as developed by the Literacy Committee. At the time, the Board requested that the Literacy Committee develop an Addendum to the plan that would establish metrics to determine the success of the implementation of the Comprehensive Literacy Plan.

Members of the Literacy Committee have long believed that the true measure of our success in implementing the Comprehensive Literacy Plan and associated literacy initiatives will be an improvement in student performance, particularly for students in kindergarten through third grade. On August 11, 2016, the Board approved a temporary, proposed rule outlining state literacy growth targets. The targets set benchmarks for improved student performance on the Idaho Reading Indicator (IRI).

With student outcomes put in place by the Board, the Literacy Committee asked the following questions to guide the development of the Addendum:

1. For each of the Essential Elements outlined in the Comprehensive Literacy Plan, what strategies reflect the core of that element and are critical in its successful implementation?

2. How will we know if these core strategies are being implemented?

Based on the resulting discussions and work, the Literacy Committee identified performance outputs that would indicate that districts and schools are implementing strategies outlined in the Essential Elements of the Comprehensive Literacy Plan. While these outputs will not directly result in improved student performance, the Literacy Committee believes they will act as a key indicator that districts and schools are putting the systems, structures, and practices in place that will support students in developing strong literacy skills.

In developing the Addendum, the Literacy Committee recognized that while the Comprehensive Literacy Plan outlines ways that various stakeholder groups should engage in supporting literacy, district and school leaders and teachers will play the most critical role in its implementation. As a result, the group identify educators as the primary audience for the Addendum.

The Literacy Committee has created the Addendum, called the "Idaho Comprehensive Literacy Plan Educator Guide" in two different formats: a brochure and two-page document. The Literacy Committee recommends that both formats be released and used, as districts, schools, and teachers are likely to find the brochure more effective for printing and the two-page document more useful for electronic distribution.

Overview of the Proposed Addendum

Essential Element 1. Collaborative Leadership

Core / Essential Strategies

- Adjust schedules to ensure that teachers have time to collaborate
- Build connections with the community, including libraries and non-profit agencies

Recommended Measurement of Progress (Output)

- 80% of teachers who respond to a statewide survey will report they have calendared collaboration time.

The Literacy Committee is recommending that the Office of the State Board of Education develop a survey for Idaho teachers that asks them brief questions regarding whether certain practices are taking place at their school. The survey will be designed to have no required open-ended questions (all required questions will be Yes/No or scaled) and will take teachers no more than five minutes to complete.

The survey questions would include whether their district and school leadership have set aside regular, calendared time for teachers to collaborate with each other.

Essential Element 2. Developing Professional Educators

Core / Essential Strategies

- Make connections between schools and educator preparation programs, with an emphasis on supporting teachers for their first 3 years in the classroom
- Ensure educators have opportunities to participate in specific, meaningful, job-embedded professional development

Recommended Measurement of Progress (Output)

- 60% of teachers who respond to a statewide survey will report participation in literacy-focused, job-embedded professional development.

The Literacy Committee is recommending that the Office of the State Board of Education develop a survey for Idaho teachers that asks them brief questions regarding whether certain practices are taking place at their school. The survey will be designed to have no required open-ended questions (all required questions will be Yes/No or scaled) and will take teachers no more than five minutes to complete. The survey questions would include whether the teacher has participated in literacy-focused, job-embedded professional development within the last year.

Essential Element 3. Effective Instruction and Intervention

Core / Essential Strategies

- Engage all educators in an ongoing process to understand and apply current research
- Adjust systems and structures as needed to innovate and apply new knowledge
- Develop systems and processes to ensure effective and timely knowledge transfer, particularly regarding supporting the learning of at-risk students

Recommended Measurement of Progress (Output)

- 100% of districts with governing boards will report their board reviewed their Literacy Intervention Plan prior to its submission.

The members of the Literacy Committee believe it is critical for support for effective instruction and intervention to start at the school district level, particularly with the Board, as the Board is deeply involved in district decision making and resource allocation. Since statute requires districts' Literacy Intervention Plans to be in

alignment with the Comprehensive Literacy Plan, it is essential that school board members review, understand, and support the district's implementation of a strong Literacy Intervention Plan. The Literacy Committee recommends gathering the data to evaluate this measure by adding confirmation that the school board has reviewed the Literacy Intervention Plan to the plan template provided by the Office of the State Board of Education.

Essential Element 4. Assessment and Data

Core / Essential Strategies

- Ensure districts and schools use a comprehensive assessment system (including screeners, diagnostics, formative, and summative assessment)
- Provide professional development on assessment literacy and data usage so data is effectively used to adjust instruction

Recommended Measurement of Progress (Output)

- 100% of districts will report participation in state provided professional development in preparation for the launch of the new Idaho Reading Indicator by August 2019.

The Literacy Committee has recognized a clear need for increased professional development related to assessment and data. Specifically, members believe it is essential for the state to begin providing professional development focused on overall assessment literacy to help educators gain a deeper understanding of the types of assessment, the data that one can expect to receive from those assessments, and how it can effectively be used. However, in recognition of budget limitations (the Assessment Division of the State Department of Education does not have a budget for general professional development), and anticipation of the upcoming change in the Idaho Reading Indicator, the Literacy Committee recommends that the state first focus on ensuring that districts and schools are well prepared to transition to a new assessment. The Literacy Committee recommends that the professional development provided in connection with launching the new Idaho Reading Indicator integrate some general assessment literacy if possible and clearly and distinctly inform educators on how to use the resulting data to improve instruction.

COMPREHENSIVE LITERACY PLAN

EDUCATOR GUIDE

December 2016

WHY IT MATTERS

Reading by third grade is an important milestone for students and is a predictor of later academic achievements, including high school graduation. Unfortunately, each year, some Idaho students do not meet this crucial benchmark. Not only does this impact each of those students, but it has larger consequences for our state. If we seek to improve the state's levels of academic achievement, graduation rates, college completion, and career readiness, we must first ensure that all students have strong literacy skills.

Literacy growth for all Idaho students is the goal of the Idaho Comprehensive Literacy Plan. Achievement of this goal requires a commitment from all of us, from the state, district staff, principals, teachers, parents, and the community. This guide outlines some of the main strategies that will help us work together to achieve this goal.

STATEWIDE LITERACY GROWTH TARGETS

The 2015 Idaho Comprehensive Literacy Plan set a single, simple goal for the state: literacy growth for all students. The State Board of Education has established the following targets for improvement of student performance on the spring Idaho Reading Indicator (IRI).

Year 1 and 2:

Grade	K	1	2	3
% Growth	1.0%	1.0%	1.0%	1.0%

Year 3 through 6:

Grade	K	1	2	3
% Growth	1.8%	2.0%	1.6%	1.2%

The proposed growth targets, if met, would result in the following percentages of students being at grade level in reading by 2022:

Grade	K	1	2	3
% Proficient	88.4%	79.9%	76.7%	80.4%

RECOMMENDED RESOURCES

- Comprehensive Literacy Plan on the State Board of Education's website (boardofed.idaho.gov)
- Visit your local district's website to read your district's literacy plan and learn more about literacy activities
- Idaho Public Libraries: Contact your local library and the public libraries website (libraries.idaho.gov)
- Get resources to support student interventions- Center on Response to Intervention (rti4success.org)
- State Department of Education, ELA/Literacy (sde.idaho.gov/academic/ela-literacy) and ID Reading Indicator (sde.idaho.gov/assessment.iri)
- Idaho Reads
- International Literacy Association (literacyworldwide.org)
- Literacy Statutes: 33-1614 to 33-1616 (legislature.idaho.gov/statutesrules/idstat/Title33)

COLLABORATIVE LEADERSHIP

This essential element is focused on strategies designed to create a thriving culture of collaboration in schools and among educational agencies and organizations across the state. The following are key strategies to be implemented by school leaders:

- Adjust schedules to ensure that teachers have time to collaborate
- Build connections with the community, including libraries and non-profit agencies

Measuring Progress
80% of teachers who respond to a statewide survey will report they have calendared collaboration time.

DEVELOPING PROFESSIONAL EDUCATORS

Students are deeply impacted by the quality of our teachers and school leaders. The implementation of the following strategies will aid in the development of a systematic continuum of support for educators:

- Make connections between schools and educator preparation programs, with an emphasis on supporting teachers for their first 3 yrs in the classroom
- Ensure educators have opportunities to participate in specific, meaningful, job-embedded professional development

Measuring Progress
60% of teachers who respond to a statewide survey will report participation in literacy-focused, job-embedded professional development.

EFFECTIVE INSTRUCTION & INTERVENTIONS

We must ensure that all students have access to effective literacy instruction, and when needed, appropriate interventions and supports. School leaders are critical in this effort and should implement the following key strategies:

- Engage all educators in an ongoing process to understand and apply current research
- Adjust systems and structures as needed to innovate and apply new knowledge
- Develop systems and processes to ensure effective and timely knowledge transfer, particularly regarding supporting the learning of at-risk students

Measuring Progress
100% of districts with governing boards will report their board reviewed their Literacy Intervention Plan prior to its submission.

ASSESSMENT & DATA

Effective use of data is essential for educators to individualize instruction. School leaders should implement the following strategies:

- Ensure districts and schools use a comprehensive assessment system (including screeners, diagnostics, formative, and summative assessment)
- Provide professional development on assessment literacy and data usage so data is effectively used to adjust instruction

Measuring Progress
100% of districts will report participation in state provided professional development in preparation for the launch of the new Idaho Reading Indicator by August 2019.

SUBJECT

Idaho State Board of Education 2018-2022 K-20 Strategic Plan

REFERENCE

December 2012	Board reviewed and requested amendments to the 2013-2017 State Board of Education Strategic Plan
February 2012	Board approved 2013-2017 State Board of Education K-20 Statewide Strategic Plan
December 2013	Board reviewed and discussed changes to the State Board of Education K-20 Statewide Strategic Plan
February 2014	Board reviewed and approved the updated 2014-2018 State Board of Education K-20 Statewide Strategic Plan
February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan.
December 2015	Board approved 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan
August 2016	Board discussed higher education operational plan.
December 2016	Board reviewed and discussed Education K-20 Strategic Plan and requested amendments for the February 2017 Board meeting

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Chapter 19, Title 67, Idaho Code.

BACKGROUND/ DISCUSSION

The Board's strategic plan is a forward looking roadmap used to guide future actions and define the vision and mission of Idaho's K-20 educational system; to guide growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October Regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. The performance measure review is a backward look at progress made during the previous four years toward reaching the various plan goals and objectives.

In addition to requirements in Board policy, all agencies (including institutions) must develop a strategic plan and review it annually. Pursuant to Section 67-1903, Idaho Code, all strategic plans must include:

a) A comprehensive outcome-based vision or mission statement;
b) Goals;
c) Objectives and/or tasks that indicate how the goals are to be achieved;
d) Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
e) Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
f) An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – 2018–2022 State Board Education Strategic Plan Page 3

STAFF COMMENTS AND RECOMMENDATIONS

During the strategic plan review and discussion at the December 2016 Board meeting, a number of edits to the strategic plan were discussed. These amendments have been incorporated into the strategic for the Board's consideration.

During the February Board meeting the Board with have the opportunity to review and approve these edits and or request additional edits.

BOARD ACTION

I move to approve the 2018-2022 (FY19-FY23) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

FY2019-2023
Strategic Plan

An Idaho Education: High Potential – High Achievement

VISION

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

State Board of Education Governed Agencies and Institutions:

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Career-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

GOAL 1: A WELL EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

- Annual number of state-funded scholarships awarded and total dollar amount.
  Benchmark: 10,000, $16M [1, 2]

2013	2014	2015	2016	Benchmark
8,225	7,864	1,787	1,798	10,000
$6,671,809	$6,187,700	$6,369,276	$6,528,700	16,000,000

- Proportion of graduates with debt.
  Benchmark: 50% or less [4]

2013	2014	2015	2016	Benchmark
68.1%	71.3%			<50%

~~**Benchmark:** 85% graduating student debt of peers [3, 4]~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~108.5%~~	~~109.1%~~			~~85%~~

~~**Benchmark:** 10% reduction of average default rate in 5 years (3yr default rate 4yr/2yr institutions) [1, 4]~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~8.4%~~				~~10% reduction~~
~~20.9%~~				~~10% reduction~~

- Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.
  Benchmark: SAT – 60% [5]
  ACT – 60% [5]

2013	2014	2015	2016	Benchmark
	25.7%	25.2%	33.0%	60%
32.0%	34.0%	37.0%	36.8%	60%

~~- Percent of high school students enrolled and number of credits earned in Dual Credit and Advanced Placement (AP):~~
  ~~- Dual credit~~
    ~~**Benchmark:** 30% students per year [1, 4]~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~18.4%~~	~~20.3%~~	~~23.9%~~	~~27.7%~~	~~30%~~

    ~~**Benchmark:** 180,000 credits per year [1, 4]~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~62,248~~	~~68,950~~	~~87,684~~	~~95,337~~	~~180,000~~

  ~~- Technical Competency Credit~~
    ~~**Benchmark:** 27% students per year enrolled [1, 4]~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~24.2%~~	~~20.0%~~	~~17.6%~~		~~27%~~

  ~~- Advanced Placement (AP) exams taken each year.~~
    ~~**Benchmark:** 10% students per year [1, 4]~~

2013	2014	2015	2016	Benchmark
9.0%	8.9%	9.2%		10%

Benchmark: 10,000 exams taken per year 1, 4

2013	2014	2015	2016	Benchmark
9,463	9,149	9,980		10,000

- Percent of high school graduates who have participated in one or more advanced opportunities.
  Benchmark: 80% 1, 4

2013	2014	2015	2016	Benchmark
				80%

- Percent of dual credit students who graduate high school with an Associate's Degree
  Benchmark: 10% 1, 4, 5

2013	2014	2015	2016	Benchmark
0.2%	0.2%	0.3%		10%

- Percent of high school graduates who enroll in postsecondary institutions:
  - Within 12 months of graduation
    Benchmark: 60% 1, 4, 5

2013	2014	2015	2016	Benchmark
54.5%	52.2%	45.8%		60%

  - Within 36 months of graduation
    Benchmark: 80% 1, 4, 5

2013	2014	2015	2016	Benchmark
64.1%				80%

- Limit Iincrease in cost of attendance (to the student)
  Benchmark: less than 4% 1, 4

2013	2014	2015	2016	Benchmark
0.6%	1.9%	2.8%	-1.1%	<4%

- Average net cost to attend public institution.
  Benchmark: 4 year - 90% of peers (using IPEDS calculation) 3

2013	2014	2015	2016	Benchmark
103.1%	107.0%	98.6%		90% of peers

- Expense per student FTE
  Benchmark: $12,000 or less 1, 4

2013	2014	2015	2016	Benchmark
$20,303	$21,438	$22,140		$12,000 or less

- Number of degrees produced
  Benchmark: 14,000 1, 4, 5

2013	2014	2015	2016	Benchmark
13,491	13,778	14,026		14,000 or more

- Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective B: Adult Learner Re-integration – Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.

Performance Measures:

- Percent of Idahoans ages 35-64 who have a college degree.
  Benchmark: 37% [1, 5]

2013	2014	2015	2016	Benchmark
35.3%	34.4%	35.9%		37%

- Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)
  Benchmark: 20 [1, 4]

2013	2014	2015	2016	Benchmark
6	15	15		20

- Number of ~~GEDs awarded per population~~first-time postsecondary students with a GED
  Benchmark: ~~5,000 [1, 5]~~TBD

2013	2014	2015	2016	Benchmark
~~4,829~~	~~879~~	~~1,653~~		~~5,000~~

- Number of non-traditional college graduates (age>39)
  Benchmark: 2,000 [1, 5]

2013	2014	2015	2016	Benchmark
1,801	1,863	1,811	1,806	2,000

- Number of veterans enrolled at public institutions (broken out by full-time and part time status)
  Benchmark: 2,000 [1, 4]

2013	2014	2015	2016	Benchmark
				2,000

- Gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.

Performance Measures:

- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.
  Benchmark: 60% [1, 5]

2013	2014	2015	2016	Benchmark
41.0%	40.0%	42.0%		60%

- High School Cohort Graduation rate.
  Benchmark: 95% [1, 4]

2013	2014	2015	2016	Benchmark
84.1%	77.3%	78.9%		95%

- Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (distinguish between new freshmen and transfers)
  2-year Institution Benchmark: 75% [1, 4]

2013	2014	2015	2016	Benchmark
55.2%	56.2%	56.3%	57.4%	75%

4-year Institution Benchmark: 85% [1, 4]

2013	2014	2015	2016	Benchmark
70.9%	75.2%	75.0%	74.7%	85%

- ~~Unduplicated percent of graduates as a percent of degree seeking student FTE.~~

  ~~**Benchmark:** 20%~~ [4]

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
				~~20%~~

- ~~Percent of graduates at each level relative to Board target numbers.~~

  ~~**Benchmark:** Certificates – 5% by 2020~~ [5]

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~5.8%~~	~~5.8%~~	~~6.5%~~	~~7.0%~~	~~5%~~

  ~~**Benchmark:** Associate's – 25% by 2020~~ [5]

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~21.4%~~	~~21.9%~~	~~21.3%~~	~~23.1%~~	~~25%~~

  ~~**Benchmark:** Bachelor's – 55% by 2020~~ [5]

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~43.5%~~	~~44.1%~~	~~44.3%~~	~~23.1%~~	~~55%~~

  ~~**Benchmark:** Graduate degree – 15% by 2020~~ [5]

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~15.1%~~	~~14.1%~~	~~14.0%~~	~~13.4%~~	~~15%~~

- Percent of full-time first-time freshman graduating within 150% of time (2yr and 4yr).

  Benchmark: 50% (2yr/4yr) [1]

2013 (cohort)	2014 (cohort)	2015	2016	Benchmark
18.1%	16.2%			50%
41.4%	41.5%			50%

- Gap in educational attainment measures between groups with traditionally low educational attainment. Broken out by minority populations, disadvantaged students, and gender in addition to traditionally underrepresented groups and the general populace.

Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.

  Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science) [1]

Grade	Subject	2013	2014	2015	2016	Benchmark
5th	ELA			60.00%	62.00%	100%
5th	Math			30.00%	31.00%	100%
5th	Science			N/A	66.00%	100%
10th	ELA			52.00%	54.00%	100%
10th	Math			38.00%	50.00%	100%
10th	Science			62.90%	63.00%	100%

- Average composite college placement score of graduating secondary students.

Benchmark: ACT – 24 6

2013	2014	2015	2016	Benchmark
22.1	22.4	22.7	22.7	24

Benchmark: SAT – 1010 6

2013	2014	2015	2016	Benchmark
1,356	1,357	1,366	999	1010

- Percent of students meeting college readiness benchmark on SAT in Mathematics.

Benchmark: 60% 6

2013	2014	2015	2016	Benchmark
35.2%	33.0%	36.1%		60%

- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

~~**Objective E: Education to Workforce Alignment** – Deliver relevant education that meets the needs of Idaho and the region.~~

~~**Performance Measures:**~~

- ~~Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).~~

~~**Benchmark:** 1:0.25 1, 2~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~1:0.24~~	~~1:0.25~~	~~1:0.24~~	~~1:0.24~~	~~1:0.25~~

- ~~Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.~~

~~**Benchmark:** 8 graduates at any one time 1~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~8~~	~~8~~	~~8~~	~~8~~	~~8~~

- ~~Number of Idaho graduates who participated in one of the state-sponsored medical programs who returned to Idaho.~~

~~**Benchmark:** 60% 1~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
				~~60%~~

- ~~Percentage of Family Medicine Residency graduates practicing in Idaho.~~

~~**Benchmark:** 60% 1~~

~~Program~~	~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~Boise~~	~~54%~~	~~54%~~	~~53%~~	~~53%~~	~~60%~~
~~ISU~~	~~48%~~	~~48%~~	~~50%~~	~~50%~~	~~60%~~
~~CDA~~					~~60%~~

- ~~Percentage of Psychiatry Residency Program graduates practicing in Idaho.~~

~~**Benchmark:** 50% 1~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~100% (3)~~	~~100% (2)~~	~~100% (1)~~		~~50%~~

- ~~Percent of graduates (baccalaureate and above) in high paying jobs three years after graduation.~~

~~**Benchmark:** 80% 1~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~

				~~80%~~

GOAL 2: Innovation and Economic Development
The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

- Percentage of students participating in internships.
  Benchmark: 30% 1, 4

2013	2014	2015	2016	Benchmark
4.1%	3.5%	3.4%		30%

- Percentage of undergraduate students participating in undergraduate research.
  Benchmark: 30% 1, 4

2013	2014	2015	2016	Benchmark
				30%

Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.

Performance Measures:

- ~~Institution expenditures from competitive Federally funded grants~~
  ~~**Benchmark:** $112M 1, 4~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~$89,099,167~~	~~$81,951,549~~	~~$106,047,448~~	~~104,850,624~~	~~$112,000,000~~

- ~~Institution expenditures from competitive industry funded grants~~
  ~~**Benchmark:** $7.2M 1, 4~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~$9,253,841~~	~~$7,748,543~~	~~$7,748,543~~	~~$7,389,074~~	~~$7,200,000~~

- ~~Funding of sponsored projects involving the private sector.~~
  ~~**Benchmark:** 10% increase 1, 4~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~108~~	~~69.4% (183)~~	~~-27.3% (133)~~	~~24.1% (24.1)~~	~~10% increase~~

- Total amount of research expenditures
  Benchmark: 20% increase 1, 4

2013	2014	2015	2016	Benchmark
($121,580,993)	17.4% ($142,771,851)	2.8% ($146,699,825)		20% increase

- ~~Number of startups, number of patents, and number of disclosures.~~
  ~~**Benchmark:** 10% increase 1, 4~~

	~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~Startups~~	~~5~~	~~-100% (0)~~	~~0% (0)~~	~~8~~	~~10% increase~~
~~Patents~~	~~540% (32)~~	~~-59.4% (13)~~	~~-23.1% (10)~~	~~80% (18)~~	~~10% increase~~
~~Disclosures~~	~~-21.8% (43)~~	~~9.3% (47)~~	~~-38.3% (29)~~	~~39% (40)~~	~~10% increase~~

Objective C: Economic Growth – New objective currently under development.

Performance Measures:

- Percentage of graduates employed in Idaho 1 and 3 years after graduation

Benchmark: 1 year - 75% [1, 4]

2013	2014	2015	2016	Benchmark
				75%

Benchmark: 3 years - 80% [1, 4]

2013	2014	2015	2016	Benchmark
				80%

- ~~Increase in gross state product (GSP)~~

~~**Benchmark:** 3% or more annual growth [4]~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~2.6%~~	~~2.1%~~	~~1.9%~~		~~3% or more annual growth~~

Objective ED: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

Performance Measures:

- Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

Benchmark: 1:0.25 [1, 2]

2013	2014	2015	2016	Benchmark
1:0.24	1:0.25	1:0.24	1:0.24	1:0.25

- Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.

Benchmark: 8 graduates at any one time [1]

2013	2014	2015	2016	Benchmark
8	8	8	8	8

- Number of Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.

Benchmark: 60% [1]

2013	2014	2015	2016	Benchmark
				60%

- Percentage of Family Medicine Residency graduates practicing in Idaho.

Benchmark: 60% [1]

Program	2013	2014	2015	2016	Benchmark
Boise	54%	54%	53%	53%	60%
ISU	48%	48%	50%	50%	60%
CDA					60%

- Percentage of Psychiatry Residency Program graduates practicing in Idaho.

Benchmark: 50% [1]

2013	2014	2015	2016	Benchmark
100% (3)	100% (2)	100% (1)		50%

- Increase in postsecondary programs tied to workforce needs.
  - Nursing programs
  - Medical related programs (other than nursing)

~~Objective A~~GOAL 3: Data-informed Decision Making - Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.

Performance Measures:

- Develop a single K-20 data dashboard and timeline for implementation.

GOAL ~~3~~4: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

~~**Objective A: Data-informed Decision Making -** Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.~~

~~**Performance Measures:**~~

- ~~Number of publicly available data dashboards~~
  ~~**Benchmark:** 10 or more annually~~ [4]

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
		~~5~~		~~10 or more~~

- ~~Number of data requests from school districts~~
  ~~**Benchmark:** 20 or more annually~~ [4]

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
				~~20 or more~~

Objective ~~B~~A: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:

- Median SAT/ACT scores of students in public institution teacher training programs.
  Benchmark: ACT – 24 [6]

2013	2014	2015	2016	Benchmark
				24

  Benchmark: SAT – 1010 [6]

2013	2014	2015	2016	Benchmark
				1010

- Percentage of first-time test takers from approved teacher preparation programs that pass the Praxis Subject Assessments (formerly the Praxis II).
  Benchmark: 90% [1, 4]

2013	2014	2015	2016	Benchmark
				90%

Objective ~~C~~B: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).

Performance Measures:

- Percent of Idaho community college transfers who graduate from four year institutions.
  Benchmark: 50% 1, 4, 5

2013	2014	2015	2016	Benchmark
		49.4%		50%

- ~~Percent of dual credit students who go-on to postsecondary education within 12 months of graduating from high school.~~
  ~~**Benchmark:** 80% 1, 4, 5~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~71%~~				~~80%~~

- ~~Percent of dual credit students who graduate high school with an Associate's Degree~~
  ~~**Benchmark:** 10% 1, 4, 5~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~0.2%~~	~~0.2%~~	~~0.3%~~		~~10%~~

- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.
  Benchmark: 2 year – less than 55% 1, 4

2013	2014	2015	2016	Benchmark
62.8%	62.9%	60.7%		<55%

  Benchmark: 4 year – less than 20% 1, 4

2013	2014	2015	2016	Benchmark
21.5%	23.2%	23.5%		<20

- Percent of postsecondary students participating in a remedial program who completed the program or course
  Benchmark: 95% 1, 4

2013	2014	2015	2016	Benchmark
				95%

Objective ~~D~~C: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.

Performance Measures:

- ~~Expense per student FTE~~
  ~~**Benchmark:** $12,000 or less 1, 4~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~$20,303~~	~~$21,438~~	~~$22,140~~		~~$12,000 or less~~

- Graduates per $100,000
  Benchmark: 1.7 or more 1, 4

2013	2014	2015	2016	Benchmark
1.5	1.5	1.5		1.7 or more

- ~~Number of degrees produced~~
  ~~**Benchmark:** 14,000 1, 4, 5~~

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~13,491~~	~~13,778~~	~~14,026~~		~~14,000 or more~~

- Number of graduates

Benchmark: 13,000 [1, 4, 5]

2013	2014	2015	2016	Benchmark
12,216	12,335	12,431		13,000 or more

- Cost per undergraduate weighted student credit hour

Benchmark: no more than $320 [1, 4]

2013	2014	2015	2016	Benchmark
$493	$519	$537		<$320

- ~~Average net cost to attend public institution.~~

~~**Benchmark:** 4 year – 90% of peers (using IPEDS calculation)~~ [3]

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
~~103.1%~~	~~107.0%~~	~~98.6%~~		~~90% of peers~~

Benchmark: 2 year – 90% of public 2-year institutions from WICHE states [2]

2013	2014	2015	2016	Benchmark
94.%	98.6%	99.4%		90% of WICHE peers

- Median number of credits earned at completion of Associate's or Baccalaureate degree program.

Benchmark: 115% of required for transfer students [1, 4]

	2013	2014	2015	2016	Benchmark
Associates					115%
Baccalaureate	Transfer = 108.9 (31 to 59 credits)				115%

Benchmark: 115% of required for non-transfer students [1, 4]

	2013	2014	2015	2016	Benchmark
Associates	Full-time = 89.5; Part-time = 89.9;				115%
Baccalaureate	Full-time = 140.8; Part-time = 135.1;				115%

- Institutional reserves comparable to best practice.

Benchmark: A minimum target reserve of 5% of operating expenditures [1, 4, 6]

2013	2014	2015	2016	Benchmark
BSU = 5.0%; ISU= 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU= 16.2%; UI = 4.2%; LCSC = 6.5%			5%
BSU = 5.0%; ISU= 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU= 16.2%; UI = 4.2%; LCSC = 6.5%			5%

Objective ~~E~~D: Advocacy and Communication – Educate the public and their elected representatives by advocating the value and impact of the educational system.

~~**Performance Measures:**~~

- ~~Next Steps Idaho usage~~

~~**Benchmark:** 10% annual increase per year~~ [4]

~~2013~~	~~2014~~	~~2015~~	~~2016~~	~~Benchmark~~
		~~10,930~~	~~105.8%~~	~~10% increase~~

1 – Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

2 – Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

3 – Benchmarks are set based on performance of their IPEDS peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

4 – Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

5 – Benchmarks are set based on the 60% goal.

6 – Benchmarks are set based on industry standards.

Key External Factors

Accreditation

Idaho public universities are regionally accredited by the Northwest Commission on Colleges & Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

Current Initiatives

1. Support and facilitate the implementation of the Governor’s Task Force for Improving Education 20 recommendations.
2. Ensure college and career readiness of all students
3. Development of intentional advising along the K-20 education continuum that links education with careers
4. Support accelerated high school to postsecondary education and career pathways
5. Develop a statewide model for remedial placement and education
6. Provide clear statewide articulation and transfer options
7. Establish metrics and accountability for all components of the public education system
8. Strengthen collaborations between education and business/industry partners
9. Provide meaningful financial aid/support to students
10. Develop transfer coordinated admission policies between community colleges and four year institutions to create pathways from 2 year to 4 year institutions.

SUBJECT

Certificated Staff Evaluation Review for the 2015-2016 Academic Year – Phase One Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1004B(14).

BACKGROUND/DISCUSSION

Effective July 1, 2015, Idaho Code § 33-1004B(14), specifically requires a review of a sample of teacher evaluations, conducted annually:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation*, including each evaluation component as outlined in administrative rule and the rating given for each component*.
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The 2015-16 evaluation review is being conducted in two parts. The first portion of the annual review, *Phase One*, was completed on February 10, 2017. This phase focused on the requirements called out in IDAPA 08.02.02.120, and whether or not the review was conducted with fidelity to the state framework.

The Office of the State Board of Education staff randomly selected approximately 200 administrators who were active in the 2015-2016 school year (approximately 25% of all current Idaho administrators). For each administrator chosen, the district uploaded to a secure server at least three evaluations (with relevant supporting documents) completed in 2015-16 for both teachers and pupil service staff. All materials were redacted of identifying information prior to being disseminated among reviewers. Timeline for the process was as follows:

- Board staff informed districts of randomly chosen administrators and requested a list of all the teachers and pupil service staff that the selected administrator evaluated during the 2015-2016 school year.

- Board staff staff randomly selected at least two teachers and one pupil service staff person, as applicable, per administrator.

- Prior to January 12, 2017, Board staff informed districts of the randomly selected staff members and requested the following documents be submitted for each, via a secure portal, no later than January 26, 2017:
  - Observations used to inform the staff members' summative evaluation
  - Completed, summative annual evaluation to include the professional practice portion as well as the student achievement section

- On February 9-10, 2017, twenty education leaders, certified for proficiency in the state evaluation system, met at the Office of the State Board of Education. The team reviewed evaluations for compliance with Code and Rule and supplied comments and recommendations at the end of the two-day session.

The second part of the review, *Phase Two*, will be underway prior to the end of February. From the administrators/evaluations selected in *Phase One*, approximately 10% will be subject to a more in-depth review that will focus on district evaluation practices. Reviewers will examine the evidence and artifacts that were used to determine the ratings assigned to each educator as well as document information on district implementation of the evaluation system. Reviewers will also solicit feedback from administrators regarding the process to better understand evidence collection and overall fidelity in the use of the Idaho framework for teacher evaluations. This phase will provide a deeper, formative assessment of evaluation policy and implementation consistent with IDAPA 08.02.02.120.

The goal of the onsite reviews is to produce data that will ultimately assist stakeholders in further understanding the practices that shape and support teacher evaluation, as well provide targeted information to state agencies and universities to better prepare and support teachers and administrators in the state of Idaho.

The report will provide the findings and review panel recommendations from the first phase of the evaluation review process.

IMPACT

Upon completion of the entire review, recommendations will be made for administrator professional development and clarifications in rule as necessary.

ATTACHMENTS

Attachment 1 – 2015-2015 Evaluation Review Process Page 3
Attachment 2 – 2015-2016 Evaluation Review – FAQ's Page 4
Attachment 3 – 2015-2016 Certified Staff Evaluation
Review Report of Findings – Phase One Page 5

STAFF COMMENTS AND RECOMMENDATIONS

At the time of agenda production Phase One of the review was still being conducted. At the February 2017 Board meeting staff will provide the Board will a full report on the findings of the initial review and preliminary recommendations based on that review. Based on the discussion at the Board meeting, staff will bring back specific recommendations for Board approval. This may include proposed Board policy, amendments to administrative rules, and types of training that may need to be developed.

BOARD ACTION

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

CERTIFICATED STAFF EVALUATION REVIEW PROCESS: 2015-2016 SCHOOL YEAR

Pursuant to Idaho Code § 33-1004B(14), a review of a sample of teacher evaluations shall be conducted annually. Effective July 1, 2015, the legislation specifically requires the following:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component*.
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The review will be conducted in two parts. The first portion of the annual review, *Phase One*, will focus on the requirements called out in IDAPA 08.02.02.120, and whether or not the review was conducted with fidelity to the state framework as required by state law. The Office of the State Board of Education (OSBE) will randomly select approximately 200 administrators who were active in the 2015- 2016 school year (approximately 25% of all current Idaho administrators). For each administrator chosen, the district will be required to upload to a secure server at least three evaluations (with relevant supporting documents) completed in 2015-16 for both teachers and pupil service staff. This part of the review process is expected to be completed prior to February 15, 2017, and the aggregate data will be presented to the legislature, State Board of Education, and deans of Idaho's educator preparation programs. The process is as follows:

- OSBE will inform districts of the administrators randomly chosen and request a list of all the teachers and pupil service staff that the randomly selected administrator evaluated during the 2015- 2016 schoolyear. This list will be due back to OSBE not later than January 9, 2017.

- OSBE will randomly select at least two teachers and one pupil service staff person, as applicable, per administrator.

- On or before January 12, 2017, OSBE will inform districts of the randomly selected staff members and request the following documents be submitted for each, via a secure portal, **no later than January 26, 2017:**
  - Observations used to inform the staff members' summative evaluation
  - Completed, summative annual evaluation to include the professional practice portion as well as the student achievement section

The second part of the review, *Phase Two*, will be focused as a formative assessment of evaluation policy and implementation consistent with IDAPA 08.02.02.120. To better understand evidence collection and overall fidelity in the use of the Idaho framework for teacher evaluations, this portion of the process will require onsite visits to randomly selected districts.

Of the evaluations reviewed in *Phase One*, approximately 10% of those will be subject to more in-depth focus on district evaluation practices. Reviewers will examine the evidence and artifacts that were used to determine the ratings assigned to each educator, by component, as well as document information on district implementation of the evaluation system. Reviewers will also solicit feedback from administrators regarding the process. The goal of the onsite reviews is to produce data that will ultimately assist stakeholders in further understanding the practices that shape and support teacher evaluation, as well provide targeted information to state agencies and universities to better prepare and support teachers and administrators in the state of Idaho. Districts will be notified of selection for an onsite review no later than January 31, 2017.

For further information, please contact Christina Linder at (208) 332-1593 or christina.linder@osbe.idaho.gov

2015-16 EVALUATION REVIEW
Frequently Asked Questions

Q: What if my district does not use the Danielson Framework, but instead another State Department of Education-approved instrument?

A: Though a district may have an approved instrument other than the Danielson Framework, the data from that instrument must be aligned to Idaho's model which requires reporting instructional practice according to a minimum of four domains consisting of 22 components. If for some reason your district does not report the 22 components as part of the summative evaluation, please include the documents that were submitted to the Idaho State Department of Education providing evidence of alignment.

Alignment is typically shown through a crosswalk showing how each of the district's evaluation components align to each of the Danielson components within the four domains of practice.

Q: What if my district does not retain notes and evidence of the two observations that are required by IDAPA to be documented?

A: Pursuant to Idaho Code § 33-518, "Each personnel file shall contain any and all material relevant to the evaluation of the employee." It is therefore expected that supporting documents and/or records from staff observations would be kept on file for a reasonable period of time. If this is not the case, please include a copy of your district's policy specifically related to the destruction of evaluation evidence. Also include the dates the observations took place, even if evidence of observations cannot be submitted**.**

Q: Will a copy of district evaluation policy and Individualized Professional Learning Plans (IPLP) be included in the 2015-16 review?

A: The focus of Phase One is on compliance, related to the required elements of professional practice and student achievement that inform a summative evaluation. Phase Two of the review – onsite visits – will broaden in scope. Reviewers will be collecting information on district policy, the use of evaluation data, training needs, IPLP implementation, and other issues related to evaluation found in Administrative Rule.

While districts are not specifically required to implement IPLPs as part of their evaluation policies, pursuant to Idaho Code §33-1201(a), not doing so will prevent teachers on the *Residency rung* of the Career Ladder from being advanced to the *Professional rung*. Likewise, without an IPLPs on file that documents a teacher's growth over three years of professional learning, teachers will not be eligible for Master Teacher Premiums pursuant to Idaho Code and §33-1004I.

Q: Who will conduct these reviews?

A: Reviewers are being recruited from across the state from a pool of trained evaluators spanning the K-20 education system. They will review both instructional staff evaluations and pupil service evaluations. Each will sign a confidentiality agreement, and to further ensure privacy and control bias, identifying information will be redacted from all materials submitted for review.

Q: Will my district get the results this year?

A: Absolutely. While the Phase One is driven by statute related to the Career Ladder, the goal of the entire review is to identify strong practices in evaluation across the state, as well as opportunities for improvement to better support educators.

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.L. CONTINUING EDUCATION AND CREDIT FOR PRIOR EXPERIENTIAL LEARNING – SECOND READING	Motion to Approve
2	BOARD POLICY III.N. GENERAL EDUCATION – SECOND READING	Motion to Approve
3	BOARD POLICY III.W. HIGHER EDUCATION RESEARCH – SECOND READING	Motion to Approve
4	BOISE STATE UNIVERSITY – ONLINE BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT	Motion to Approve
5	IDAHO STATE UNIVERSITY – MASTER OF HEALTHCARE ADMINISTRATION	Motion to Approve
6	IDAHO STATE UNIVERSITY – MASTER OF TAXATION	Motion to Approve
7	UNIVERSITY OF IDAHO – BACHELOR OF SCIENCE IN MEDICAL SCIENCES	Motion to Approve
8	UNIVERSITY OF IDAHO – FIRST YEAR LAW CURRICULUM IN BOISE	Motion to Approve
9	HIGHER EDUCATION RESEARCH COUNCIL – ANNUAL REPORT	Information Item

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SUBJECT

Board Policy III.L, Continuing Education and Credit for Prior Learning – Second Reading

REFERENCE

June 2013	The Board received recommendation from the Educational Attainment Task Force including recommendations for a statewide portfolio approval process for credit for prior learning.
October 2013	Board Approved first reading the Board Policy III.L.
December 2013	The Board approved second reading of proposed amendments to Board Policy III.L.
October 2016	The Board approved the first reading of proposed amendments to Board Policy III.L.
December 2016	The Board approved the corrected first reading of Board Policy III.L.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Credit for Prior Learning

BACKGROUND/DISCUSSION

At the June 2013 Board meeting the Workforce Development Council's Educational Attainment Task Force made three recommendations to the Board for reaching the Board's educational attainment goal. One of these recommendations was that the Board establish a statewide portfolio approval process for awarding credits based on prior learning and experience. The recommendation was forwarded to Board staff for further development.

The proposed changes to Board policy will provide for baseline expectations regarding the use of Prior Learning Assessments (PLAs) and granting of credit for prior learning in Idaho. The proposed amendments to policy provide a clear definition for PLA and the methods to be used for assessing learning. This update also introduces how credit is to be awarded for Prior Experiential Learning (CPEL), as well as clarifying that PLA fees are to be assessed based on administration cost as opposed to the number of credit hours awarded.

There were no changes between the first and second reading of this policy.

IMPACT

The proposed amendments to Board Policy III.L will establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded.

ATTACHMENTS

Attachment 1 – Board Policy III.L – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In 2014, the Board contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLAs on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions.

The use of PLAs and granting of credit is ancillary to achieving the Board's 60% Goal. Current PLA efforts on the campuses are insufficiently employed by students or aspiring students. As a result, these opportunities are not effectively communicated which leads to underutilization. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.

Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: L. Continuing Education and ~~Credit for~~ Prior Learning ~~December 2013~~ February 2017

The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. ~~Subsection L. shall apply~~This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.

1. Definitions

   a. Continuing Education: ~~shall include~~ Educational activities that extend postsecondary opportunities beyond ~~an institution's~~the traditional campus experience and beyond traditional students, through both credit and noncredit programs. The general purpose ~~of continuing education~~ is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to enhance lifelong learning, personal development and cultural enrichment of the individual and community.

   b. Prior Learning Assessment (PLA): The following well established, researched, and validated methods for assessing learning allowing students to demonstrate knowledge, competencies and skills and habits of mind in a particular field and have that learning evaluated for college credit by appropriate faculty.

      i. Standardized assessments, including but not limited to:
         a) College Level Examination Program (CLEP)
         b) DANTES Subject Standardized Test
         c) UExcel
         d) Advanced Placement (AP)
         e) International Baccalaureate (IB)
         f) Scholastic Aptitude Test (SAT)
         g) American College Testing (ACT)

      ii. Credit recommenders, including but not limited to:
         a) American Council on Education (ACE)

      iii. Faculty developed assessments, including but not limited to:
         a) Technical Competency Credit, consistent with Board Policy III.Y
         b) Course specific challenge exams

c) Locally-evaluated industry and workplace education/training programs
d) Portfolio

i.v. Credit for Prior Experiential Learning (CPEL): Credit earned as a result of:

1) Course specific challenge exams
2) Portfolio assessments

~~b. shall include demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experience~~

~~ii. Prior and~~College Level Examination Program DANTES Subject Standardize ~~Test~~ Advanced Placement

2. Minimum Standards

a. Continuing Education Activities

i. Institutions ~~are charged with providing~~must provide continuing education programs that are ~~conducive~~ aligned with their mission and the needs of their service region(s) as ~~which is~~ defined in Board Policy III.Z.

ii. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.

a) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:

1) The appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;

2) Procedures for the approval of courses, programs, or activities;

3) The stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;

4) The admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;

5) The support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of

courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and

6) The keeping of student records for such activities as admission, academic performance, and transfer credit.

b) Non-credit activities and other special programs shall abide by nationally accepted practices:

1) The granting of Continuing Education Units (C.E.U.) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.

2) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.

b. The Administration of ~~Credit for~~ Prior Learning Assessments

i. Prior learning shall be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment. CPEL is only awardable to enrolled students.
ii. Institutions are responsible for determining how best to implement PLAs within the context of its mission, student needs and academic programs.
iii. Institutions shall ensure students have access to the most appropriate and current prior learning assessment methods.
iv. Each institution shall: (A) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee; and (B) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students.
v. Idaho's PLA infrastructure shall ensure maximum transferability of credit among the institutions.
vi. Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.
vii. When appropriate, and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.
viii. Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding credit.
ix. Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.

x. Institutional policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves pursuant to in Section 33-3727, Idaho Code.
~~All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in Section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:~~

~~i. Credits shall be awarded only at the undergraduate level to enrolled students.~~

~~ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution's regular curricular offerings.~~

~~iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.~~

~~iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.~~

~~v. Credits shall be identified on students' transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.~~

~~3. Service Regions and Inter-Institutional Collaboration~~

~~The Board has established primary service regions identified in Board Policy Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code. Institutional chief academic officers will develop Memorandums of Understanding to facilitate collaboration between the institutions consistent with Board Policy Section III.Z.b.ii.~~

3. Fees

Fees for continuing education and credit for prior learning shall be assessed consistent with Board Policy Section V.R. and must be based on and reflect the operational costs of administering a PLA. Fees may not be based on the number of credits awarded and shall be made publicly available in a single online location.

SUBJECT

Board Policy III.N., General Education – Second Reading

REFERENCE

February 27, 2014	The Board approved the first reading of proposed new Policy III.N, General Education.
April 17, 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
January 22, 2015	The Board approved a waiver to Board Policy III.N.4.a as it applies to Associate of Applied Science Degrees for the 2015-2016 academic year.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.N.
June 2015	The Board approved the second reading of Board Policy III.N.
December 2016	The Board approved the first reading of proposed amendments to Board Policy III.N.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

Board Policy III.N provides that faculty will meet annually to ensure consistency and relevance of General Education competencies related to their discipline. At last year's General Education Summit held December 3-4, 2015, the Oral Communications discipline group identified a concern regarding a technical writing class that was identified as a GEM oral communication class. The Oral Communication discipline group believed the course did not align with the national discipline expected outcomes.

Proposed amendments would clarify that there is an expectation of "spoken" rather than written communication in the Oral Communication competency and will require students to meet all six competencies upon completion of a course.

There were no changes between the first and second reading of this policy.

IMPACT

Approval of the proposed amendments will provide increased uniformity to the general education framework bringing the outcomes rubric into alignment with the national discipline expected outcomes.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The General Education Committee met with the Oral Communication discipline group on June 10, 2016 and during the October 2016 General Education Summit to discuss concerns regarding the oral communication GEM course competencies and amendments brought forward by the discipline group.

The Statewide General Education Committee reviewed and approved the recommended amendments at their October 5, 2016 meeting with minor changes. Council on Academic Affairs and Programs (CAAP) reviewed the proposed changes at its November 17, 2016 meeting and recommends approval.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: N. Statewide General Education **February 2017**

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

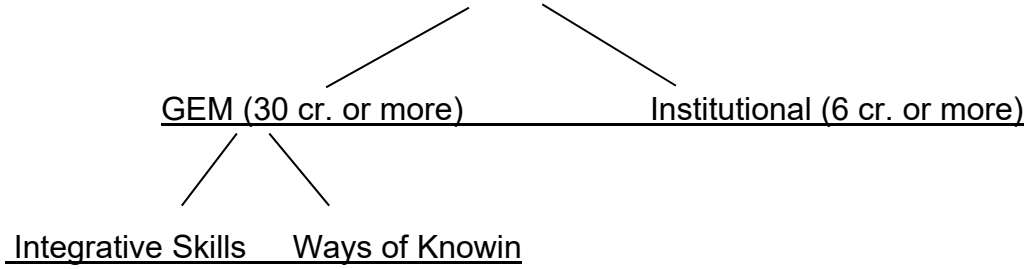
1. The state of Idaho's General Education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

   The General Education curricula must be thirty-six (36) credits or more.

   a. Thirty (30) credits or more of the General Education curricula must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4 of this policy.

      Six (6) or more credits of the General Education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General Education framework reflecting AAC&U Essential Learning Outcomes



2. The intent of the General Education framework is to:
   a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
   b. Establish shared rubrics that guide course/general education program assessment; and
   c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout General Education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:

   a. Written Communication
   b. Oral Communication
   c. Mathematical Ways of Knowing
   d. Scientific Ways of Knowing
   e. Humanistic and Artistic Ways of Knowing
   f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies.

   a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.

      i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
      ii. Adopt strategies and genre appropriate to the rhetorical situation.
      iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
      iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.

v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
vii. Read, interpret, and communicate key concepts in writing and rhetoric.

b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate ~~at least five (5) of~~ the following competencies.

i. Research, discover, and develop information resources and structure ~~verbal~~ spoken messages to increase knowledge and understanding.
ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
~~iii. Understand interpersonal rules, roles, and strategies in varied contexts.~~
~~iv.~~iii. ~~Effectively listen and a~~Adapt spoken ~~verbal~~ messages to the diverse personal, ideological, and emotional needs ~~perspectives~~ of ~~the~~ individuals, groups, or contexts ~~audience~~.
~~v.~~iv. Employ effective ~~verbal~~ spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
v. Listen in order to ~~Ee~~ffectively and critically ~~recognize and critically~~ evaluate the reasoning, evidence, and communication strategies of self and others.
vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.

i. Read, interpret, and communicate mathematical concepts.
ii. Represent and interpret information/data.
iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
iv. Apply quantitative reasoning to draw and support appropriate conclusions.

d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
iv. Describe the relevance of specific scientific principles to the human experience.

v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
v. Interpret artistic and/or humanistic works through the creation of art or performance.
vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirement

a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated

by courses prefixes.

General Education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.

ii. Additional GEM courses, beyond the General Education curricula, may be required within the major for degree completion.

b. This subsection pertains to Associate of Applied Science (AAS) degrees.

i. The General Education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any General Education course	3

c. GEM courses are transferable as meeting the GEM requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually to ensure consistency

and relevance of General Education competencies related to their discipline.

b. The General Education Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career-Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the General Education framework for each institution. GEM Committee duties are prescribed by the Board.

c. The institutions shall identify all General Education courses in their curricula and identify them on the state transfer web portal.

SUBJECT

Proposed Amendments to Board Policy III.W., Higher Education Research, Second Reading

REFERENCE

June 17, 2010	Board approved a second reading to Board Policy III.W. Higher Education Research
August 11, 2011	Board approved first reading to Board Policy III.W. Higher Education Research
October 20, 2011	Board approved a second reading to Board Policy III.W. Higher Education Research
March 23, 2012	Board approved Higher Education Research Council IGEM Program Guidelines
October 10, 2014	Board approved an amendment to the Center for Advanced Energy Studies Tenant Use Agreement and Consortium Agreement, adding the University of Wyoming and directed BSU, ISU, and UI to report annual to Board on institution related CAES activities through the Higher Education Research Council.
December 15, 2016	Board approved first reading of Board Policy III.W.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

BACKGROUND/DISCUSSION

The amendments to Board Policy III.W. include clarification on membership of the Higher Education Research Council (HERC) and the Center for Advanced Energy Studies (CAES), specifically for the Vice Presidents of Research at the universities. Other changes include clarification on the post-award reporting of research activities and incorporation of Board action from the October 10, 2014 Special Board meeting requiring Boise State University, Idaho State University, and the University of Idaho to report annually to the Board on institution related CAES activities through HERC.

IMPACT

Approval of the amendments to Board Policy III.W. will provide for more applicable minimum reporting requirements for all programs funded through HERC and incorporate past Board action that was intended to be ongoing into Board policy consistent with the Board Bylaws.

ATTACHMENTS

Attachment 1 - Board Policy III.W., Higher Education Research – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Board approved the first reading of Board Policy III.W. at the December 2016 Board meeting. There are no changes between first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy III.W., Higher Education Research as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: W. Higher Education Research ~~October 2011~~February 2017

1. Higher Education Research Council

   a. Purpose and Coverage

      Idaho's universities seek to be a driving force in innovation, economic development and enhanced quality of life in the State of Idaho through nationally and internationally lauded research programs in strategic areas. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the State's reputation as a national and international leader in excellence and innovation.

      The Higher Education Research Council of the Idaho State Board of Education (HERC) provides guidance to Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho for a statewide collaborative effort to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources of the State of Idaho provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State. The implementation of the higher education research policy of the Board will be the duty and responsibility of HERC. HERC shall report annually to the Board on a schedule and in a format established by the Executive Director.

   b. The Role of Research in Higher Education

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

      i. Philosophical Statements and Guiding Principles

         The significant role science, technology and other research play in statewide economic development is also accompanied by a demand for the scrutiny of publicly funded research, accountability, and attention to the management of ethical, legal, and safety issues associated with academic research. To fulfill this role, HERC will direct and oversee the development, implementation, and monitoring of a statewide strategic plan for research. The development of a statewide strategic plan for research will assist in the identification of general research areas that will enhance the economy of Idaho via partnering between academia, industry, and/or government. HERC will facilitate this partnering and interaction among business, industry and the public sector with science, engineering and other research faculty.

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

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

The guiding principles are:

1) to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research.
2) to ensure accountability for the state's investment via demonstrable results.

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

1) Research is important in the education of students at all levels.
2) Research plays an important role in maintaining and enhancing faculty quality.
3) Academic research contributes to economic development.

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

The quality and quantity of academic research produced is extremely dependent upon the research infrastructure.
Faculty at Idaho's baccalaureate and post-baccalaureate institutions will be eligible to compete for research funds.

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

c. Specific Funding Programs to Strengthen Research in Idaho

The Board recognizes that talent exists on all of the campuses and the importance of permitting competition for research support and initiation funds. Therefore, the Board will use the following criteria in allocating funds for research activities under this policy at the various institutions.

Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.

i. Infrastructure Funding

A portion of the competitive research funding should be distributed to the state's baccalaureate and post-baccalaureate institutions to support their science, engineering, and other research infrastructure. Distribution of these funds will be made according to guidelines approved by HERC. These funds should be reserved for library support essential to research, graduate research assistantships, post doctoral fellows, technician support, maintenance contracts, research equipment, competitively awarded summer research support, startup funds for new hires, and incentives to reward faculty for their research achievements.

ii. Targeted Research Funding

Faculty members at the state's baccalaureate and post-baccalaureate institutions will have an opportunity to submit research project proposals for review under this program.

1) All projects selected for funding under this program will demonstrate the potential for economic benefit or cost savings for the State.
2) A major focus under this program should be start-up and seed funds that will assist a principal investigator in promoting basic or applied research; competing for external funding; and enhancing technology transfer or commercialization.
3) Collaborative research projects are encouraged.

Guidelines for this program will be established by HERC, will incorporate an independent peer review, and will include an evaluation component for commercial applicability for the benefit of the State.

iii. Research Centers Funding

Many important research advances are made through focused research centers. These centers should involve several faculty members from multiple institutions in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type should be adequate to create a critical research mass for multiple years leading to research center sustainability. State funding should be supplemented by non-state matching funds.

iv. State Matching Awards

Under this program State funds would be available to match those awarded by non-state sources by using an external peer review process.

Examples of matching entities for the state matching funds would be:

1) Federal Agencies

2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, Department of Defense, National Aeronautics and Space Administration, etc.
3) Foundations
4) Business and Industry
5) Other

v. Idaho Global Entrepreneurial Mission Funding

Funding under this program will be awarded for competitive state university research in support of the goals of the Idaho Global Entrepreneurial Mission (IGEM) initiative. These funds are to be used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth.

Selected project proposals will be in alignment with the statewide higher education research strategic plan and will leverage the talents and expertise of Idaho's higher education research activities and the private sector to further the economic vitality of the state; create a platform to facilitate and accelerate the transfer of technology out of Idaho's public state research facilities and into the private sector; and create new ideas, products and companies that will lead to higher-paying jobs and a strong economic foundation for Idaho.

Priority will be granted to those proposals that can show a strong collaborative effort between institutions as well as the private sector or exhibit high potential for near term technology transfer to the private sector.

Further guidelines for this program will be established by HERC and will incorporate an independent peer review of proposals, an evaluation component for identifying the project success and economic benefit to the State. Performance measures established for project post-award accountability will be specific, objective, measurable and realistic. Awards may span multiple years, but will be evaluated for effectiveness annually.

vi. Post-Award Accountability

Any project receiving funding through any of the previously described Board sponsored programs will be required to report on the quality, relevance, and impact of the project. Reporting measures may include such items as: ~~its productivity with respect to such items as:~~

Quality
2~~) Number of faculty involved;~~
~~3) External funding earned as a result;~~
~~4) Publications in refereed journals;~~
5~~1~~) Presentations at professional meetings and conferences;
6~~2~~) Patents awarded or pending;

~~7) Economic benefits; or~~
~~8) Problem resolution.~~

Relevance
1) Importance of project to Idaho industries;
2) ~~3)~~ External funding earned as a result;
3) Citations;
4) Programmatic impact

Impact

1) Number of undergraduate and graduate students involved;
~~1~~2) Number of faculty involved;
3) Collaborations between universities and industries of Idaho;
~~1)~~ ~~8~~4) Problem resolution.
~~7~~5) Economic benefits; or

Reporting procedures will be established and administered through HERC.

d. Responsibilities and Membership of the Higher Education Research Council

In order to advise the Idaho State Board of Education on the implementation of the above strategies, HERC will report to the Board through the Instruction, Research and Student Affairs Committee. The assigned responsibilities of HERC will include the following:

i. Direct and oversee the development of a higher education statewide strategic plan for research;
ii. Direct and oversee the use of Legislatively appropriated funds for higher education research;
iii. Determine and distribute to all interested parties the guidelines for submission of proposals under the competitive programs;
iv. Organize the review procedures for proposals submitted under the guidelines mandated;
v. Monitor the productivity of each funded project to warrant continued funding and to provide accountability.

The membership of HERC shall consist of:

i. the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College;
ii. a representative of the Idaho National Laboratory (INL); and
iii. three non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics.

The Board shall appoint the three non-institutional representatives. The three non-institutional representatives shall be appointed for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for three years. The appointments of the representative of INL shall be subject to approval of the Board. All members of HERC shall have equal voting privileges.

One (1) of the Vice Presidents of Research shall serve as chair of the Council, with a new chair selected each academic year such that the chair shall rotate among the Vice Presidents of Research. No Vice President of Research shall serve as chair of the Council for more than three (3) consecutive terms.

Executive Committee:
The Executive Committee shall consist of the three Vice Presidents of Research.

e. Nominating Process

HERC shall nominate candidates for membership for Board consideration. The list of candidates, including letters of interest and biographical information, must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

i. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on HERC's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

ii. Open Appointment

1) HERC members shall solicit nominations with consideration given to geographic, private industry involvement, and other representation characteristics.

2) Each nominee must provide a written statement expressing his or her interest in becoming a member of HERC. Each nominee must also provide a description of his or her qualifications, and must identify his or her primary residence.

3) HERC will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for HERC membership identified by the Board or its staff.

2. Experimental Program to Stimulate Competitive Research (EPSCoR)

   a. Overview

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

   b. EPSCoR Mission

      Idaho EPSCoR's mission shall be to stimulate systematic and sustainable improvements in Idaho's academic science, technology, engineering and mathematics (STEM) research capabilities for the purpose of establishing nationally prominent research competitiveness in selected areas eligible for support by the National Science Foundation and other federal and private sponsors. It is expected that EPSCoR investments shall harmonize with the research interests of Idaho's public universities, the State of Idaho, and Idaho's industries. The University of Idaho, Idaho State University and Boise State University are Idaho EPSCoR partner institutions.

   c. Idaho EPSCoR Committee

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

      i. Duties and Responsibilities

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

         1) To catalyze key research themes and related activities within and among EPSCoR jurisdictions that empower knowledge generation, dissemination and application;

2) To activate effective jurisdictional and regional collaborations among academic, government and private sector stakeholders that advance scientific research, promote innovation and provide multiple societal benefits;
3) To broaden participation in science and engineering by institutions, organizations and people within and among EPSCoR jurisdictions; and
4) To use EPSCoR for development, implementation and evaluation of future programmatic experiments that motivates positive change and progression.

ii. Operating Procedures

The committee will meet in person annually, and more often by teleconference to fulfill its duties. Additional meetings may be called by the chair or by request of three (3) or more committee members. The chair will appoint subcommittees as needed. The appointments are subject to review of the entire committee. On a regular basis, the committee shall monitor the activities of the project director and provide direction as necessary.

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

iii. Membership

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

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

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

iv. Nominating Process

The Idaho EPSCoR Committee will nominate candidates for committee membership for consideration by the Board. The list of candidates must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of committee member, or within 30 days after any vacancy.

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

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

The Board may, after review of the candidates nominated by the committee pursuant to the process described herein, consider other candidates for committee membership identified by the Board or its staff.

v. Terms of Membership

Committee members shall serve five-year terms with the exception of the Vice Presidents of Research and the non-voting ex officio members. An incumbent member may be nominated by the committee for re-appointment by the Board, but no member may serve more than three (3) consecutive terms. All terms, regardless of length, shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term. Members who serve by virtue of their position,

without terms are not subject to the term limits and serve at the pleasure of the Board.

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

d. Reporting

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

e. Idaho EPSCoR Office

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

f. Idaho EPSCoR Project Leadership

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

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

3. Center for Advanced Energy Studies

The Center for Advanced Energy Studies (CAES) is an ongoing research collaboration among Battelle Energy Alliance, LLC (BEA), Boise State University (BSU), Idaho State University (ISU) the University of Idaho (UI) and the University of Wyoming with its main location at the ISU/CAES building in Idaho Falls. Structure and administration of the collaborative is outlined through a consortium agreement. The agreement adds structure to the CAES collaboration while continuing to recognize each CAES member as a separate governmental entity operating under each member's own legal standing.

BSU, ISU, and UI shall report annually to Board on institution related CAES activities, including the expenditure of CAES appropriated funds through the Higher Education Research Council (HERC). The timing and format of such reports shall be established by HERC.

Institutional Tracking No. **BSU NOI 16-022**

Vice President

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

DEC 12 2016

Finance and Administration

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Business and Economics
Name of Department(s) or Area(s):	Management

Program Identification for Proposed New or Modified Program:

Program Title:	BBA in Management					
Degree:		Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:	X	Yes (Using Online Program Fee Model)		No		
CIP code (consult IR /Registrar):	52.0201 Business Administration and Management, General					
Proposed Starting Date:	FALL 2017					
Geographical Delivery:	Location(s)		Region(s)			
Indicate (X) if the program is/has:	X	~~Self-Support~~ Online fee model		Professional Fee		
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] ~~Expansion of Existing Program~~
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

College Dean (Institution)	11-30-16 Date	College Dean (Institution)	Date
Graduate Dean or other official (Institution; as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	12/14/16 Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	12/10/16 Date	SBOE/Executive Director Approval	Date
President	12/16/16 Date		

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   Boise State University proposes the creation of a wholly online program that will award a Bachelor of Business Administration (BBA) degree in Management. The proposed program will operate under the guidelines of SBOE Policy V.R as it pertains to wholly online programs. Boise State University currently offers a traditional format (i) a BBA in General Business, (ii) a BBA in Entrepreneurship Management, and (iii) a BBA in Human Resources Management. The proposed program is intended for students who want to specialize in management but want a program that is broader in focus than our Entrepreneurship Management and Human Resources Management degrees.

   Many of the students who enter the program will be working adults with some prior college experience who want to enhance their careers in management. The program will focus on skills in digital communication, presentation, and management. Graduates will develop the knowledge base, analytic abilities, digital competence, and interpersonal skills needed to become an effective and ethical leader and manager.

   The program will be designed to impart digital competence throughout its curriculum. The Joint Research Centre of the European Commission defines digital competence as "a set of knowledge, skills, attitudes (thus including abilities, strategies, values, and awareness) that are required when using Information, Communication, and Technologies (ICT) and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socializing, consuming, and empowerment."

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

      List the job titles for which this degree is relevant:

Because a BBA in Management can prepare a graduate for a wide range of positions, we will provide two estimates that will put high and low bounds on the likely actual number.

High bound: CIP Code 11-0000 Management Occupations
Low bound: CIP Codes 11-1021, 11-3011, and 11-9051 for General and Operations Managers, Administrative Services Managers, and Food Services Managers

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	349 (1/2 of state; low bound)	647(0.25% of national; high bound)	N/A
State	698 (low bound)	1,293 (0.5% of national; high bound)	N/A
Nation	N/A	84,310 (low bound) to 258,680 (high bound)	N/A

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

2014 National Employment Matrix Title and Code		Employment (1000's)		Job Openings Due to Growth and Replacement Needs 2014-24 (1000's)
		2014	**2024**	
Management Occupations	11-0000	9,157.5	9,662.9	2,586.8

2014 National Employment Matrix Title and Code		Employment		Job Openings Due to Growth and Replacement Needs 2014-24 (1000's over 10 years)
		2014 (1000's)	**2024 (1000's)**	
General and Operations Managers	11-1021	2,124.1	2,275.2	688.8
Administrative Services Managers	11-3011	287.3	310.8	77.2
Food Service Managers	11-9051	305.0	320.7	77.1

2014-2024 Idaho Long Term Employment Projections		Employment		Job Openings Due to Growth and Replacement Needs 2014-24
		2014	**2024**	
General and Operations Managers	11-1021	11,629	14,244	556
Administrative Services Managers	11-3011	1,416	1,748	59
Food Service Managers	11-9051	1,777	2,249	83

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

Many of the students likely to enroll in this program are working adults over the age of 25 with prior college experience but no bachelor's degree, although students without college credits will be eligible to pursue this degree. Students will possess varying business-related experience. Some students will need the degree to advance their careers and/or take on additional responsibility; others may be self-employed and want the degree to understand the bigger picture of business.

The proposed program will enable Boise State to reach potential students who need flexibility in their education due to professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The SBOE's Complete College Idaho plan contains the following statement from a report produced by the Office of Performance Evaluation:

"The long-term benefits of increasing educational attainment levels of Idahoans will directly impact the creation of new businesses…[and] the economic and social well-being of the state."

The proposed online BBA in Management will directly contribute to the Complete College Idaho initiative by enabling a significant number of Idahoans to increase their level of education. The proposed degree will facilitate innovation and entrepreneurship by increasing the creation of new businesses.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

N/A

e. If Associate's degree, transferability:

N/A

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Insti-tution Name	**Degree name and Level**	**Program Name and brief description if warranted**
BSU	BBA in General Business	IN-PERSON - A broad-based curriculum that is designed for students who do not wish to specialize in any single area of business.

	BBA in Entrepreneurship Management BBA in Human Resources Management BBA in Management	IN-PERSON – A program designed for students who may wish to start their own business or work in small/family-owned businesses. IN-PERSON – Provides solid foundation for students interested in human resource management process. ONLINE – For students who want to specialize in management, but want a broader focus than HR or Entrepreneurship Management.
ISU	BBA in Management Emphases: General Management, Human Resource Management, Operations Management, and Entrepreneurship	IN-PERSON – Flexible BBA with fewer required courses, more electives and makes it easier for a student to double major
LCSC	B.A./B.S. in General Business	ONLINE and IN-PERSON - Designed to serve students who wish to develop a broad range of general management competencies.
	BA/B.S. in Business Administration BA/BS in Hospitality Management BA/BS in Sports administration BA/BS in Management: Radiography emphasis	ONLINE and IN-PERSON- Designed to provide an in-depth study of business as a career discipline. IN- PERSON – Students receive training in food and beverage management and room division management. IN-PERSON – Prepares students to integrate principles relating to business, kinesiology, and health to the administration of athletics, and health related activities. IN-PERSON – Designed for students with radiography training who wish to develop a broad range of general management competencies.
UI	B.S. in Business Emphases: Human Resources Management, Management, Operations Management	IN-PERSON – Learn to help organizations build and manage a productive, high-quality workforce to stay competitive. Topics include hiring and employee relations, labor regulations and policies, training and administration, project management, and more.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
NNU	B.S. in Business Administration	ONLINE and IN-PERSON – Degree completion program. Can earn degree in as little as 16 months.
Arizona State University	B.S. in Management	ONLINE - Prepares students to become effective managers and team leaders by providing theoretical and conceptual knowledge and building critical skills.
Colorado State – Global Campus	B.S. in Business Management	ONLINE – Learn how to gather and analyze financial data and employment reports, interview employees, observe the flow of the workplace, and develop solutions to potential problems.
Portland State University	BBA in Management and Leadership	ONLINE - Successful business leaders use online technologies to gather information, make connections and create opportunities. Get ahead of the curve by earning a bachelor's in business administration degree online with a concentration in management and leadership.
University of Phoenix	B.S. in Management	ONLINE - Coursework in this degree will teach you how to align resources to improve your organization's communication, productivity and effectiveness.
University of Utah	B.S. and B.S. in Management	IN-PERSON - Designed to provide management majors with a deeper understanding of leadership and a broad conceptual foundation to recognize the challenges managers and leaders face in the 21st century.
Washington State University	B.S. in Management	ONLINE –Prepares you on how to motivate people, anticipate change, and improve the planning, structure, and operation of organizations.

4. **Justification for Duplication with another institution listed above** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable. The program will be offered wholly online.

5. Describe how this request supports the institution's vision and/or strategic plan.

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	Boise State's online program development process created a cohesive, consistent, rigorous, outcome-driven educational experience. Program coursework infuses relevant business instruction with innovation, digital best practices, and experiential learning.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	The online delivery of this program will enable students with work, life, or other responsibilities to obtain a marketable management degree.
Goal 4: Align university program and activities with community needs	Graduates of the program will be effective, innovative, and enterprising employees who embrace challenges and are capable of developing opportunities for their firms and communities.

6. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

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

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

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 self-evaluation and a comprehensive strategic plan. A site visit by external evaluators will be encouraged.
Specialized Accreditation: The program falls under the College of Business and Economics accreditation by the Association to Advance Collegiate Schools of Business (AACSB). AACSB ensures the highest quality standards in business education to prepare the next generation of business leaders.

Program Development Support: The online BBA in Management is one of several created via the eCampus Initiative at Boise State University. Boise State's online program development process uses a facilitated 10-step program design to assist faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer, works collaboratively with the faculty member. One master version of each course is developed for consistent look and feel of courses across

the program; the master course utilizes a professionally created common template aligned with nationally used Quality Matters course design standards.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- During student orientation programs, academic integrity will be addressed.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students verbally and in the syllabus.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong student passwords and to change them every 90 days.
- During the design of the curriculum and assessment of each course, instructors will apply training and principles from the Quality Instruction Program offered by Boise State's eCampus Center - which includes Quality Matters best practices and WCET's Best Practice Strategies to Promote Academic Integrity in Online Education (Version 2.0, June 2009).
- Faculty members will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate. Faculty members are expected to be informed of and aware of the importance of academic integrity and student identity authentication, and to report and act upon suspected violations.

7. **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 B**.

   N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

   Wil this program lead to certification?
   Yes_____ No X____

   If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

   Yes x No _____

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. **Curriculum for the proposed program and its delivery.**

    a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	49
Credit hours in required courses offered by other departments	34-37
Credit hours in institutional general education curriculum	0
Credit hours in free electives	34-37
Total credit hours required for degree program:	120

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

The following capstone course will be required of all students:
BUSMGT 425 CAPSTONE (3-0-3) (F/S/SU)(FF). Develops analytical, problem-solving, and decision making skills in situations dealing with complex organizations, with the ultimate objective of formulating policies and strategies, both domestic and worldwide. Builds upon and integrates the knowledge and methods acquired throughout the program to examine all functional areas of the organization. PREREQ: Completion of 40 credit hours in BUSMGT

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Managerial Problem Solving: Apply appropriate analytical methods, as well as knowledge of business functions and a strategic assessment of global, legal, and economic contexts, to effectively address managerial problems and opportunities.

Interpersonal Competence: Demonstrate effective and professional collaboration, communication, and conflict resolution skills for leading, motivating, and influencing others.

Responsible Business Practices: Engage in ethical decision-making aligned with sustainable and socially responsible business practices, incorporating a knowledge of diverse cultural norms and legal environments.

Innovation: Employ creative thinking for the development of innovative solutions that open new opportunities for an organization to provide value to its stakeholders.

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Artifacts will be gathered in specified courses. Rubrics will be used to review a sampling of the artifacts to determine if the program learning outcomes objectives are being met.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

Data will be shared with the COBE Curriculum Improvement and Assessment Committee and

instructors, and program director. The program director and faculty will regularly meet to address opportunities and develop actions for improvement.

c. Measures used. What direct and indirect measures will be used to assess student learning?

The program assessment process described in Section 12a and faculty grades on specific assignments.

d. Timing and frequency. When will assessment activities occur and at what frequency?

Program Learning Outcomes are assessed yearly.

Enrollments and Graduates

13. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY14	FY15	FY16	FY17	FY13	FY14	FY15	FY16
BSU								
BBA in General Business	579	577	649	660	146	134	137	136
BBA in Entrepreneurship Mgmt.	141	150	160	168	12	23	27	20
BBA in Human Resource Mgmt.	152	159	152	155	57	52	49	52
ISU								
BBA in Management	174	190	182	201	29	31	32	40
UI								
B.S. Management & Human Resources (Management emphasis)	151	120	81	51	38	42	41	22
LCSC								
BA/B.S. in Business Administration	391	372	329	347	78	74	94	74
BA/BS in Hospitality Management	18	13	8	6	2	5	3	3

BA/BS in Sports administration	42	53	50	41	5	5	3	3
BA/BS in Management: Radiography emphasis	15	15	16	8	3	3	6	8

14. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

We expect many students working full-time to enroll in the program; therefore, we estimate that approximately 60% of students will be part-time students and 40% full-time. Idaho residents will most likely make up at least half of the enrolled students.

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: BBA in Management											
Projected Fall Term Headcount Enrollment in upper-division courses						Projected Annual Number of Graduates From Program					
FY18 (first year)	FY19	FY20	FY21	FY22	FY23	FY18 (first year)	FY19	FY20	FY21	FY22	FY23
30	154	274	381	440	440	0	9	41	81	126	150

15. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form, and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment lifecycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

16. Minimum Enrollments and Graduates. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Because the program will be utilizing the online fee model, it is best to put minimum enrollment

in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 844, Annual FTEs 28.1
- Year 2: Annual credits 3,948, Annual FTEs 131.6
- Year 3: Annual credits 6,711, Annual FTEs 223.7
- Year 4: Annual credits 6,974, Annual FTEs 232.5
- Year 5: Annual credits 5,528, Annual FTEs 184.3

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The Program's financial sustainability will be evaluated at least annually.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The available space and equipment is currently acceptable to operate a successful program.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Operating expenses associated with program support staff and new faculty is reflected in the budget.

18. Library resources

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None

19. Personnel resources

a. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

b. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

c. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The following description applies only to the upper-division courses taught as part of the program. Lower-division coursework will be available to students in a variety of majors and so is not considered here.

In Year One of the program:

- A Program Coordinator will be hired at 0.5FTE to support the program. Note that the position will be filled in early spring, 2017 and that the FY17 salary is included in the FY18 numbers for the budget.
- A total of six new 3-credit and 1-credit courses will be developed and then taught during fall, spring, and summer semesters by tenure-track faculty members. That instructional capacity is costed in the budget at the adjunct rate of $3,696 per course because the tenure-track faculty members teaching will either be backfilled in their other courses by adjuncts or will be paid to teach on overload.

In Year Two of the program, assuming that enrollments meet expectations:

- A 0.5 FTE Administrative Assistant will be added.
- A total of nine new additional 3-credit courses will be developed and then taught by tenure-track faculty members; six of those in the fall and spring semesters. To provide instructional capacity during the fall and spring semesters, a 1.0 FTE PhD-level faculty member (either tenure track or clinical) will be hired, either to teach the designated courses or to provide backfill for existing faculty members who would teach in the program. Adjunct faculty members will be hired to provide additional necessary teaching capacity.

In subsequent years, personnel will hired to scale the capacity of the program to growing enrollments.

- An advisor will be added for each 200 additional students.
- An additional 1.0FTE PhD-level faculty member will be added.
- Course offerings will be structured so that
    - Section capacity is limited to 35
    - PhD-level faculty members will be the lead instructor for the bulk of course offerings. Remaining sections will typically be taught by adjunct faculty members under the guidance of lead instructors.

d. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Three existing face-to-face programs, the BBA in Human Resources Management, the BBA in

Entrepreneurship Management and the BBA in General Business, may see some decline in numbers from students who would prefer a wholly online program. However, both program have robust enrollments and will remain viable in spite of any competition from the proposed program.

As described above, during the initial implementation several existing tenured/tenure-track faculty members in the Department of Management will be replaced in their face-to-face courses by adjunct faculty members. However, that change will be transitory given that AACSB require that we not rely overly much on adjunct faculty members.

20. Revenue Sources

a) **Reallocation of funds:** 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?

N/A

b) **New appropriation**. 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.

No new appropriate will be required.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

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

Student Fees:

iii. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge $336 per credit hour. This aligns with a reasonable estimate Boise State undergraduate 2017-18 tuition of $306 per credit plus the $30 per credit online fee. Boise State would like to remain an affordable education option for people residing in Idaho.

iv. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Although a student may enter the program as a freshman, we anticipate that students entering

the program will typically have at a minimum an AA or AS degree, or 60 credits of coursework. For the 49 BUSMGT credits required for completion of the proposed program, students will pay $336 per credit; the total cost of those 49 credits totals $16,464. Students with the minimum of 60 credits will need 11 additional credits to meet the 120-credit requirement for graduation; the cost of those additional credits would be $3,696 if taken under the online program fee model. A student requiring the 49 BUSMGT credits and the 11 additional credits would be charged a total of $20,160. A student who took the entire 120 credits required would be charged $40,320.

We project that by the fourth year of the program, it will generate 8,836 SCH, which will yield a total gross revenue of $2,969,028.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	25.3	57	118.4	177	201.3	279	265.1	365	306.6	416
B. Shifting enrollments	2.8	6	13.2	20	22.4	31	29.5	41	34.1	46
Total Enrollment	28.1	63	131.6	197	223.7	310	294.5	406	340.7	463
Student Credit Hours Generated	844		3,948		6,711		8,836		10,220	

II. REVENUE

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request										
2. Institution Funds										
3. Federal										
4. New Tuition Revenues from Increased Enrollments										
5. Student Fees		$283,641		$1,326,579		$2,255,002		$2,969,028		$3,433,982
6. Other (i.e., Gifts)										
Total Revenue	$0	$283,641	$0	$1,326,579	$0	$2,255,002	$0	$2,969,028	$0	$3,433,982

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:
>1 FTE = 30 credits
>Headcount determined as the distinct number of students in the program that year.
>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.
>Assume 4.4% attrition from one semester to the next.

II.5. >Student Fee revenue calculated as Student Credit Hours * $336 per credit.
>$336 calculated as $306 as an estimate for 2017-2018 resident per-credit rate plus $30 per credit online fee.

III. EXPENDITURES

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE		2.20		7.76		11.49		13.93		16.20
2. Faculty		$0		$125,246		$286,635		$286,635		$286,635
3. Adjunct Faculty		$36,387		$134,974		$166,773		$218,321		$278,966
4. Graduate/Undergrad Assistants										
5. Research Personnel										
6. Directors/Administrators		$41,800		$31,350		$31,350		$31,350		$31,350
7. Administrative Support Personnel				$14,000		$14,000		$14,000		$14,000
8. Fringe Benefits		$20,330		$94,988		$197,662		$209,410		$229,086
9. Other: Academic Advisors/Coordinators						$42,700		$56,933		$85,400
Total Personnel and Costs	$0	$98,517	$0	$400,559	$0	$739,120	$0	$816,650	$0	$925,437

Budget Notes (continued)

III.A.2	Tenure track and lecturer faculty FTE: Calculated using (Credit hour load)/24
III.A.3	Adjunct FTE: Calculated using (Credit hour load)/30
III.A.6	Administrator: Program Coordinator starting January 2017 before program's anticipated launch in Fall 2017. Spring 2017 wage included in FY 2018 (Summer 2017-Spring 2018).
III.A.7	Support Personnel (Administrative Assistant): .50 FTE starting Year 2.
III.A.8	Benefits calculated at professional $12,240+(annual wage*21.28%), classified $12,240+(annual wage*21.58%)
III.A.9	Other - Academic Advisors: Adding an academic advisor at 201 (Year 3) and 401 (Year 4) students.

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures										
1. Travel		$1,625		$3,774		$5,286		$6,034		$6,975
2. Professional Services		$15,840		$36,000		$42,000		$46,800		$51,600
3. Other Services										
4. Communications										
5. Materials and Supplies		$2,438		$5,661		$7,929		$9,051		$10,462
6. Rentals										
7. Materials & Goods for Manufacture & Resale										
8. Miscellaneous - Computer Hardware/Software		$4,064		$9,435		$13,214		$15,085		$17,437
Total Operating Expenditures	$0	$23,967	$0	$54,869	$0	$68,429	$0	$76,970	$0	$86,474

Budget Notes (continued):

III.B.1 Travel to Boise State University main campus and training

III.B.2 Professional Services: Cost of assessment exams at a one time cost of $240 per student. Paid to external vendor.

III.B.5 Materials & Supplies: Office supplies and materials

III.B.8 Miscellaneous: Computer hardware/software

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources										
2. Equipment										
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation										
E. Other Costs										
1. Boise State Central		$28,364		$132,658		$225,500		$296,903		$343,398
2. Boise State eCampus Center		$31,200		$145,924		$248,050		$326,593		$377,738
3. Boise State Online Innovation Fund		$14,182		$66,329		$112,750		$148,451		$171,699
4. Boise State Online Marketing, Recruitment, Enrollment & Retention Fund		$96,438		$451,037		$766,701		$1,009,470		$1,167,554
5. Credit card fees		$2,269		$10,613		$18,040		$23,752		$27,472
Utilites										
Maintenance & Repairs										
Other										
Total Other Costs	$0	$172,454	$0	$806,560	$0	$1,371,041	$0	$1,805,169	$0	$2,087,861
TOTAL EXPENDITURES:	$0	$294,938	$0	$1,261,988	$0	$2,178,591	$0	$2,698,789	$0	$3,099,772
Net Income (Deficit)	$0	-$11,297	$0	$64,590	$0	$76,412	$0	$270,239	$0	$334,210

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

III.E.1	Boise State Central Services: A fund dedicated to funding support services for online students
III.E.2	Boise State eCampus Center: Provide funding for initiative management, online course/program development and other support services
III.E.3	Boise State Online Innovation Fund: Seed funding for academic programs, initiative infrastructure, and eventually innovation grants
III.E.4	Boise State Online Marketing, Recruitment, Enrollment and Retention Fund: A fund dedicated to marketing the program, recruiting students, enrolling qualified students and retaining students throughout the life of the program

APPENDIX A: Curriculum

BBA in Management	
Course Number and Title	*Credits*
Foundational Studies Program requirements indicated in **bold.** See page 50 for details and lists of approved courses.	
ENGL 101 Introduction to College Writing	3
ENGL 102 Introduction to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM Mathematics	3-4
DLN Natural, Physical & Applied Sciences course with lab	4
DLN Natural, Physical & Applied Sciences course in a second field	3-4
DLV Visual Performing Arts	3
DLL Literature and Humanities	3-4
DLS Social Sciences course (must be ECON 201)	3
DLS Social Sciences course in a second field	3
Major Requirements	
BUSMGT 300 Orientation	1
BUSMGT 304 Design Thinking	3
CID BUSMGT 306 Professional Communication for Managers	3
BUSMGT 315 Foundations of Management	3

BUSMGT 317 Managing Human Resources	3
BUSMGT 320 Marketing	3
BUSMGT 322 Negotiation and Conflict Management	3
BUSMGT 325 International Business Management	3
BUSMGT 342 Strategic Tools	3
BUSMGT 344 Business Intelligence and Analytics	3
BUSMGT 347 Law for Managers	3
BUSMGT 360 Leadership and High Performing Teams	3
BUSMGT 364 Business Ethics, Responsibility and Sustainability	3
BUSMGT 368 Operations Management	3
BUSMGT 420 Managing Innovation and Change	3
BUSMGT 422 Finance for Managers	3
FF BUSMGT 425 Capstone	3
Electives to total 121 credits	34-37
Total	***120***

Program Map: BBA in Management

BOISE STATE UNIVERSITY

Management Vision Statement
To be recognized as a top program for educating effective, innovative and enterprising graduates who embrace challenges and develop opportunities for their firms and communities.

Management Mission Statement
To enhance students' career success by developing their managerial skills and abilities through a state-of-the-art online learning experience.

MANAGERIAL PROBLEM SOLVING ● INTERPERSONAL COMPETENCE ● RESPONSIBLE BUSINESS PRACTICES ● INNOVATION

- Admission to Boise State University
- Have an earned associate's degree or a minimum of 60 college level credits a from a regionally accredited institution
- Have a minimum 2.5 GPA in previous college courses

Begin Foundation Skills

- **BUSMGT 300** Orientation (1)
- **BUSMGT 315** Foundations of Management (3)
- **BUSMGT 304** Design Thinking (3)
- **BUSMGT 317** Managing Human Resources (3)
- **BUSMGT 306** Professional Communication for Managers (3)

- **BUSMGT 320** Marketing (3)
- **BUSMGT 325** International Business Management (3)
- **BUSMGT 322** Negotiation and Conflict Management (3)
- Elective

- **BUSMGT 360** Leadership and High Performing Teams (3)
- **BUSMGT 364** Business Ethics, Responsibility, & Sustainability (3)
- **BUSMGT 368** Operations Management (3) (Prereq: Stats)
- Elective

- **BUSMGT 342** Strategic Tools (3)
- **BUSMGT 347** Law for Managers (3)
- **BUSMGT 344** Business Intelligence and Analytics (3) (Prereq: Excel)
- Elective

Foundation Skills Complete

- **BUSMGT 420** Managing Innovation and Change (3)
- **BUSMGT 425** Capstone (3)
- **BUSMGT 422** Finance for Managers (3)
- Elective

Foundation Skills Courses

- Quantitative Skills
- Statistics
- Micro Economics
- Accounting
- Excel

Potential Elective Courses

- Macro Economics
- Professional Development
- Accounting

Program Learning Goals:

- **Managerial Problem Solving**: Apply appropriate analytical methods, as well as knowledge of business functions and a strategic assessment of global, legal and economic contexts, to effectively address managerial problems and opportunities.
- **Interpersonal Competence**: Demonstrate effective and professional collaboration, communication and conflict resolution skills for leading, motivating and influencing others.
- **Responsible Business Practices**: Engage in ethical decision-making aligned with sustainable and socially responsible business practices, incorporating a knowledge of diverse cultural norms and legal environments.
- **Innovation**: Employ creative thinking for the development of innovative solutions that open new opportunities for an organization to provide value to its stakeholders.

EXPERIENTIAL LEARNING ● INTERACTION ● DIGITAL COMPETENCE & COLLABORATION

7 Areas of Digital Competence
- Information Management
- Collaboration
- Communication and Sharing
- Creation of Content and Knowledge
- Ethics and Responsibility
- Evaluation and Problem-Solving
- Technical Operations

University Outcomes
Written Communication
Oral Communication
Critical Inquiry
Innovation & Teamwork
Ethics & Diversity

Stakeholders
- COBEAC Advisory Council
- Students
- Local Employers
- COBE and other Academic Units at Boise State
- Local and Regional Communities

Accreditation & Standards
- AACSB
- NWCCU
- COBE Outcomes

- Entrance/Exit courses
- Elective courses
- Foundation Skills courses

BOISE STATE UNIVERSITY

SUBJECT

Online, Bachelor of Business Administration in Management

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new Bachelor of Business Administration (BBA) in Management that will be offered entirely online. The program will operate under the guidelines of Board Policy V.R. as it pertains to online programs. Boise State University currently offers the following programs in a traditional format (i) a BBA in General Business, (ii) a BBA in Entrepreneurship Management, and (iii) a BBA in Human Resources Management. The proposed program is intended for students who want to specialize in management but want a program that is broader in focus than our Entrepreneurship Management and Human Resources Management degrees.

Because the program is fully online it will enable BSU to reach potential students who need flexibility in their education as a result of professional and personal responsibilities. These students may also live in rural areas of Idaho that do not have face-to-face educational opportunities.

Many of the students who enter the program will be working adults with some prior college experience who want to enhance their careers in management. The program will focus on skills in digital communication, presentation, and management. Graduates will develop the knowledge base, analytic abilities, digital competence, and interpersonal skills needed to become an effective and ethical leader and manager.

The intended learning outcomes for the program are as follows:

- Managerial Problem Solving: Apply appropriate analytical methods, as well as knowledge of business functions and a strategic assessment of global, legal, and economic contexts, to effectively address managerial problems and opportunities.

- Interpersonal Competence: Demonstrate effective and professional collaboration, communication, and conflict resolution skills for leading, motivating, and influencing others.

- Responsible Business Practices: Engage in ethical decision-making aligned with sustainable and socially responsible business practices, incorporating a knowledge of diverse cultural norms and legal environments.

- Innovation: Employ creative thinking for the development of innovative solutions that open new opportunities for an organization to provide value to its stakeholders.

Idaho State University, Lewis-Clark State College (LCSC), and University of Idaho each offer one or more bachelor's degree programs in management. Only LCSC presently offers an online format.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 440 students by the sixth year, graduating approximately 150 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. BSU will initially charge $336 per credit hour, which aligns with a reasonable of estimate of BSU's undergraduate 2017-18 tuition of $306 per credit plus the $30 per credit online fee.

Although a student may enter the program as a freshman, BSU anticipates that students entering the program will typically have at a minimum an AA or AS degree, or 60 credits of coursework. Students entering with 60 credits will be required to complete the 49 business management credits, with 11 additional credits, in order to meet the 120-credit requirement for graduation; the cost of those additional credits would be $3,696 if taken under the online program fee model. For the 49 business management credits, students will pay $336 per credit; the total cost of those 49 credits totals $16,464. A student requiring the 49 business management credits and the 11 additional credits would be charged a total of $20,160. A student who took the entire 120 credits required would be charged $40,320.

ATTACHMENTS

Attachment 1 – online, BBA in Business Administration proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's (BSU) proposed BBA in Administration falls within the mission of BSU, and will provide access to individuals not able to attend face to face classes. This program is consistent with service region program responsibilities.

Boise State University currently has a BBA in General Business included in its five-year plan for Fall 2017. The General Business major provides a broad-based curriculum and is designed for students who do not wish to specialize in any single area of business. During last year's update to the five-year plan, Boise State submitted a request to change the title to a BBA in Management; however, this change did not make it into the plan that the Board approved in August 2016. The change would provide students with a more focused degree and is intended for

students who wish to specialize in management. Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for business administration programs.

BSU is also requesting approval to assess an online program fee consistent with Board Policy V.R.3.a.x. at $336 per credit. This policy provides the criteria that must be met in order to designate an online program fee for a Board approved academic program. This includes programs must be fully online and that the fee is in lieu of resident or non-resident tuition. Based on the information provided in the proposal, staff finds that the request to assess the online program fee meets policy requirements. Staff notes that the regular per credit hour fee for a full-time, undergraduate, resident BSU student taking 12 credits would be $295/credit; or $297/credit for a part-time student (attempting 1-11 credit hours).

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and by the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online, Bachelor of Business Administration in substantial conformance to the program proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate an online program fee for the BBA, in Management in the amount of $336 per credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE UNIVERSITY

SUBJECT

New Master of Healthcare Administration

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) is requesting the addition of a Master in Healthcare Administration. Since 1975, the Kasiska School of Health Professions at ISU has offered an undergraduate B.S. degree in Health Care Administration (HCA) with a minor in business. The HCA program is the only nationally certified program in the state of Idaho. In recent years BYU-Idaho began offering an undergraduate HCA program; the Rexburg-based program is not specialty certified. While the undergraduate HCA program provides students an introduction to the fundamental knowledge and skills required for entry-level administrative positions in healthcare organizations, a Masters in Healthcare Administration would provide the more advanced and sophisticated training required for executive level positions.

The MHA degree has never been offered by ISU or any other college or university in Idaho. Students or working professionals who wish to pursue this degree must seek this education and professional credential outside the state of Idaho. The ISU College of Business does offer a Master of Business Administration (MBA) degree with a healthcare emphasis. Currently, this emphasis requires 9-10 credit hours of healthcare related coursework.

According to the Department of Bureau of Labor Statistics, employment in the field of health care management is projected to grow 17 percent from 2014 to 2024, much faster than the average for all occupations. The proposed MHA program is primarily intended to meet current and projected healthcare management employment needs in Idaho and the surrounding region. Establishing an Idaho based MHA program will enable local healthcare leaders to pursue an MHA degree without relocating out of the state. An Idaho based MHA will also stimulate the economy by generating tuition and other revenues from the degree program, and by producing competent healthcare leaders who will directly and indirectly stimulate the economic interests of their respective Idaho based healthcare organizations.

IMPACT

The proposed MHA program will have no significant impact on the existing programs with increased utilization of physical resources at both colleges. However, to support the successful implementation of the proposed program, funding resources will be required, estimated at $23,000 annually with a one-time

cost for faculty recruitment, relocation, and start-up of $20,000. Although most undergraduate healthcare administration (HCA) and College of Business faculty will spend a small portion of their time teaching and/or supporting the MHA program, the new graduate MHA degree will require approximately 3.5 new or reallocated faculty and support staff personnel. Of the $23,000 needed, the travel is supplemented in the College of Business by earnings from the Reuttgers endowment, and the balance of the $23,000 would need to be factored into the college's operating budget. The one-time $20,000 start-up cost will come from the Dean's Excellence fund.

The MHA program will be primarily supported via graduate level tuition. There are no anticipated professional, laboratory, or class-fees connected to this proposal. No new appropriated dollars would be sought.

ATTACHMENTS

Attachment 1 – Master of Healthcare Administration proposal Page 3

STAFF COMMENTS AND RECOMMENDATIONS

ISU projects that the program will have approximately 15 initial enrollments with an overall enrollment of approximately 50 students, and have at least 25 graduates per year once the program is fully up and running.

ISU's request to create a Master of Healthcare Administration is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region V. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for healthcare administration programs. Neighboring states with similar programs include University of Washington, Washington State University, Oregon Health Science University, University of Utah, Weber State University, Montana State University and University of Colorado.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a Master of Healthcare Administration in substantial conformance to the program proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. **2016-08**

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	March 15, 2016
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Division of Health Sciences / Kasiska School of Health Professions in collaboration with the College of Business
Name of Department(s) or Area(s):	Health Care Administration

Program Identification for Proposed New or Modified Program:

Program Title:	Masters of Healthcare Administration					
Degree:	MHA	Degree Designation		Undergraduate	X	Graduate
Indicate if Online Program:		Yes	X	No		
CIP code (consult IR /Registrar):	51.0701 (Health/Health Care Administration/Management)					
Proposed Starting Date:	Fall 2017					
Geographical Delivery:	Location(s)	Pocatello	Region(s)	5		
Indicate (X) if the program is/has:		Self-Support		Professional Fee		
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative

College Dean (Institution)	Date	Vice President for Research	Date
Graduate Dean	Date 12/5/16	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	SBOE/Executive Director Approval	Date
President	Date 12/5/16		

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   Since 1975, the Kasiska School of Health Professions at Idaho State University (ISU) has offered an undergraduate B.S. degree in Health Care Administration (HCA) with a minor in business. The HCA program is the only nationally certified program in the state of Idaho. In recent years BYU-Idaho began offering an undergraduate HCA program; the Rexburg-based program is not specialty certified. While the undergraduate HCA program provides students an introduction to the fundamental knowledge and skills required for entry-level administrative positions in healthcare organizations, a Masters in Healthcare Administration would provide the more advanced and sophisticated training required for executive level positions.

   The MHA degree has never been offered by ISU or any other college or university in Idaho. Students or working professionals who wish to pursue this degree must seek this education and professional credential outside the state of Idaho. The ISU College of Business does offer a Master of Business Administration (MBA) degree with a healthcare emphasis. Currently, this emphasis requires 9-10 credit hours of healthcare related coursework.

   Given Idaho's rural and geographically diverse population, this proposal calls for a hybrid model where roughly 75 percent of the coursework is delivered during the evening in a traditional classroom based format but connected to distance learning sites in Idaho Falls and Meridian. The remaining coursework—roughly 25 percent—would be delivered in both synchronous and asynchronous online formats. Initially, a non-cohort model is proposed thereby enabling students and working professionals to enter the program and progress at their own speed.

   In the United States, healthcare management programs are housed almost equally among schools or colleges of health professions, public health, and business. In recent years, the ISU College of Business (COB) has sought a health related focus to its academic programs and degrees to better align itself with the University's core theme of Leadership in the Health Professions. The Division of Health Sciences (DHS) has likewise sought to strengthen and further integrate its business-oriented programs—notably the undergraduate Health Care Administration (HCA) program and eventually the MHA—with the clinical programs to meet accreditation and industry expectations related to interprofessional education.

   To meet the needs of today's healthcare leadership in Idaho and to increase the University's profile as a destination site for the health professions, a Masters in Healthcare Administration is now recommended. This proposed MHA program will consist of 48 graduate-level credits with the full curricular breadth to meet the competencies required by the Commission on the Accreditation of Healthcare Management Education (CAHME).

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

   List the job titles for which this degree is relevant:

   - Hospital / healthcare Chief Executive Officer
   - Hospital Administrator
   - Hospital / health system Chief Operating Officer
   - Hospital / health system Vice President
   - Assistant Hospital Administrator
   - Director of Nursing
   - Director of Finance / Chief Financial Officer
   - Director of hospital / healthcare support services
   - Director of ambulatory care
   - Director of healthcare planning
   - Director of healthcare marketing / Public relations
   - Director of healthcare quality improvement
   - Healthcare compliance officer
   - Physician practice manager
   - Clinics manager
   - Long term care administrator
   - Insurance contracts administrator
   - Director of public health

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	25 (healthcare administrators and health services managers)		Idaho Department of Labor.[1] (March 4, 2016). Retrieved from https://idahoworks.gov/ada/r/job_seeker Idaho Hospital Association.[2] (March 4, 2016). Retrieved from http://www.idhospitaljobs.com/ TopUSAJobs.com.[3] (March 6, 2016). Retrieved from www.topusajobs.com

State	207 (healthcare administrators and health service managers)		Idaho Hospital Association. (March 4, 2016). Retrieved from http://www.idhospitaljobs.com/ Idaho Department of Labor Job Seekers. (March 4, 2016). Retrieved from https://idahoworks.gov/ada/r/job_seeker TopUSAJobs.com. (March 6, 2016). Retrieved from www.topusajobs.com
Nation	6,612 (healthcare administrators, chief executive officers, chief financial officers, health services managers)	Bureau of Labor Statistics, U.S. Department of Labor [4]	TopUSAJobs.com. (March 6, 2016). Retrieved from www.topusajobs.com HealthJobs Nationwide.[5] (March 6, 2016) retrieved from http://www.healthjobsnationwide.com/. American College of Healthcare Executives Job Center.[6] (March 6, 2016). Retrieved from http://www.ache.org/career.cfm

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

US healthcare system expenditures are rapidly approaching 18% of the nation's GDP. As the nation seeks to recruit and train our increasingly depleted workforce of physicians, nurses, and other clinical personnel, there is a corresponding need for competent healthcare leaders and managers. Two types of degrees often pursued for the purposes of becoming a senior healthcare administrator are the Masters in Business Administration (MBA) degree with a healthcare focus, and the Masters in Healthcare Administration (MHA) degree. [7]

According to the Department of Bureau of Labor Statistics, employment in the field of health care management is projected to grow 17 percent from 2014 to 2024, much faster than the average for all occupations.[4] The following statistical data indicate that job opportunities for healthcare managers and administrators will be good, especially for applicants with work experience in healthcare and strong business and management skills. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for health services. This demand will in turn result in an increase in the number of physicians, patients, and procedures, as well as in the number of facilities. Health administrators and managers will be needed to organize and manage healthcare organizations and staff in the healthcare industry. There will likely be increased demand for nursing care facility administrators as baby boomers age.

Occupational Title	Employment 2014	Projected Employment 2024
Medical and Health Services Managers	333,000	389,300

Historically, the MHA (or MHSA) has been the preferred degree(s) for management students focused on the health care field. The state of Idaho does not offer a graduate degree in hospital or health services administration. Idaho State University does offer the only accredited undergraduate degree in health care administration (established in 1975). However, graduates of this program must relocate out of state to pursue MHA, MHSA, or equivalent degrees.

In conclusion, workforce projections data from the national employment matrix reflect significantly increased demands for health care managers over the next 8 years. Our proposed program is designed for meeting the job market and employment needs in Idaho and beyond.

Sources:

1. Idaho Department of Labor. (March 4, 2016). Retrieved from https://idahoworks.gov/ada/r/job_seeker

2. Idaho Hospital Association. (March 4, 2016). Retrieved from http://www.idhospitaljobs.com/

3. TopUSAJobs.com. (March 6, 2016). Retrieved from www.topusajobs.com

4. Bureau of Labor Statistics, U.S. Department of Labor, (March 6, 2016). Medical and Health Services Managers, Occupational Outlook Handbook, Retrieved from http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm.

5. HealthJobs Nationwide.[5] (March 6, 2016) retrieved from http://www.healthjobsnationwide.com/.

6. American College of Healthcare Executives Job Center. (March 6, 2016). Retrieved from http://www.ache.org/career.cfm.

7. Isaac, W. W., Nippak, P., Ikeda-Douglas, C., & Pringle, J. (2012). Surveying perceptions of MBA and MHA Degree options in a health services management program. *Journal of Health Administration Education. 29*(1), 21-37.

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey was used, please attach a copy of the survey instrument with a summary of results. (Survey results are imbedded below).

Student enrollment to the ISU MHA program will most likely come from three major sources: (1) Current undergraduate ISU students, notably from the HCA and College of Business programs; (2) Undergraduate HCA students from BYU-Idaho; and (3) Working mid-level healthcare professionals from Idaho and surrounding states.

An anonymous survey was conducted among 850 ISU undergraduate Health Care Administration and College of Business students from August 26 through September 11, 2015. The purpose of the survey was to identify student needs and to assess the level of

student interest in pursuing an online MHA degree at ISU and what primary reasons for pursuing an MHA degree at ISU.

A total of 158 students completed the survey. Out of 158 respondents, 56% of participants were male and 44% were female. Concerning age, 69% of participants reported they were at the age of 20-29 and 18% at the age of 30-39. Regarding education level, 47% (74/158) of participants were graduate students, 35% (56/158) were either juniors or seniors. The following table showed a distribution of majors among these participants:

Distribution of Majors Among the Survey Participants (N=147)

Major	Number	Percent
Health Care Administration	27	18%
Accounting, Finance, Marketing, and Management	28	19%
MBA and MBA with HCA Emphasis	44	30%
PharmD and PharmD/MBA	36	25%
Other Health Sciences (PTA, BSHS, BSN, etc.)	12	8%

The following table shows 41% (64/158) of participants were either very interested or interested and 15% (23/158) were somewhat interested. The top three primary reasons for these students to pursue an MHA degree were: 1) enhance prospects for job promotion (50%); 2) personal desire for advanced degree (48%); and 3) career interest in health care administration (47%).

Level of Interest in Pursuing an MHA Degree at ISU (N=158)

Item	Number	Percent
Very interested	45	29%
Interested	19	12%
Somewhat interested	23	15%
Not interested	44	28%
Neither Interested nor Disinterested	27	17%

Primary Reasons for Pursuing MHA Degree at ISU (N=158)

Item	# of Agree and Strongly Agree	Percent
Enhanced Prospects for Job Promotion	79	50%
Personal Desire for Advanced Degree	76	48%
Career Interest in Health Care Administration	75	47%
Employer Encouragement	24	15%

Apart from ISU based student interest, the Rexburg based BYU-Idaho undergraduate healthcare management program has over 950 students (450 on-campus and 500 online). Roughly 60 percent of these graduating healthcare management students go on to pursue a graduate healthcare management degree, either the MHA or MBA with healthcare emphasis. A March 2016 informal survey of BYU-Idaho healthcare management campus-based upper-classmen indicated that 17 persons (of the roughly 270 who go onto graduate school) would be interested in a Southeastern Idaho / ISU based MHA program. With careful planning and promotion, ISU can reasonably expect to capture at least 10-12% of this future MHA-bound student population.

c. **Economic Need**: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed MHA program is primarily intended to meet current and projected healthcare management employment needs in Idaho and the surrounding region. Establishing an Idaho based MHA program will enable local healthcare leaders to pursue an MHA degree without relocating out of state. An Idaho based MHA will also stimulate the economy by generating tuition and other revenues from the degree program, and by producing competent healthcare leaders who will directly and indirectly stimulate the economic interests of their respective Idaho based healthcare organizations.

In addition, MHA program professors will actively engage in scholarly research, grantsmanship, and services related to improving the financing and delivery of healthcare in Idaho. Faculty will advise and collaborate with Idaho hospital and health system leaders, including Idaho Health and Welfare and other government officials to accomplish these related goals.

d. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

First, Idaho is a rural state. Geographically, it is the 14th largest state in the United States, covering 83,574 square miles separated by mountain ranges. Idaho presents unique challenges to rural health professionals and healthcare administrators. According to the American Hospital Association Guide in 2014, there were 57 hospitals and health systems in Idaho. Over 60% hospitals are located in rural areas. Out of 57, 42% (27/57) of Idaho's hospitals are critical access hospitals (CAH) that have fewer than 25 beds, the designation of which was established by law under the Medicare Program. Due to geographic barriers, it is not easy for Idaho citizens who live in a rural area to access healthcare facilities and receive medical treatment and diagnosis in a timely manner.

Second, Idaho has a low income and medically underserved population. Of Idaho's 44 counties, 35 are classified as rural or frontier counties and 49 areas and populations are medically underserved. Medically underserved areas/populations are defined by the Department of Health and Human Services Health Resources and Services Administration (HRSA) as having: too few primary care providers, high infant mortality, high poverty and/or high elderly population (HRSA, 2014). The 2015 U.S. Bureau of the Census showed that Idaho had an estimated population of 1.65 million (U.S. Bureau of the Census, 2016) with an increasing population, especially for Latino/Hispanic people. Low socioeconomic status and a shortage of healthcare professionals in Idaho present another challenge for Idaho citizens to receive adequate health access and quality of care.

Third, the MHA program has never been offered in the state of Idaho. Many current

healthcare professionals (both clinical and administrative) have expressed interest in gaining the management skills needed to improve their organization's and advance their careers. Knowledge and skills gained from this locally offered and carefully designed CAHME accredited program will ultimately improve both the access, cost, and quality of healthcare offered in Idaho.

e. **If Associate's degree, transferability**:

Not applicable

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
BSU	None	N/A
CSI	None	N/A
CWI	None	N/A
EITC	None	N/A
ISU	None	N/A
LCSC	None	N/A
NIC	None	N/A
UI	None	N/A

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
University of Washington	MHA	Master of Health Administration Program
Washington State University	MHA	Master of Health Policy and Administration Program
Oregon Health Science University	MHA	Master of Science in Healthcare Management
University of Utah	MHA	Master of Healthcare Administration Program
Weber State University	MHA	Master of Health Administration Program
Montana State University	MHA	Master of Health Administration *Program*
University of Colorado	MBA (healthcare emphasis)	MBA in Health Administration Program

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

   Idaho State University (ISU) has offered an undergraduate healthcare administration program for 40 years. As such ISU's HCA faculty have the depth of talent, professional and academic experience, and state-wide connections to implement the MHA in an effective and responsible way. Moreover, the programmatic synergies generated by offering both the HCA and MHA degree on the same campus by the same university are apparent.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

   The mission of ISU is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the

World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

The mission of ISU is complemented by four core themes, including theme three: Leadership in the Health Sciences. Specifically, ISU values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and telehealth services. We are active in Health Sciences research.

The proposed MHA program would strengthen ISU commitment to leadership in the health sciences in both the clinical and administrative domains. The MHA program would also substantively enhance the ISU Division of Health Science's achievement of all three of its stated goals, including:

Goal 1: To provide high quality programs that are efficient, cost effective, and student oriented.
Goal 2: To create an environment conducive to inquiry.
Goal 3: To expand the DHS image as a destination site for health professions education.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The MHA program will be designed to meet the Commission on the Accreditation of Healthcare Management Education (CAHME) accreditation standards. CAHME is the National Accreditation Agency for all graduate healthcare administration programs and is granted formal recognition by the U.S. Department of Education. CAHME accreditation represents the highest and most distinguished level of accreditation of graduate healthcare management programs. CAHME accreditation will assist in attracting high quality students and ensuring program quality. To further ensure the quality of that portion of the program delivered in the online format, all online courses will be delivered by faculty experienced in the online environment and who have used the Quality Matters® program to assist in the design and assessment of their online courses.

The undergraduate healthcare administration is currently accredited by the Association of University Programs in Health Administration (AUPHA).

7. **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 B**.

Not applicable

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the

Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No ____

Proposed programs submitted to OSBE that are **not** on the five-year plan must respond to the following questions and meet at least one criterion listed below.

N/A – The MHA program is on the five-year plan.

a. **Describe why the proposed program is not on the institution's five-year plan.** When did consideration of and planning for the new program begin? N/A

b. **Describe the immediacy of need for the program**. What would be lost was the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following: N/A

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
iii. Is there a contractual obligation or partnership opportunity to justify the program?
iv. Is the program request or program change in response to accreditation requirements or recommendations?
v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. **Curriculum for the proposed program and its delivery.**

a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	14 required courses (42 credit hours) offered via HCA/School of Health Professions and College of Business
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	Up to 2 courses (6 credit hours)
Total credit hours required for degree program:	48

See proposed curriculum on page 15.

b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

MHA students who have little or no working experience in healthcare administration will be required to complete an administrative internship. Students who are working professionals will be required to complete a 3-credit capstone project during the last semester of the program. All students will also be required to pass a comprehensive examination.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The overarching student learning outcomes for the proposed MHA program are: (1) MHA students will develop an in-depth, executive-level understanding of the healthcare industry, (2) MHA students will develop administrative, technical, problem-solving, conceptual, and human relations knowledge and skills that provide a foundation for effective leadership in the healthcare field, and (3) MHA students will become well educated, productive citizens.

The above student learning outcomes will be realized via demonstrated proficiency across the following competencies:

Competency domain 1: Communication and relationship management
The ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups. Communication and relationship management includes:

- Relationship management
- Communication skills
- Facilitation and negotiation

Competency domain 2: Leadership
The ability to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization's strategic ends and successful performance. The leadership domain intersects with each of the other four domains and includes:

- Leadership skills and behavior
- Organizational climate and culture
- Communicating vision
- Managing change

Competency domain 3: Professionalism
The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement. Professionalism

includes:

- Personal and professional accountability
- Professional development and lifelong learning
- Contributions to the community and profession

Competency domain 4: Knowledge of the healthcare environment
The understanding of the healthcare system and the environment in which healthcare managers and providers function. Knowledge of the healthcare environment includes:

- Healthcare systems and organizations
- Healthcare personnel
- The patient's perspective
- The community and environment

Competency domain 5: Business skills and knowledge
The ability to apply business principles, including systems thinking, to the healthcare environment. Business skills and knowledge includes:

- General management
- Financial management
- Human resource management
- Organizational dynamics and governance
- Strategic planning and marketing
- Information management
- Quality improvement

The proposed MHA curriculum consists of 13 three-credit required courses; 1 MHA capstone, or administrative residency (may comprise 3-6 credit hours); and 1-2 elective courses as needed for a total of 48 credit hours.

An outline of the propose MHA curriculum is provided below:

Proposed MHA Curriculum

MHA Required Courses	Credits
Healthcare leadership and governance	3
Management of healthcare organizations	3
Healthcare economics and policy	3
Financial reporting and managerial accounting	3
Business statistics, decision analysis, and evidence-based management	3
Healthcare finance I	3
Healthcare finance II	3
Healthcare information systems	3
Healthcare strategic planning and marketing	3
Healthcare law and ethics	3
Healthcare human resources and organizational behavior	3
Managerial epidemiology and population health	3
Healthcare operations and quality	3
MHA Optional Capstone vs Administrative Residency	**Credits**
Option (A): MHA capstone project (for working/experienced students)	3
Option (B): MHA administrative residency (3 to 6 credits)	3-6
MHA Elective Courses (Choose 1 or 2 as needed)	**Credits**
Topics in Rural Health	3
Physician Practice Management	3
Issues in Long Term Care	3
Comparative International Health Systems	3
Healthcare Entrepreneurship and Business	3
Other approved courses from MBA, MPH, or Health Informatics Program	3
Total	**48**

A mapping of the proposed curriculum to the competencies described on pages 13-14 will be available upon request.

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The proposed MHA program will be assessed based on the following program mission, vision, goals and objectives:

Mission:
The Masters in Health Care Administration (MHA) Program will provide quality education and lifelong learning opportunities to future and current healthcare leaders in Idaho. The MHA program supports Idaho State University's mission as the center of education of health professionals in the State of Idaho, and the Kasiska School of Health Profession's mission of enhancing the quality of life of the residents of Idaho. The Program will serve to advance the knowledge and the ability of healthcare professionals to lead their organizations, to serve their communities and to improve the health status of their communities.

Vision:
The MHA program will be the premier education venue for the State of Idaho in preparing students for entry or mid-level management positions in the healthcare industry. The MHA program will use innovative instructional methods to deliver high quality educational outcomes reflective of the industry's needs.

The proposed goals, objectives, and performance outcomes for the MHA program are:

MHA Program Goals, Objectives, and Outcomes

1. Education: Provide a high quality educational experience for MHA and other health professions students.
2. Scholarship: Promote an environment that supports learning and discovery through various forms of Scholarship.
3. Service: Demonstrate consummate professionalism by providing consequential service to the MHA Program, University, and profession.

Goal 1: Education – Provide a high quality educational experience for MHA and other health professions students					
Objectives	**Measurement**	**Recent Assessment**	**Met / Not Met**	**Results**	**Comments / Actions**
1. Establish and pursue a rigorous set of student learning outcomes (SLOs)	See proposed student learning outcomes (SLO) below.			TBD	See proposed student learning outcomes mentioned above.
2. Leverage practical educational experiences and interaction among students, alumni, and mentors throughout the region.	Number of active internships; advisory board meetings (with student input); student participation in external conferences and events			TBD	
3. Establish and maintain CAHME accreditation	CAHME accreditation			TBD	
4. Recruit and retain high quality faculty	Number and percentage of faculty with terminal degrees			TBD	
	Faculty with 10+ years professional field experience			TBD	
5. Recruit and admit high quality and diverse student group	Target GPA and GMAT/GRE: TBD			TBD	
	Target demographics: TBD			TBD	
6. Establish and maintain strong relationships with community	Semi-annual MHA advisory board meetings			TBD	

healthcare leaders/providers	Residency and/or Practicum site relationships: TBD			TBD	
7. Provide high quality student advising and career counseling	Semi-annual student survey: Student advising metric			TBD	
8. Collaborate with other ISU programs and colleges to organize and deliver high quality healthcare leadership programs and courses	Number of programs and courses being developed or delivered			TBD	

Goal 2: Scholarship – Promote an environment that supports learning and discovery through various forms of Scholarship					
Objectives	**Measurement**	**Recent Assessment**	**Met / Not Met**	**Results**	**Comments / Actions**
1. Graduate faculty to publish at least one (1) scholarly / peer-reviewed work annually	Number of publications			TBD	
2. Graduate faculty to present scholarship at national / regional meetings at least once (1) per year	Number of presentations			TBD	
3. Graduate faculty to initiate and respond to invited speeches / presentations	Number of presentations			TBD	

Goal 3: Service – Demonstrate consummate professionalism by providing consequential service to the MHA Program, University, and profession					
Objectives	**Measurement**	**Recent Assessment**	**Met / Not Met**	**Results**	**Comments / Actions**
1. Provide leadership and service to MHA program initiatives	Number of committees / initiatives			TBD	
2. Provide leadership and service to university-based committees / initiatives	Number of committees / initiatives			TBD	
3. Provide leadership and service to health related national / regional / local initiatives	Number of committees / initiatives			TBD	

b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The MHA program will appoint a designated assessment coordinator to ensure that all matters related to program assessment and improvement are effectively acted upon. See also item 12c below.

c. **Measures used.** What direct and indirect measures will be used to assess student learning?

Approaches to Measuring Student Learning / Progress:

Tool / Approach	Audience / Target Group	Description	Frequency / Timing	Format	Direct vs Indirect measures / Comments
Overall student competency assessment	Newly admitted & graduating MHA majors	Modified ACHE competency assessment survey	Administered at time of admission and upon graduation	Email / Online survey	Direct / To be initiated fall 2017
Course-specific assessment methods	All students taking MHA courses	Conventional exams, papers, projects, portfolios, etc.	Ongoing	Various hard copy and online formats	Direct
Course learning objectives (CLO)	All students taking MHA courses	CLOs are tied to student learning outcomes and competencies	Presented front end of each course, each semester	Imbedded in standard place within all MHA course syllabi	Indirect / See individual course syllabi
Student evaluations of faculty/course	All students taking MHA courses	Standard course evaluation: Likert-scale and open ended questions	Semester end	Administered via Moodle (Teaching / learning system)	Indirect / Individual faculty members, including Program Director, review results and take action as needed
MHA XXX (Internship) Preceptor evaluation	MHA XXX students and preceptors	Assessment of student and preceptor performance	Likert-type scale survey with a few open questions	Email and/or hard copy mailed to preceptor & students	Direct / Internship Director and Program Director review findings and take action as needed
Semi-annual MHA program student survey	All MHA	Voluntary online survey of 15+ Likert-scale type and open-ended questions	Administered at the end of fall and spring semester	Email / Online survey	Indirect / Program faculty and advisory board review findings and take action as needed
MHA Program Advisory Board meetings	MHA faculty, invited students, and Advisory board members	Formal and informal questions posed during meetings	Annual	Questions / discussion initiated during semi-annual meetings	Indirect / Recent issues: (1) Program curriculum; (2) graduate education format (MBA vs. MHA)
Special studies	Situational	Studies conducted on an as needed basis.	As needed	Situational	Indirect
MHA program exit exam	Graduating MHA students	TBD / Likely a comprehensive multiple choice exam	Given in final semester in program	Proctored classroom based exam	Direct / To be developed

d. **Timing and frequency.** When will assessment activities occur and at what frequency?
See above

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU	None	None	None	None	None	None	None	None
ISU	None	None	None	None	None	None	None	None
UI	None	None	None	None	None	None	None	None
LCSC	None	None	None	None	None	None	None	None

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY17 (first year)	FY18	FY19	FY20	FY21	FY22	FY17 (first year)	FY18	FY19	FY20	FY21	FY22
15	35*	45*	50*	50*	50*	0	0	15	20	25	25

* Includes first and second year enrollment

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The methods we have used for determining enrollment and graduation projections include:

1) Conducted a survey of ISU Health Care Administration and College of Business Students. Through the survey, student need for the MHA program was identified. The survey results showed that 87 students were interested in pursuing the MHA degree at ISU and 64% of responded students expressed their interest in enrolling in the MHA program in 2017;

2) Met with BYU-Idaho officials to assess interest in ISU based MHA program. Findings revealed that approximately 900 BYU-Idaho students are engaged in the Rexburg-based undergraduate healthcare management program (roughly 50% of whom are fully online) and approximately 30% of eventual graduates immediately pursue graduate healthcare management education.
3) Performed comprehensive search for statistical data about job openings from authoritative and reliable sources at the federal, state, and local level. We have identified the needs of healthcare workforce, economy, and society for the proposed MHA program and an estimated student enrollment number;
4) Conducted research and analysis of: a) physical, personnel, and other related resources available at ISU; b) capacity of the proposed MHA program; and c) a potential student application pool to predict the graduation number; and
5) Met with healthcare industry leaders in Idaho and solicited their feedback about the proposed MHA program and their possible involvement in the program once established.

Potential students will learn about the MHA program through various ISU websites (DHS, KSHP, College of Business); career fairs; promotion from members of the MHA advisory board; Social media (Facebook, other); Flyers; Presentation from HCA and MHA faculty to various audiences, including the Idaho Hospital Association, Idaho Healthcare Association, Idaho Medical Group Management Association, etc.

Students will be recruited from both ISU and other regionally-based universities, including BYU-Idaho and Boise State University. Students will also be recruited from the various hospital and healthcare system organizations throughout Idaho and beyond. Specifically, students will be recruited from:

- ISU undergraduate HCA program
- ISU College of Business (various undergraduate business majors/programs)
- BYU-Idaho undergraduate HCA program
- Idaho-based hospital / healthcare systems, e.g. St. Luke Healthcare System; St. Alphonsus Healthcare System; Eastern Idaho Regional Medical Center; Portneuf Medical Center; member hospitals of the The Hospital Cooperative (THC).

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The MHA planning committee's survey results showed that approximately 75 students are somewhat or very interested in pursuing an MHA degree at ISU. We have determined that matriculating 15 students would be the minimum number to effectively launch this program – currently targeted for all 2017.

Resources Required for Implementation – fiscal impact and budget

17. **Physical Resources.**

a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The Division of Health Sciences and COB have office space, teaching instruments, computers, and other physical equipment available to support the successful

implementation of this proposed program. The planning committee has also consulted instructional technology resource center (ITRC) personnel to assess the university's capacity to absorb additional demand for distance education. With careful planning, assurance has been given that the ITRC can indeed support an MHA distance-learning education model.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The proposed MHA program will have no significant impact on the existing programs of increased utilization of physical resources at both colleges. However, to support the successful implementation of the proposed program, some resources must be required (See below).

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Item	Frequency of Purchase	Estimated Annual Expense
CAHME accreditation fee(s)	Initial and Annual	
Travel (@3.0 faculty)	Annual	$12,000
Material and supplies	Annual	$5,000
Telecommunication: Annual costs	Annual	$1,500
Faculty recruitment, relocation, and start-up costs	One time	$20,000
Website development / maintenance	One time	$500
Student marketing and recruitment materials	Annual	$2,000
Library purchases	Annual	$2,000
Faculty dues, tuitions, etc.		
More		

18. Library resources

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

ISU Libraries have subscribed to many online journals and databases related to health sciences, medicine, business, and management. The current subscriptions to databases include *Health Business Elite Full Text*, *Health Policy Reference Center*, *Business Source Complete*, *MEDLINE, Cochrane Library*, *Web of Science*, *DynaMed,* and *CINAHL*. Students are able to access library online resources any time they need. The Libraries provide an electronic classroom with updated software and Internet access for educational training. In addition, library staff members provide interlibrary loan service for students and faculty if no information resources are available at ISU Libraries. In short, the libraries have adequate resources to support the proposed MHA

Program.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

Faculty textbooks can be obtained complementarily via publishers. However, some new monographs and supplemental documents for ISU Libraries may need purchases in order to keep updated information resources in the field of healthcare administration to ensure successful implementation of the proposed program. The cost of purchasing those new library resources is included in the budget sheet ($2,000).

19. Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

To take advantage of all resources and synergies available from both the DHS and COB and to explore the benefits and synergies of jointly administered academic programs, the DHS and COB propose the creation of an academic and business unit model where the proposed MHA program would be jointly delivered between the DHS and COB. Key provisions and considerations include the following:

1) The MHA program would be organized and delivered in a manner that conforms to the MHA accreditation requirements of the Commission on Accreditation for Healthcare Management Education (CAHME).
2) The MHA program Director would have a dual/joint appointment to the KSHP/DHS and College of Business and report jointly to the KSHP Director/DHS Associate Dean and Dean of the College of Business. The program would be staffed by faculty from both the DHS and COB; MHA faculty performance evaluations would be conducted by the director/chair of their primary academic home.
3) The MHA program would be guided by a steering committee chaired by the MHA Program Director with approximately 6-8 committee members equally distributed from the DHS and COB. The steering committee would address all matters related to the MHA program, including strategic and program planning; curriculum; staffing and faculty workload; budgeting; enrollment management and admissions; student advising and advancement; and program assessment and accreditation.
4) Program budget proposals would be developed by the MHA steering committee and reviewed/approved by designated DHS, COB, and other university administrators.
5) Credit for degrees, student head counts, student credit hours, research and other productivity measures would directly accrue to the MHA program and its faculty, and where both the DHS and COB would likewise take credit.

Although most undergraduate healthcare administration (HCA) and College of Business faculty will spend a small portion of their time teaching and/or supporting the MHA program, the new graduate MHA degree will require approximately 3.5 new or reallocated faculty and support staff personnel. (See 19c below)

b. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

To keep costs down and improve the interdisciplinary nature of this program, the MHA degree program will be administered / delivered jointly between the Division of Health Sciences Health Care Administration Program and the College of Business. It is likely that six to eight faculty members from the DHS and COB will have joint appointments between their current academic homes and the MHA program. The MHA program will likely require at least three full-time faculty members, including the Program Director, to be fully devoted to the MHA program.

Besides the current core undergraduate Health Care Administration (HCA) program faculty, other ISU faculty members are expected to engage the MHA program either full or part-time.

c. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
MHA Program Director (Hermanson line)	$68,515	1.0 (Exclusively assigned to MHA program)		
MHA Program Faculty (Tracy Farnsworth)	$140,312	.76 (Primarily assigned to MHA program)		
MHA Program Faculty (Ruiling Guo)	$51,542	.60 (Primarily assigned to MHA program)		
MHA Adjunct Faculty(s) PCN 988025 – Group Part-time Instructors)	$29,322	Adjunct / TBD		
Administrative Assistant (Tracie K. Chandler)	$27,705	.50		

Note: CAHME requires at least 3.0 faculty to be "primarily" assigned to MHA program

Revenue Sources

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

Reallocation will primarily take place within the offering College(s), with faculty that have historically taught only in the undergraduate program taking on graduate responsibilities. The exception to this is PCN 7156 which will be designated as the full-time MHA Director.

In addition to the Health Care Administration faculty listed above, the College of Business

will cover healthcare marketing, healthcare finance, healthcare economics, and health informatics utilizing existing faculty. The College of Business will also cover the general business courses: business statistics and financial and managerial accounting.

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

Not applicable, no new appropriated funds sought.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Although the MHA program will pursue donations from corporate and other sources, the program will not rely on such sources to fund initial program start-up costs.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? (N/A)

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The MHA program will be primarily supported via graduate level tuition. There are no anticipated professional, laboratory, or class-fees connected to this proposal. A non-refundable application fee of $55 will also be required.

20. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 16, 2017

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2017		FY 2018		FY 2019		FY 2020	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	15		35 *		45 *		50 *	
B. Shifting enrollments								
Total Enrollment	15	0	35	0	45	0	50	0

II. REVENUE

	FY 2017		FY 2018		FY 2019		FY 2020	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	$296,944.62		$304,110.56		$311,491.48		$319,093.82	
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$76,578.90		$178,684.10		$229,736.70		$255,263.00	
5. Student Fees	$45,221.10		$105,515.90		$135,663.30		$150,737.00	
6. Other (i.e., Gifts)								
Total Revenue	$418,745	$0	$588,311	$0	$676,891	$0	$725,094	$0

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 2017		FY 2018		FY 2019		FY 2020	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.2		1.2		1.2		1.2	
2. Faculty	$100,890.00		$103,916.70		$107,034.20		$110,245.23	
3. Adjunct Faculty	$28,000.00		$28,000.00		$28,000.00		$28,000.00	
4. Graduate/Undergrad Assistants								

5. Research Personnel								
6. Directors/Administrators	$84,075.00		$86,597.25		$89,195.17		$91,871.02	
7. Administrative Support Personnel	$13,228.80		$13,625.66		$14,034.43		$14,455.47	
8. Fringe Benefits	$70,750.82		$71,970.95		$73,227.68		$74,522.11	
9. Other:								
Total Personnel and Costs	$296,945	$0	$304,111	$0	$311,491	$0	$319,094	$0

	FY 2017		FY 2018		FY 2019		FY 2020			
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time		
B. Operating Expenditures										
1. Travel	$12,000.00		$12,000.00		$12,000.00		$12,000.00			
2. Professional Services		$500.00							Website	
3. Other Services										
4. Communications	$1,500.00		$1,500.00		$1,500.00		$1,500.00			
5. Materials and Supplies	$5,000.00		$5,000.00		$5,000.00		$5,000.00			
6. Rentals										
7. Materials & Goods for Manufacture & Resale										
8. Miscellaneous	2000	$20,000.00	$2,000.00		$2,000.00		$2,000.00		Marketing	Faculty Recruiting
Total Operating Expenditures	$20,500	$20,500	$20,500	$0	$20,500	$0	$20,500	$0		

	FY 2017		FY 2018		FY 2019		FY 2020	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$2,000.00		$2,000.00		$2,000.00		$2,000.00	

2. Equipment		$6,000.00							Computers
Total Capital Outlay	$2,000	$6,000	$2,000	$0	$2,000	$0	$2,000	$0	

	FY 2017		FY 2018		FY 2019		FY 2020	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$319,445	$26,500	$326,611	$0	$333,991	$0	$341,594	$0
Net Income (Deficit)	$99,300	-$26,500	$261,700	$0	$342,900	$0	$383,500	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

*	Year two enrollment projection is year one continuing students plus 20 new students starting in year two
	Year three enrollment projection is year two continuing students plus 25 new students starting in year three
	Year four enrollment projection is year three continuing students plus 30 new students starting in year three

Salary	84075
Fringe	0.20487
Health	12240
Admin Assistant	26457.6
Classified Fringe	0.209924
Classified Health	11200
# of Adjunct Courses	4
Adjunct Pay	3500
CEC	0.03
Tuition	2552.63
Grad Tutition&Fees	4060
Fees	1507.37
Tuition Increase	

IDAHO STATE UNIVERSITY

SUBJECT

Master of Taxation Program

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes creating a Graduate Tax Program awarding the Master of Taxation (MTAX) degree that will complement ISU's undergraduate and graduate accounting programs. The proposed program will build on existing courses from the Master of Accountancy and Master of Business Administration programs and will meet the needs of accounting graduates in gaining an in-depth knowledge of federal tax matters and related accounting and business issues. Offering a degree specific to taxation is likely to capture additional prospective students with a specific interest in taxation.

The primary source of students is likely to be graduates from BYU-Idaho. BYU-Idaho's accounting major currently has approximately 800 undergraduate accounting majors with approximately 150 graduating each year. BYU-Idaho's accounting department recently conducted a survey of their undergraduate accounting majors. Of 245 respondents, 80% said they were likely to attend graduate school, with 38% reporting they were likely to pursue a Master of Taxation degree specifically. With 150 graduates each year, 38% would be 57 students. If ISU were to attract even 1/3 of those students, they would have 19 students each year from BYU-Idaho alone.

The U.S. Bureau of Labor Statistics (BLS) reports that the employment of accountants and auditors is projected to grow 13 percent from 2012 to 2022 (166,700 jobs). The BLS states that there has been an increased focus on accounting in response to corporate scandals and recent financial crises and that stricter laws and regulations, particularly in the financial sector, will likely increase the demand for accounting services as organizations seek to comply with new standards.

IMPACT

The Master of Taxation program will be primarily supported by graduate level tuition. There are no anticipated professional, laboratory, or class fees associated with this program. Reallocation of existing funds will help support the MTAX, no new appropriated funds will be sought and no new personnel will be required. The Accounting department is fully staffed so the department will be able to continue to offer the same courses and programs previously offered without an impact on quality.

There may be a reshuffling of students in the Master of Accountancy and Master of Business Administration programs but that should not negatively impact the total number of students receiving their master degree in the College of Business. Rather, the total pool with synergies would grow within the college.

ATTACHMENTS

Attachment 1 – Master of Taxation proposal Page 3

STAFF COMMENTS AND RECOMMENDATIONS

ISU projects that the program will have approximately 24 initial enrollments with an overall enrollment of approximately 34 students, and have at least 32 graduates per year once the program is fully up and running.

ISU's request to create a Master of Taxation is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region V. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for accounting/business programs. Currently, Boise State University offers a similar program entitled Master of Accountancy – Taxation. Weber State University, a nearby state institution, offers a Master of Taxation program.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017. IRSA recommends approval.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a Master of Taxation in substantial conformance to Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. **2016-07**

Idaho State Board of Education
Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	September 22, 2016
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Business
Name of Department(s) or Area(s):	Accounting

Program Identification for Proposed New or Modified Program:

Program Title:	Graduation Tax Program: Master of Taxation					
Degree:	Master	Degree Designation		Undergraduate	x	Graduate
Indicate if Online Program:		Yes	x	No		
CIP code (consult IR /Registrar):	52.1601					
Proposed Starting Date:	Fall 2017					
Geographical Delivery:	Location(s)	Pocatello	Region(s)			
Indicate (X) if the program is/has:		Self-Support		Professional Fee		
Indicate (X) if the program is:	x	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [x] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

[signature]	8/10/2016	[signature]	10/17/16
College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date
[signature]	10/17/16		
Graduate Dean or other official	Date	Academic Affairs Program Manager, OSBE	Date
[signature]	11/3/16		
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
[signature]	11/01/16		
Provost/VP for Instruction (Institution)	Date	SBOE/Executive Director Approval	Date
[signature]	11/4/16		
President	Date		

Institutional Tracking No. **2016-07**

Idaho State Board of Education
Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	September 22, 2016
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Business
Name of Department(s) or Area(s):	Accounting

Program Identification for Proposed New or Modified Program:

Program Title:	Graduation Tax Program: Master of Taxation						
Degree:	Master	Degree Designation		Undergraduate	x	Graduate	
Indicate if Online Program:		Yes		x	No		
CIP code (consult IR /Registrar):	52.1601						
Proposed Starting Date:	Fall 2017						
Geographical Delivery:	Location(s)	Pocatello		Region(s)			
Indicate (X) if the program is/has:		Self-Support			Professional Fee		
Indicate (X) if the program is:	x	Regional Responsibility			Statewide Responsibility		

Indicate whether this request is either of the following:

- [x] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

Thomas A. Ottaway 8/10/2016

College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date
Graduate Dean or other official	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	SBOE/Executive Director Approval	Date
President	Date		

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   ISU proposes creating a Graduate Tax Program awarding the Master of Taxation degree that will complement ISU's undergraduate and graduate accounting programs. In addition to the proposed required and elective courses listed in response to Question 4 of this proposal, the proposed program will build on existing courses from the Master of Accountancy and Master of Business Administration programs. The program will be offered in Pocatello and Idaho Falls, and may include some online components or courses.

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   This program will meet the needs of accounting graduates in gaining an in-depth knowledge of federal tax matters and related accounting and business issues. Tax accountants must be able to identify tax-related issues faced by taxpayers and apply statutes and regulations to resolve such issues. Tax accountants must also know how to research particular tax issues and how to communicate and work effectively with lawyers and business people. Upon completion of the degree program, graduates will have the ability to:

   - Work collaboratively with other accountants, lawyers, and business people to analyze and solve tax issues.
   - Assess the tax-reporting and tax-planning needs of individuals and organizations and design appropriate plans to address such needs.
   - Analyze and design plans to resolve tax disputes between taxpayers and the IRS.
   - Communicate complex ideas effectively both orally and in writing to taxpayers, other professionals, and the IRS.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

      List the job titles for which this degree is relevant:

      1. Certified Public Accountant

      2. Staff Accountant

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)			BLS (see below)
State			
Nation			

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

The U.S. Bureau of Labor Statistics (BLS) reports that the employment of accountants and auditors is projected to grow 13 percent from 2012 to 2022 (166,700 jobs). The BLS states that there has been an increased focus on accounting in response to corporate scandals and recent financial crises and that stricter laws and regulations, particularly in the financial sector, will likely increase the demand for accounting services as organizations seek to comply with new standards. The BLS reports that accountants and auditors who have earned professional recognition, especially as Certified Public Accountants (CPAs), should have the best prospects and that applicants who have a master's degree in accounting or a master's degree in business with a concentration in accounting also may have an advantage. The Internal Revenue Service's Taxpayer Advocate's 2010 report to Congress called tax complexity the number one problem facing taxpayers. It reported that from 2000 to 2010 there were approximately 4,428 tax code changes and that the tax code contains approximately 3.8 million words in 2010, over twice the number of words it contained in 2001. This complexity illustrates the need for trained tax professionals. As described above, conversations with top national and regional accounting firms reveal that they prefer to hire Master of Taxation (MT) graduates for tax positions (that one firm will only hire MT graduates for tax practice) and that some pay newly-hired MT graduates higher salaries than newly-hired Master of Accountancy graduates.

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

In our own undergraduate program, we have approximately 200 majors, with approximately 25 graduates each year. We anticipate that students from our own undergraduate program (perhaps 5 annually) would enroll in this program. Currently only 40% of our undergraduates stay for our MAcc degree. Offering a degree specific to taxation is likely to capture additional prospective students with a specific interest in taxation.

However, the primary source of students is likely to be graduates from BYU-Idaho. BYU-Idaho's accounting major currently has approximately 800 undergraduate accounting majors with approximately 150 graduating each year. BYU-Idaho's accounting department recently conducted a survey of their undergraduate accounting majors. Of 245 respondents, 80% said they were likely to attend graduate school, with 38% reporting they were likely to pursue a Master of Taxation degree specifically. With 150 graduates each year, 38% would be 57 students. If we were to attract even 1/3 of those students,

we would have 19 students each year from BYU-Idaho alone.

In the same survey, students were asked about their perception of the quality of a master of taxation degree at Idaho State University. In spite of the fact that ISU *does not yet offer an MTax degree*, 71 students (26% of respondents) reported a 'good' or 'very good' perception of the quality of our MTax program, with the majority (181/272 or 67%) understandably having no opinion.

In fact, students were asked to rank their university preferences for attending graduate school. 100 of the 268 responding students (37%) indicated that Idaho State University was their first or second choice for attending graduate school. Of nine competitor universities, only BYU-Provo had more respondents select them as their first or second choice. Because BYU-Provo rarely admits outside students to its graduate accounting program, our estimate of capturing 1/3 of the prospective students from BYU-Idaho seems very reasonable.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Weber State University reports that in 2012 graduates of their MTax program earned an average salary of $52,167 vs $46,137 for a MAcc degree and $41,838 for an undergraduate degree in accounting. A specialization in taxation will provide jobs with higher salaries, driven by demand for tax-related services in our region. (http://www.weber.edu/WSUImages/careerservices/reports/Salary%20Statistics%20for%20WSU%20Business%20Graduates%20-%20May%202012.pdf)

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Professional accountants often specialize in one of two areas—auditing or taxation. Southeastern Idaho has many more small companies than large corporations. Small companies and individuals are more likely to require professional assistance related to taxation than auditing. Given the demographics of our service region, A Master of Taxation degree is likely to significantly improve our graduates' ability to meet the needs of many clients.

e. If Associate's degree, transferability:

N/A

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Boise State University	**Master of Accountancy – Taxation**	**Master of Accountancy - Taxation**

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Weber State University	**Master of Taxation**	**Master of Taxation**

4. **Justification for Duplication with another institution listed above.** (If applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

   Our primary source of students will be our own graduates and graduates of BYU-Idaho. These students are much more likely to attend a program that is geographically proximate to their current residences. For example, we have seen significant success recruiting BYU-Idaho students to our MAcc program in part due to our proximity to Rexburg. We believe that our geographic proximity will assist us similarly in recruiting students from the Southeastern Idaho region for a Master of Taxation.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

   ISU's mission states, "The University provides access to its regional and rural communities through delivery of preeminent…graduate (and) professional…education….The University…engages and impacts its communities" A Master of Taxation fits within this mission.

   Further, our vision statement is "leading in Opportunity and Innovation". A Master of Taxation will be an innovation that provides high-quality professional opportunities for graduates in the area as well as helping area businesses.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Idaho State University is regionally accredited by the Northwest Commission on College and Universities (NWCCU). Idaho State University has carried this accreditation continuously since 1918.

Degrees in Taxation fall under the accreditation of the Association to Advance Collegiate Schools of Business (AACSB). The College of Business has carried AACSB accreditation on all of its programs since 1975. The Department of Accounting carries separate Accounting Accreditation.

In addition to the above accreditations, each of which requires a rigorous evaluation of program quality, Idaho State University has recently introduced a comprehensive, campus-wide, Program Prioritization effort. This effort to analyze program demand and viability will help ensure the quality and viability of all programs on campus.

7. **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 B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No__x___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. **Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin?

b. **Describe the immediacy of need for the program**. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
iii. Is there a contractual obligation or partnership opportunity to justify the program?
iv. Is the program request or program change in response to accreditation requirements or recommendations?
v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	18
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	12
Total credit hours required for degree program:	30

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Technical Competency and Professional Knowledge

ISU MTax graduates will demonstrate technical competency and possess appropriate professional knowledge. Each student will:

- Apply knowledge of tax laws for planning and compliance purposes. Recognize and evaluate areas of potential legal concern in the business environment and demonstrate understanding of the role of law in risk assessment.

- Recognize and evaluate areas of potential risk in an entity's business processes

and information technology environment.

Critical Thinking and Communication Skills
ISU MTax graduates will demonstrate problem solving and critical thinking skills. Each student will:

- Gather, interpret, evaluate, analyze and apply relevant professional standards to complex accounting-related issues, and come to well-reasoned conclusions.
- Apply analytical and quantitative techniques to analyze financial statements within the context of risk assessment and firm valuation.
- Search effectively for information in online professional databases.
  Communicate complex ideas and thought effectively both orally and in writing.
- Interact in a group setting to effectively persuade others.

Group/Interpersonal Skills

ISU MTax graduates will demonstrate group/interpersonal skills. Each student will:

- Work effectively in teams toward a common goal.

Professional Values and Ethics

ISU MTax graduates will demonstrate the ability to recognize and appropriately respond to ethical issues in the practice of accounting. Each student will:

- Identify ethical issues and decision alternatives by incorporating appropriate professional codes of conduct and social responsibility.
  Demonstrate professional conduct and demeanor in class and business settings.

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Learning outcomes based on the above learning goals will be incorporated into each relevant MTax course. At least twice during each five year period, instructors will be required to collect data from assignments or exams that provide assessment information related to each learning objective.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

Once year, the department will meet to discuss the results of all collected assessment data and evaluate individual course content and curriculum generally.

c. Measures used. What direct and indirect measures will be used to assess student learning?

Typically in accounting, we measure student success on exam questions or submitted assignments related to learning objectives. These are direct measures.

d. Timing and frequency. When will assessment activities occur and at what frequency?

As mentioned above, assessment data related to each learning objective will be collected at least twice during each five-year period.

Enrollments and Graduates

13. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY14	FY15	FY16	FY17 (most recent)	FY13	FY14	FY15	FY_16 (most recent)
BSU (MS in Accountancy, Taxation)	27	31	24	15	9	5	13	13

14. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Graduate Taxation Program											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY18 (first year)	FY19	FY20	FY21	FY22	F23	FY18 (first year)	FY19	FY20	FY21	FY22	F23
24	26	28	30	32	34	22	24	26	28	30	32

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

    The capacity for the above program will be 35 students initially. Recruiting efforts will coincide with our current recruiting efforts for our other graduate programs, especially our MAcc and MBA programs. These additional efforts should not require additional resources from the university.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

    The MTax program will need to have at least 14 students by fiscal year 2022-2023 in order to remain financially viable in the long run. This is based on the estimated costs to staff MTax courses. In the event that the MTax program does not have a sufficient number of graduate students enrolled in the MTax program at the end of five years, the program would need to be evaluated, with a reduction in the frequency of course offerings and even discontinuation of the program being possible actions.

Resources Required for Implementation – fiscal impact and budget

17. **Physical Resources.**

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

       Classroom space would be necessary in order to support this program.

    b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

       Idaho State University has the necessary classroom space to accommodate four additional courses per semester without straining existing classroom resources.

    c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

       Existing Classrooms will be used, and other resources are already in place.

18. **Library resources**

    a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

MTax students will utilize tax-related databases already in use by our accounting undergraduate and graduate students. The increased usage of these databases should not have a significant impact on the library or its staff.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

MTax students will utilize existing subscriptions to tax-related databases.

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

We expect that we will not need to offer additional sections of existing courses. In terms of instructional capacity, the implementation of this degree will require one section each year of nine new courses. The courses are listed below:

MTAX _____ Tax Procedure 3 credit hours.
Taxpayers' relationships with the Internal Revenue Service, including requests for rulings, conference and settlement procedures; deficiencies and their assessment; choice of forum; tax court practice; limitation periods and their mitigation, transferee liability; tax liens; and civil penalties.

MTAX _____ Corporate Taxation I 3 credit hours.
Tax considerations in corporate formations, distributions, redemptions, and liquidations. Some general consideration of the tax alternatives relating to the sales of corporate businesses.

MTAX _____ Corporate Taxation II 3 credit hours.
Corporate reorganizations; corporate acquisitions and divisions, including transfer or inheritance of losses and other tax attributes; corporate penalty taxes; consolidated returns provisions. Prerequisite: Corporate Taxation I.

MTAX _____ Partnership Taxation 3 credit hours.
Tax meaning of "partnership"; formation transactions between partner and partnership; determination and treatment of partnership income; sales or exchange of partnership interest; distributions; retirement; death of a partner; drafting the partnership agreement.

MTAX _____ Taxation of Individuals and Property Transactions 3 credit hours.
Tax problems of individual taxpayers; problems incident to the sale, exchange, and other disposition of property, including recognition and characterization concepts.

MTAX _____ Tax Research, Planning, and Policy 3 credit hours.
Substantial research and writing project on a federal tax subject; instruction in tax research techniques. Examination of the principal criteria used to make choices on

forms of taxation and the impact of tax provisions on type and location of business and investment activities. Content may vary.

MTAX _____ State, Local, and International Taxation 3 credit hours.
Nature and purpose of state taxation; comparison of property and excise taxes; uniformity of taxation; assessment and collection procedures; remedies available to taxpayers. Survey of international tax regimes and consequences of various cross-border business transactions.

MTAX _____ Tax Exempt Organizations 3 credit hours.
A study of the exemption from federal income tax accorded to a variety of public and private organizations and the tax treatment of contributions to such organizations; public policies underlying exemption from tax and deductibility of contributions.

MTAX _____ Gift, Estate, and Fiduciary Taxation and Planning 3 credit hours.
Taxation of trust and estate income, including simple and complex trusts, annuities, property distributions, income in respect of a decedents, grantor trusts. Planning lifetime and testamentary dispositions of property; postmortem planning; analysis of small and large estates; eliminating and offsetting complicating and adverse factors; selection of a fiduciary and administrative provisions.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Instructional resources:

As of Fall 2016, the accounting department will be fully staffed for the first time in several years, though some new faculty will have a reduced teaching load for one year. As a result, beginning in the Fall of 2017, the accounting department will have increased teaching capacity compared to the past several years.

Support and administrative resources:

Recruiting and advising efforts for this program can be done utilizing our existing graduate program resources, including recruiting and advising.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

As previously discussed, teaching these new courses will be possible given the department's recent hiring successes. We will continue to offer the same courses and programs as previously offered without an impact on quality.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

No new personnel will be required.

20. Revenue Sources

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

Reallocation will take place within the college.

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

Not applicable, no new appropriated funds sought.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

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

Although the MTax program will pursue donations from corporate and other sources, the program will not rely on such sources.

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The MTax program will be primarily supported via graduate level tuition. There are no anticipated professional, laboratory, or class fees connected to this proposal. A non-refundable application fee of $60 is required.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. 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).

I. PLANNED STUDENT ENROLLMENT

	FY 2018		FY 2019		FY 2020		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	24	24	26	26	28	28	78	78
B. Shifting enrollments	0	0	0	0	0	0	0	0

II. REVENUE

	FY 2018		FY 2019		FY 2020		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							$0.00	$0.00
2. Appropriated (New)							$0.00	$0.00
3. Federal							$0.00	$0.00
4. Tuition	$125,823.36		$140,397.90		$155,733.67		$421,954.93	$0.00
5. Student Fees	$78,224.64		$84,743.36		$96,819.94		$259,787.94	$0.00
6. Other (Specify)							$0.00	$0.00
Total Revenue	$204,048.00	$0.00	$225,141.26	$0.00	$252,553.61	$0.00	$681,742.87	$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 2018		FY 2019		FY 2020		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE							0.00	0.00
2. Faculty	$86,228.31		$88,815.16		$91,479.62		$266,523.10	$0.00
3. Administrators							$0.00	$0.00
4. Adjunct Faculty							$0.00	$0.00
5. Instructional Assistants							$0.00	$0.00
6. Research Personnel							$0.00	$0.00
7. Support Personnel							$0.00	$0.00
8. Fringe Benefits	27457.5947		28281.3225		29129.7622		$84,868.68	$0.00
9. Other:							$0.00	$0.00
Total FTE Personnel and Costs	$113,685.91	$0.00	$117,096.49	$0.00	$120,609.38	$0.00	$351,391.78	$0.00

Faculty	2016-17 Salary	Fringe+Health
Ray Rodrig	140004.8	40922.7834
Jason Che	140004.8	40922.7834
David Bagl	76523.2	27917.308
Dawn Konc	74608.77	27525.0987

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 16, 2017

	FY 2018		FY 2019		FY 2020		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
2. Professional Services							$0.00	$0.00
3. Other Services							$0.00	$0.00
4. Communications							$0.00	$0.00
5. Utilities							$0.00	$0.00
6. Materials and Supplies							$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	FY 2018		FY 2019		FY 2020		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:	$113,685.91	$0.00	$117,096.49	$0.00	$120,609.38	$0.00	$351,391.78	$0.00
Net Income (Deficit	$90,362.09	$0.00	$108,044.77	$0.00	$131,944.23	$0.00	$330,351.09	$0.00

UNIVERISTY OF IDAHO

SUBJECT

Bachelor of Science in Medical Sciences

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.3.c.i.1).

BACKGROUND/DISCUSSION

The University of Idaho (UI), College of Science proposes to establish a new Bachelor of Science degree in Medical Sciences. The degree will be administered by the Department of Biological Sciences. It features an interdisciplinary curriculum that will prepare students for admission to professional programs in a variety of healthcare related fields (e.g., medicine, dentistry, ophthalmology, pharmacology, etc.). It will also serve students who are interested in healthcare-related professions in areas such as writing, policy, and administration.

The proposed curriculum is very challenging, and its development has been informed by feedback regarding the most critical areas for improvement needed in preparation of our students pursuing medical professions. The curriculum utilizes existing courses from across the campus to provide the breadth and depth necessary for future student success. Breadth of preparation is the distinguishing characteristic of the program.

The Medical Sciences major curriculum is tailored to meet the requirements of the healthcare profession and is designed to help students gain admission to healthcare professional programs. It will thus ultimately add highly trained individuals to the workforce when these students complete their professional training. Note that some students in this major may not choose to enter a professional program, but could use the preparation afforded by this degree for other healthcare-related careers (e.g., medical writer, healthcare administration, lawyer).

The Bureau of Labor Statistics (BLS) estimates that national employment in healthcare professions will grow 19% between 2014 and 2024, adding about 2.3 million new jobs. Healthcare professionals are generally well paid, with a median annual salary (BLS 2015 data) of $62,610, nearly 73% higher than the median wage for all occupations. Increasing the number of workers prepared for these jobs will thus have a positive impact on the economic health of the state and region.

IMPACT

There is no need to develop new courses required for this curriculum, though we do anticipate the development of some course options in the future covering relevant topics such as epidemiology. We anticipate enrollment increases, as reflected on the accompanying budget document. The initial increases can be accommodated by existing capacity in the required courses.

ATTACHMENTS

Attachment 1 – BS degree in Medical Sciences Program Proposal Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The UI projects that the program will have approximately 50 initial enrollments with an overall enrollment of approximately 75 students, and have at least 45 graduates per year once program is fully up and running.

The UI's request to create a Bachelor of Science in Medical Sciences is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region II. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for medical sciences/pre-professional programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017. IRSA recommends approval.

The proposed program is above the fiscal threshold per year for Executive Director approval. Consistent with Board Policy III.G, Board approval is required of any new, modification of, and/or discontinuation of academic or career technical programs, with a financial impact of $250,000 or more per fiscal year.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to offer the Bachelor of Science with a major of Medical Sciences in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	October 5, 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Science
Name of Department(s) or Area(s):	Department of Biological Sciences

Program Identification for Proposed New or Modified Program:

Program Title:	Medical Sciences					
Degree:	BS	Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:		Yes	X	No		
CIP code (consult IR /Registrar):	51.1100					
Proposed Starting Date:	Fall 2017					
Geographical Delivery:	Location(s)	Moscow	Region(s)	II		
Indicate (X) if the program is/has:		Self-Support		Professional Fee		
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

28 Nov 2016
College Dean (Institution) Date

N/A
Vice President for Research (Institution; as applicable) Date

N/A
Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

12-1-16
FVP/Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

12-7-16
Provost/VP for Instruction (Institution) Date

SBOE/Executive Director Approval Date

12/8/16
President Date

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   This request is for a new undergraduate major, Medical Sciences, which would be administered by the Department of Biological Sciences at the University of Idaho. It has an interdisciplinary curriculum that will prepare students for admission to professional programs in a variety of healthcare related fields (e.g., medicine, dentistry, ophthalmology, pharmacology, etc.). It will also serve students who are interested in healthcare-related professions in areas such as writing, policy and administration. The Medical Sciences curriculum utilizes existing courses from across the campus to provide the breadth and depth necessary for future student success. This new major does not duplicate or replace any existing program within the state.

2. **Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

   List the job titles for which this degree is relevant:

   1. pre-med applicant (see below)

   2. pre-dent applicant (see below)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	NA	NA	
State	NA	NA	
Nation	NA	NA	

NA = not applicable

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

In most instances this new major will not lead immediately to new jobs; that is, students graduating will not immediately enter wage-earning employment. This major is designed primarily to provide appropriate and necessary preparation for healthcare-related professional programs (e.g., medicine, dentistry, etc.) and secondarily to provide an enhanced STEM education that may be applicable to other professions. Most health professions require at least a 4-year program of study at the BA/BS level in order to apply for post-graduate training. The Medical Sciences major curriculum is tailored to meet the requirements of the healthcare profession and is designed to help students gain admission to the healthcare professional program of their choice. So, while it will not lead immediately to jobs in the local, state, or national workforce, it will ultimately add highly trained individuals to the workforce when these students complete their professional training. Note, that not all students that graduate from this major may choose to enter a professional program, but could use this education for other healthcare-related careers that may or may not require additional training beyond the BS (e.g., medical writer, healthcare administration, lawyer).

b. **Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

The mostly likely student population would be new, incoming, full-time first-year (freshmen) students that have an interest in a future healthcare-related professional program. This would include, for example, students interested in medicine or dentistry, but would be suitable for students going into radiology, physician's assistant, or medical technology. Currently, the university tracks students that are interested in pre-health studies through a Pre-Health Minor program or though pre-health advising; there are currently 136 such students enrolled. Therefore, considerable demand for this new major is anticipated.

c. **Economic Need**: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

This new major would prepare students to be highly successful in healthcare and healthcare-related professions. The healthcare field is a well-paid sector of the employment world. Students, and those from Idaho (i.e., in-state) in particular, that choose to stay within the state after their professional program is completed would contribute significantly to Idaho's economy.

d. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

The State of Idaho has a need for well-trained healthcare professionals. This new major would provide the opportunity to educate in-state students and make them more successful at gaining admission to and succeeding in health-related

professional programs. Students from Idaho are more likely to stay in the state after their training is complete and contribute to the societal needs of Idaho.

e. **If Associate's degree, transferability**:

Not applicable (i.e., this is a 4-year BS degree).

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
University of Idaho	**BS Medical Sciences**	**4-year BS degree in Medical Sciences; fulfills requirements for many pre-professional programs (pre-med, pre-dental, pre PA etc.); highly interdisciplinary**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Washington State University	**Basic Medical Sciences major**	**Major that offers all the science needed to enter medical school or other health science schools.**
University of Oregon	**BioHealth Sciences major**	**Major for students that could enter health-science graduate fields.**

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed

program.

This new program is not offered by any other Idaho public institution. The BS in Health Sciences at ISU is the most similar program offered, but it does not target that same student population (e.g., pre-professional medical students). The ISU program has fewer requirements and utilizes a lower level chemistry and biology course sequence. We feel that the requirements of our proposed program will position students well to continue on into health care professions or professions related to health care.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

The University of Idaho is embarking on a new Strategic Plan that emphasizes transformative education and expanding the institution's intellectual and economic impact. An objective of this plan is increased enrollment. A new major in Medical Sciences will add a new intellectual dimension to the university's curricular offerings that we don't currently support. In addition, this major, the first of its kind in Idaho, will attract students that want exceptional academic preparation for their future professional plans at an affordable cost (and not necessitate out-of-state enrollment).

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The University will ensure the quality of the program through its three-step review process. All new curricula are evaluated and approved first by the sponsoring department (i.e., Department of Biological Sciences), second by a college-level Curriculum Committee (i.e., College of Science), and finally by a university-wide committee (i.e., University Curriculum Committee). There is no special accreditation required for this new major, however, all programs are assessed every 7 years as part of the external program review process, and as required by SBOE and NWCCU. Since the next program review for Biological Sciences is scheduled for fall 2017, and this new major begins at that time, the first assessment of this new major would occur at the time of the following program review.

7. **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 B**.

Not applicable.

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No ____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. **Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin?

b. **Describe the immediacy of need for the program**. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
iii. Is there a contractual obligation or partnership opportunity to justify the program?
iv. Is the program request or program change in response to accreditation requirements or recommendations?
v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. **Curriculum for the proposed program and its delivery.**

a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	41
Credit hours in required courses offered by other departments:	60
Credit hours in institutional general education curriculum	10
Credit hours in free electives	9
Total credit hours required for degree program:	120

b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

There is a *Senior Capstone* (2-4 cr.) requirement for this major. There is also a

Leadership and Professionalism (5-6 cr.) requirement that contains an internship (i.e., Biol 398) option.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates will be expected to:

1. Demonstrate a strong knowledge base regarding biological, physical, health, and behavioral sciences as a foundation for admission to graduate level health / medical professional programs and future practice as healthcare professionals.
2. Display strong skills in communication and collaboration, particularly interpersonal skills required for patient/provider and professional interaction.
3. Demonstrate knowledge of professionalism and sound ethical standards.
4. Describe the importance of cultural competency and appreciation for diversity in the community and healthcare environments.
5. Identify and use professional/scientific literature and materials to support professional decision-making related to clinical practice and healthcare issues.
6. Communicate through oral and written assignments the scholarly and analytical skills (critical thinking), as well as the innate curiosity, necessary to become lifelong learners.

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The assessment process will utilize the *Intended Learning Outcomes* described above as a framework. One course from the curriculum will be selected to provide data for each outcome. A rating scale of 1) above expectations, 2) meets expectations, or 3) below expectations will be used for evaluation. This information will be used to inform decisions on any curricular changes that need to be made.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

The data collected on learning outcome performance is compiled and presented to the department faculty at a meeting dedicated for assessment review. Faculty discussion is utilized to make appropriate changes to courses that are not satisfactorily meeting learning objectives.
In addition, we will track admission to professional programs as a metric of our success.

c. Measures used. What direct and indirect measures will be used to assess student

learning?

Direct measures of learning outcomes as measured by exam performance will be used.

d. **Timing and frequency**. When will assessment activities occur and at what frequency?

Assessment activities occur on an annual basis during the academic year. Reporting typically occurs at the beginning of fall semester.

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU	NA							
ISU	NA							
UI	NA							
LCSC	NA							

NA = not applicable

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: BS Medical Sciences											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY18 (first year)	FY19	FY20	FY21	FY22	FY23	FY18 (first year)	FY19	FY20	FY21	FY22	FY23
50	55	60	65	70	75	0	0	5	35	40	45

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The initial capacity for this program is 100 students, but it is unlikely that enrollment of this magnitude will be realized immediately. Combined with this thinking, it is anticipated that there will be a shift of freshman interest from other majors in Biological Sciences (i.e., Biochemistry, Biology, Molecular Biology, and Microbiology) to this new major in Medical Sciences. Since ~50% of current Biological Sciences majors have an interest in a healthcare profession (and current enrollment numbers of incoming freshman = ~100 students) we estimate that the FY18 headcount would be approximately 50 students. A 10% increase in subsequent years seems reasonable initially. An unknown, that we acknowledge, is the number of current students (2^{nd}-4^{th} year) that might switch major. This, however, would not markedly affect the total number of students in Biological Sciences (or other programs at the university), but could increase the numbers in the table above for the Medical Sciences major.

The recruitment efforts will be manifold. We are planning the following: an advertising campaign (mass media, brochure), new information through the department (website and faculty advisors), our Vandal Ambassador Program at high school recruiting events across the state, and dissemination through the UI Pre-Health Advisor.

Since the University of Idaho has a 55% graduation rate (previous five-year average) the projected number of graduates is based on this number. However, we expect the quality of students entering this major to be high and therefore predict that the graduation rate from this major will be above the university average (this has therefore been built into the projections indicated). We are projecting some graduates by the third year (i.e., FY20) of the new major due to transfer students, but the first significant number of graduating students would occur in FY 21, due to the first freshman cohort entering in FY 18.

16. **Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical

basis for those minimums, what is the time frame, and what is the action that would result?

The minimum for program continuance is 15 students. The basis for this minimum number is that it is similar to other viable majors in Biological Sciences (and other programs on campus).

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The physical resources currently in place at the University of Idaho Moscow campus will be used for the delivery of all the courses listed on the new curriculum.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

In the short term, increased use of physical resources will not impact existing programs, because it is anticipated that most students will be shifting majors within Biological Sciences. A university-wide 20% increase in student enrollment is possible without affecting physical resources. This scope will easily accommodate the enrollment of this new major.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

New resources needed in laboratory courses for increased enrollment will be met by the corresponding lab fees.

18. Library resources

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

There are adequate existing library resources for this new major.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are necessary for this new major.

19. Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

In the short term, no new personnel resources or course sections are necessary for this new major. However, should we experience large future enrollment there may be a need to increase the number of instructors, tenure-track faculty and teaching assistants will be needed to teach some courses.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

This new major uses courses currently existing in the University of Idaho catalog. Most of the required courses are already being taken by students who plan to apply to healthcare professional programs. In the case of elective courses, a selection has been developed in each category to avoid large increases in any specific course. Advising resources have already been identified for this new major, including college-level advising initially with a switch to departmental advising of more advanced students. Students will also work with the university-wide advisor for the health care professions.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

It is anticipated that most enrollment in this new major will come from shifting majors within Biological Sciences, although some may come from other programs. Biological Sciences will monitor enrollment in its other majors over time and will make adjustments to majors as appropriate. It is anticipated that most pre-physical therapy students and pre-occupational therapy students will continue to major in Movement Sciences.

d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

No new personnel are required to support this proposed program unless and until the program results in a large increase in enrollment.

20. Revenue Sources

a) **Reallocation of funds:** 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?

No reallocation of funds is required.

b) **New appropriation**. 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.

No new appropriation is required.

c) **Non-ongoing sources**: Not applicable.

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

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

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

There are no new institutional local fees.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The total cost to students will be $7,232 for in-state and $22,040 for out-of-state (i.e., the same as other UI BS programs).

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2018		FY 2019		FY 2020		FY 2021	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		50		55		60		65
B. Shifting enrollments		50		50		50		50
Total Enrollment	0	100	0	105	0	110	0	115

II. REVENUE

	FY 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$258,116		$283,928		$309,739		$335,551	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	$258,116	$0	$283,928	$0	$309,739	$0	$335,551	$0

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 2018		FY 2019		FY 2020		FY 2021	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits								
9. Other:								
Total Personnel and Costs	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2018		FY 2019		FY 2020		FY 2021	
B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2018		FY 2019		FY 2020		FY 2021	
C. Capital Outlay	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2018		FY 2019		FY 2020		FY 2021	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other Overhead	$64,529		$70,982		$77,435		$83,888	
Total Other Costs	$64,529	$0	$70,982	$0	$77,435	$0	$83,888	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$258,116	$0	$283,928	$0	$309,739	$0	$335,551	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.4	Tuition rate of $2,581.16 per semester used.

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UNIVERSITY OF IDAHO

SUBJECT

First Year Law Curriculum in Boise

REFERENCE

August 21, 2008	The Board authorized the University of Idaho to expand its offerings in Boise to a full third year curriculum to include a legislative appropriation in the FY 2010 budget for the expansion.
August 16, 2012	The Board reviewed the University of Idaho's FY 2014 Line Item request for a new appropriation of $400,000 to help support the cost of delivering the second year law curriculum in Boise. The Board gave preliminary approval to the line-item request subject to programmatic review at the October 2012 meeting.
October 18, 2012	The Board authorized the University of Idaho to expand its offerings in Boise to offer the second year curriculum.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.3.c.i.1

BACKGROUND/DISCUSSION

The University of Idaho, College of Law, proposes to expand curricular offerings at the Boise campus of the University of Idaho, College of Law by offering first-year law courses at that campus. If approved, this expansion completes the dual-location model that the University has been developing with the Board's approval and under its supervision since 2008. The dual-location model will permit students to take all course work required to earn the Juris Doctor degree at either the Moscow campus or the Boise campus, or both.

The proposed first-year curriculum thus does not create a new program. Rather, it is an addition to the existing curriculum at the Boise campus that will enable students to matriculate at the Boise campus, and to complete all course requirements for the J.D. degree, without having to spend their first year at the Moscow campus. At the same time, the two locations will be part of a fully integrated unitary program. Students in each location will be able to take course work and engage in co-curricular activities at the other location through state-of-the-art distance-education technology. Faculty at each location will collaborate using that same technology and through frequent visits to the other campus. Finally, if space is available, students who matriculate at the Moscow campus will be able to relocate to the Boise campus after their first year, and again after their second year of coursework, to take advantage of the experiential education

opportunities and networking opportunities that abound in Boise. Students at each location perform public service, as well, by participating in externships with public agencies and engaging in the 50 hours of pro bono legal service (under attorney supervision) required to earn the J.D. degree.

Completion of the dual location model furthers the University's statewide mission to provide public legal education in Idaho by offering an affordable, high-quality J.D. program in a rural setting, on the University's main campus, and in a metropolitan setting, at the State's seat of government.

College of Law graduates have solid job prospects at the state and national level. It bears emphasis, however, that the proposal does *not* seek to increase the overall number of graduates from the College of Law. Rather, completion of the dual-location model will create an additional *location* where 1st year law students who are admitted to the College can spend their first year. Right now, all 1st year law students admitted to the College of Law must spend their first year at the Moscow campus. Under the proposal presented in this document, up to half of the entering class would, instead, spend its first year at the Boise campus. Although we anticipate that approval of this proposal could modestly increase the size of the entering class (and thereby increase the number of eventual graduates), that is not the objective of the proposal. The objective, instead, is to give students the choice between two campuses, each of which offers differing settings and opportunities, including externships, part-time jobs, and networking opportunities. This is expected to facilitate Idahoans' ability to obtain an affordable, high-quality, public legal education and to enhance our graduates' ability to secure post-graduation employment.

With the Board's approval and under its supervision, the University of Idaho College of Law has expanded the J.D. curriculum in Boise incrementally. In 2001, the College began offering law students in their final (6th) semester a "semester-in-practice" program in Boise, in which they could earn academic credit for working full-time in semester-long externships. In 2004, the College expanded its externship offerings in Boise. In 2010, the College began offering students the opportunity to spend their entire third year (5th and 6th semesters) in Boise. In 2014, the College expanded the Boise J.D. curriculum to include second-year law courses. In 2015, the College moved the second- and third-year curricula from the Idaho Water Center to the Idaho Law and Justice Learning Center.

Throughout this 15-year process of gradual expansion, the College has planned carefully and in coordination with central university administration and all stakeholders. Most recently, this planning process included in-depth study of the instructional resources and other resources needed to support the expansion proposed in this document. Each incremental expansion has required not only the Board's approval but also the approval (formally known as "acquiescence") of the College's accrediting agency, the American Bar Association. To get acquiescence, the College first undergoes an in-depth review that includes a site visit by a "fact

finder," and within a certain period after getting acquiescence, the College has a follow up site visit by a fact finder. The American Bar Association (ABA) will grant acquiescence "only if the law school demonstrates that the [proposed change] will not detract from the law school's ability to remain in compliance with the [Accreditation] Standards." ABA Standard 105(b). Besides the pre-acquiescence and post-acquiescence reviews, the ABA conducts top-to-bottom accreditation reviews every seven years. The College of Law is next due for a top-to-bottom accreditation review in 2018-2019.

In short, processes are in place – besides those of the College, the University, and the Board -– to ensure that expansion of the curriculum at the Boise campus does not adversely affect the existing J.D. program. Indeed, the University believes that the expansion will significantly enhance the program.

IMPACT

The attached proposal contemplates a combination of student revenues and internal reallocations to fund the operation of the first-year J.D. curriculum in Boise. Three additional personnel positions will be needed to support the offering of the first-year curriculum in Boise. Those include an Associate Director of Admissions, Director of Academic Success, and a faculty member to teach Legal Research and Writing.

The UI currently charges a professional fee to students enrolled in the JD program consistent with Board Policy V.R. The UI will not be assessing any additional or separate fees in connection with the expansion of the J.D. curriculum in Boise to include the first-year curriculum.

The proposal includes a detailed budget for the dual-location model.

ATTACHMENTS

Attachment 1 – First Year Law Curriculum in Boise Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The UI College of Law conducted an extensive market research study in 2007, which assessed the demand and impact of expanding its course offerings in Boise. To further demonstrate the need for legal education in the Boise area, the College conducted another market research study in 2015. Those results were consistent with findings in 2007 and showed that the dual-location model will enable students to pursue a public legal education in the location that offers the greatest comparative advantage for them.

The UI provided evidence that in the 2015-16 academic year, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from $29,043 to $44,220 per year. For public law schools in this region, Idahoans would pay nonresident tuition ranging from $30,078 to $38,652. In contrast, the University of Idaho charges Idaho residents $17,230. Even the UI's non-resident tuition level in 2015-16 ($31,234) compares favorably to the tuition levels in other states.

The University of Idaho's request to offer the first-year curriculum in Boise is consistent with their Five-Year Plan for Delivery of Academic Programs in Region III and is in alignment with their statewide program responsibility pursuant to Board Policy III.Z. Concordia University of Oregon also offers a Law program in Boise. Concordia is a regionally accredited institution and currently holds ABA provisional accreditation for their Law program in Boise.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to offer a first-year law curriculum in Boise in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	December 14, 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Law
Name of Department(s) or Area(s):	n/a

Program Identification for Proposed New or Modified Program:

Program Title:	Expansion of JD program by addition of 1st-year courses in Boise					
Degree:	JD	Degree Designation		Undergraduate	X	Graduate
Indicate if Online Program:		Yes	X	No		
CIP code (consult IR /Registrar):	22.0101					
Proposed Starting Date:	August 21, 2017					
Geographical Delivery:	Location(s)	Boise	Region(s)			
Indicate (X) if the program is/has:		Self-Support	X	Professional Fee		
Indicate (X) if the program is:		Regional Responsibility	X	Statewide Responsibility		

Indicate whether this request is either of the following:

- [ ] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [X] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

12/20/2016
College Dean (Institution) Date

N/A
Vice President for Research (Institution; as applicable) Date

N/A
Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

12-20-16
FVP/Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

Provost/VP for Instruction (Institution) Date

SBOE/Executive Director Approval Date

President Date

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   This document seeks the Board's approval to expand curricular offerings at the Boise campus of the University of Idaho College of Law by offering first-year law courses at that campus. If approved, this expansion completes the dual-location model that the University has been developing with the Board's approval and under its supervision since 2008. The dual-location model will permit students to take all course work required to earn the Juris Doctor degree at either the Moscow campus or the Boise campus, or both (by, for example, taking first-year courses in Moscow and then transferring to Boise to take second- and third-year courses).

   By way of background, in August 2008, the University of Idaho sought approval from the Board of Regents/State Board of Education to establish a branch location of the College of Law in Boise, as a second place for delivery of the J.D. degree, in addition to the existing location in Moscow. In response, the State Board passed the following motion:

   > "A motion to authorize the University of Idaho to expand its offerings in Boise to a full third year curriculum and to include a legislative appropriation in the FY 2010 budget for this expansion. The Regents recognize the statewide mission of the University of Idaho for legal education. The University is instructed to re-visit the issue of funding and support for a full dual location model, including a full three year branch curriculum in Boise, to continue collaboration with the Idaho Supreme Court on the Idaho Law Learning Center with respect to those programs to be delivered in Boise, and return to the Regents for further discussion."

   In accordance with the Board's 2008 motion and following approval (formally known as "acquiescence") by the American Bar Association – which serves as the accrediting agency for the College of Law – the College implemented a full third-year curriculum in Boise in fall 2010, relying on a combination of College and central university funds. In further accordance with the Board's 2008 motion, the College and central university officials continued planning for a full dual-location model.

   On August 16, 2012, the Board voted conditionally to approve the University's appropriation request of $400,000 to expand its offerings in Boise to include a full second-year curriculum – the condition being that the expansion itself be approved by the Board. The Board gave that approval in October 2012.

   Implementation of the second-year curriculum in Boise was delayed. The delay occurred because the Governor did not include the University's base funding request of $400,000 in his FY2014 budget request, and because the College's enrollment predictions did not match actual enrollments, due to a nationwide downturn in the volume of law school applications. The

Governor did include the University's base funding request of $400,000 in his FY2015 budget, however, enabling implementation of the Board-approved second-year curriculum in fall 2014.

In fall 2015, the College relocated from the University's Boise Water Center to the former Ada County Courthouse, which had been renovated and renamed the Idaho Law and Justice Learning Center (ILJLC). The ILJLC is a multipurpose facility that houses:

- The College of Law in Boise
- The Idaho State Law Library
- The Idaho Supreme Court's judicial education and training facilities
- Public civics outreach and education space

As stated above, this document contains the University's request to complete the dual-location model by expanding the College of Law curriculum in Boise to include the first-year law curriculum along with the existing second- and third-year curriculum. The proposed first-year curriculum thus does not create a new program. Rather, it is an addition to the existing curriculum at the Boise campus that will enable students to matriculate at the Boise campus, and to complete all course requirements for the J.D. degree, without having to spend their first year at the Moscow campus. At the same time, the two locations will be part of a fully integrated unitary program. Students in each location will be able to take course work and engage in co-curricular activities at the other location through state-of-the-art distance-education technology. Faculty at each location will collaborate using that same technology and through frequent visits to the other campus. Finally, if space is available, students who matriculate at the Moscow campus will be able to relocate to the Boise campus after their first year, and again after their second year of coursework, to take advantage of the experiential education opportunities and networking opportunities that abound in Boise. Students at each location do public service, as well, by participating in externships with public agencies and engaging in the 50 hours of pro bono legal service (under attorney supervision) required to earn the J.D. degree.

Completion of the dual location model furthers the University's statewide mission to provide public legal education in Idaho by offering an affordable, high-quality J.D. program in a rural setting, on the University's main campus, and in a metropolitan setting, at the State's seat of government.

2. Need for the Program. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

a. Workforce need: Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

List the job titles for which this degree is relevant:

1. Lawyers

2. Judicial Law Clerks

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	No. Central Idaho (Moscow area) = 3 SW Idaho (Boise area) = 24		
State	57		
Nation		16,040	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

All jobs in the United States requiring a law license entail passage of a state bar examination. Qualification to sit for a state bar examination, in turn, requires – in Idaho and nearly all other States – a Juris Doctor degree from an accredited law school. In addition to jobs requiring law licenses ("law license jobs"), many jobs either require or favor holders of a JD degree, even if those jobs do not require a law license; these are known as "J.D.-advantage jobs."

Although the availability of law license jobs softened during the "Great Recession," Idaho graduates were not as adversely affected as their national counterparts, and the prospects for law school graduates seems to have rebounded somewhat at both the national and state level. At the national level, data for law students graduating in 2014 – the most recent group for which reliable data is available – showed an overall employment rate of 86.7% 10 months after graduation, which reflected an increase of 2% over 2013. The overall employment rate for students graduating from the University of Idaho College of Law in 2014 was 90.24% (compared to the national rate of 86.7%), an increase of 1.4% over 2013. The U.S. Department of Labor's Bureau of Labor Statistics currently projects that employment of lawyers nationwide will grow about 6% from 2014 to 2024, which is about as fast as the average for all occupations. The Idaho Department of Labor currently projects that employment of lawyers in Idaho will grow by about 4.3% over the period 2012-2022.

In addition to law license jobs, a J.D. degree benefits job seekers and job holders in many professional fields: business and entrepreneurship; human resources; public administration; teaching and educational administration; nonprofit entity management; social services; mediation and other forms of facilitated dispute resolution; military service; and other fields. National statistics indicate that as many as 30% of J.D. degree holders find careers outside the traditional practice, some of which require J.D. degrees, and others of which do not. These non-traditional jobs often offer decent pay and family-friendly working hours.

In short, College of Law graduates have solid job prospects at the state and national level. It bears emphasis, however, that the proposal presented in this document does *not* seek to increase the overall number of graduates from the College of Law. Rather, completion of the dual-location model will create an additional *location* where 1st year

law students who are admitted to the College can spend their first year. Right now, all 1st year law students admitted to the College of Law must spend their first year at the Moscow campus. Under the proposal presented in this document, up to half of the entering class would, instead, spend its first year at the Boise campus. Although we anticipate that approval of this proposal could modestly increase the size of the entering class (and thereby increase the number of eventual graduates), that is not the objective of the proposal. The objective, instead, is to give students the choice between two campuses, each of which offers differing settings and opportunities, including externships, part-time jobs, and networking opportunities. This is expected to facilitate Idahoans' ability to obtain an affordable, high-quality, public legal education and to enhance our graduates' ability to secure post-graduation employment.

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.)? Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of students was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

The University of Idaho's College of Law offers its J.D. program only to full-time students, though its rules permit the admission of part-time students on a case-by-case basis. Historically, Idaho residents have accounted for about 55-65% of each entering class, and nonresidents have accounted for 35-45%. The College of Law expects to continue admitting residents and nonresidents in these proportions. The nonresident population is important because many nonresidents have family or other personal ties to Idaho. Moreover, nonresidents contribute to the quality of the law school because they bring a wider range of experiences and diversity of backgrounds than would exist in a class consisting exclusively of one State's residents. Nonresidents also enhance the educational opportunities for College of Law graduates, not only by paying out-of-state tuition (which helps keep in-state tuition down) but also by spreading the reputation of the College of Law among lawyers and other professionals outside Idaho who then employ Idaho law graduates or refer cases in Idaho to them. Beyond those benefits, many nonresidents stay in Idaho after graduation from the College of Law and enrich the Idaho legal profession and contribute to the State in other ways. Their College of Law education trains them in Idaho law and acculturates them to the high standards of ethics and civility that are the hallmarks of the Idaho bar and the broader professional community of which the state bar is a part.

Beginning in 2007, the College of Law conducted extensive market research on the demand for, and impact of, expanding its course offerings in Boise and ultimately establishing a branch campus in Boise offering a full three-year J.D. program. The results of that research were described in, and attached to, the 2008 and 2012 proposals to the Board that resulted in approval, respectively, of a third-year law program and of a second-year law program in Boise. The College conducted another round of market research in 2015, the results of which are described below and are attached to this proposal as Appendix A. The 2015 market research is consistent with the past research. Both sets of research show that the dual-location model that this present proposal seeks to complete enables students to pursue a public legal education in the location that offers the greatest *comparative advantage* for them.

- Among all respondents surveyed in 2015 – a group that included current College of Law students, College of Law alums, prospective students, and "nonmatriculating"

students (i.e., students who were admitted to the College of Law but who chose not to attend) – the highest percentage favored having Moscow remain the main campus of the law school, with an option for all students to enroll in Boise. Among all respondents – as well as among prospective students and nonmatriculating students – Moscow's greatest advantages over Boise are its small town feel, its location in the northern part of the State, and its connection to the main campus of the University of Idaho. (*See* Appendix A, Campus Location Survey Analysis (Sept. 2015), at pp. 3, 10, 13, 14 (Fig. 1.11) & 16 (Fig. 1.15); Campus Location Survey – Supplemental Graphics (Oct. 2015), at 9 (Fig. 9); Factors of Matriculation & Geographic Analysis (Nov. 2015), at p. 4.)

The College of Law continues to build on the advantages of the Moscow campus. Specifically, it has established and continues to explore interdisciplinary course work and interdisciplinary research projects with other colleges on the main UI campus. Those interdisciplinary connections include law courses cross-listed with the American Indian Studies Department, and the College's participation in the Water Resources Graduate Program, which offers a JD/MA and a JD/Ph.D. in law, water management, and water policy. The Moscow campus also does outreach to Northwest tribes in coordination with the UI's Office of Tribal Relations, and offers law students externship placements with the Nez Perce and Coeur d'Alene Tribes. In addition, the Moscow campus operates the Main Street Legal Clinic, which represents clients in a wide variety of cases – including misdemeanor defense, family law, consumer protection, and landlord-tenant disputes – and is particularly well suited for students who may wish, after graduation, to enter a general practice in a rural location.

- Among all respondents surveyed in 2015, Boise emerged as the preferred location as a place to study law and to live and work. Among all respondents – as well as among prospective students and non-matriculating students – Boise's greatest advantages compared to Moscow are its internship/externship opportunities, its job market, its networking opportunities, and its metropolitan setting. (See Appendix A, Campus Location Survey Analysis (Sept. 2015), at pp. 3, 12 (Fig. 1.8); Campus Location Survey – Supplemental Graphics (Oct. 2015), at 8 (Fig. 8).)

The College of Law continues to build on the advantages of the Boise campus. In 2015, the College transitioned its externship director from part-time to full-time status to meet the student demand to participate in externships in the Treasure Valley. Those externships place students in public agencies such as the Idaho Attorney General's Office, the Office of the Governor of Idaho, the Boise City Attorney's Office, and the U.S. Attorney's Office. Placements are also made in state and federal judges' chambers. The Boise campus also gives students experiential learning opportunities through participation, as third-year students, in the Small Business Legal Clinic, many of whose clients are start-up businesses in the Treasure Valley, and the Economic Development Clinic, which enables students to advise Idaho counties, cities, tribes and non-governmental agencies with economic development-related issues.

In addition to the comparative advantages of Moscow and Boise, the 2015 research showed that the two top factors that prospective students weigh, when selecting a law school, are costs (tuition and fees) and location. (*See* Appendix A, Campus Location Survey Analysis (Sept. 2015), at p. 20.) The importance of these two factors – cost and location – reinforces the benefits to Idahoans of completing the dual-location model.

The 2015 market research shows student demand for each location. Almost 30% of the

College's current students and alums said that they would not have enrolled at the UI College of Law if it had been located exclusively in Boise. On the other hand, 24% of non-matriculating students cited the Moscow location as the main reason that they did not enroll at the College of Law. Moreover, 75% of the non-matriculating students agreed that Boise would be a better place to study law than Moscow. Likewise, 75% of non-matriculating students agreed, as a general (non-comparative) matter, that Boise is a moderately, very, or extremely appealing location for a law school campus. A similarly high number of prospective students – 71% – rated Boise as a moderately, very, or extremely appealing location for a law school. Among prospective students, Moscow was found moderately, very, or extremely appealing by 27%, and was considered a better place than Boise to study law by 24%. (See Appendix A, Campus Location Survey Analysis (Sept. 2015), at pp. 16 (Fig. 1.15) & 23 (Fig. 2.4); Campus Location Survey – Supplemental Graphics (Oct. 2015), at 7 (Fig. 7) & 10 (Figs. 10 & 11).) In short, although Boise enjoys the majority's preference, Moscow will remain the location of choice for a significant minority, especially as it continues to offer students who matriculate there the option of transferring to the Boise campus as second- or third- year students to take advantage of externship and networking opportunities.

The dual-location model has particular value in addressing the needs of students of diverse backgrounds. The College's Moscow campus has had success, for example, in attracting students from small, rural communities throughout Idaho and Washington, including many Latino/a students from eastern and central Washington; students from large urban settings, such as Los Angeles, who wish to study in a less hectic and crime-prone community; Native American students from the Northwest tribes; and students from Washington State University, which has a high percentage of students from diverse backgrounds. The Boise campus meets the needs of students in southern Idaho as well as northern Nevada, especially those who are place-bound by family ties, spousal employment, etc. Boise is the center of the State's Latino/a population, and is thus a good location from which to recruit Latino/a students. A diverse student body, in turn, enriches the quality of the educational experience for all students, in part by preparing students for the practice of law in an increasingly diverse State and nation.

As the 2015 market research reaffirms, student demand for a program of public legal education that offers both rural and urban learning opportunities will remain strong, especially if it is coupled with a cost advantage. In 2015-2016, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from $29,043 to $44,220. Even at public law schools in this region, Idahoans would pay nonresident tuition ranging from $30,078 to $38,652. In contrast, the University of Idaho College of Law in 2015-2016 charged Idaho residents $17,230. Even our nonresident tuition level in 2015-2016 ($31,234) compares favorably to the tuition level in other States. Indeed, *preLaw* magazine has named the UI College of Law a "Best Value Law School". The benefit of a cost-effective legal education is realized not only by the students, but also by their eventual clients who will not have to pay fees leveraged upward by their attorneys' high educational debts.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The College of Law directly serves the State's economy through two clinical programs located at the Boise campus: the Small Business Legal Clinic, and the Economic Development Clinic. The Small Business Legal Clinic assists small and start-up businesses referred to the clinic by the Idaho Small Business Development Center. Clients include both for-profit and nonprofit companies in a variety of business areas. Students in the clinic

perform legal services, such as preparing formation and organizational documents, employee agreements, and more. The Economic Development Clinic enables students to advise Idaho counties, cities, tribes and non-governmental agencies with economic development-related issues typically arising in questions of land use law, administrative law, state and local government law, and environmental law.

The College of Law indirectly serves the State's economy through its graduates. Those graduates facilitate commercial transactions by giving advice, drafting documents, negotiating agreements, and resolving disputes. Although television and movies dwell on the courtroom lawyer (for dramatic reasons), the day-to-day work of most lawyers today rarely involves trials. Indeed, many lawyers do not spend a majority of their time involved in lawsuits at all. Instead, they support commerce by counseling clients in connection with significant economic matters like buying a home, making a will, setting up a trust, starting a business, and hiring and paying employees. Lawyers also draft documents to ensure that these commercial transactions and any resulting commercial relationships are stable and secure. In addition, many lawyers devote significant time to advising clients on how to comply with the law governing their personal or business affairs. Many businesses require licenses and permits, and they need a lawyer's help to get them and to comply with the web of regulatory law with which most businesses today must cope. Finally, more and more lawyers spend much time serving as mediators. All these activities by attorneys support the economy.

And this is just to describe the work of lawyers in the private sector. About 30% of the College of Law's graduates get jobs in the public sector – for example, as clerks in judges' chambers, as prosecutors in towns and counties throughout Idaho, or as attorneys in the state agencies. In these positions, our graduates become part of the legal infrastructure supporting Idaho's economy.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The University of Idaho College of Law does outreach addressing the social needs of the State, the region, and the nation through its faculty, students, and graduates. Completion of the dual-location model will enhance the College's ability to do this outreach.

Consistent with the University of Idaho's land grant mission, College of Law faculty at the Moscow and Boise campus engage in service and outreach that enhance the performance of legal institutions. To cite some recent examples:

- Professor Elizabeth Brandt (Moscow) serves on the Idaho Supreme Court's Child Protection Committee, and was part of a team that, in 2015, finished work on the 3rd edition of the Idaho Child Protection Manual, which is used by judges throughout the State.
- Professor Annemarie Bridy, Ph.D., (Boise) serves on the Idaho Technology Council's Tech2Market Committee, whose mission is to strengthen research, development and commercialization activity in Idaho as measured by R&D funded, capital raised, jobs created or retained, and IP-based companies started. Dr. Bridy also recently gave a webinar for the Idaho State Board of Education in support of its statewide initiative to adopt Open Educational Resources (OER) in K-12 and post-secondary education.
- Professor Barb Lock (Boise) coordinates efforts to serve Idaho citizens by collaborating with BSU faculty in support of the Volunteer Income Tax Assistance (VITA) program.

- Professor Jerrold Long, Ph.D., (Moscow) has joined with Professor Brant Miller of the UI College of Education to extend the Confluence Project to schools in southern Idaho. The Confluence Project gives high school teachers and students a watershed science curriculum that lets them do on-the-ground, experiential environmental and science learning. The Confluence Project's expansion to southern Idaho has financial and technical support from the U.S. Geological Survey and Idaho Water Resources Research Institute.
- Professor Katherine Macfarlane (Moscow) has recently been appointed to the United States District of Idaho's Advisory Committee on Local Rules. The committee advises the United States District Court for the District of Idaho on local rules of civil procedure.
- Professor Stephen Miller (Boise) served in 2014-2015 as a commissioner on the Boise City Planning & Zoning Commission.
- Professor Shaakirrah Sanders (Boise) has addressed current legal topics ranging from the 2nd Amendment to faith healing, to Justice Antonin Scalia's impact on the U.S. Supreme Court, in print and broadcast media at the local and national level. Professor Sanders also recently hosted a public panel discussion of criminal justice reform, a panel that included U.S. Congressman Raúl Labrador.

College of Law students perform public service in three main ways. First, they participate in externships with public agencies in every branch of Idaho state government and in local public agencies. Second, they participate in one of the law school clinics, where they represent clients with legal needs under the supervision of licensed attorneys. Several of these clinics have been mentioned. They include the Main Street Legal Clinic, the Economic Development Clinic, the Tax Clinic, the Immigration Clinic, the Mediation Clinic, and the Small Business Legal Clinic. Third, to graduate, all students must perform 50 hours of pro bono legal services. They meet this requirement in a wide range of settings, including legal service organizations, government agencies, private firms (pro bono cases), nonprofits, and legislative offices.

Finally, the College of Law's graduates also serve the public and individuals who need legal services but cannot afford them. Every Idaho lawyer must subscribe to the statutory oath or affirmation, solemnly recited before the Supreme Court, "to contribute time and resources to public service … and never [to] reject, for any considerations personal to myself, the cause of the defenseless or oppressed." The College of Law believes that its graduates learn how to fulfill this oath by completing the College's pro bono service requirements and serving the needy in our clinics and the general public in externships with public agencies. In any event, many graduate become leaders in their communities and in the profession because of their public service.

In addition, many of our students come from small, rural communities with the objective of returning to those communities to practice. This is important. As the title of a recent article in the *American Bar Association Journal* said, "In rural America, there are job opportunities and a need for lawyers." (Lorelei Laird, *ABA Journal*, Oct. 1, 2014, http://www.abajournal.com/magazine/article/too_many_lawyers_not_here._in_rural_america_lawyers_are_few_and_far_between.) That is true in Idaho, where law school graduates are badly needed to: (1) serve as leaders in rural communities; (2) provide access to justice to the residents of those communities, and (3) support economic activity. Recent graduates are needed in these community partly because "Baby Boomer" attorneys are retiring. The College of Law supports these students through its Main Street Legal Clinic, and other opportunities, including externships in local agencies, at its Moscow campus.

More importantly, the College offers an affordable legal education, which enables graduates to take jobs in rural communities at starting salaries that are typically lower than can be found in urban area but that are feasible given our graduates' debt load.

Access to justice is not exclusively a concern for Idaho's rural population. It is a significant concern for Idahoans modest means. This was demonstrated by an Idaho Legal Needs Assessment prepared in 2013 for the College of Law by the University of Idaho Social Science Research Unit. The assessment rested on three means of data collection: a statewide telephone survey of Idaho residents; an Internet survey of Idaho judges, lawyers, court clerks, and victim advocates; and interviews of key stakeholders. Not surprisingly, the assessment showed that households with incomes at or below 200% of the federal poverty guidelines were significantly more likely than the population as a whole to have unmet legal needs, relating to matters such as landlord-tenant disputes, child custody, public services, and adult guardianship. For lawyers to provide affordable legal services to Idaho residents of modest means, the lawyers cannot graduate from law school saddled with student debts equivalent in size to a home mortgage. This makes the availability of an affordable public legal education a key component of addressing Idaho's unmet legal needs.
http://web.cals.uidaho.edu/ssru/2013/06/18/idaho-legal-needs-assessment/

e. If Associate's degree, transferability:

Not applicable.

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)*		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

* – The University of Idaho has the exclusive statewide mission in public legal education.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

Concordia University, Portland, OR	**JD**	**Concordia University School of Law, Boise, ID**
University of Oregon, Eugene, OR	**JD**	**University of Oregon School of Law, Eugene, OR**
Willamette University, Salem, OR	**JD**	**Willamette University College of Law, Salem, OR**
Lewis and Clark College, Portland, OR	**JD**	**Northwestern School of Law of Lewis and Clark College, Portland, OR**
University of Washington, Seattle, WA	**JD**	**University of Washington School of Law, Seattle, WA**
Seattle University, Seattle, WA	**JD**	**Seattle University School of Law, Seattle, WA**
Gonzaga University, Spokane, WA	**JD**	**Gonzaga University School of Law, Spokane, WA**
University of Montana, Missoula, MT	**JD**	**Alexander Blewett III School of Law at the University of Montana, Missoula, MT**
University of Wyoming, Laramie, WY	**JD**	**University of Wyoming College of Law, Laramie, WY**
University of Utah, Salt Lake City, UT	**JD**	**S.J. Quinney College of Law, Salt Lake City, UT**
Brigham Young University, Provo, UT	**JD**	**J. Reuben Clark Law School, Provo, UT**

University of Nevada, Las Vegas, NV	**JD**	**William S. Boyd School of Law, Las Vegas, NV**

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

   Not applicable.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

   - **Vision**: "The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds."

   By expanding the College of Law's presence in the State's capital and largest population center, the request will increase the intellectual and economic impact of the College's scholarly output and outreach, and will increase access by Idaho students in that part of the State to an affordable legal education of high quality.

   - University of Idaho Strategic Plan Goal **1: Innovate** ("Scholarly and creative work with impact")

   Goal 1 will be advanced at Objective A ("Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national, and global partnerships") through interactions between and among the University of Idaho's Boise campus, the business-related concurrent degree programs at Boise State University – namely, the JD/Master of Accountancy and the JD/MBA – the business enterprises and nonprofit entities of southern Idaho, and the sources of interdisciplinary expertise residing at federal and state regulatory agencies in and near Boise.

   - University of Idaho Goal **2: Engage** ("Outreach that inspires innovation and culture")

   Goal 2 will be especially advanced at Objective B ("Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.") through the University's collaboration with the Idaho Supreme Court at the Idaho Law and Justice Learning Center, through concurrent degree programs offered with Boise State University, through cooperative projects undertaken with the Idaho's legal and business communities, and through increased interaction with – and service provided by law faculty and students to – government agencies in and near Idaho's capital city.

   - University of Idaho Strategic Plan Goal **3: Transform** ("Educational experiences that improve lives")

   This goal will be advanced overall through the development and delivery of complementary curricula at Moscow and Boise, with curricular and co-curricular offerings that build on the comparative advantages of the land-grant campus in Moscow and the metropolitan location in Boise. More specifically, the goal will be advanced at Objective A ("Provide greater access to educational opportunities to meet the evolving needs of society.") by providing a full 3-year law curriculum in the Treasure Valley. The goal will also be advanced at Objective B ("Foster educational excellence via curricular innovation and evolution.") because state-of-the-art

educational technology will be used to link students and faculty at the Boise and Moscow campuses; and at Objective C ("Create an inclusive learning environment that encourages students to take an active role in their student experience.") by offering a full three-year course of law studies at a location – on the Capitol Mall – that exposes law students from the outset to see the law in action, through proceedings at the Capital, the Idaho Supreme Court, and various Idaho state agencies.

- University of Idaho Goal **4: Cultivate** ("A valued and diverse community")

Goal 4 will be advanced at Objective A ("Build an inclusive, diverse community that welcomes multicultural and international perspectives.") by enhancing access for, and inclusion of, diverse populations in legal education at a metropolitan location, while continuing partnerships at the Moscow campus with the Nez Perce and Coeur d'Alene tribes, as well as with centers of Latino/a population in eastern and central Washington State. Goal 4 will be advanced at Objective B (Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.") by strengthening the viability and statewide relevance of the legal education program in Moscow through its connections to a complementary program in Boise, providing attractive rural and urban settings to which to attract and retain talented and diverse faculty and staff.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The College of Law is accredited by the American Bar Association and has received ABA approval (known as "acquiescence"), on separate occasions, for delivery of the second-year and the third-year curriculum in Boise. The expansion of the College's curriculum in Boise to include first-year courses will likewise require ABA acquiescence. The ABA requires that resources for a branch campus be sufficient to assure ongoing compliance with ABA standards at both the branch and home campuses. Once approved, the first-year curriculum in Boise will be reviewed as part of the ABA's annual and 7-year accreditation review scheduled for 2018-2019. The College has applied for ABA acquiescence with review by the Accreditation Committee in January and consideration by the ABA Council on Legal Education in March.

7. **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 B**.

Not applicable.

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan?**

Indicate below.

Yes X No ____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. **Describe why the proposed program is not on the institution's five year plan.** When did consideration of and planning for the new program begin?

b. **Describe the immediacy of need for the program**. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
iii. Is there a contractual obligation or partnership opportunity to justify the program?
iv. Is the program request or program change in response to accreditation requirements or recommendations?
v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	46
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	0
Credit hours in free electives	44*
Total credit hours required for degree program:	90

* – As discussed below in 10.b, besides earning at least 90 credit hours, students must satisfy other requirements to get the J.D.; those other requirements will carry some of the credit hours included in the 44 credit hours categorized in the table above as "free electives."

b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some

of which may carry credit hours included in the list above.

- *Upper-Division Writing Requirement* – After their first year of law school and before graduation, students must complete a major research and writing project under faculty supervision.
- *Pro Bono Service Requirement* – Students entering the College in and after fall 2015 must, before graduation, perform at least 50 hours of law-related pro bono service without monetary compensation, academic credit, or other tangible benefit for work performance.
- *Professionalism Training* – Students entering the College in and after fall 2014 and thereafter must complete a professionalism education program by participating in educational opportunities addressing the following topics: (1) cultural competencies; (2) civility and appropriate professional behaviors before courts, tribunals, and in other professional settings; (3) law practice management; (4) bias and thought processes; and (5) other topics related to the development of a student's professional conduct and identity.
- *Experiential Course Work* – Student entering the College in and after fall 2016 must take one or more experiential courses totaling at least six credit hours. Experiential courses must be a simulation course, a law clinic, or a field placement.

11. Program Intended Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

LEARNING OUTCOME 1 – KNOWLEDGE OF LAW AND LEGAL INSTITUTIONS
Graduates will demonstrate knowledge and understanding of substantive and procedural law and legal institutions.

LEARNING OUTCOME 2 – LEGAL ANALYSIS AND REASONING
Graduates will demonstrate the capacity to engage in sophisticated legal reasoning and analysis.

LEARNING OUTCOME 3 – ORAL AND WRITTEN COMMUNICATION SKILLS
Graduates will be proficient at communicating complex legal arguments, reasoning, and analysis, both in writing and in oral communication.

LEARNING OUTCOME 4 – PROBLEM SOLVING
Graduates will recognize that multiple different potential resolutions to a dispute exist, including avoiding disputes before they begin.

LEARNING OUTCOME 5 – PROFESSIONALISM, ETHICS, AND VALUES
Graduates will understand their professional and ethical obligations to their clients, the courts and the bar, and the public.

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The College of Law is engaged in ongoing development of an institutional assessment plan that accords with all relevant requirements, including those of the Board (Policy Section III.X), the University of Idaho, the Northwest Commission on Colleges and Universities (Standards 4 and 5), and the American Bar Association (Standards 302, 303, 314, and 315).

In brief, the College is required to follow a five-step assessment process:

1. The College is now in the process of revising its College-level learning outcomes. The most recent set of learning outcomes is quoted above in 11.a.
2. Each learning outcome will be translated into more specific learning competencies.
3. The College's curriculum will then be mapped to identify the courses in which each competency is introduced or practiced, or in which students develop the required level of proficiency. Curriculum mapping will also identify courses in which each competency is assessed.
4. The College will develop an annual assessment cycle, in which the College (a) collects data on selected competencies; (b) analyzes the data that has been collected the year before on other selected competencies; and (c) discusses what changes are to be made in light of the most recently completed analysis.
5. The College implements the agreed-upon changes, which will be subject to further, systematic assessment.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

The University of Idaho College of Law has a standing Curriculum Committee that works with the College's administration to design program assessment. Assessment processes and policies are reviewed by the College of Law faculty. Changes in the curriculum and assessment processes and policies are implemented by the associate for faculty affairs. The associate dean for faculty affairs requires all faculty members to submit course syllabi that identify course-level learning outcomes. Faculty members also complete annual performance evaluations in which they report the formative and summative assessment tools they use in their courses to assess student achievement of the course-level learning outcomes.

c. Measures used. What direct and indirect measures will be used to assess student learning?

The College of Law uses traditional measures such as quizzes and exams; essays and research papers; simulation exercises; peer assessment; and self-reflection papers and other exercises. The College also evaluates bar-exam-passage rates and student performance in capstone courses, such as the College's legal clinics and externships, where supervisors can assess a range of student skills and knowledge. The College will also explore other assessment measures such as reviewing student portfolios; taking exit surveys of graduates; and surveying attorneys, judges, and alums.

d. Timing and frequency. When will assessment activities occur and at what frequency?

As described above in 12.a, step 4 of the program-assessment process, as prescribed by the

University of Idaho, entails an annual cycle in which every year the College (a) collects data on selected competencies; (b) analyzes the data that has been collected the year before on other selected competencies; and (c) discusses what changes are to be made, in the upcoming year, in light of the most recently completed analysis. Of course, assessment of student learning within courses occurs during and at the end of each semester.

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY13	FY14	FY15	FY16 (most recent)	FY13	FY14	FY15	FY16 (most recent)
BSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISU	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UI	340	323	353	343	104	117	122	93
LCSC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Juris Doctor											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY18 (first year)	FY19	FY20	FY21	FY22	FY23	FY18 (first year)	FY19	FY20	FY21	FY22	FY23
310	320	330	330	340	340	95	90	115	115	115	115

15. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The above projected numbers are based first on the current size of our first year class, 104 students. Of that 104, a small number will be academically dismissed or transfer to other institutions. We are projecting that class to melt into a second and third year class of 95 at minimum which will go on to be the first graduating class in FY18. The class entering in Moscow in fall 2016 will be at minimum 100 students and will melt into 90 students graduating in FY19. Adding the first year curriculum in Boise in FY18 is expected to bring a modest increase in students from pent up demand and interest. The initial increase will be as a result of courses in Boise, but rely heavily on Moscow to serve the majority of new students. The FY18 headcount number plans for 125 students between Moscow and Boise in the College's first year classes, which takes the total to 310 in the first year. It is expected then that retention will be higher with the first year class in Boise as more residents stay in the area for their legal education. As the College enrolls slightly larger first year classes the total enrollment will increase to around 340 students, approximately 120 students on average entering each year with a small amount withdrawing, transferring or being academic dismissed.

The above numbers are based on College of Law statewide enrollment projections. The physical space capacity in Boise is limited by the largest classroom in which first year courses can be taught without needing to add a second section as well as appropriately sized legal writing and research sections. The largest classroom holds approximately 60 students. The College intends to enroll less than 60 students in Boise the first year of operation, but is expecting that overtime we will easily enroll 60 students in Boise and around the same in Moscow.

The College of Law participates in national and regional recruiting efforts through fairs, digital marketing, social media and more. Our Enrollment Marketing and Recruitment Plan, revised annually, serves as the guiding document in our recruitment efforts.

16. Minimum Enrollments and Graduates. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

While it is not expected that the College will face a minimums issue with the launch of the first year in Boise, the main factors in that analysis are on the teaching load and capacity side of our plans. With one legal writing and research professor in Boise, the College expects that the section size will be comparable to those in Moscow (though not exactly the same). Financially, a minimum group of 25 to 35 students would warrant such a dedicated faculty resource and the sections of the rest of the first year curriculum. If the enrollment grows in Boise to closer to 60 students the College would need to explore a second legal writing and research professor to accommodate, but the rest of the curriculum offerings would not be impacted. In summary, at minimum we need 25 to 35 students to enroll in the first year in Boise and beyond that the only action needed is the threshold for offering a second section of legal writing and research.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The College will offer the first-year law curriculum proposed in this document at the Idaho Law and Justice Learning Center (ILJLC), where the College currently offers the second- and third-year curricula. The ILJLC can accommodate the additional students, along with the additional personnel needed to support the expansion.

The ILJLC opened in 2015, in the building that long served as the Ada County Courthouse and also housed the Idaho Legislature while the capitol was renovated. This is an ideal location for a public law school – being located on the Idaho Capitol Mall, between the capitol and the Idaho Supreme Court buildings, and right across the street from the Idaho State Bar headquarters.

The College collaborated with the Idaho Supreme Court in creating the ILJLC. It is a multipurpose facility that houses:

- The College of Law in Boise
- The Idaho State Law Library
- The Idaho Supreme Court's judicial education offices and training facilities; and
- Public service outreach and education space.

Space is allocated in the ILJLC as follows:

- College of Law: 16,927 net sq. ft., excluding common areas
- Library: 7,655 net sq. ft., excluding common areas
- Idaho Supreme Court: 3,354 net sq. ft.

The College of Law uses the first three levels of the ILJLC. More specifically:

- *First Level*. The first level of the ILJLC has space for (a) the College's clinical programs, (b) student organizations, (c) the main student reading room/study area, (d) two seminar classrooms for about 22 students each, (e) one conference room for videoconference and training uses, and (f) a student lounge. Other uses on the first level include offices for IT support and general storage.
- *Second Level*. The second level primarily houses the law library, with space for (a) a central circulation and control desk, (b) the library stacks, and (c) offices for the librarian and library staff. In addition, the Supreme Court has an office and training space on the second level. The library space also has computer terminals for use by students and the public.
- *Third Level.* The third level of the ILJLC holds (a) the Administration Suite (including a reception area and a conference room with videoconference equipment), (b) faculty and staff offices, (c) an employee lounge, and (d) two large classrooms for approximately 67 students each. The two large classrooms make use of the space formerly used by the Idaho legislature for the House and Senate Chambers while the

State Capitol was being remodeled and expanded.

The ILJLC has state-of-the-art instructional technology. The technology allows classes that are taught live at the Moscow campus to be beamed to students in Boise, and vice-versa. During these "distance ed" classes, students and faculty at each campus can interact with students at the other campus. This technology also permits student-faculty conferences between the two campuses; faculty meetings between faculty members in each location; and student-to-student communication on collaborative co-curricular projects (such as moot court competitions) between the two campuses. The University has information-technology staff at the ILJLC to support the technology, as well as additional IT staff at the University's Idaho Water Center in Boise.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The College of Law does not anticipate any significant impact as a result of expanding the curriculum at the Boise campus to include the first-year curriculum. That is because this expansion was contemplated (and hoped for) when the College planned the ILJLC.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

The College of Law does not anticipate a need for any significant additional physical resources.

18. Library resources

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

With a modest addition of new library material, the existing library resources, including personnel and space, at the ILJLC will meet the needs of the first-year students who will be taking courses at the Boise campus under the present proposal.

As discussed above in 17.a, the College currently supports and maintains a law library at the ILJLC that meets the needs of the College's teaching, scholarship, research, and service programs for a full three-year course of study. The College meets the needs of the Boise location through its management of the State Law Library located on the 2nd floor of the ILJLC. The law library is a collaboration between College of Law and the Idaho Supreme Court in which the College of Law has taken over management of the State Law Library and then supplemented the State Law Library with an academic collection in support of the Boise location and curriculum. The College has also funded substantial updates to the practitioner and public collections.

The Boise Law Library collection currently has about 30,000 volumes and volume equivalents.

In addition, selected federal, state, and Idaho archival materials are located in the basement of the Idaho Supreme Court Building. The Boise Law Library has four computer terminals with public access to WESTLAW Next, and access to all of the databases currently subscribed to by the College of Law, including HeinOnline, the CCH Internet Research Network, selected BNA Reporters, RIA Checkpoint for tax research, the Making of Modern Law, and the U.S. Congressional Serial Set, among others.

The library needs of 1st-year law students will not be exactly the same as those of existing 2nd and 3rd year students. Accordingly, the College has budgeted an additional $4,000 to purchase monographs, loose leafs, and other materials to support the 1st year curriculum in Boise, and the College believes that the existing library space at the ILJLC can accommodate the addition of these materials and these students.

The Boise Law Library hours of operation are 8:00 a.m. to 5:00 p.m., and the collection is open to the public. Students currently have 24/7 access to the collection through their electronic swipe cards.

The Boise Law Library staff consists of the following:

- 1 full-time associate law librarian
- 1 full-time JD librarian who provides reference and research assistance
- 1 full-time assistant librarian employed by the State
- 1 full-time staff person employed by the State, who also handles the budget for the library

The two State of Idaho employees are managed by the College in accordance with the Memorandum of Understanding between the College and the Idaho Supreme Court.

When materials needed by students, faculty, or staff are not available in Boise, the Boise Law Library can request the materials directly from the University of Idaho Main Library and the College of Law Library in Moscow. The Boise Law Library can also request interlibrary loans. The Law Library staff in Moscow would also be available to students, faculty, and staff in Boise for reference assistance by telephone, email, or Skype (or equivalent) access.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

As stated above in 18.a, the University has budgeted an additional $4,000 to buy monographs, loose leafs, and other materials for the first-year curriculum at the Boise campus. The Boise Law Library has enough space for this additional material and the additional students.

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Currently, at the Moscow campus the College of Law offers two sections of all first-year (“1L”)

courses except for the first-year Legal Research and Writing ("LRW") course, of which six sections are offered:

REQUIRED COURSES, 1L YEAR	
Course Title	**Number of Sections**
1L Fall Semester	
Civil Procedure I	2
Contracts	2
Property	2
Torts	2
Legal Research and Writing	6
1L Spring Semester	
Civil Procedure II	2
Contracts/Sales	2
Constitutional Law I	2
Criminal Law	2
Legal Research and Writing	6
Legal Research (starting Fall '17)	To Be Determined

The current proposal seeks, in effect, to "split" this first-year curriculum into two halves, so that one section of each of the 1L courses except LRW will "move" to the Boise campus. As for LRW, two or three of its six sections will "move" to Boise; the precise number depends on the size of the first-year class admitted to the Boise campus:

REQUIRED COURSES, 1L YEAR	
Course Title	**Number of Sections**
1L Fall Semester	
Civil Procedure I (2 credits)	1 in Moscow, 1 in Boise
Contracts (2 credits)	1 in Moscow, 1 in Boise
Property (4 credits)	1 in Moscow, 1 in Boise
Torts (4 credits)	1 in Moscow, 1 in Boise
Legal Research and Writing (0 credits)	3-4 in Moscow, 2-3 in Boise
1L Spring Semester	
Civil Procedure II (3 credits)	1 in Moscow, 1 in Boise
Contracts/Sales (3 credits)	1 in Moscow, 1 in Boise
Constitutional Law I (3 credits)	1 in Moscow, 1 in Boise
Criminal Law (3 credits)	1 in Moscow, 1 in Boise
Legal Research and Writing (5 credits)	3-4 in Moscow, 2-3 in Boise
Legal Research (starting Fall '17) (1 credit)	To Be Determined

Under this arrangement, no "additional sections" of the existing first-year courses will be

needed. It is possible, however, that eventually the College might have to create additional sections of some existing upper-level courses. But the College has no current plan to do so.

Along with "moving" half of the sections of the first-year law courses from Moscow to Boise, the College of Law will have three full-time faculty positions relocated from the Moscow campus to the Boise campus.

Other, additional personnel needed to support the expansion of the Boise curriculum are described below in 12.d.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Instructional personnel: The College of Law currently has 11 faculty members who work full-time for the UI College of Law at the Boise campus:

- Lee Dillion, Associate Dean for Boise
- Katie Ball, Externship Director
- Annemarie Bridy, Professor of Law
- Wendy Couture, Associate Professor of Law
- Stacy Etheridge, Associate Law Librarian
- Michael Greenlee, Associate Law Librarian
- Sarah Haan, Associate Professor of Law
- Barb Lock, Associate Clinical Professor
- Stephen Miller, Associate Professor of Law
- John Rumel, Associate Professor of Law
- Shaakirrah Sanders, Associate Professor of Law

This list includes two faculty members – Associate Dean Dillion and Associate Law Librarian Greenlee – who devote part of their time to instruction but most of their time to administration; and one other faculty member, Associate Law Librarian Etheridge, who currently has no instructional responsibilities. Please note that Associate Law Librarians Greenlee and Etheridge were included in the library staff listed above in 18.a.

In addition to the existing personnel listed above, three full-time faculty positions are being relocated from the Moscow campus to the Boise campus to support an expanded curriculum in Boise.

Besides the full-time personnel, the College of Law employs about 15-20 adjunct professors (formally known as "temporary, part-time lecturers") to teach single courses in Boise during the academic year and in the summer. Many of these adjunct professors have been teaching for the College for many years and are practicing attorneys or judges who bring valuable experience to the classroom. The adjunct professors, however, teach only upper-level courses (to second- and third-year law students); they will not teach any of the first-year law courses.

Finally, some classes taught live in Moscow are offered to Boise students by videoconference link. These "distance-ed" courses, however, account for a very small portion of the curriculum currently offered in Boise. Furthermore, all of the first-year law courses proposed to be offered at the Boise campus will be taught live at that campus by full-time members of the faculty.

Support personnel: Support personnel at the ILJLC include:

- Michelle Bartlett, Director of Career Development
- Rebekah Cudé, Director of Student Affairs for Boise
- Elaine Kempton, Clinical Services Coordinator
- Neil Luther, Development Assistant
- Rowland Marshall, IT and Classroom Media Specialist
- Terri Muse, Assistant Dean for External Relations

Besides these personnel, who are located at the ILJLC, the College works with the University administration at the Idaho Water Center in Boise to offer all the normal student services, including:

- Computer Lab
- Disability Support Services
- Graduation and Commencement
- Health Services
- Housing for Students (apartments, etc.)
- Recreation Facilities
- Textbook Orders
- Transportation Options
- Transcript Request Form
- Vandal Card (student identification card)

Moreover, IT personnel at the Idaho Water Center support the IT needs of the ILJLC.

Administrative Personnel: Administrative personnel at the ILJLC include:

- Lee Dillion, Associate Dean for Boise (listed above among instructional personnel)
- Stacey Anderson, Assistant Law Librarian Technical Services
- Tonia Hake-Harmon, Administration and Faculty Assistant
- Diana DeJesus, Associate Director of Admissions

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

With the Board's approval and under its supervision, the University of Idaho College of Law has expanded the J.D. curriculum in Boise incrementally. In 2001, the College began offering law students in their final (6th) semester a "semester-in-practice" program in Boise, in which they could earn academic credit for working full-time in semester-long externships. In 2004, the College expanded its externship offerings in Boise. In 2010, the College began offering students the opportunity to spend their entire third year (5th and 6th semesters) in Boise. In 2014, the College expanded the Boise J.D. curriculum to include second-year law courses. In 2015, the College moved the second- and third-year curricula from the Idaho Water Center to the ILJLC.

Throughout this 15-year process of gradual expansion, the College has planned carefully and in coordination with central university administration and all stakeholders. Most recently, this planning process included in-depth study of the instructional resources and other resources needed to support the expansion proposed in this document. Each incremental expansion has required not only the Board's approval but also the approval (formally known as "acquiescence") of the College's accrediting agency, the ABA. To get acquiescence, the College first undergoes an in-depth review that includes a site visit by a "fact finder," and within a certain period after getting acquiescence, the College has a follow up site visit by a fact finder. The ABA will grant acquiescence "only if the law school demonstrates that the [proposed change] will not detract from the law school's ability to remain in compliance with the [Accreditation] Standards." ABA Standard 105(b).

An additional ABA Standard applies to the current proposal to begin offering first-year law curriculum at the Boise campus. The proposal triggers ABA Standard 106, because if granted it would result in the entire J.D. curriculum being offered at a "separate location" by a "branch campus":

Standard 106. SEPARATE LOCATIONS AND BRANCH CAMPUSES

(a) A law school that offers a separate location shall provide:

(1) Full-time faculty adequate to support the curriculum offered at the separate location and who are reasonably accessible to students at the separate location;

(2) Library resources and staff that are adequate to support the curriculum offered at the separate location and that are reasonably accessible to the student body at the separate location;

(3) Academic advising, career services and other student support services that are adequate to support the student body at the separate location and that are reasonably equivalent to such services offered to similarly situated students at the law school's main location;

(4) Access to co-curricular activities and other educational benefits adequate to support the student body at the separate location; and

(5) Physical facilities and technological capacities that are adequate to support the curriculum and the student body at the separate location.

(b) In addition to the requirements of section (a), a branch campus must:

(1) Establish a reliable plan that demonstrates that the branch campus is reasonably likely to be in substantial compliance with each of the Standards within three years of the effective date of acquiescence as required by Rule 30;

(2) Comply with instructional requirements and responsibilities as required by Standard 403(a) and Standard 404(a); and

(3) Offer reasonably comparable opportunities for access to the law school's program of legal education, courses taught by full-time faculty, student services, co-curricular programs, and other educational benefits as required by Standard 311. [Note: Standard 311, "Academic Program and Academic Calendar," prescribes a minimum of credit-hours that a law school must require for graduation with a J.D. degree; the minimum and maximum time periods in which the course of study for the J.D. must be completed; and a limit on the amount of coursework in which a J.D. candidate can be enrolled at any one time.]

Besides the pre-acquiescence and post-acquiescence reviews, the ABA conducts top-to-bottom accreditation reviews every seven years. The College of Law is next due for a top-to-bottom accreditation review in 2018-2019.

In short, processes are in place – besides those of the College, the University, and the Board -- to ensure that expansion of the curriculum at the Boise campus does not adversely affect the existing J.D. program. Indeed, the University believes that the expansion will significantly enhance the program.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The College has determined that three additional personnel positions must be created to support the proposal to offer the first-year curriculum in Boise. The College made this determination following informal consultation with officials at the American Bar Association, the College's accrediting agency. The three new positions are as follows:

1. Associate Director of Admissions in Boise. This person would serve the admissions needs of the College statewide through planning and executing campus visits for prospective students, workshops for prospective students on how to apply to law school, other events for prospective students, community outreach, outreach to college pre-law advisors, and recruitment and marketing. Besides recruiting students for the Boise campus, this position advises first-year students. The person hired for the position started work in September 2016. This person reports to the Director of Admissions, who is at the Moscow campus.
2. Director of Academic Success in Boise. This person would address the needs of the first-year law students in Boise by holding workshops on topics such as effective study strategies, advising, academic planning, bar-exam advising, and more. The addition of this position is necessary allow the College to have enough resources to support the academic achievement and bar passage of all students, particularly students in the bottom quartile of the entering class, who are a concern of the faculty and the ABA.
3. Faculty member to teach Legal Research and Writing ("LRW") in Boise. LRW is a required course for all first-year law students. The LRW Faculty Member in Boise will teach one section of LRW based on enrollment and could possibly be filled internally or with a visiting professor.

Funding for these three new positions is feasible by making internal reallocations. As discussed above in 19.c, ABA standards require that expansion of the curriculum at the Boise campus does not adversely affect the existing J.D. program. Indeed, the University believes

that the expansion will significantly enhance the program.

20. Revenue Sources

a) **Reallocation of funds:** 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?

As discussed above in item 19, funding for needed resources will occur through an internal reallocation of resources within the J.D. program. Because this reallocation is internal to the J.D. program, it will not affect any other programs.

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

Not applicable.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not applicable.

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

Not applicable.

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The University of Idaho charges a professional fee to students enrolled in the J.D. program in accordance with Board Policy V.R. The University will not charge any additional or separate fees in connection with the expansion of the J.D. curriculum in Boise to include first-year law curriculum.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Not applicable.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 18		FY 19		FY 20		FY
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
A. New enrollments	0	0	10	10	20	20	20
Out of State enrollments	0	0	4	4	11	11	11
B. Shifting enrollments	310	310	310	310	310	310	310
Total Enrollment	310	310	320	320	330	330	330

II. REVENUE

	FY 18		FY 19		FY 20		FY
	On-going	One-time	On-going	One-time	On-going	One-time	On-going
1. New Appropriated Funding Request	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$6,229,545	$0.00	$6,229,545	$0.00	$6,229,545	$0.00	$6,229,545
3. Federal	$95,000	$0.00	$95,000	$0.00	$95,000	$0.00	$95,000
4. Student Fees	$3,417,174		$3,428,434		$3,439,694		$3,439,694
5. Other (i.e., Gifts)	$1,050,000	$0.00	$1,050,000	$0.00	$1,050,000	$0.00	$1,050,000
Total Revenue	$10,791,719	$0	$10,802,979	$0	$10,814,239	$0	$10,814,239

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 16, 201

	FY 18		FY 19		FY 20		FY
	On-going	One-time	On-going	One-time	On-going	One-time	On-going
A. Personnel Costs							
1. FTE	79.0	0.0	79.0	0.0	79.0	0.0	79.0
2. Faculty	$4,142,650	$0	$4,064,300	$0	$4,026,528	$0	$4,026,528
3. Adjunct Faculty	$160,000	$0	$160,000	$0	$160,000	$0	$160,000
4. Graduate/Undergrad Assistants	$61,400	$0	$61,400	$0	$61,400	$0	$61,400
5. Research Personnel	$0	$0	$0	$0	$0	$0	$0
6. Directors/Administrators	$543,980	$0	$543,980	$0	$543,980	$0	$543,980
7. Administrative Support Personnel	$699,489	$0	$699,489	$0	$699,489	$0	$699,489
8. Fringe Benefits	$1,810,703	$0	$1,775,338	$0	$1,758,288	$0	$1,758,288
9. Other: Summer Research	$135,000	$0	$135,000	$0	$135,000	$0	$135,000
Total Personnel and Costs	$7,553,222	$0	$7,439,507	$0	$7,384,685	$0	$7,384,685

FY 18 FY 19 FY 20 FY

	On-going	One-time	On-going	One-time	On-going	One-time	On-going
B. Operating Expenditures							
1. Travel	$140,082	$0	$138,285	$0	$138,285	$0	$138,285
2. Professional Services	$467,038	$0	$473,200	$0	$482,700	$0	$482,700
3. Other Services	$550,000	$0	$550,000	$0	$550,000	$0	$550,000
4. Communications	$97,474	$0	$95,588	$0	$95,588	$0	$95,588
5. Materials and Supplies	$81,438	$0	$80,394	$0	$80,394	$0	$80,394
6. Rentals	$489,334	$0	$479,868	$0	$479,867	$0	$479,867
7. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0
8. Miscellaneous	$339,964	$0	$333,496	$0	$333,496	$0	$333,496
Total Operating Expenditures	$2,165,330	$0	$2,150,831	$0	$2,160,330	$0	$2,160,330

	FY 18		FY 19		FY 20		FY
	On-going	One-time	On-going	One-time	On-going	One-time	On-going
C. Capital Outlay							
1. Library Resources	$1,628,427	$0	$1,693,564	$0	$1,761,307	$0	$1,761,307
2. Equipment	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$1,628,427	$0	$1,693,564	$0	$1,761,307	$0	$1,761,307

	FY 18		FY 19		FY 20		FY

D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0
E. Other Costs							
Utilites	$0	$0	$0	$0	$0	$0	$0
Maintenance & Repairs	$5,000	$0	$5,000	$0	$5,000	$0	$5,000
Other							
Total Other Costs	$5,000	$0	$5,000	$0	$5,000	$0	$5,000
TOTAL EXPENDITURES:	$11,351,979	$0	$11,288,901	$0	$11,311,321	$0	$11,311,321
Net Income (Deficit)	-$560,260	$0	-$485,923	$0	-$497,083	$0	-$497,083

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.B	We have recorded the number of non-new enrollments for each year, because there are no shifting enrollments. Notice that the enollme
II.2	For institution funds,the reported figures include occupancy funding and no increases; occupancy funding included in the 260000 of reve
II.5	Professional Fee Rate remains constant at FY17 level of $10,134 with only a change in enrollment numbers. This also includes summe
III.A.2	This assumes no salary savings from faculty retirements or sabbaticals, and that any faculty vacancies that occur will be filled.
III.B.2	Figures reported include cost of paying bar-exam preparation company, BARBRI, to give bar-exam preparation course to each student,
III.B.3	"Other services" are expenditures for student scholarships.

III.B.6 Rental figures reflect occupancy costs.

III.B line 1 Total operating expenditures are projected expenses distributed by to date expense model ratios

of the

21
Headcount
20
11
310
330

21
One-time
$0.00
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21

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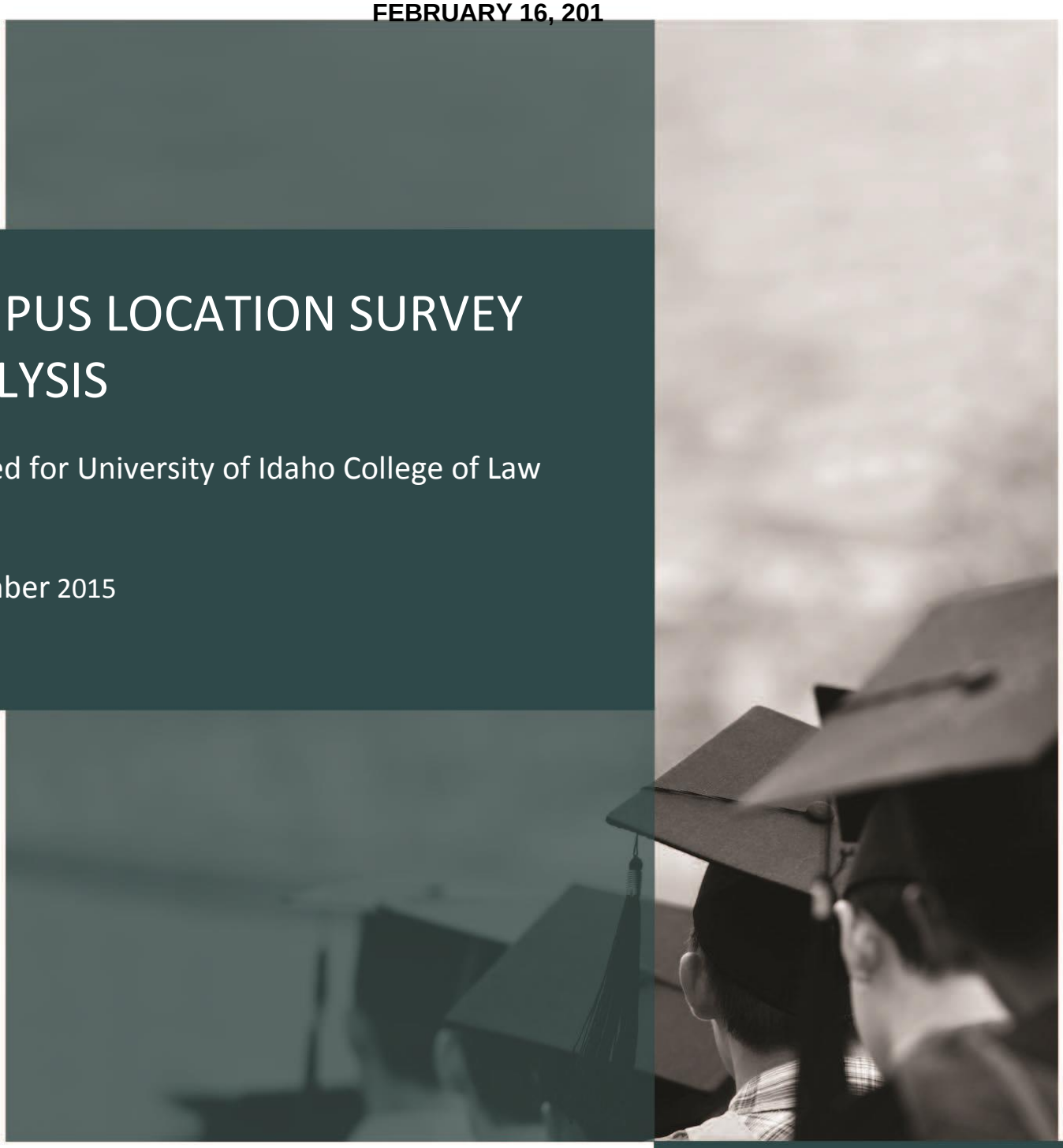
CAMPUS LOCATION SURVEY ANALYSIS

Prepared for University of Idaho College of Law

September 2015



In the following report, Hanover Research analyzes a survey of current, former, non-matriculating, and prospective University of Idaho College of Law students to determine perceptions of and preferences for the College's campus locations in Moscow, Idaho and Boise, Idaho.

HANOVER RESEARCH
www.hanoverresearch.com

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

This report presents the results and analysis of a survey administered to current, former, non-matriculating, and prospective students of the University of Idaho (UI) College of Law. The survey was administered online by Hanover Research on behalf of the College of Law in July and August of 2015. The goal of the survey was to gauge the perception of and preference for two campus locations – Moscow, ID and Boise, ID. The results will assist the College in its strategic planning for programming at each campus.

In total, 498 individuals participated in the survey. The survey was sent to 2,795 valid e-mail addresses for a response rate of 18 percent.

KEY FINDINGS

- **Boise consistently emerged as the preferred location among survey respondents, both as a place to study law and as a place to live and work.** Respondents perceive Boise as a nice city with a small town feel, a high quality of life, many job opportunities, and access to outdoor activities and recreation. Nearly 90 percent view Boise as an appealing location for a law school campus and similarly, nearly all respondents recognize the appeal of offering at least the option to study in Boise.
- **Compared to Moscow, Boise's main advantage as a location to study law comes from its employment and networking opportunities**. Over 80 percent of respondents cite employment and networking opportunities as an advantage of Boise over Moscow, while less than ten percent feel that these are advantages in Moscow. This reflects Boise's image as the business and legal center of the state.
- **While many respondents recognize the small town charm of Moscow, the lack of amenities, job opportunities, and remote location make it a less desirable place to study law**. Less than 10 percent of respondents agree that Moscow has a thriving job market for law school graduates. Several also note that the limited job market in Moscow is a challenge for spouses relocating to the area.
- **Despite the overall preference for studying in Boise, Moscow remains an important campus location for many respondents**. About half of the respondents would most prefer that the main campus remain in Moscow, with the option to study in Boise either all years (27%), only during the second and third years (20%), or not at all (9%). The remaining half would most prefer that Boise serves as either the exclusive (24%) or main campus (20%). Moscow's greatest advantage over Boise is its connection to the main University of Idaho campus.
- **Among survey respondents, moving the main campus to Boise is more likely to increase interest and enrollment rather than decrease it**. The majority of respondents report that their likelihood of enrolling at UI College of Law would

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increase (53%) or remain the same (24%) if the main campus, with the majority of faculty and resources, was located in Boise. Because location is the second most influential factor for respondents when considering JD programs, the University of Idaho College of Law should consider offering first-year students the opportunity to study in Boise.

- Compared to current students and alumni, a higher percentage of prospective and non-matriculated students would be more likely to enroll in the UI College of Law if the main campus was in Boise. This suggests that the College of Law may see an increase in admission yield and applications if the main campus moves to Boise. However, these increases may be offset to some degree by a decline in enrollment by students that historically choose UI College of Law.

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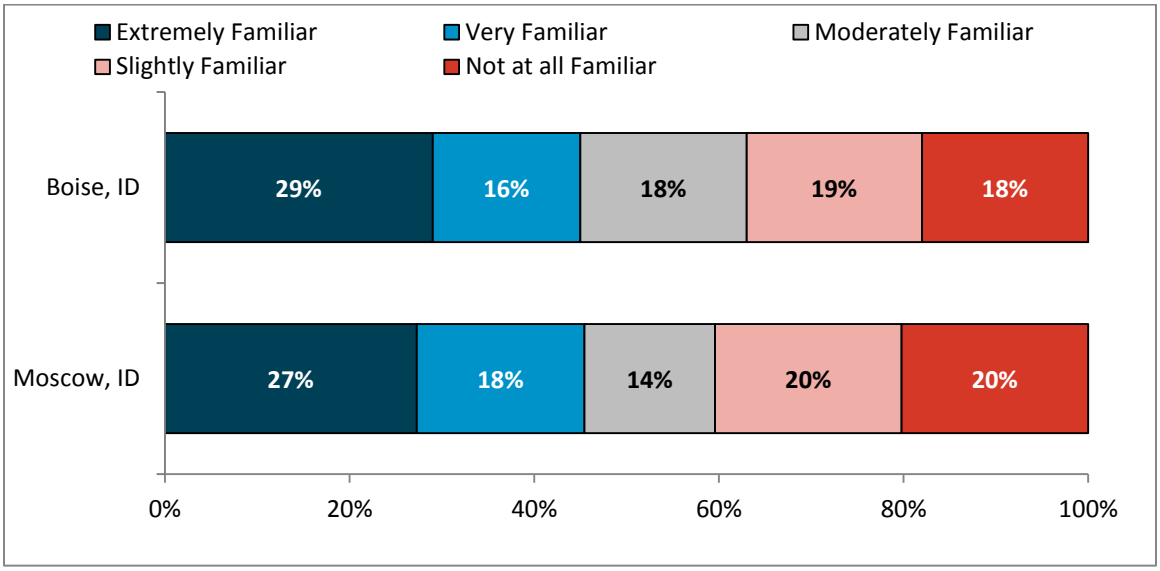
SECTION I: BOISE AND MOSCOW CAMPUS PREFERENCE ANALYSIS

This section contains information on survey respondents' perceptions of the cities of Boise and Moscow as well as their preferences regarding studying law in each location. Overall, a similar percentage of respondents are familiar with both Boise and Moscow.

Figure 1.1: Familiarity with Boise and Moscow



N= 498

PERCEPTION OF BOISE AND MOSCOW

Respondents generally view Boise as a nice city with a small town feel, a high quality of life, many job opportunities, and access to outdoor activities and recreation. Many also note that Boise is the largest urban area in the state and the center of government and legal activities. The majority of respondents agree or strongly agree that Boise is both a desirable place to study law (65%) and also provides law students with access to internships/externships (71%), valuable resources (71%), and a thriving job market (61%).

Moscow is typically characterized as a quaint college town. Many view Moscow as a nice and friendly community, but also see its remote location as isolating and limiting in terms of access to jobs and amenities. While the majority agree or strongly agree that Moscow is a desirable place to study law (66%) and offers valuable resources for law students (52%), fewer feel that Moscow provides law students with valuable internship/externship opportunities (30%). Further, nearly half of all respondents (43%) strongly *disagree* that Moscow has a thriving job market for law school graduates.

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Figure 1.2: First Thoughts about Boise

THEME	COUNT	EXAMPLES
Great/Nice Place, High Quality of Life	**95**	▪ A charming little city that has both small town appeal and a bit of a larger city feel. ▪ Beautiful city with lots of opportunities. A great place to raise a family ▪ I love Boise. It's a great environment for any type of person to live happily. Lots of young energy, and motivated people. ▪ Modern, safe, accessible, friendly. ▪ I love Boise. Lots to do, lots of opportunities, good quality of life
Jobs, Business, and Opportunities	**91**	▪ It has plenty of opportunities to engage in the real-world practice of law. ▪ Business center for Idaho. ▪ Population, opportunity, job prospects, proximity to practice location ▪ Economic and legal center of the state ▪ More access to important legal opportunities.
Beautiful, Nature, and Outdoor Activities	**62**	▪ Greenbelt, Small City, lots of outdoor access. ▪ Mountains and wildlife ▪ Outdoor sports are easy to come by, like skiing, wake boarding, fishing, mountain biking, hiking, etc. ▪ Amazing quality of life, sunshine every day, greenbelt, mountains, tons of events and entertainment and the people are incredible!
Big, Urban, City	**62**	▪ Biggest city in Idaho ▪ Great City, Bigger, booming. ▪ More urban than the rest of Idaho. ▪ Urban center for Idaho. Urban sprawl.
Capital, Government	**61**	▪ Capital, center of business, metropolis, legislature ▪ State capital ▪ The Idaho Supreme Court building and the Capital Building
Boise State University	**24**	▪ Boise State ▪ BSU Football ▪ Blue turf
Mix of small town and big city feel	**24**	▪ Small-town Feel in a city ▪ Boise is an excellent city that in many ways still feels like a small town. ▪ Love the downtown urban feel but still a small town feel too.
Hometown/Family from Boise	**24**	▪ Home town, very nice place ▪ I have a lot of family in the area and spent a lot of time there. Really love the area.

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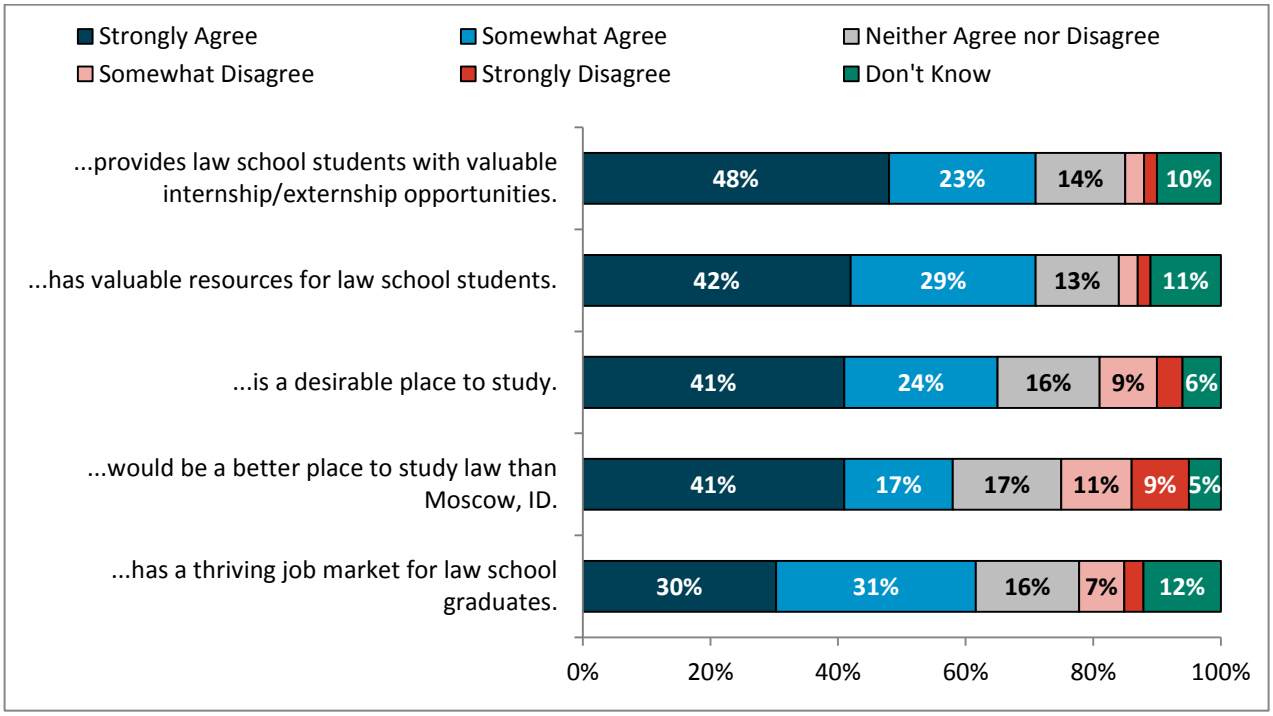
THEME	COUNT	EXAMPLES
Small, Rural, Isolated	**22**	▪ Biggest city in Idaho, but still small in comparison to my hometown of Portland. ▪ Rural and not near home ▪ Smallish town that calls itself a city

N=360, question only answered if slightly, moderately, very, or extremely familiar with Boise. A single respondent's comment may touch on multiple themes.

Figure 1.3: Agreement with Statements about Boise



N=407, question only answered if slightly, moderately, very, or extremely familiar with Boise

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Figure 1.4: First Thoughts about Moscow

Theme	Count	Examples
Small, Quaint Place	**114**	▪ Small and quiet community. ▪ Cute and quaint small town. ▪ Small, quiet. Peaceful. Studious. ▪ It's a small city, but lots of life and quirkiness. However, very hard to find jobs, not very diverse. A small town out in the middle of nowhere. But very beautiful.
College Town, University of Idaho	**107**	▪ I think of Moscow as a small university town. ▪ Very homey and welcoming, very much a college town. ▪ UI, mostly. ▪ A really great college town but a bit isolated from the world.
Remote, Rural, Isolated	**84**	▪ Small, isolated college town. ▪ In the middle of nowhere. ▪ Remote, too far away. ▪ Remote, distant, cow-country
Nice Place, Community, Friendly	**77**	▪ Very walkable and bikeable city. Great college town. Friendly people. Beautiful campus. An island surrounded by wheat fields as opposed to water. Difficult to access, but that adds to the charm and desirability of the place. ▪ Small town atmosphere w/character-can get around easily w/o having to drive. Great community to get involved with.-highly active & engaged community, especially re environmental issues. ▪ Community oriented. Nice people. Beautiful summers. Good food. ▪ Beautiful, lovely community that has provided many positive memories. I wish that I could find substantive work in Moscow, as it would be a wonderful place to start a family.
Beautiful, Nature, and Scenic	**64**	▪ I think of the country and woods and cows and small town charm. ▪ Natural beauty, outdoor activities, state & national parks, community, arts ▪ Beautiful area, great outdoor access, and a great place to attend undergrad. ▪ Wheat fields.
Lacking in Opportunities, Jobs	**29**	▪ Nice college town but very small and limited opportunities. ▪ Difficult job market for spouses. Limited recreational options. Poor access to government, major businesses, and law firms. ▪ Great town. But not where the law school should be as it is too limited for law student "practice" opportunities. ▪ College town, not a lot of job opportunities for spouses

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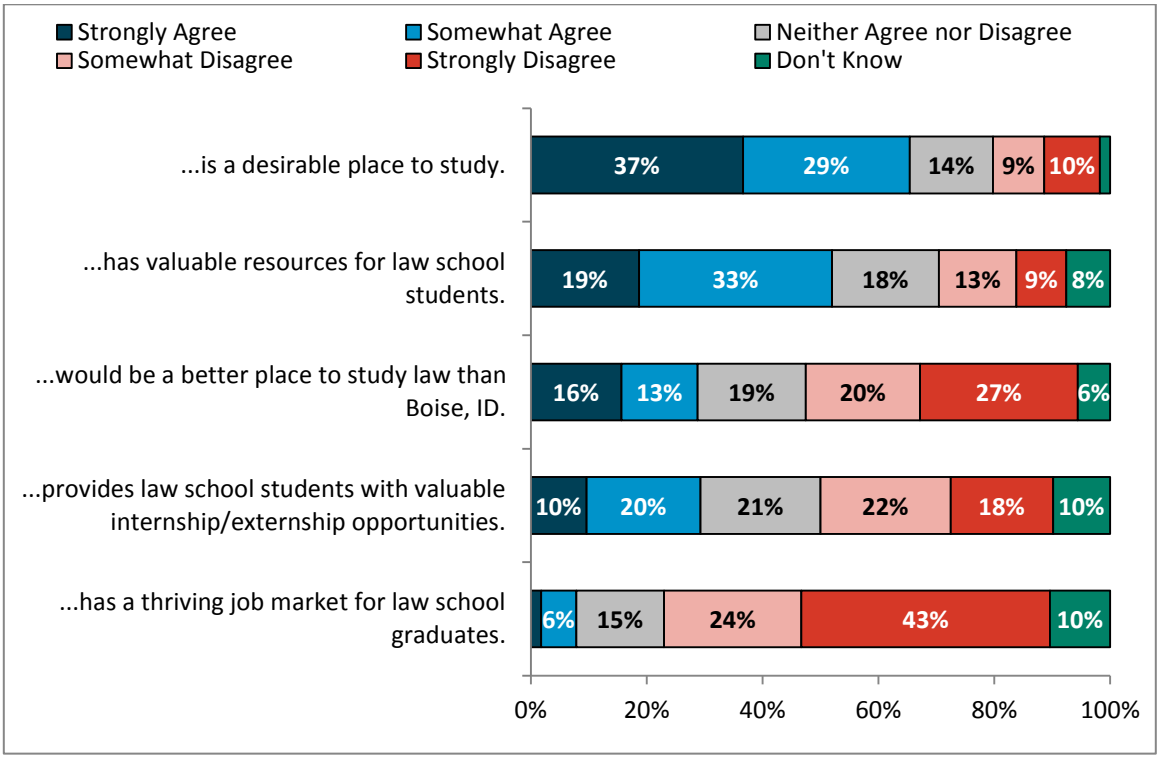
Theme	Count	Examples
Unappealing, Lacking in Amenities	**24**	▪ Small and boring ▪ Way too small. - Nothing to do. - Tremendously cold, dark and dreary during the school year. ▪ The winters are miserable and it's windy most of the time. There's not much to do in Moscow in regards to events, dining out late, dining local and healthy, and shopping. The cost of living is expensive.
Few Distractions, Good for Studies	**20**	▪ Very nice college town with the opportunity to focus on studies ▪ College town with enough diversity to make it interesting, and small enough to keep out distraction. ▪ Fun little college town, pretty far away from lots of things, though. It was great to help keep me focused in law school!
Proximity to Washington State	**19**	▪ Just on the state boundary with Washington State. ▪ Near Pullman, rural. ▪ It's very far west within Idaho and practically eastern Washington.

N=359, question only answered if slightly, moderately, very, or extremely familiar with Moscow. A single respondent's comment may touch on multiple themes.

Figure 1.5: Agreement with Statements about Moscow



N=396, question only answered if slightly, moderately, very, or extremely familiar with Moscow

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COMPARISON OF BOISE AND MOSCOW

Respondents with some familiarity of both Boise and Moscow were asked to compare the relative advantages of each location. The two locations differ most dramatically in their perceived advantage for employment and networking. Over 80 percent of respondents cite employment and networking opportunities as an advantage of Boise over Moscow, while less than 10 percent feel that these are advantages in Moscow. This finding is also seen in comparing respondents' opinion on the presence of a thriving job market for law school graduates. Sixty-one percent agree or strongly agree that Boise has a thriving job market and only 8 percent feel the same about Moscow.

Moscow's greatest advantage over Boise is its connection to the main University of Idaho campus. Respondents were somewhat split in viewing city size as an advantage. Fifty-seven percent feel that Moscow's smaller size is an advantage and 78 percent feel that Boise's larger size is an advantage.

While respondents generally believe that there are more advantages to studying in Boise, students who have taken courses in Moscow report largely favorable experiences at the campus. Seventy-five percent of current and former UI College of Law students rate their experience at the Moscow campus as somewhat or very positive. However, the relatively few students who have studied at the Boise campus rate their experience in Boise as even more positive, 90 percent somewhat or very positive.

In comparing respondents' opinions about the two locations, both Boise and Moscow receive high levels of agreement that each is a "desirable place to study." However, Boise is viewed as a "better place to study law" than Moscow. Fifty-eight percent strongly or somewhat agree that Boise is the better place to study law compared to 29 percent that strongly or somewhat agree that Moscow is the better place to study law.

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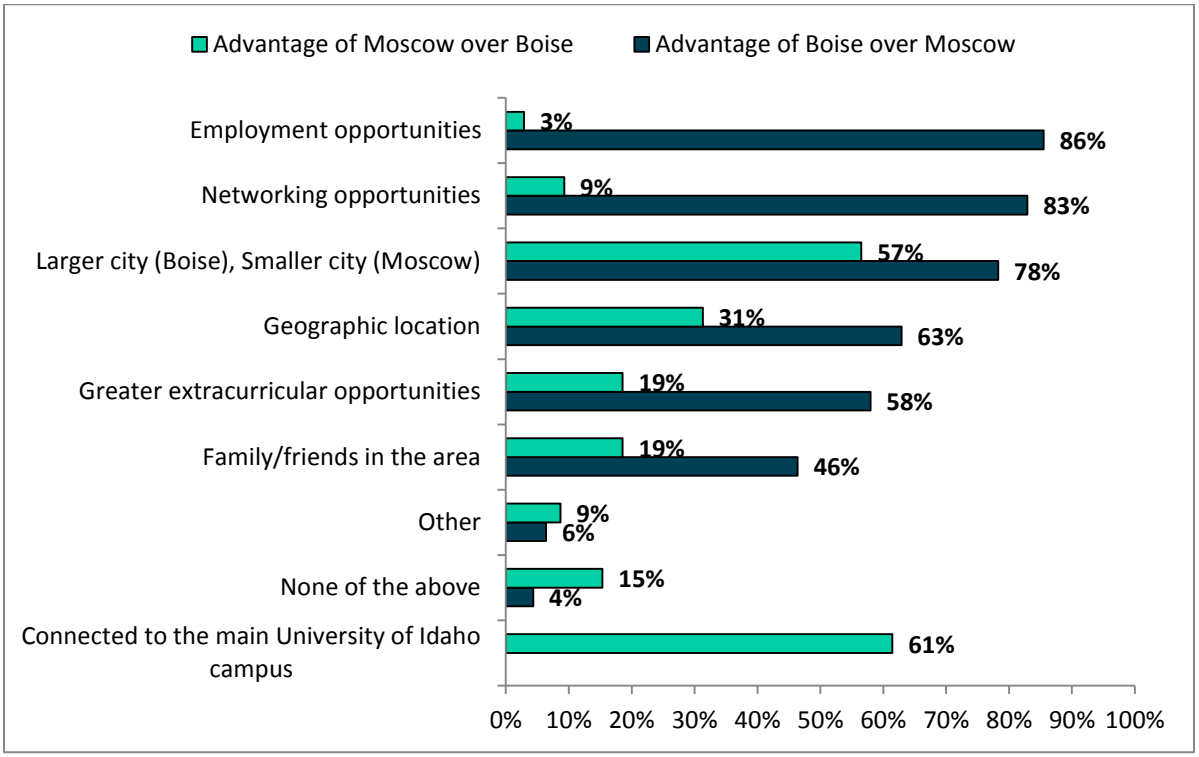
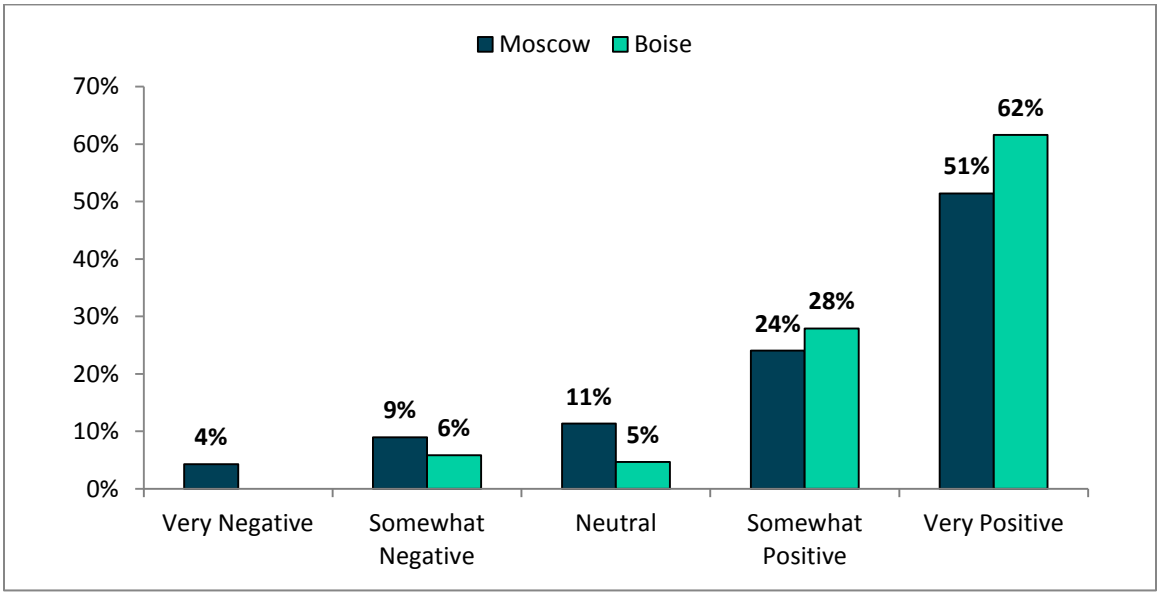
Figure 1.6: Advantages of Boise and Moscow as Law Student



N=345, questions only answered if slightly, moderately, very, or extremely familiar with Boise and Moscow

Figure 1.7: Rating of Experience on Moscow and Boise Campuses



N= 212 (Moscow), 86 (Boise), questions answered by current students and alumni that enrolled in each location only

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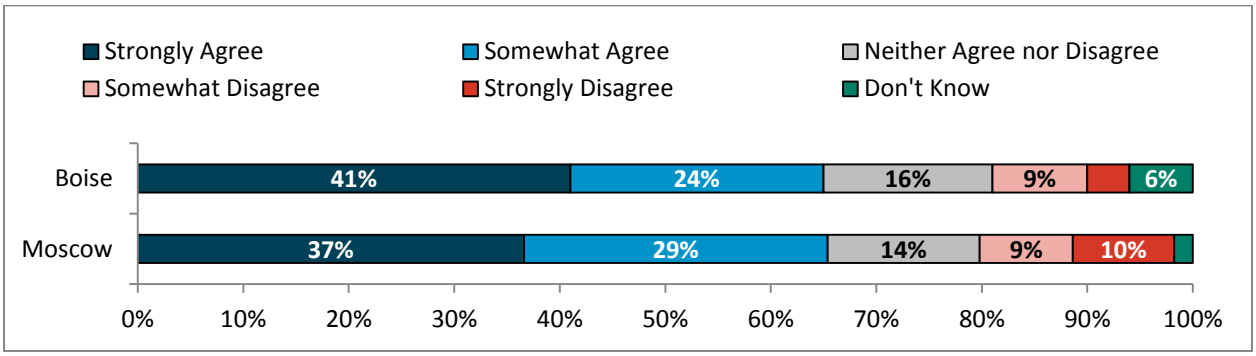
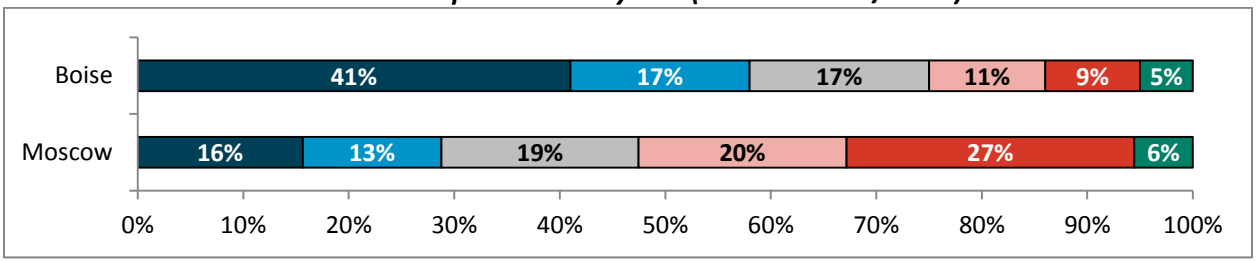
Figure 1.8: Agreement with Statements about Boise and Moscow

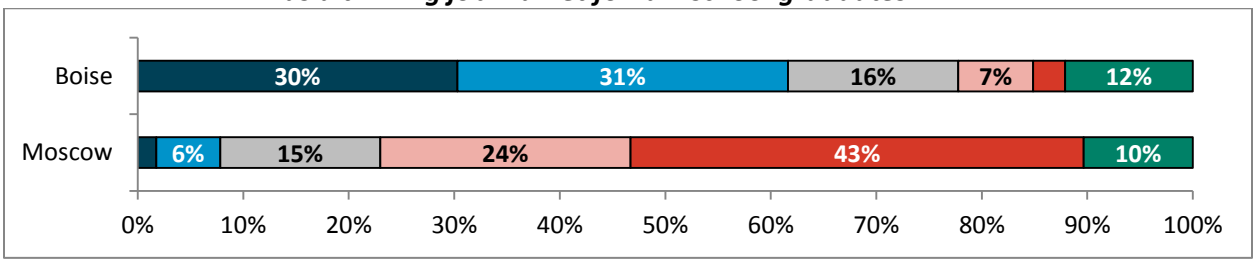
...is a desirable place to study.



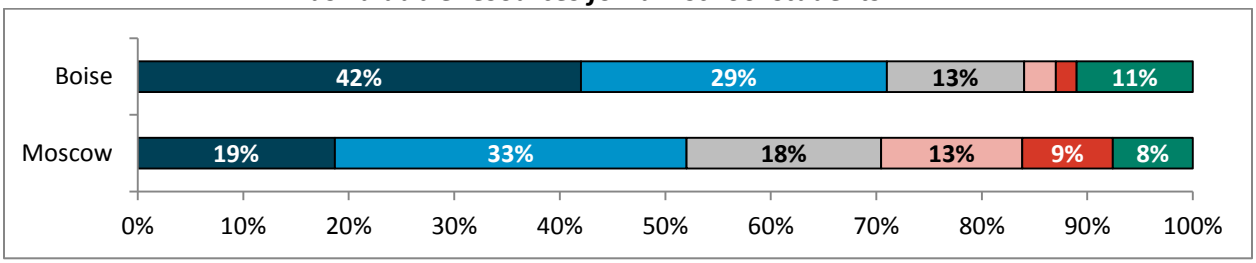
...would be a better place to study law (than Moscow/Boise)



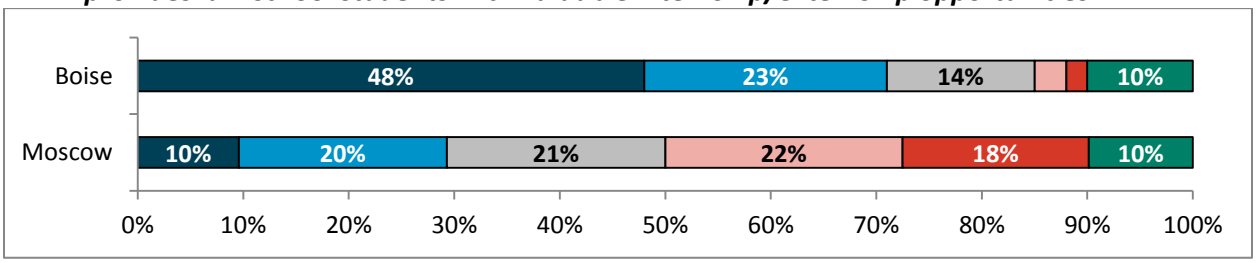
...has a thriving job market for law school graduates.



...has valuable resources for law school students.



...provides law school students with valuable internship/externship opportunities.



N= 407 (Boise), 396 (Moscow), questions only answered if slightly, moderately, very, or extremely familiar with location

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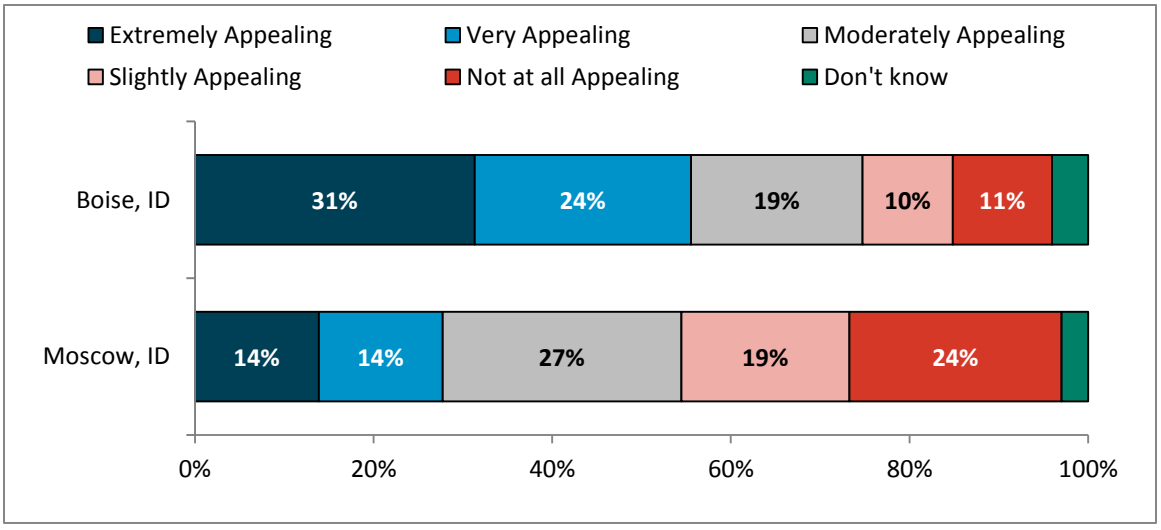
CAMPUS LOCATION PREFERENCES

Survey respondents were asked a series of questions to understand their preference for the UI College of Law campus location. Overall, Boise emerged as a more appealing campus location than Moscow. Thirty-one percent of respondents rate the Boise campus as extremely appealing compared to only 14 percent for the Moscow campus. Twenty-four percent of respondents rate the Moscow campus as not at all appealing compared to only 11 percent for the Boise campus. Further, the majority of respondents report that their likelihood of enrolling at UI College of Law would increase if the main campus was located in Boise (53%).

Despite this, Moscow remains an important campus location for many respondents. In ranking their preference for campus location options, the highest percentage of respondents (27%) most prefer Moscow as the main campus, with an option for all students to enroll in Boise. A similar percentage of current students and alumni (29%) say they would not have enrolled at UI College of Law if it had been exclusively located in Boise rather than Moscow. A slightly lower percentage of current students and alumni (20%) say they would not have enrolled if Boise was the primary location of the two.

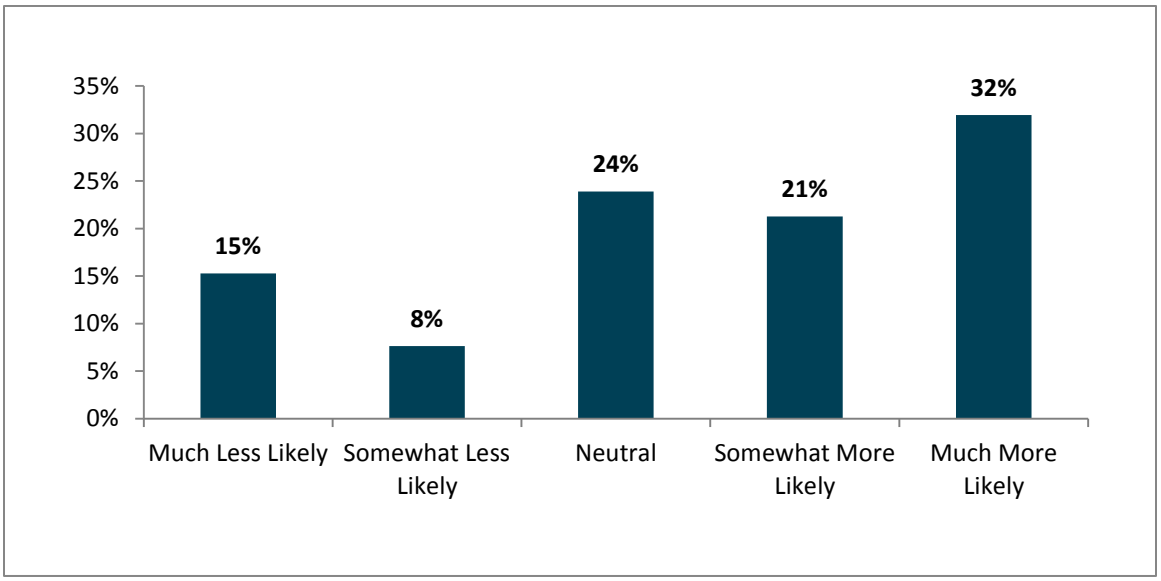
Nearly all respondents recognize the value and appeal of offering at least some option for studying at the Boise campus. Sixty-two percent of respondents feel that providing first year law students with the option to study in Boise is extremely or very appealing. Only 10 percent find this option not at all appealing. Similarly, only 9 percent of respondents rank Moscow as the exclusive campus as their first preference for the campus location. All other respondents' first preference includes an option for studying in Boise.

Figure 1.9: Appeal of Boise and Moscow for a Law School Campus



N=498

Figure 1.10: Likelihood of Enrolling at UI College of Law if Main Campus was in Boise



N=498. Respondents instructed that in this scenario, the majority of faculty and resources would be located in Boise instead of Moscow.

Figure 1.11: First Preference for Campus Location

Enrollment Option	% Selecting as First Preference
Moscow serves as the main campus, all students may enroll at Boise campus	27%
Boise serves as the exclusive campus for the UI College of Law	24%
Moscow serves as the main campus, only second and third year students may enroll at Boise campus	20%
Boise serves as the main campus, all students may enroll at Moscow campus	20%
Moscow serves as the exclusive campus for the UI College of Law	9%

N=498. See appendix for complete rankings.

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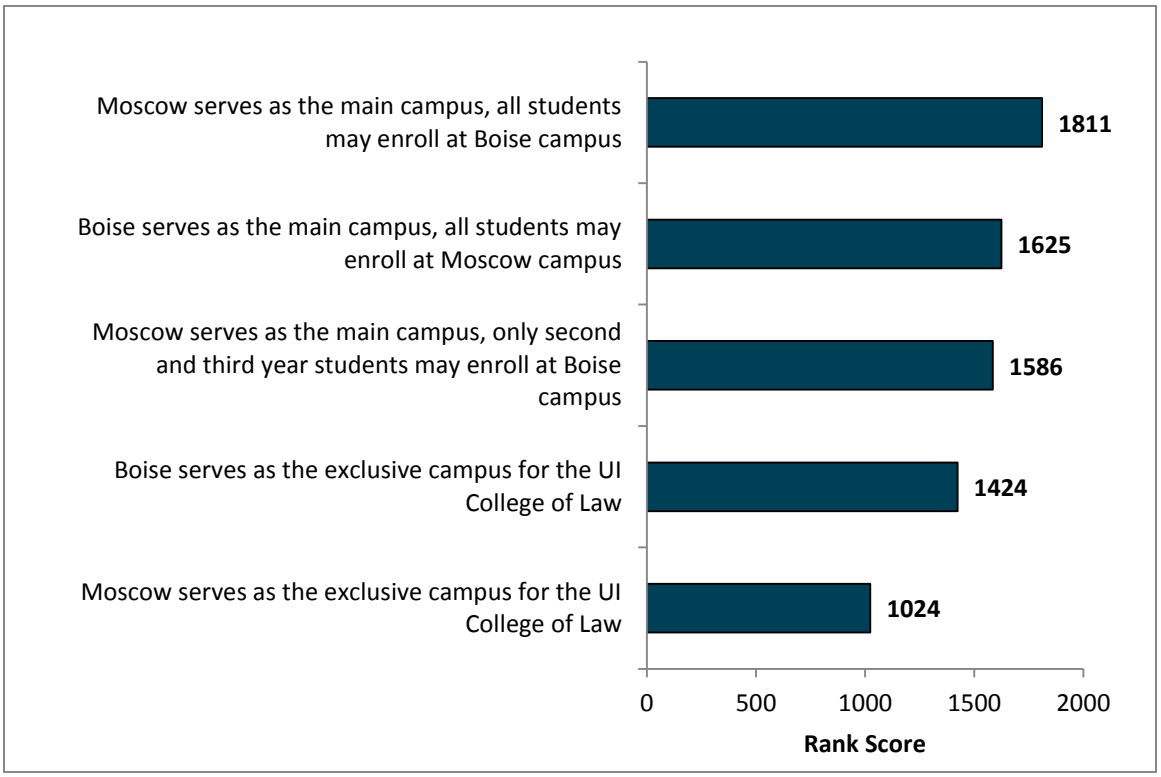
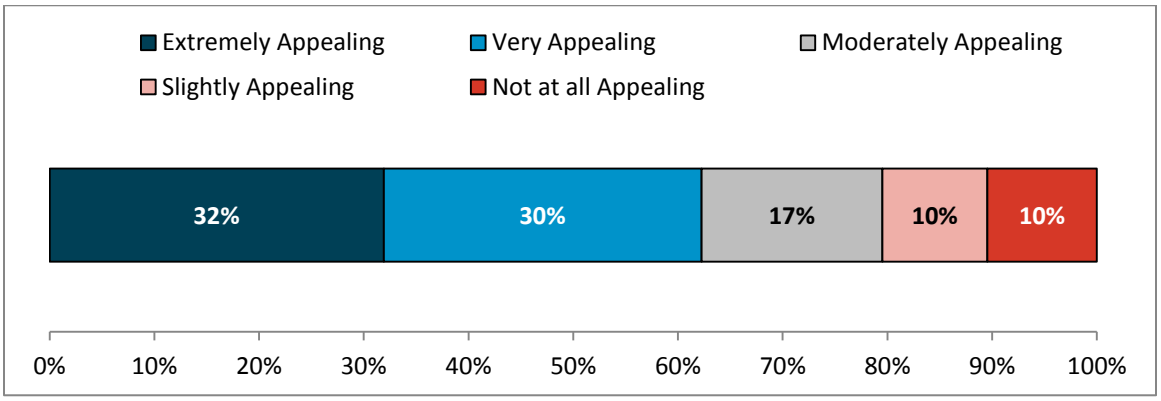
Figure 1.12: Rank Score of Campus Location Preferences



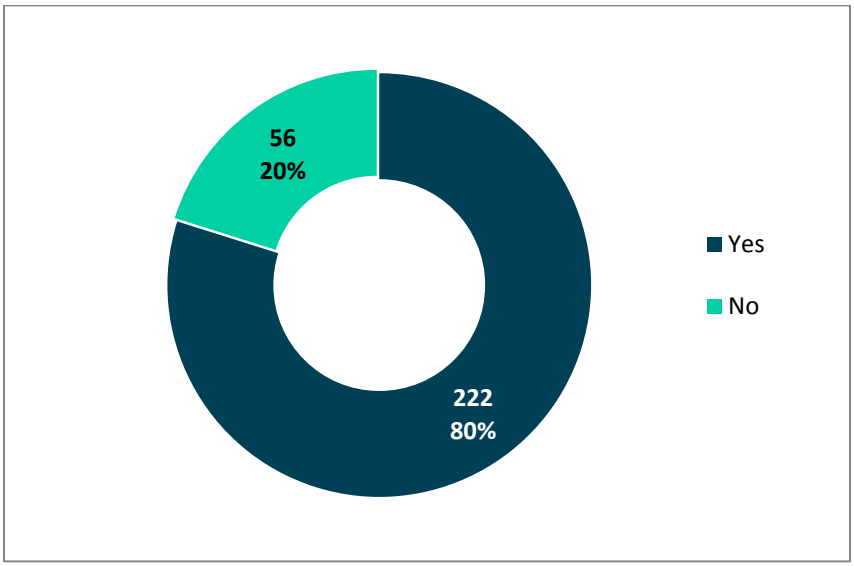
N=498. Rank score calculated based on order of preferences by respondents, see appendix for complete rankings.

Figure 1.13: Appeal of Providing First Year Law Students with Option to Study in Boise



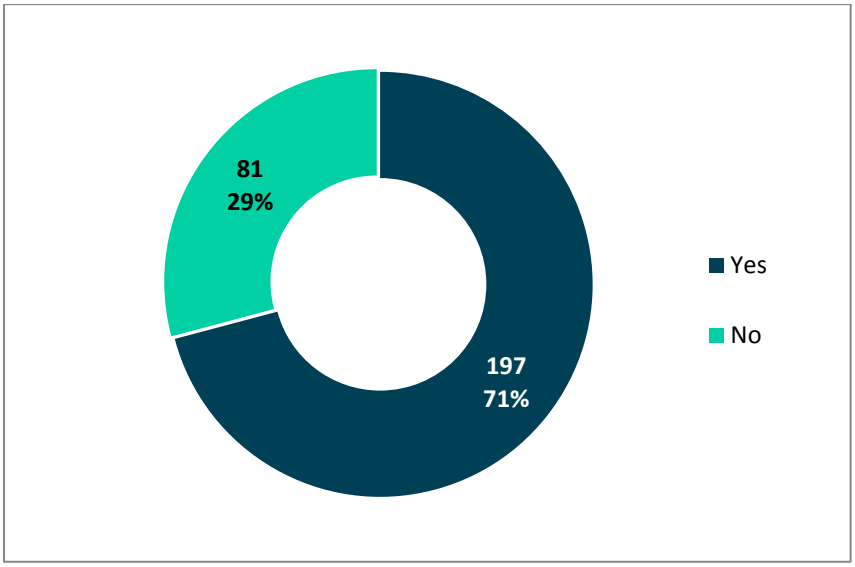
N=498

Figure 1.14: Would Have Enrolled at UI College of Law if it had been *primarily* located in Boise rather than Moscow?



N= 278, question answered by current students and alumni only

Figure 1.15: Would Have Enrolled at UI College of Law if it had been *exclusively* located in Boise rather than Moscow?

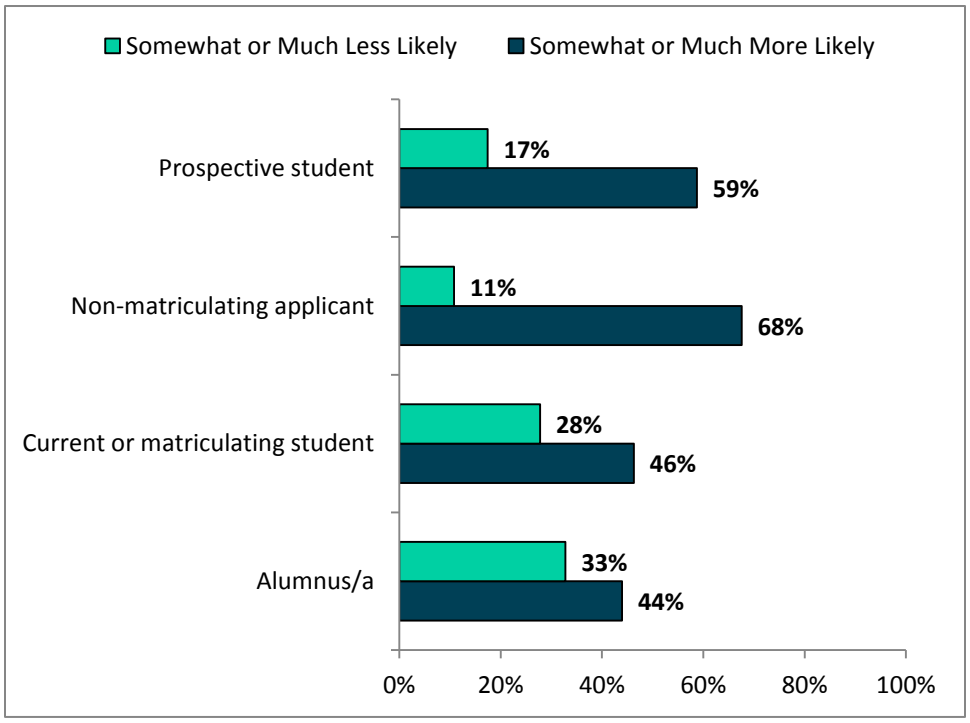


N= 278, question answered by current students and alumni only

SEGMENTED RESULTS

A higher percentage of prospective and non-matriculating students are somewhat or much more likely to enroll in UI College of Law if the main campus is in Boise compared to current students and alumni. This suggests that the College of Law may see an increase in admission yield and applications if the main campus moves to Boise. However, these increases may be offset to some degree by a decline in enrollment by students that historically choose UI College of Law.

Figure 1.16: Likelihood of Enrolling at UI College of Law if Main Campus was in Boise (Segmented Results)



*There is a statistically significant difference between prospective and non-matriculating students and current students and alumni. Chart does not include neutral responses (22-26% across each group).

Over 80 percent of all groups view Boise as at least slightly appealing as a location for a law school campus. However, alumni are more likely than current students to view Boise as not at all appealing. Current students and alumni are more likely to view Moscow as at least slightly appealing and less likely to view Moscow as not at all appealing compared to prospective and non-matriculating students.

Current students have the most reservation about allowing first year students the option of studying in Boise. Sixteen percent of current students find this option not at all appealing compared to 6 percent of non-matriculating and prospective students.

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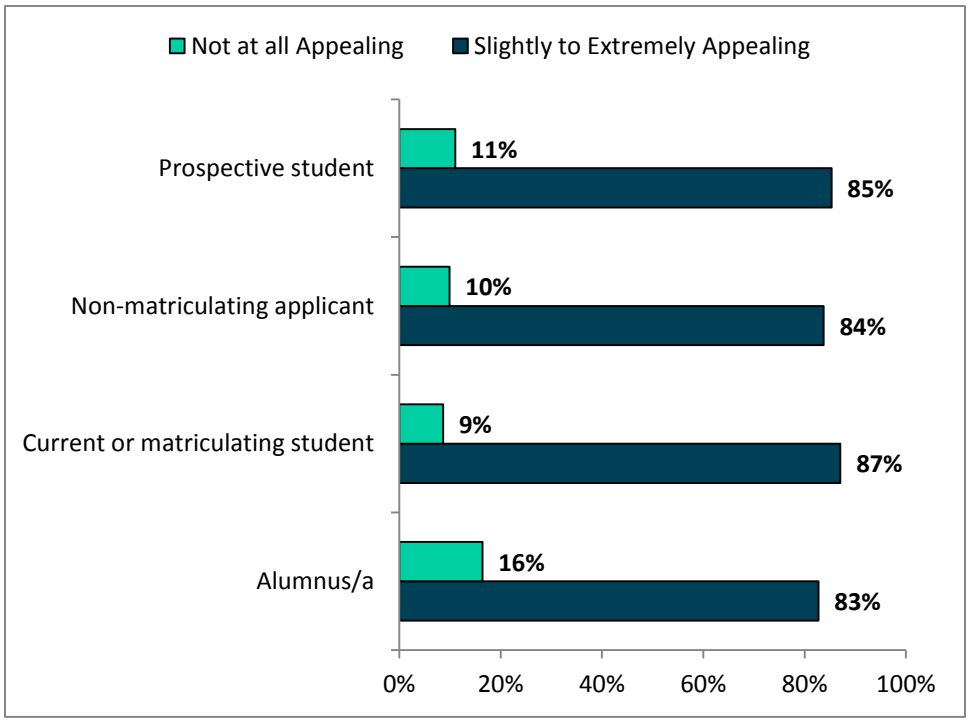
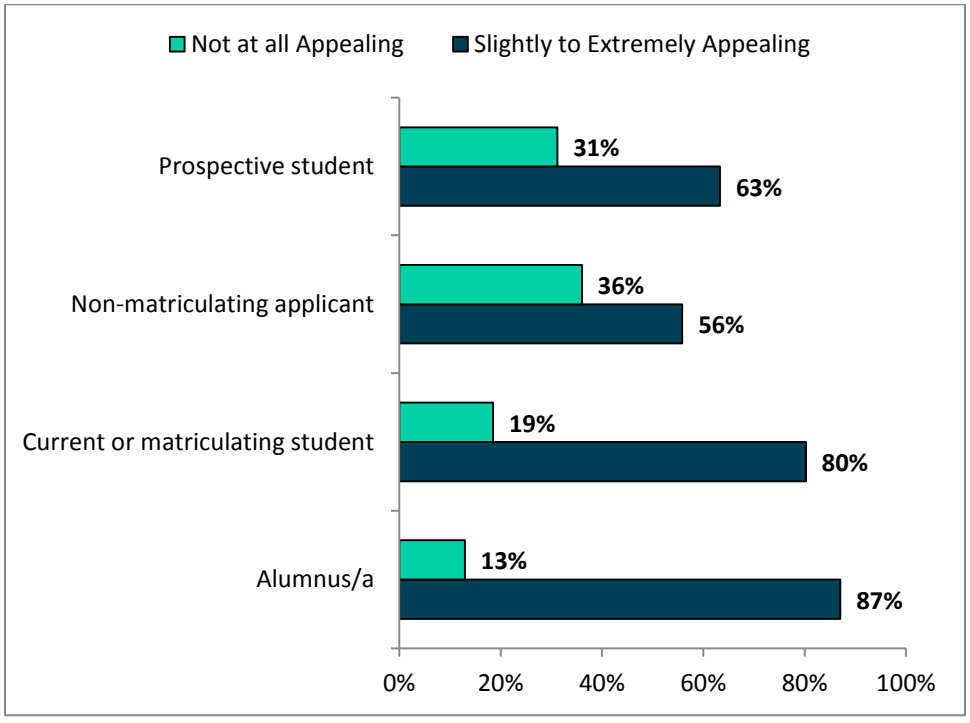
Figure 1.17: Appeal of Boise for a Law School Campus (Segmented Results)



*There is a statistically significant difference in the percentage "not at all appealing" between current students and alumni

Figure 1.18: Appeal of Moscow for a Law School Campus (Segmented Results)



*There is a statistically significant difference between prospective and non-matriculating students and current students and alumni.

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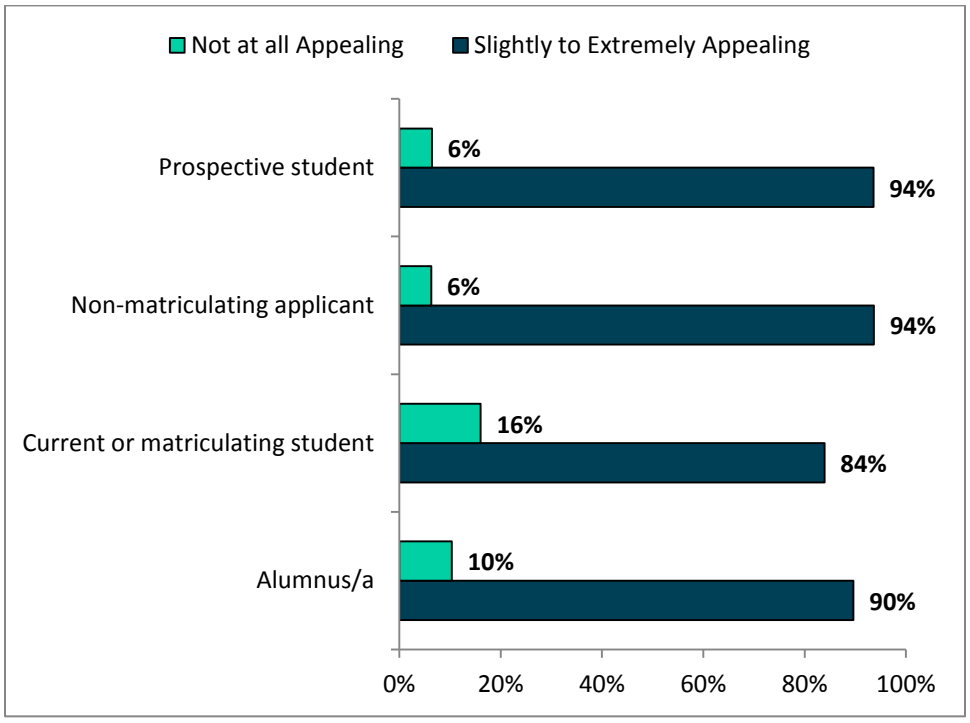
Figure 1.19: Appeal of Providing First Year Law Students with Option to Study in Boise (Segmented Results)



*There is a statistically significant difference between prospective and non-matriculating students and current students.

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SECTION II: LAW SCHOOL PREFERENCES AND RATING

ADMISSION DECISION MAKING

Cost (tuition and fees) and location are the top two factors potential students weigh in considering JD programs. Over 95 percent of respondents view these two factors as at least slightly influential. In addition to cost and location, at least 50 percent of respondents also view the availability of scholarships, the job placement rate, the bar passage rate, and access to desirable internships/externships as extremely or very influential. Respondents are least influenced by the diversity of faculty and student body, with 34 percent rating this aspect as not at all influential in their decision making process.

Only 18 percent of prospective students (n=20) are not planning to apply to the UI College of Law. These respondents cite the College's location, reputation, and cost and scholarships as reasons for not applying. Non-matriculating students list receiving an admission offer to their top choice (25%), location of UI College of Law (24%), and poor reputation/low ranking (15%) as their primary reasons for not enrolling. Seventeen respondents chose to write in another reason for not enrolling at UI College of Law. Of these respondents, 11 cite better scholarship offers or tuition costs at another law school as the primary reason for not enrolling.

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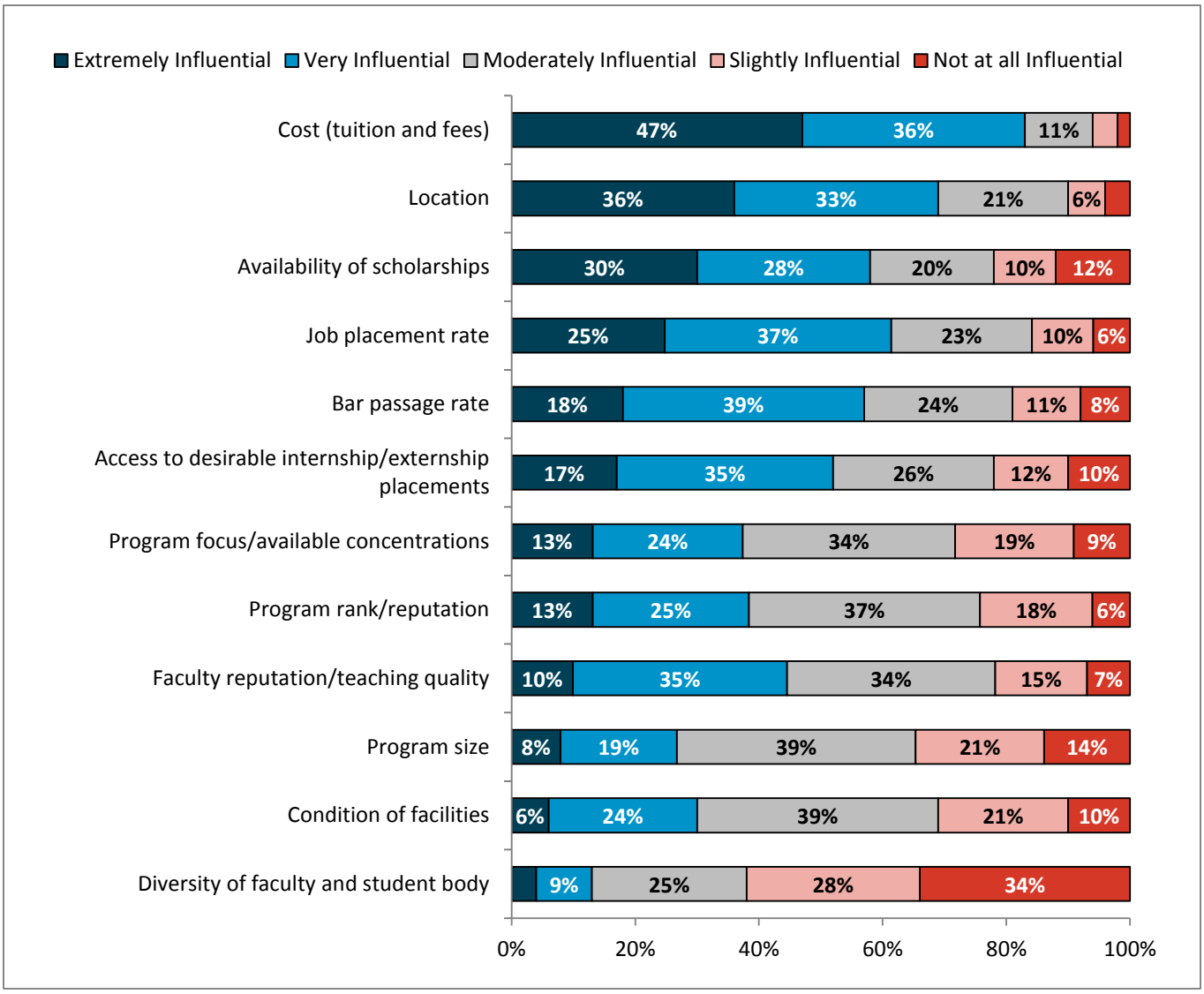
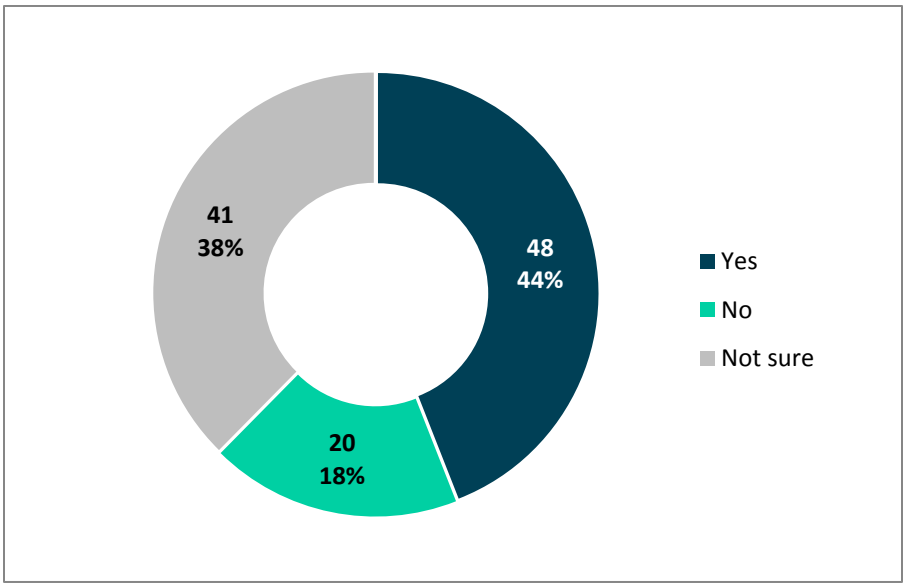
Figure 2.1: Influence of Factors in Considering JD Programs



N= 498

Figure 2.2: Do you plan to apply to UI College of Law (Prospective Students)



N=109

Figure 2.3: Primary Reasons for Not Applying to UI College of Law (Prospective Students)

REASON	COUNT	EXAMPLES
Location	**16**	▪ City too small ▪ Too far from family ▪ I prefer Missoula, MT over Moscow
Reputation or ranking	**10**	▪ It's not ranked very high ▪ Not prestigious ▪ Not as good a program as other offerings - would not recommend
Prefer other law school or went to another law school	**10**	▪ Chose another school ▪ Idaho was my second choice ▪ I go to ASU
Cost or scholarships	**6**	▪ Small scholarships ▪ Offered better scholarship in OR ▪ Cheaper tuition

N= 20, respondents were permitted to list up to three reasons.

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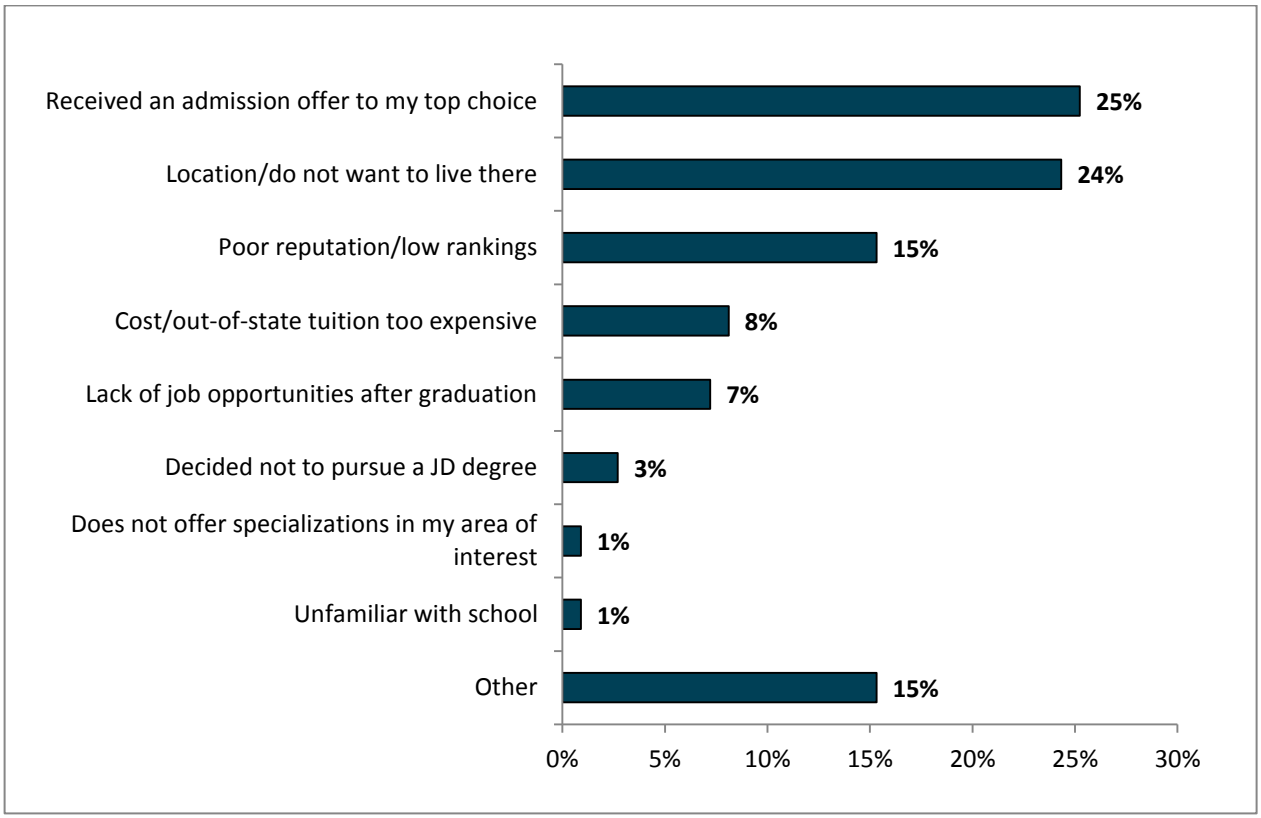
Figure 2.4: Primary Reason for Not Enrolling at UI College of Law (Non-Matriculating Students)



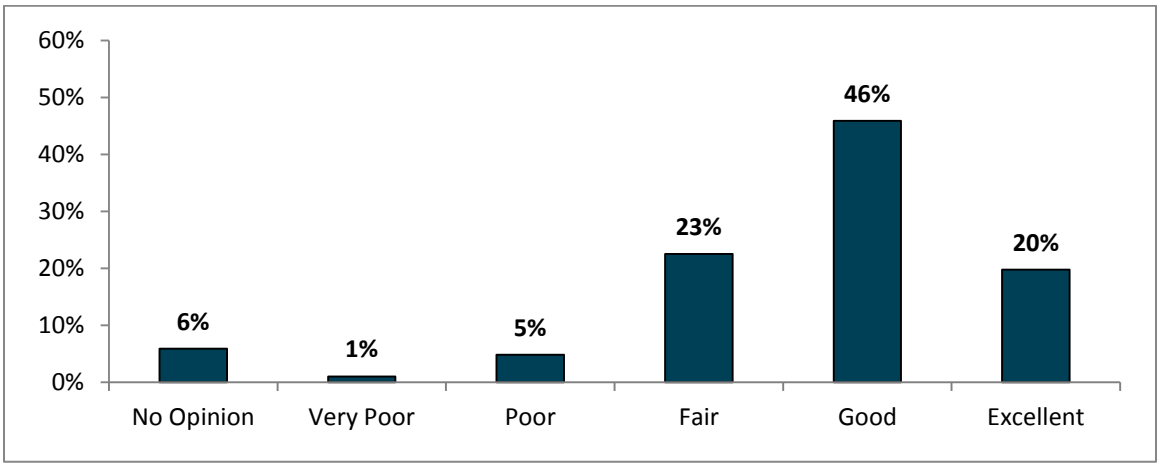
N=111

PERCEPTION OF IDAHO LAW

The largest percentage of respondents rate the UI College of Law as "good" overall (46%). An additional 20 percent rate the College of Law as "excellent." Only 6 percent of respondents view the College of Law as "poor" or "very poor."

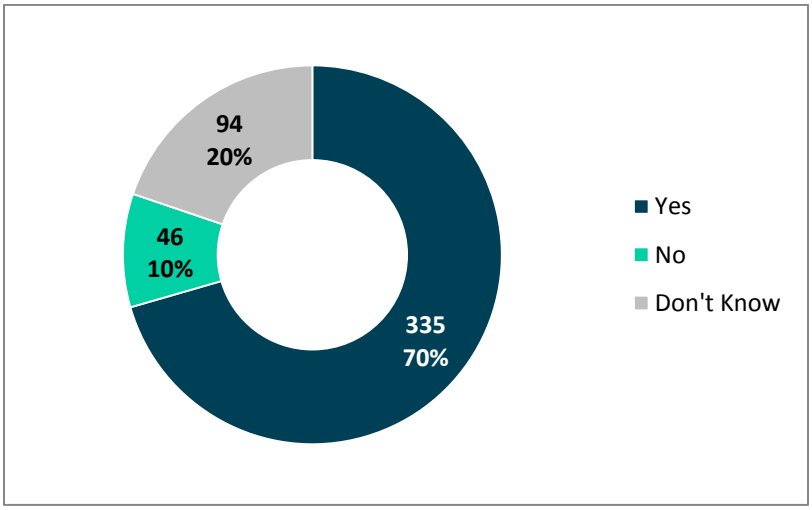
Seventy percent of respondents would recommend the University of Idaho College of Law to a prospective student. In open-ended comments, respondents cite the College's value as the main reason for recommending to prospective students. Its location, faculty, and reputation for quality are other common reasons for recommending. Respondents also list the College's reputation and location as reasons *not* to recommend it to prospective students. Additionally, many feel that the limited career opportunities and career preparation is a reason not to recommend the College of Law.

Figure 2.5: Overall Rating of UI College of Law



N=475

Figure 2.6: Willingness to Recommend UI College of Law to Prospective Students



N=475

Figure 2.7: Main Reasons for Recommending the UI College of Law

REASON	COUNT	EXAMPLES
Value	**110**	▪ A good school at a great price ▪ Affordable education with strong Idaho connections ▪ Because it is one of the best values in the nation for a law school ▪ Best legal education for the money ▪ Tuition is reasonable ▪ Value per dollar it seems to be a great place to learn and get experience
Location (Overall)	**77**	
Location (Ideal for practice in Idaho)	24	▪ It's the place to go to practice in Idaho. ▪ If you want to practice in Idaho it would be a good choice. ▪ If you are planning on practicing in Idaho it is a great school to prepare you for Idaho's legal field
Location (Moscow mentioned specifically)	14	▪ The location (Moscow). Great place to live and go to school. ▪ It has a great location in Moscow, (I love the town and the Moscow-Pullman areas and what they have to offer) and a great community.
Location (Boise mentioned specifically)	8	▪ Because it now has the Boise program which makes it even more convenient for students from the southern parts of Idaho ▪ The Boise campus is a new, extremely attractive option.
Faculty	**74**	▪ The professors are always so willing to go above and beyond to help you succeed in your classes, and the students here really are like a little family. ▪ The faculty rally care about student success. ▪ For the most part the professors are really good at teaching the material ▪ The faculty shows a sincere desire for each student to be successful.
Reputation and Quality of Education	**73**	▪ Good reputation, high quality faculty, diverse opportunities to emphasize different areas of interest. ▪ I would recommend the UI College of Law because it provides a quality education by individuals who care. ▪ Excellent education for the price and the degree travels well around the west, especially in the public sector. ▪ Very affordable education that has a high level of recognition in the legal community.

N= 282, question only answered if would recommend UI College of Law

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Figure 2.8: Main Reasons for *Not* Recommending UI College of Law

REASON	COUNT	EXAMPLES
Career Opportunities and Preparation	**12**	▪ Job placement is not good ▪ The career development office was pretty worthless. All the externships and internships were geared toward kids with rich daddies who could afford to work for free and pay rent in two places at once. ▪ My experience with OCIs and school networked job postings: this year was pitiful. I do not know if the market or the University is to blame, but regardless the effect was the same. I spent Aug-April searching for a summer job. I finally found one that has been okay, but not at all what I wanted. ▪ There is no emphasis on preparing graduates to pass the bar exam. The professors also make it clear to the students that 90% of them are there only to finance the educations of the 10% that will ever become career attorneys.
Reputation	**12**	▪ Because the program is not as strong nationally as a lot of other law schools in the region ▪ If the prospective student only desired to work in semi-rural Idaho I would recommend the program. Otherwise the relative obscurity of the law school makes Idaho a poor choice. ▪ No national reach. ▪ Poor legal market coupled with firms having a preference for higher ranked schools outside the state.
Location	**10**	▪ Its location makes it very difficult to create connections with those in the field and requires relocation over the summers. ▪ Too small, not enough opportunities in Moscow. ▪ Moscow is in the middle of nowhere. Not a lot to do in the town. For those interested in working in government need to transfer to move while in law school to the Boise campus.

N= 44, question only answered if would not recommend UI College of Law

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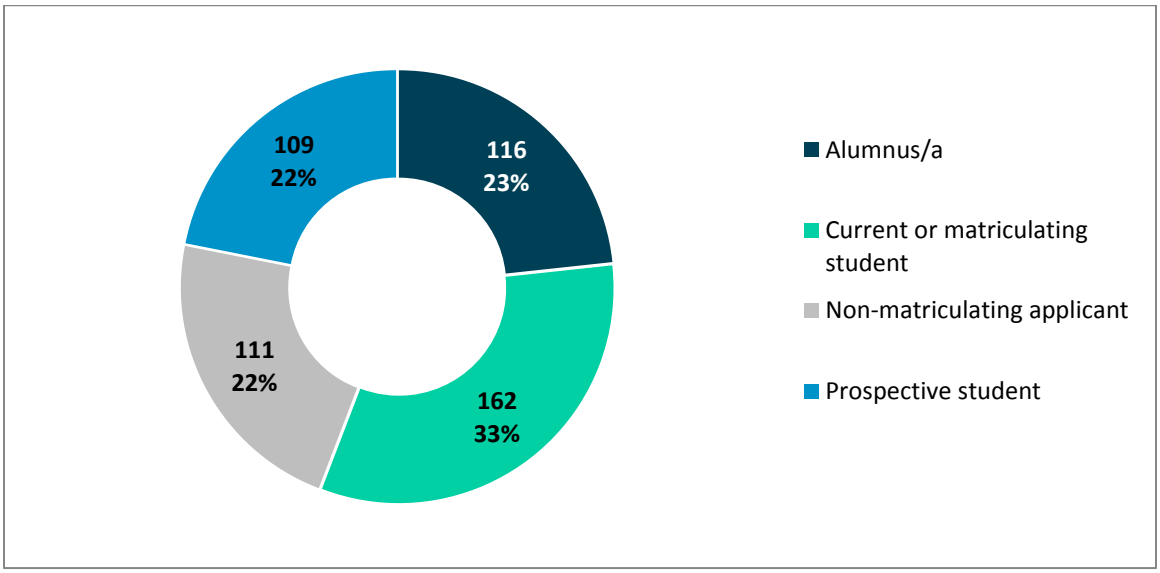
SECTION III: RESPONDENT DEMOGRAPHIC INFORMATION

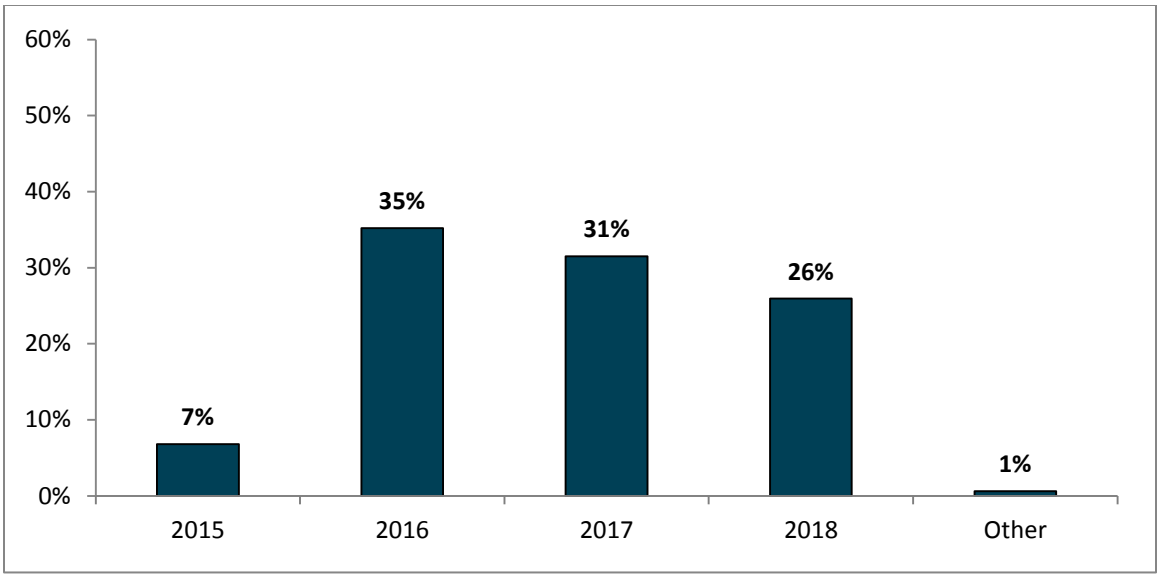
CONNECTION AND FAMILIARITY WITH UI COLLEGE OF LAW

Figure 3.1: Connection to the UI College of Law



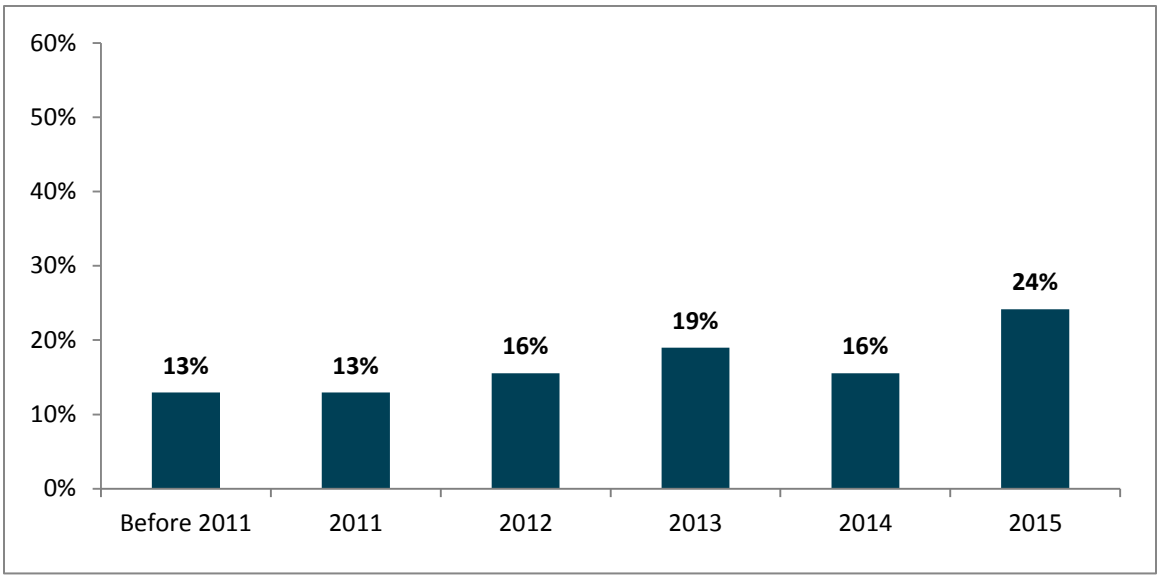
N=498

Figure 3.2: Current Student Expected Graduation Year



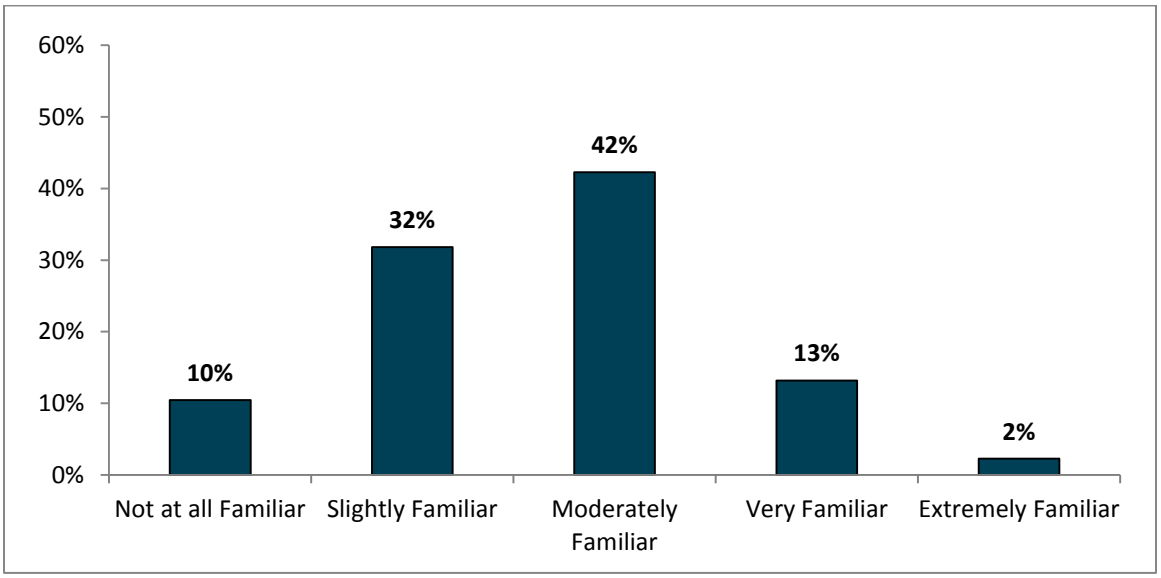
N= 162

Figure 3.3: Alumnus/a Graduation Year



N= 116

Figure 3.4: Familiarity with UI College of Law (Non-Matriculating and Prospective Students)



N= 220

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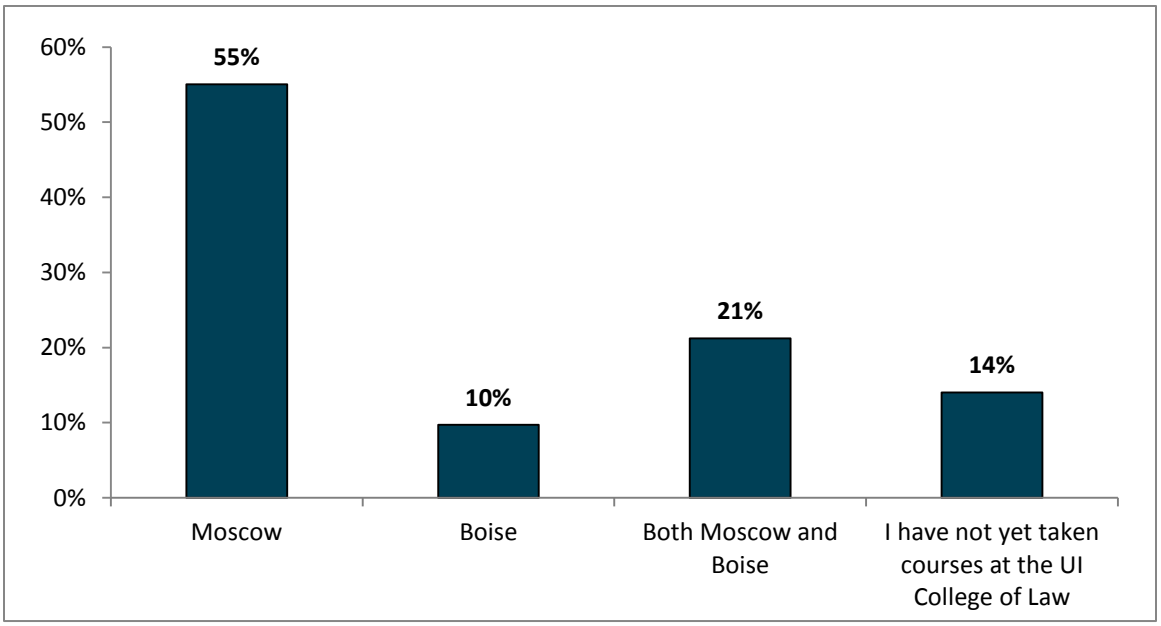
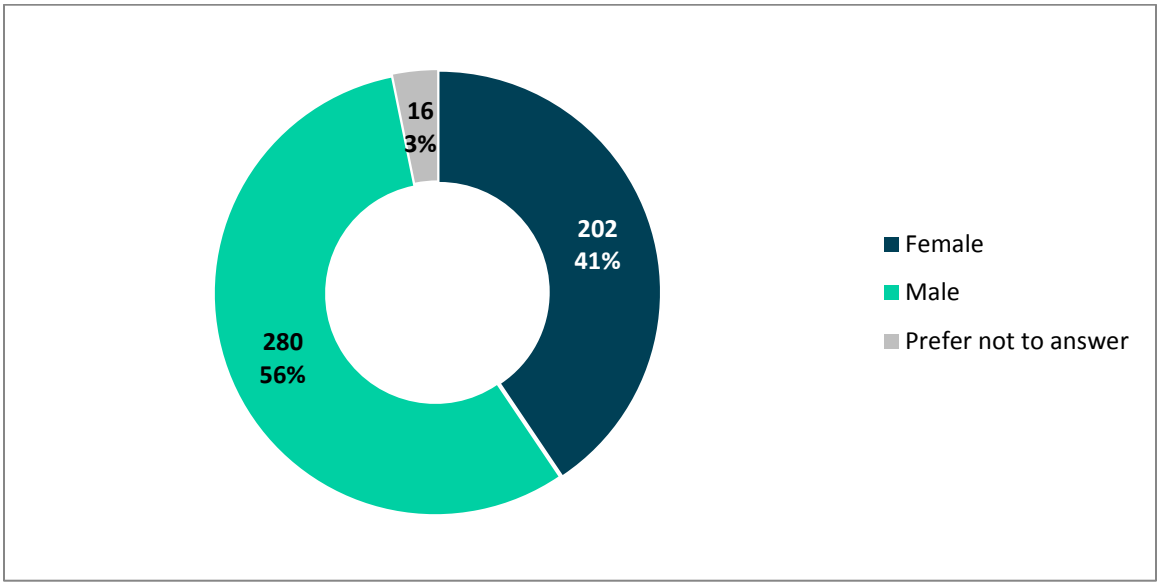
Figure 3.5: Location of Coursework at UI College of Law (Current Students and Alumni)



N=278

DEMOGRAPHICS

Figure 3.6: Gender



N= 498

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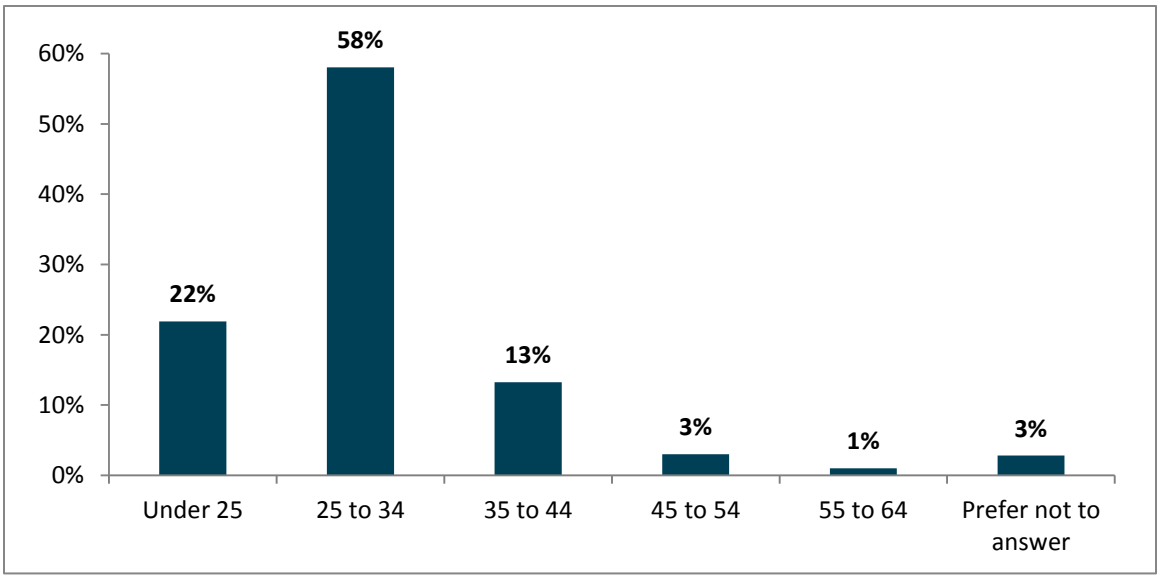
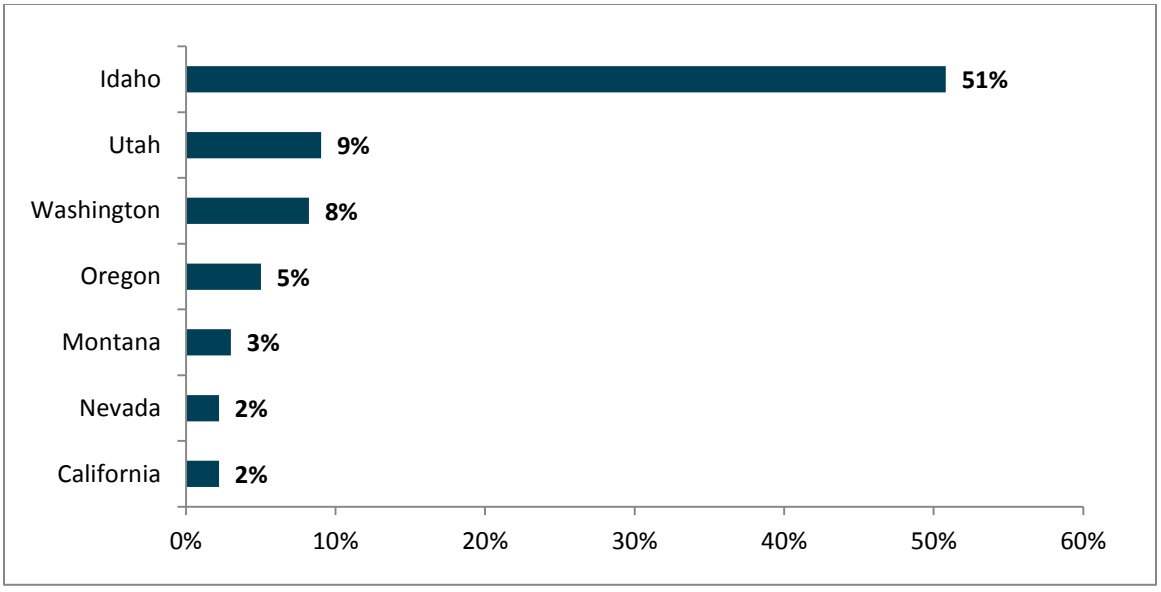
Figure 3.7: Age



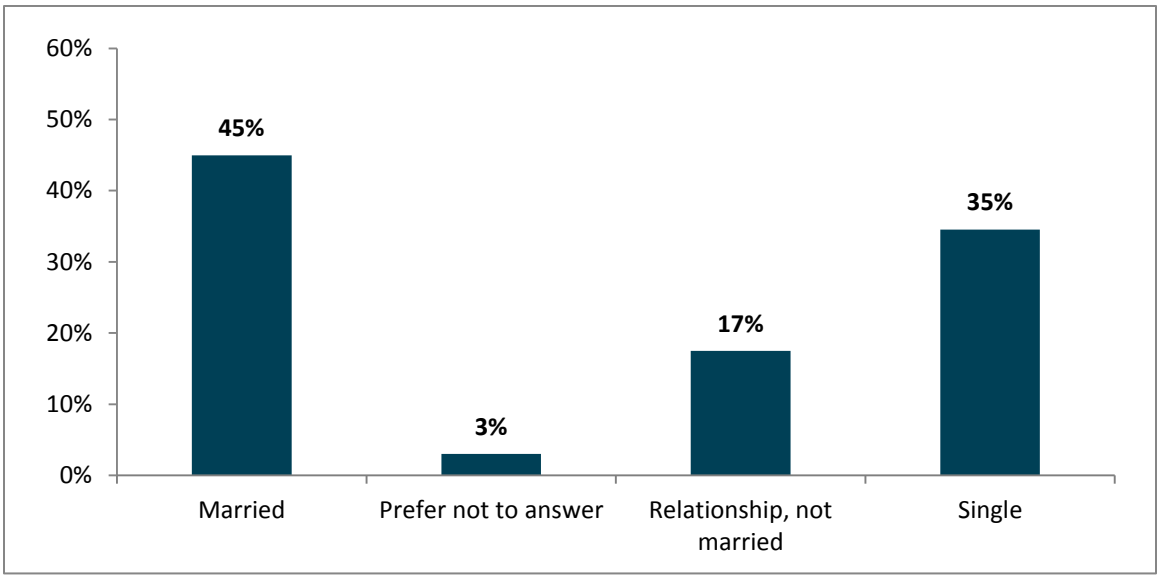
N= 498

Figure 3.8: Current State of Residence



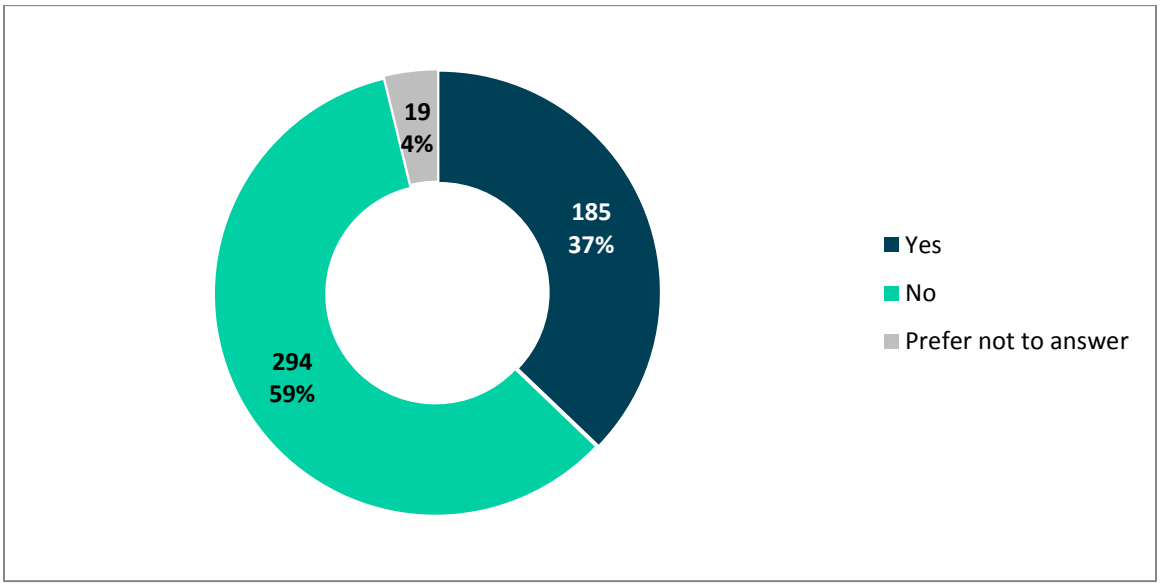
N= 498, states with fewer than 10 respondents not listed in chart

Figure 3.9: Marital Status



N= 498

Figure 3.10: Dependents



N= 498

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APPENDIX

Figure A.1: Campus Enrollment Option Preferences

	Count	Percent
Moscow serves as the main campus, only second and third year students may enroll at Boise campus		
First Preference	101	20%
Second Preference	109	22%
Third Preference	92	18%
Fourth Preference	173	35%
Fifth Preference	23	5%
Moscow serves as the main campus, all students may enroll at Boise campus		
First Preference	133	27%
Second Preference	123	25%
Third Preference	188	38%
Fourth Preference	36	7%
Fifth Preference	18	4%
Boise serves as the exclusive campus for the UI College of Law		
First Preference	121	24%
Second Preference	85	17%
Third Preference	55	11%
Fourth Preference	77	15%
Fifth Preference	160	32%
Moscow serves as the exclusive campus for the UI College of Law		
First Preference	43	9%
Second Preference	39	8%
Third Preference	74	15%
Fourth Preference	89	18%
Fifth Preference	253	51%
Boise serves as the main campus, all students may enroll at Moscow campus		
First Preference	100	20%
Second Preference	142	29%
Third Preference	89	18%
Fourth Preference	123	25%
Fifth Preference	44	9%

N=498

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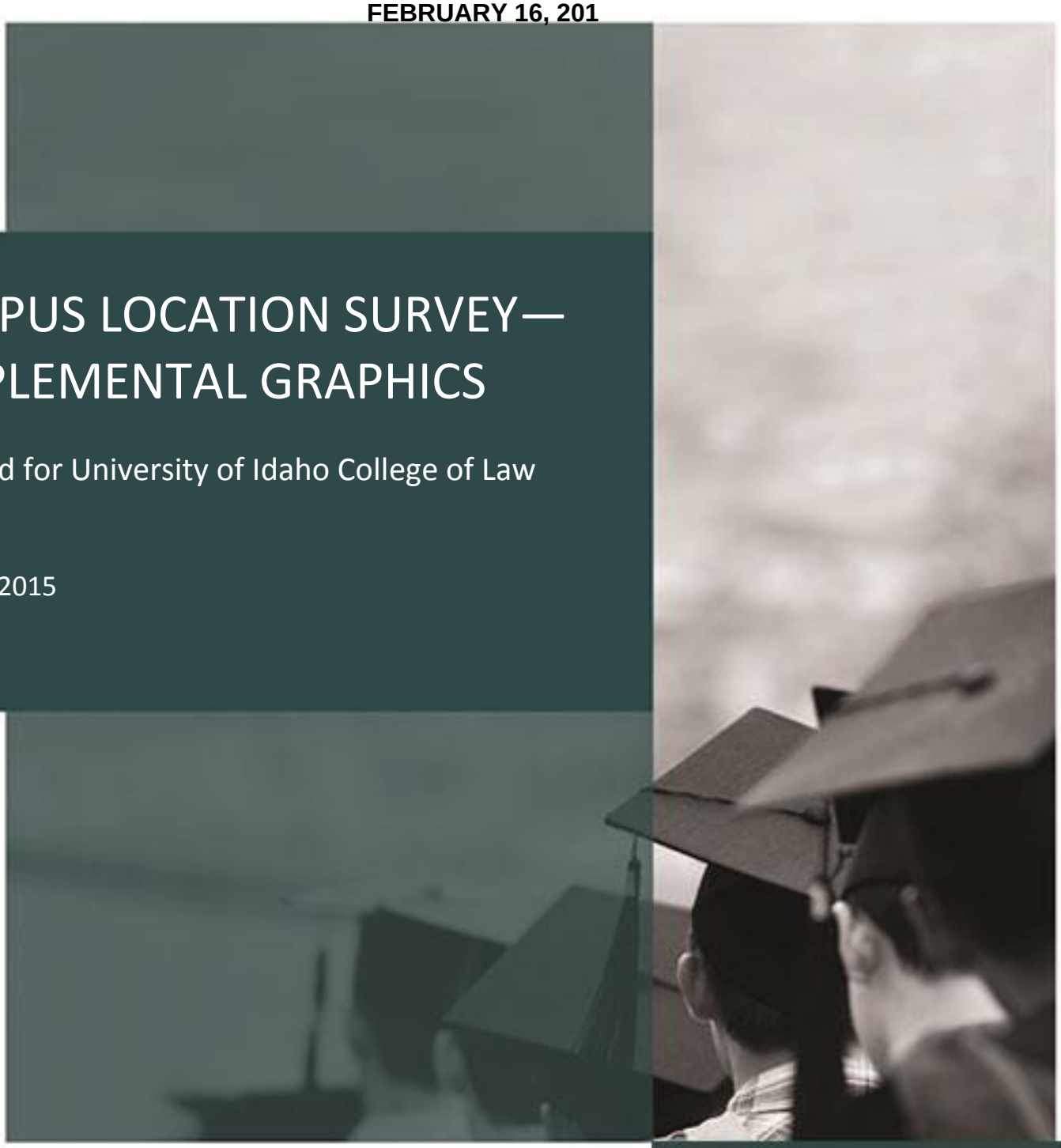
CAMPUS LOCATION SURVEY—SUPPLEMENTAL GRAPHICS

Prepared for University of Idaho College of Law

October 2015



In the following brief, Hanover Research visualizes survey response patterns of prospective students and non-matriculating applicants to the University of Idaho College of Law.

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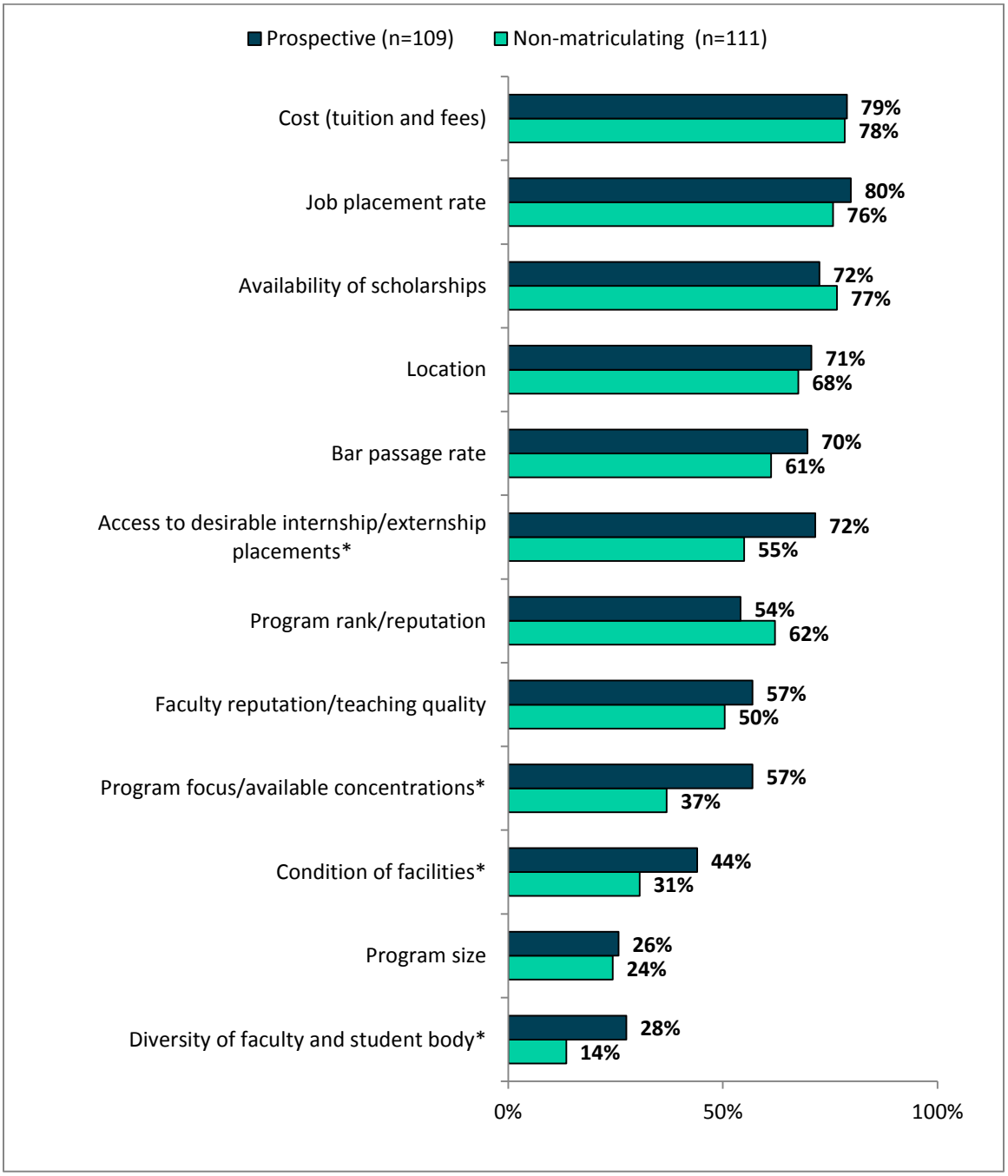
PROSPECTIVE VS NON-MATRICULATING

FACTORS INFLUENCING ENROLLMENT

Figure 1: When considering JD programs, how influential were/are the following factors in your decision making? (% Very + Extremely Influential)



Asterisks (*) indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

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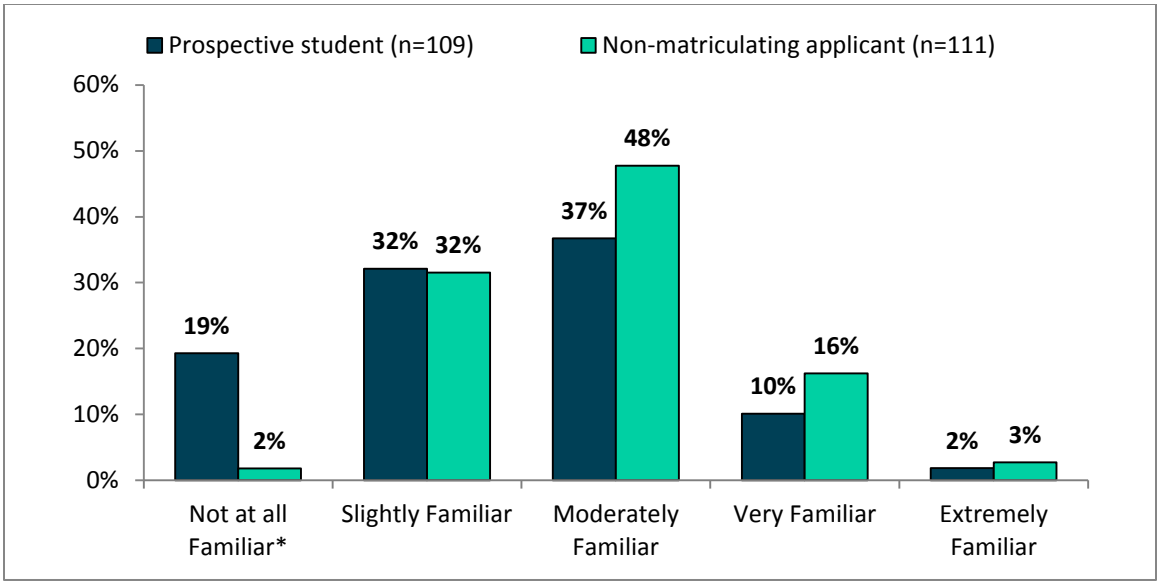
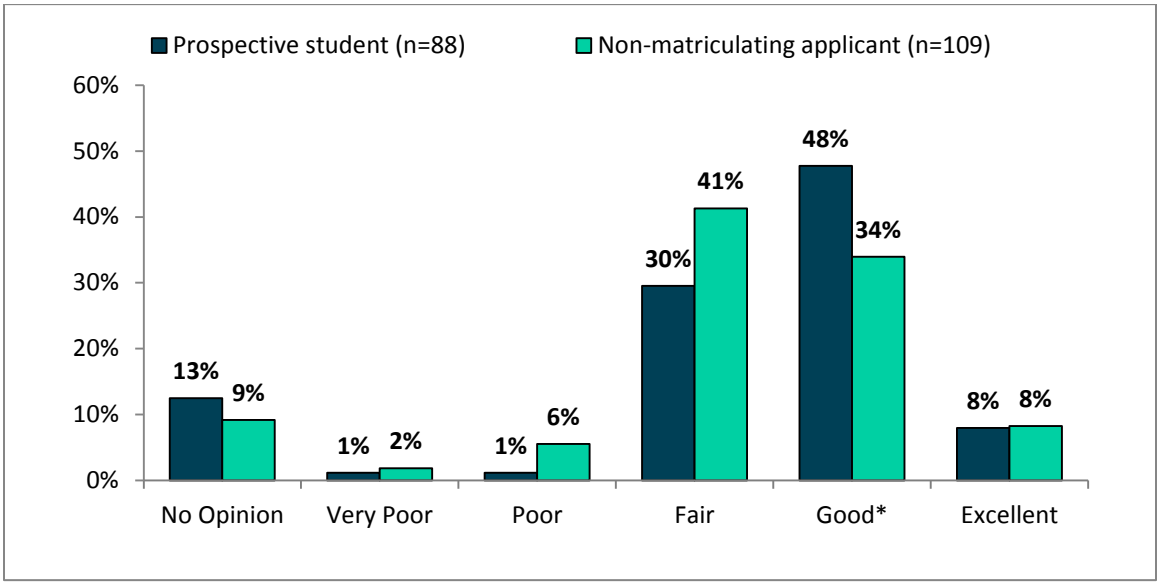
QUALITY RATINGS OF IDAHO LAW

Figure 2: How familiar are you with the UI College of Law?



Asterisks (*) indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

Figure 3: Overall, how would you rate the UI College of Law?



Asterisks (*) indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

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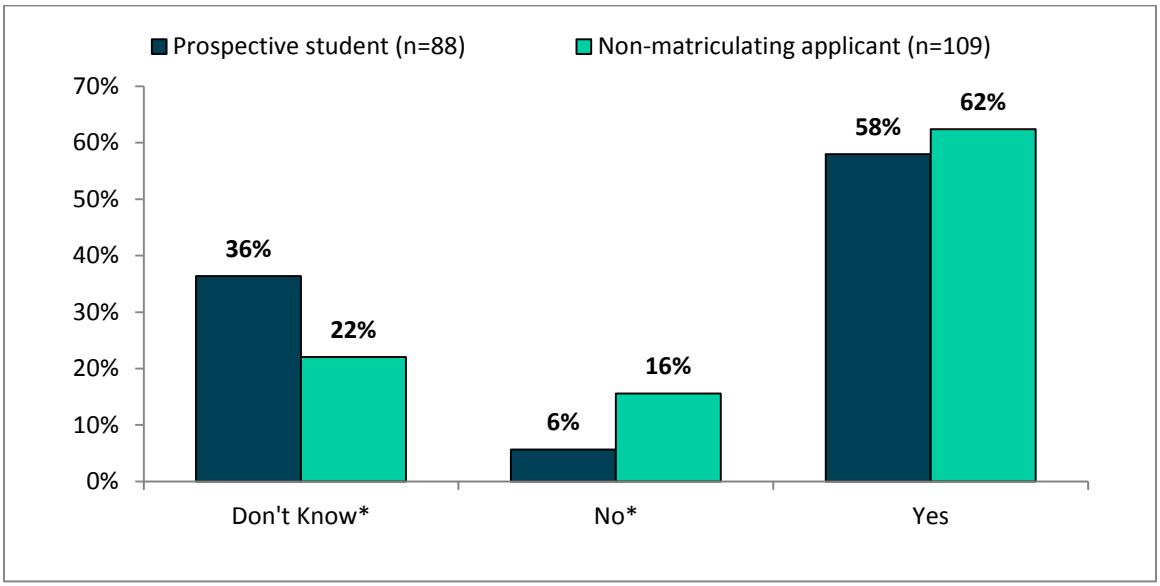
Figure 4: Would you recommend applying to the UI College of Law to prospective students?



Asterisks (*) indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

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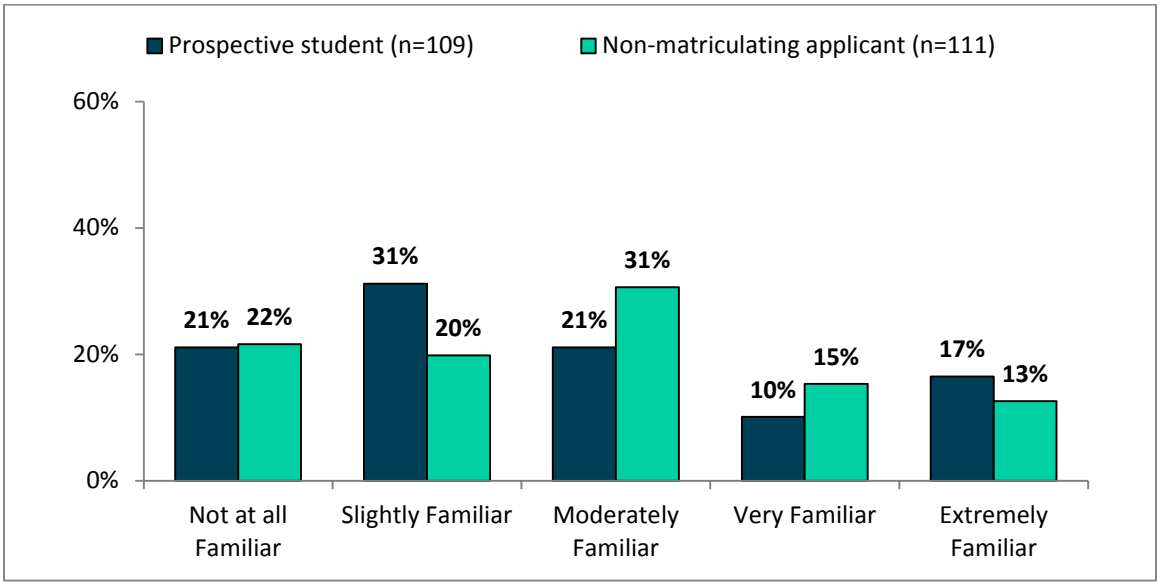
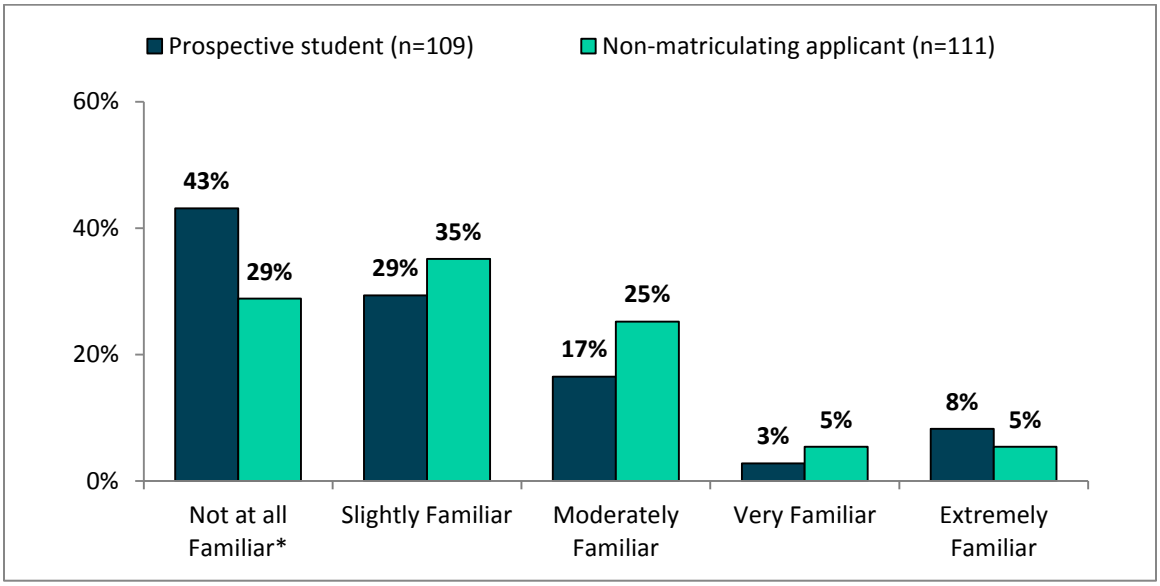
FAMILIARITY WITH BOISE AND MOSCOW

Figure 5: How familiar are you with Boise, ID?



Asterisks (*) indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

Figure 6: How familiar are you with Moscow, ID?



Asterisks (*) indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

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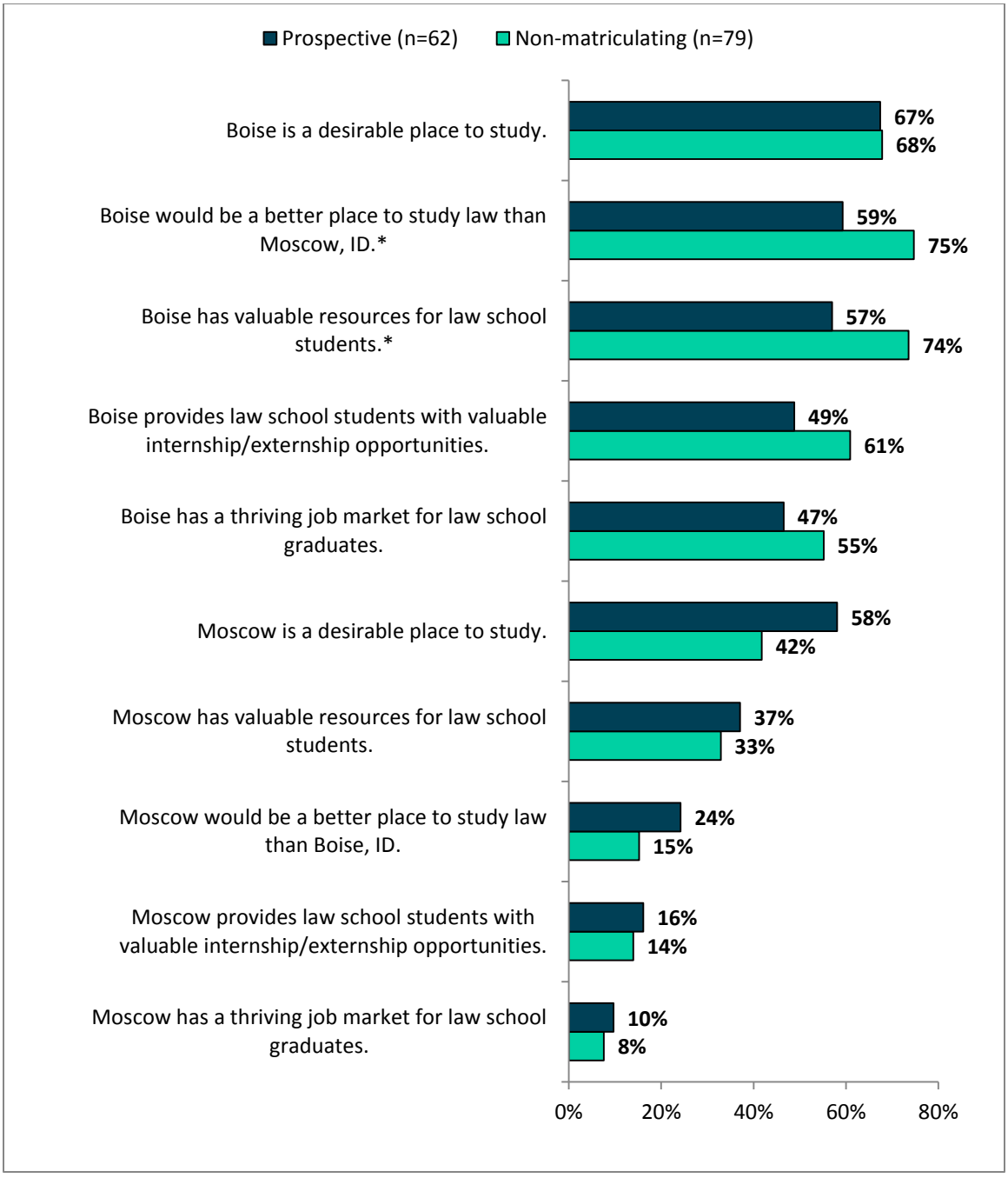
PERCEPTIONS OF BOISE AND MOSCOW

Figure 7: To what extent do you agree or disagree with the following statements? (% Somewhat Agree+ Strongly Agree)



Asterisks (*) indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

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Figure 8: What advantages, if any, would Boise, ID have over Moscow, ID for you as a law student?

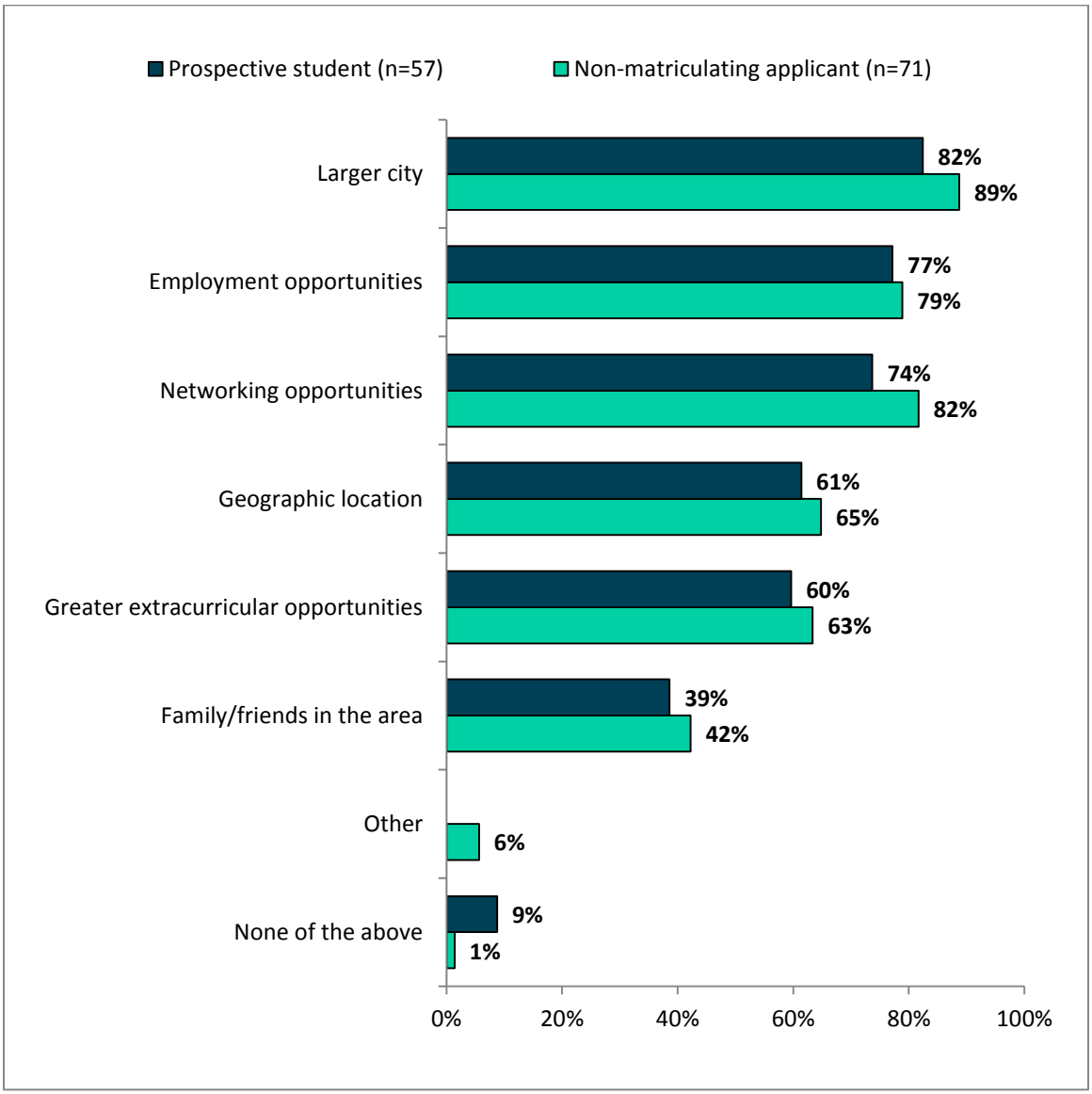

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Figure 9: What advantages, if any, would Moscow, ID have over Boise, ID for you as a law student?

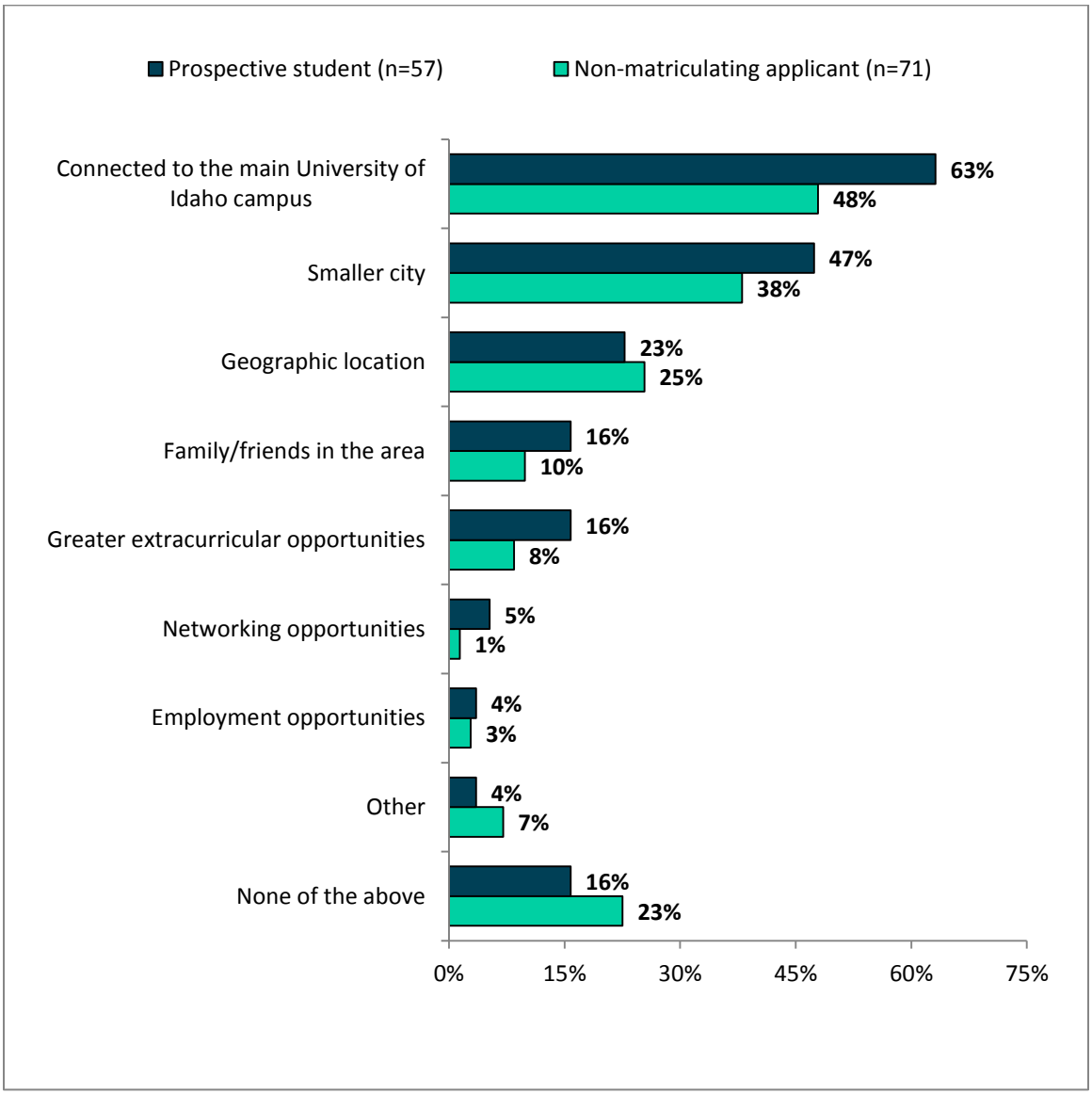


Figure 10: How appealing is Boise, ID as a location for a law school campus?

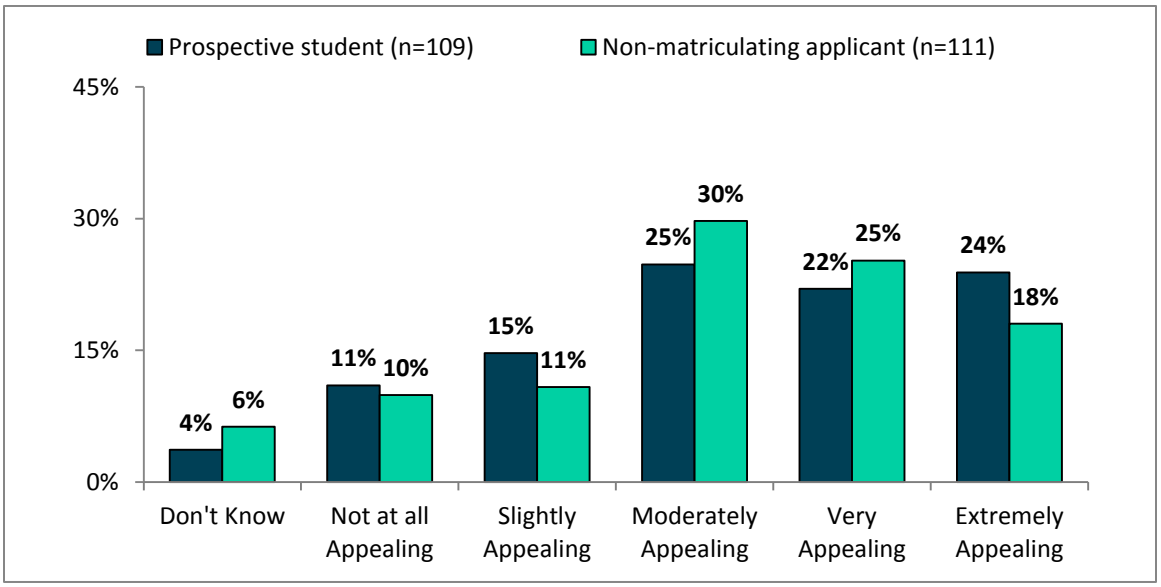
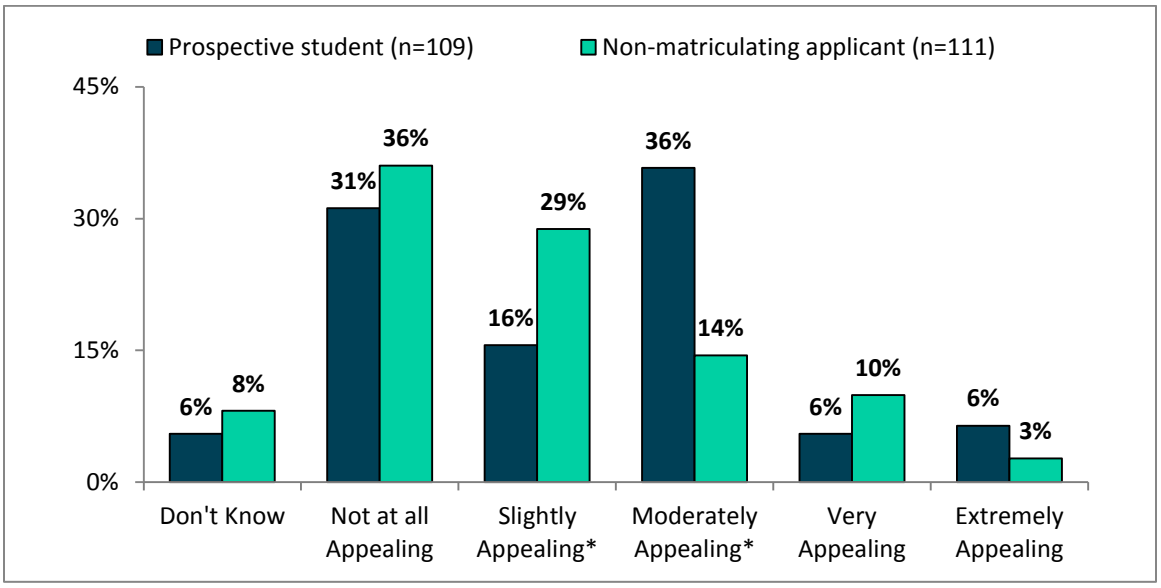


Figure 11: How appealing is Moscow, ID as a location for a law school campus?



Asterisks (*) indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

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APPEAL OF PROGRAM OPTIONS

Figure 12: How appealing do you think it would it be to provide first year JD students with the option to study in Boise?

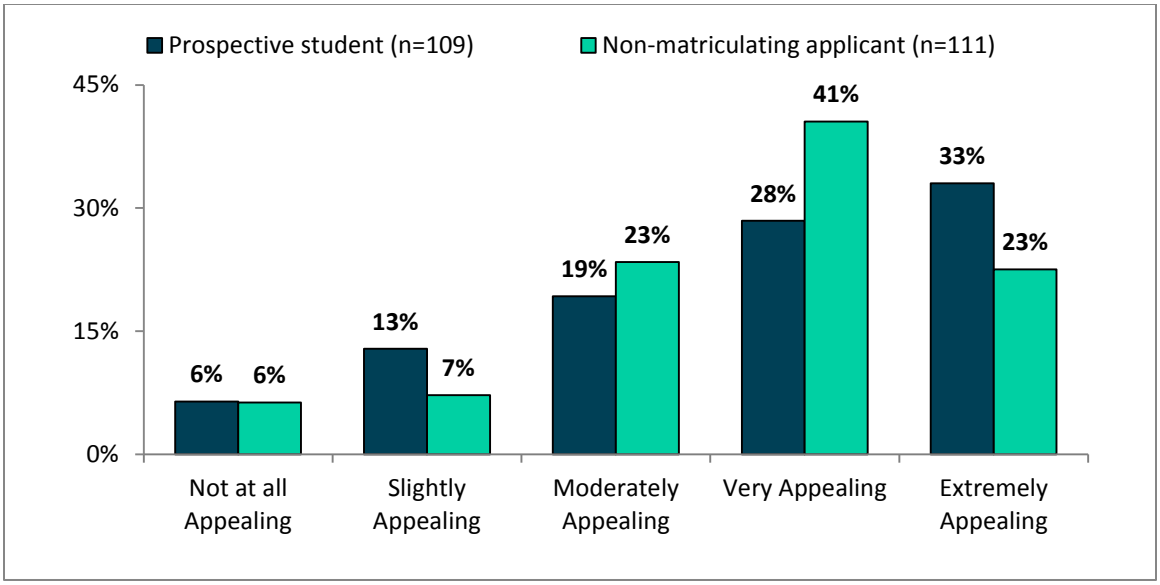
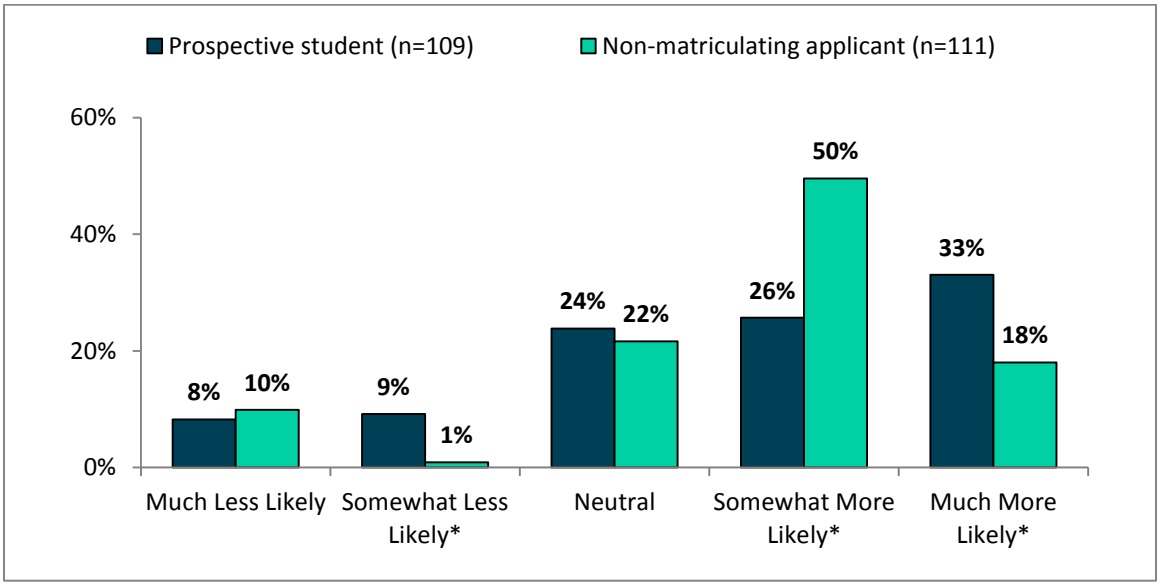


Figure 13: How likely would you be/have been to enroll at the UI College of Law if the main law school campus, with the majority of faculty and resources, was located in Boise instead of Moscow?



Asterisks (*) indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

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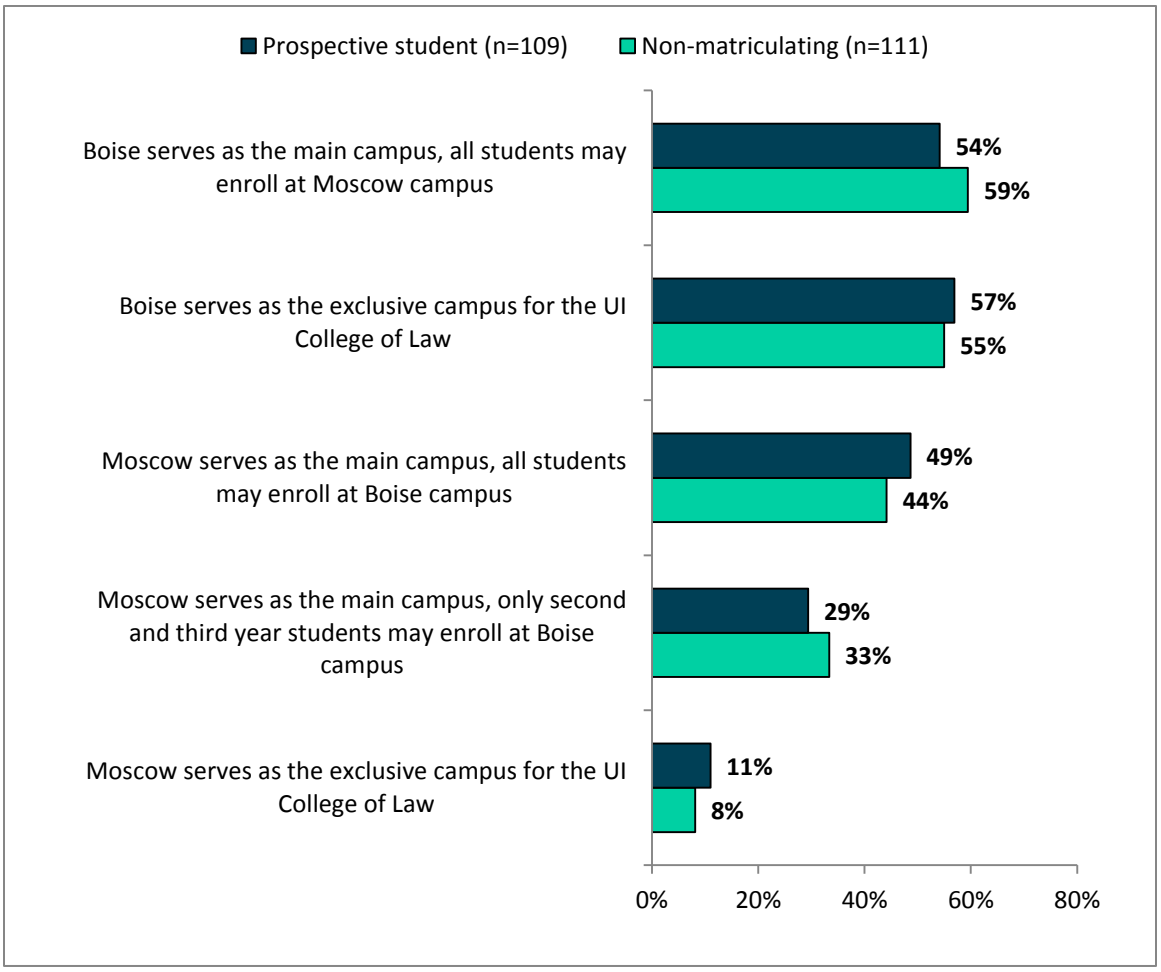
Figure 14: Campus Enrollment Option Preferences (% 1st + 2nd Choice)



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DEMOGRAPHIC PROFILES

INTERESTED IN BOISE[1]

What is your sex?	PROSPECTIVE STUDENT	NON-MATRICULATING APPLICANT
Sample Size	93	93
Female	**48%**	**32%**
Male	**47%**	**67%**
Prefer not to answer	4%	1%
How old are you?		
Sample Size	93	93
Under 25	**42%**	**18%**
25 to 34	**42%**	**66%**
35 to 44	9%	14%
45 to 54	4%	1%
55 to 64	0%	1%
Prefer not to answer	3%	0%
In which state do you currently reside?		
Sample Size	93	93
Idaho	**27%**	**11%**
Utah	19%	15%
Washington	9%	8%
Oregon	**5%**	**15%**
Montana	9%	3%
California	1%	5%
Colorado	0%	5%
New Mexico	5%	1%
Nevada	3%	3%
Texas	0%	4%
Arizona	2%	3%
Wyoming	0%	3%
Kansas	2%	1%
Prefer not to answer	2%	1%
Which best describes your marital status?		
Sample Size	93	93
Married	34%	47%
Prefer not to answer	3%	1%
Relationship, not married	**13%**	**26%**
Single	**49%**	**26%**
Do you have children or dependents?		
Sample Size	93	93
No	65%	66%
Prefer not to answer	3%	1%
Yes	32%	33%

Blue shaded cells indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

[1] Sample includes respondents selecting "slightly appealing" or higher in response to the option of studying in Boise.

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INTERESTED IN MOSCOW[2]

What is your sex?	PROSPECTIVE STUDENT	NON-MATRICULATING APPLICANT
Sample Size	69	62
Female	43%	32%
Male	51%	66%
Prefer not to answer	6%	2%
How old are you?		
Sample Size	69	62
Under 25	**41%**	**21%**
25 to 34	45%	61%
35 to 44	9%	16%
45 to 54	3%	2%
55 to 64	0%	0%
Prefer not to answer	3%	0%
In which state do you currently reside?		
Sample Size	69	62
Idaho	**29%**	**11%**
Utah	19%	15%
Washington	12%	11%
Oregon	**3%**	**13%**
Montana	9%	3%
California	1%	10%
Colorado	**0%**	**6%**
New Mexico	3%	2%
Nevada	3%	2%
Texas	0%	5%
Arizona	1%	2%
Wyoming	1%	3%
Kansas	3%	2%
Prefer not to answer	3%	0%
Which best describes your marital status?		
Sample Size	69	62
Married	30%	42%
Prefer not to answer	4%	2%
Relationship, not married	13%	21%
Single	52%	35%
Do you have children or dependents?		
Sample Size	69	62
No	61%	73%
Prefer not to answer	4%	3%
Yes	35%	24%

Blue shaded cells indicate statistically significant differences at the 95 percent confidence level (z-test, p<0.05).

[2] Sample includes respondents selecting "slightly appealing" or higher in response to the option of studying in Moscow.

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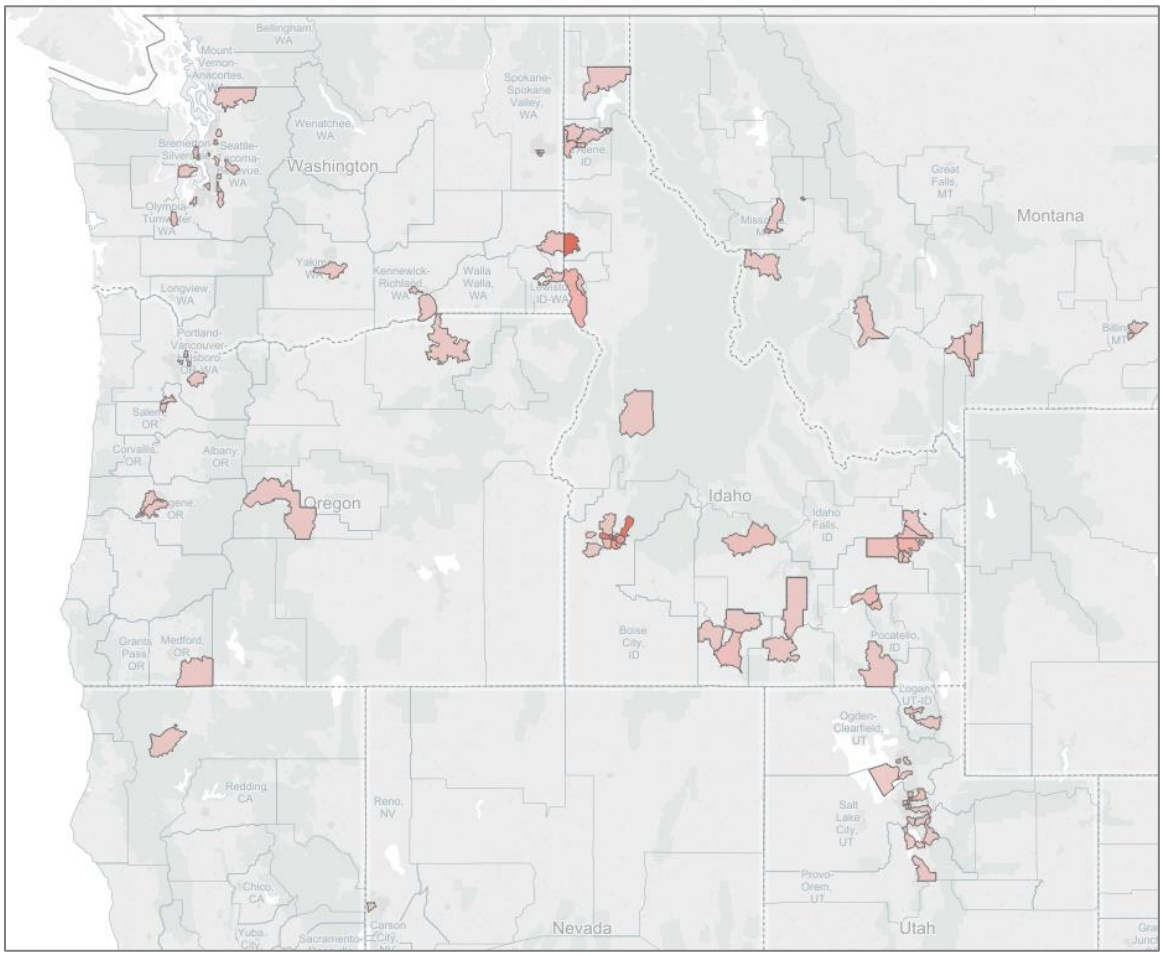
APPENDIX: RESPONDENT LOCATIONS[3]

Figure A.1: Most Common ZIP Codes (>10 Respondents)

ZIP Code	Count
83843	15
83704	14
83702	13
83844	12
83646	11

Respondent ZIP Code Map



Darker shaded regions indicate higher response counts.

[3] Note that the ZIP codes presented in this section are geotags included in the survey data, which indicate where respondents were physically located while taking the survey. As such, these ZIP codes serve as rough estimates of respondents' actual places of residence.

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Figure A.2: Respondent ZIP Code Map—Boise Area

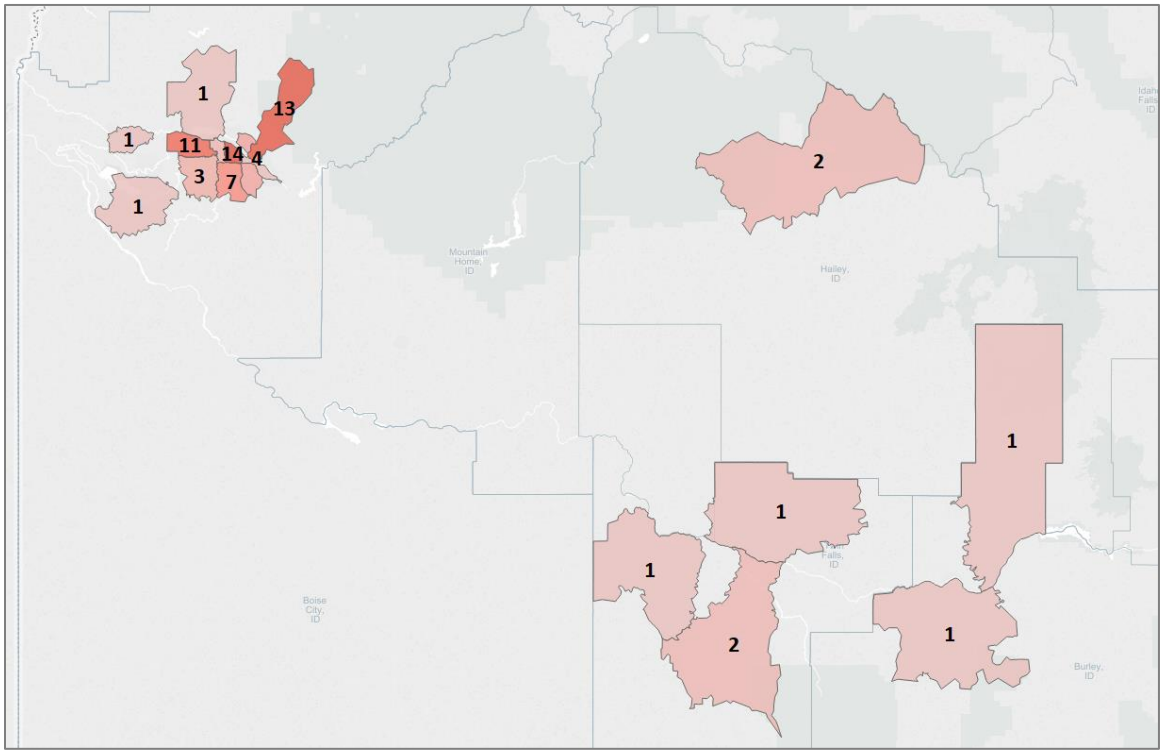
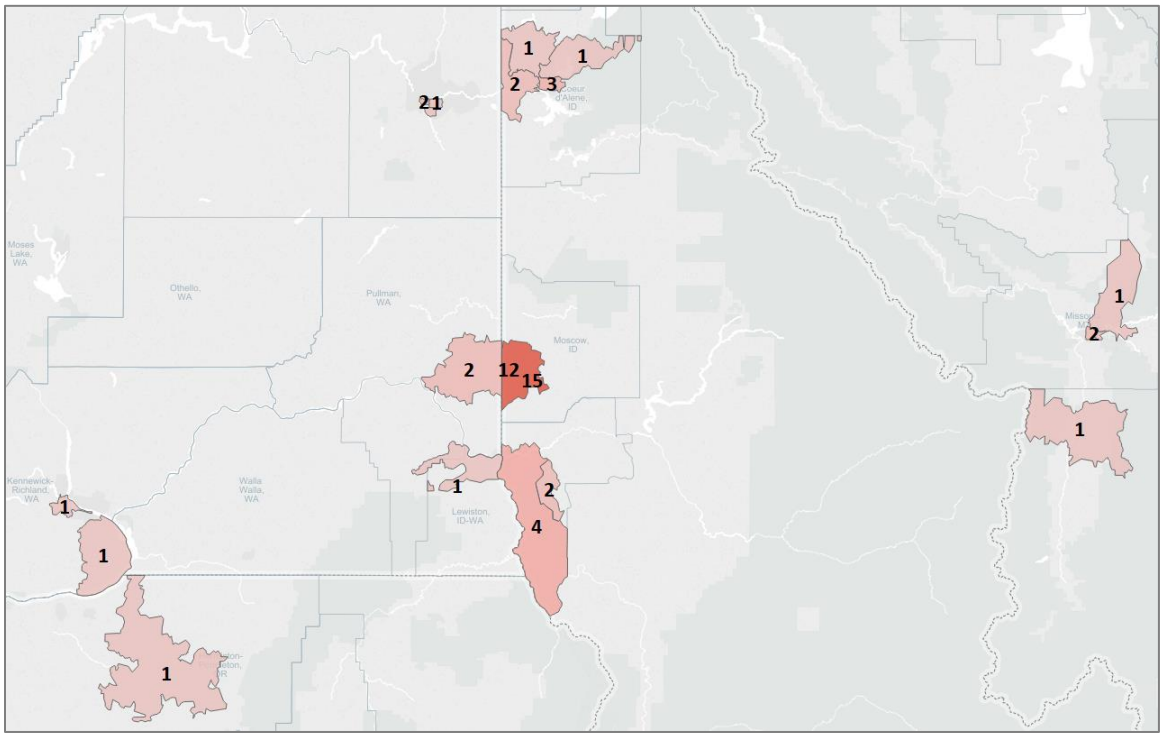


Figure A.3: Respondent ZIP Code Map—Moscow Area



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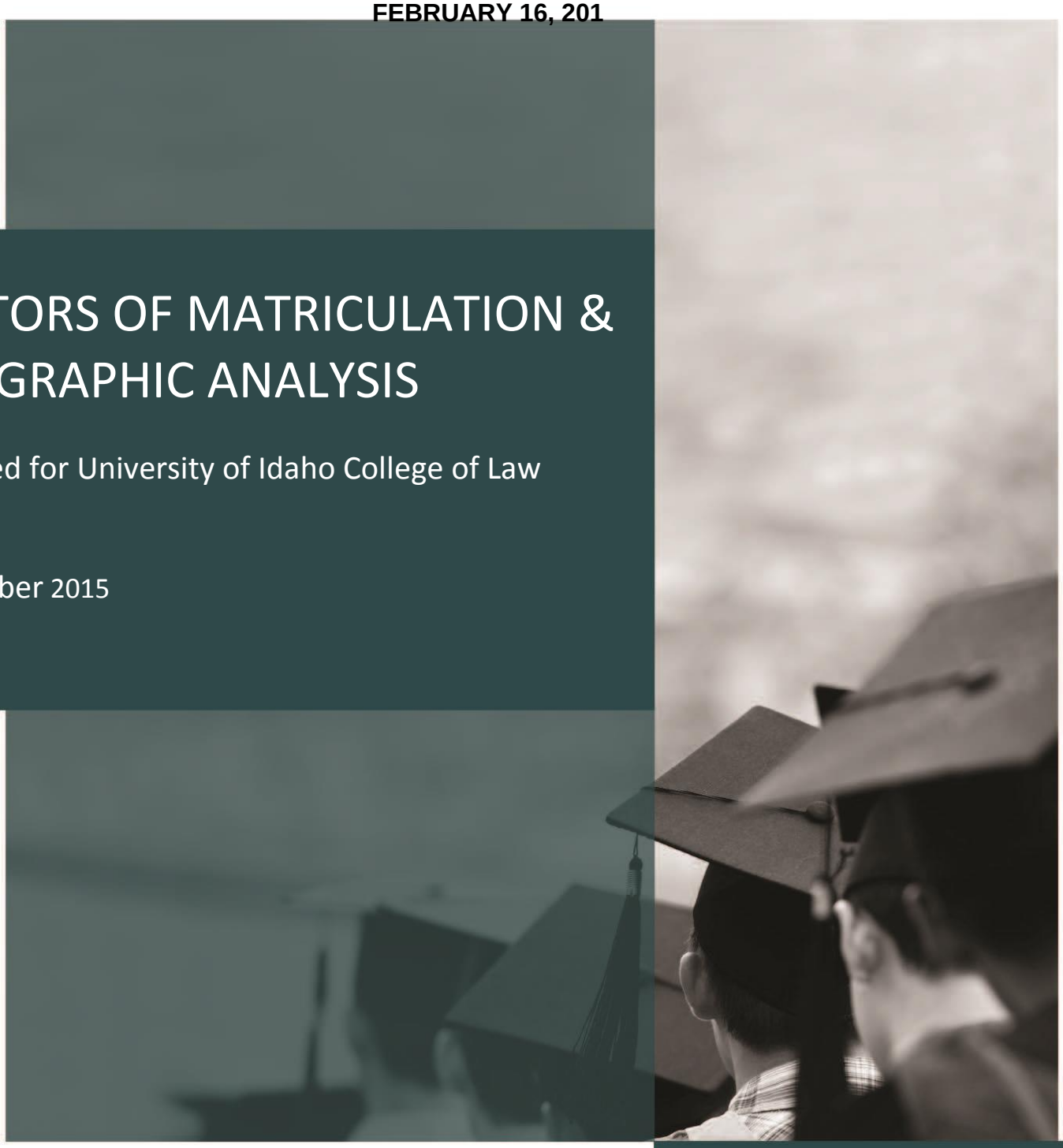
FACTORS OF MATRICULATION & GEOGRAPHIC ANALYSIS

Prepared for University of Idaho College of Law

November 2015



In this report, Hanover Research investigates the factors that are predictive of whether an admitted applicant matriculates at the University of Idaho College of Law. The analysis highlights the role that an applicant's geographic factors play in the likelihood of matriculating at Idaho Law.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research investigates the factors that are predictive of whether an admitted first-time applicant enrolls at the University of Idaho College of Law (Idaho Law). Specifically, this study explores the effect of an applicant's geographic, academic, demographic, and financial characteristics when choosing to enroll at the College. This analysis was completed using admissions data on five consecutive admissions cycles (2011-2015) supplied by Idaho Law.

Our analysis provides insight into the factors that are predictive of enrollment, and highlights differences in the average probability of enrollment based on applicants' geographic characteristics, including their estimated distance from the campus at Moscow, Idaho at the time of applying. This analysis is meant as a second step towards helping Idaho law identify the factors that predict enrollment at the School, and how these predictors relate to the opportunity of extending a campus in Boise, Idaho. Following feedback on this report from Idaho Law, and if it is of interest to the College, Hanover can use the models presented here as a basis for developing an interactive tool ("Enrollment Dashboard") for further exploration of the relationships between student profiles and enrollment at Idaho Law.

This report comprises three sections. Section I describes the data provided by Idaho Law, introduces the main variables of interest, and discusses the methodology behind this work. Section II presents summary statistics for the independent variables of interest that were used in the modeling; we organize these statistics into geographic, academic, financial, and demographic groups. Section III identifies statistically significant enrollment factors and assesses the independent effects of predictive variables on the probabilities of enrollment.

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KEY FINDINGS

Below we highlight the key findings from this study, with an emphasis on the effect that statistically significant factors have on enrollment at Idaho Law, especially in regards of geographic characteristics.[1]

Geographic Factors

- **Admitted applicants who are further away from Idaho Law's campus at Moscow, Idaho present significantly lower probabilities of enrollment.** Regression analysis results indicate that at an approximate distance of 600 miles from campus (the sample average in this study), a 100-mile increase is associated with a 2.9 percentage-point decrease in the probability of enrollment. However, after controlling for other relevant covariates, this negative effect is weakest for applicants from Boise, Idaho compared to applicants from other locations outside of Moscow.

Academic Information

- **Applicants with stronger academic profiles who are extended an offer of admission by Idaho Law are less likely to accept the offer and enroll at the College.** As can be expected, prospective law school students with higher LSAT and cumulative GPA scores have more options available to them, and are consequently less likely to enroll at any one law school. The results of our study suggest that a student with one point above the average LSAT score of 154 exhibits a 0.04 percentage-point lower likelihood of enrollment. In a similar fashion, a student with a cumulative GPA score one point above the average presents a 25 percentage-point lower probability of enrollment.[2]

Demographics

- **Regression analysis suggests that enrollment rates vary significantly across admitted applicants' ethnicities.** Specifically, compared to admitted applicants who self-identified under every other ethnicity, those who reported being of White/Caucasian ethnicity present a significantly higher probability of enrollment at Idaho Law.

[1] Note that the descriptions below refer exclusively to the effects of statistically significant predictors. Statistical significance indicates our level of confidence that an estimated effect is different from zero. For example, if an effect is highlighted as statistically significant with a "p-value" that is less than 0.05 (expressed as "p<0.05" and marked with two asterisks (**)), we mean that 95 times out of 100, we will observe a similar effect. Please refer to Section III for additional discussion of these findings.

[2] As discussed in Section I, for continuous variables, this approach calculates the *instantaneous rate of change* for the variable on the probability of enrollment or conversion, when compared to the predictor's average. As we are using a logistic regression framework, the effects of continuous variables are not linear and therefore cannot be extrapolated linearly.

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Financial Information

- **Admitted applicants who are offered more money in scholarships also present a significantly higher likelihood of enrolling at Idaho Law.** The regression analysis established in this report indicates that a scholarship offer $1,000 above the average of $5,553 is associated with a 1.7 percentage-point increase in the probability of enrollment.

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SECTION I: DATA AND METHODOLOGY DISCUSSION

In this section, Hanover describes the data used to examine the potential geographic, academic, financial, and demographic predictors of enrollment Idaho Law.

DATA STRUCTURE & DESCRIPTION

In support of this analysis, Idaho Law provided Hanover with a student-level dataset for the 2011-2015 admissions cycles. The dataset was restricted to consider only first-time applicants who were admitted by the College. Thus, Figure 1.1 shows the number and percent of first-time admitted students, segmented by year.

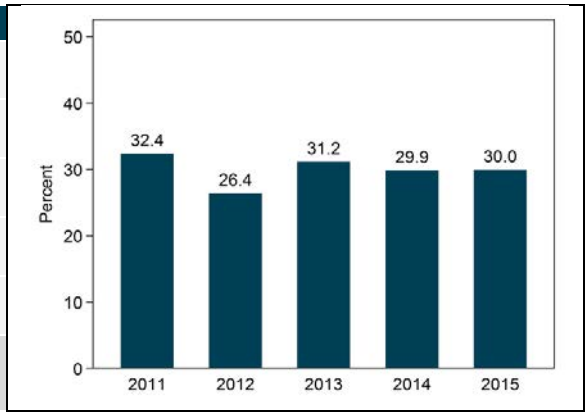
Figure 1.1: Data Structure, First-Time Admitted Students by Year

Year	Count	Percent
2011	346	19.48%
2012	375	21.11%
2013	353	19.88%
2014	365	20.55%
2015	337	18.98%
Total	*1,776*	*100%*

This report was commissioned by Idaho Law to discern the factors that are predictive of enrollment at the College, and identify the effect that geographic characteristics have on the likelihood of enrolling there. Figure 1.2 presents enrollment rates at the College from 2011 to 2015, highlighting a dip in the 2012 enrollment rate, as well as a slight, general decrease from 32.4 percent enrollment in 2011, to 30.0 percent enrollment in 2015.

Figure 1.2: Enrollment by Year

Enrollment by Year	Count
2011 (N=346)	112
2012 (N=375)	99
2013 (N=353)	110
2014 (N=365)	109
2015 (N=337)	101
Total (N=1,776)	*531*



Admissions data used in the analysis include geographic, academic, financial, and demographic characteristics of first-time admitted applicants over the last five admissions cycles. Most of these variables are self-explanatory, but some were transformed for the purpose of our analysis, and require additional explanation.

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First, the dataset provided by Idaho Law did not contain a large number of missing cases across any of the key variables for this study. However, a few student records were blank across several fields. For continuous variables, such cases were ultimately omitted from the statistical analysis presented in Section III. In the case of categorical variables, these records were grouped into a separate "Unknown" category, allowing Hanover to preserve a larger sample size for the regression analysis.

Second, categorical variables with small groups were reconfigured into new categorical variables with statistically comparable counts. Comparing groups composed of individuals with drastically different characteristics can lead to inaccurate and sometimes misleading results, especially when some groups accumulate few records. An example of this reconfiguration relates to the identification of admitted applicant undergraduate institutions, which were grouped to identify the top five feeders, and set all remaining institutions into an "Other" category. Based on the probable differences across the cases that comprise the "Other" category, such instances are not individually analyzed in this study in order to avoid presenting misleading interpretations.

Third, admitted applicants' city and state of residence were recoded into a single categorical variable to identify key geographic areas in the admission process. The geographic identifier sorts students into seven different areas, and groups all blank records into a separate, "Unknown" category. More specifically, Moscow, Boise, and other locations in Idaho were separated into three separate categories; neighboring states were separated to identify applicants from Washington State, and other locations in neighboring states; other, non-neighboring locations in the United States and armed forces areas were grouped into a single category, labeled "Other States"; and, finally, students with non-U.S. addresses were grouped into a single category, labeled as "Foreign."

Fourth, Hanover calculated the approximate distance from each applicant's zip code to Moscow, Idaho. The standard calculation of this distance consists of a variation of the Haversine formula, derived from the Law of Haversines. Haversine's formula measures distances between points—in this case, the approximate latitude and longitude associated with a given zip code compared to Idaho Law's zip code—in spherical surfaces. In this case, the exact application of the Haversine formula consists of two possible calculations to account for the distance of applicants in locations far off from Idaho Law.[3] However, we note that these distance calculations are only an approximation of the exact Euclidean (i.e. straight-line) distance between two points, as we are working with the Earth's average radius as a single, constant measure, instead of compensating for altitude and a non-spherical terrain. Our calculations also average longitudes and latitudes for each applicant's zip code, introducing minor, potential inaccuracies in the distance measurements.

[3] The application of Haversine through Excel programming was accessed via "The Zip Code Database Project." The Excel formula was published as open source material by Jonathan Colson, and accessible via http://zips.sourceforge.net/
A description of Haversine can be revised in the online Mathematics Compendium of Wolfram Alpha, which is accessible via http://mathworld.wolfram.com/Haversine.html
In a minority of cases with city and state information, but no zip code, distance from campus was approximated to the average of the zip codes in that given city.

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Figure 1.3 presents a full list and description of the variables used to study enrollment at Idaho Law.

Figure 1.3: Variable List

NAME	TYPE	DESCRIPTION
Year	Categorical	Academic Year.
Enrollment Status	Binary	Indicator of student enrollment for first-time applicants.
Distance to Idaho-Moscow	Continuous	Approximate distance to Idaho-Moscow's zip code 83843.
Geographic Indicator	Categorical	Combination of city and state to identify key geographic areas across the pool of admitted applicants.
LSAT Score	Continuous	Reported LSAT score.
Cumulative GPA	Continuous	Reported cumulative GPA score.
Top Undergraduate Institutions	Categorical	Top 5 feeder institutions to Idaho Law. All other institutions were grouped into a separate, "Other" category.
Age	Continuous	Reported age at the time of application.
Ethnicity	Categorical	Admitted applicant's self-identified ethnicity.
Gender	Binary	Admitted applicant's self-identified gender.
Residency	Binary	Admitted applicant's residency indicator.
Native Language	Categorical	Admitted applicant's self-identified native language.
Citizenship	Categorical	Admitted applicant's citizenship.
Scholarship	Continuous	Scholarship award, measure in USD.
Fee Waived Indicator	Binary	Indicator of waived application fee.

METHODOLOGY

To investigate the factors predictive of whether a prospective student enrolls at Idaho Law, the analysis presented in this report follows a three-step approach. First, we present the results of logistic regression models, including all the factors of interest in a single model. Second, we remove factors from these models wherever they fail to show statistical significance in their relation to enrollment. Third, we focus exclusively on differences in the probability of enrollment based on changes in distance to the campus at Moscow, Idaho, across six areas in the United States. Areas not associated with a zip code, city, state, or not located in the U.S. are excluded from this part of the study.

Following the methodology described above, the results presented in this report are primarily based on each variable's "marginal effect at the mean" (MEM). The MEMs methodology uses the logistic regression (*logit*) model's coefficients to calculate the instantaneous rate of change for a continuous explanatory variable on the probability of enrollment, when compared to the predictor's average. In the case of categorical explanatory variables, MEMs estimate the change in an applicant's predicted probability of enrollment for a given classification (e.g., completed undergraduate studies at Boise State University), compared to a reference category (e.g., completed undergraduate studies at the University of Idaho), while continuous values are held constant at their average.[4]

[4] It is important to note that while this method can identify which geographic, academic, financial, or demographic factors are *correlated* with the predicted probability of enrollment, it does not necessarily show the specific factors that *cause* it.

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SECTION II: DESCRIPTIVE STATISTICS

This section presents summary statistics for the variables that were ultimately used to predict enrollment at Idaho Law. The following figures organize these data into geographic, academic, financial, and demographic groups. A final figure in this section (Figure 2.8) summarizes the relationship between enrollment and distance across six key geographic areas in the United States.

Figure 2.1: Geographic Factors, Key Geographic Areas

Key Geographic Areas	Count	Percent
Idaho-Moscow	48	2.70%
Idaho-Boise	135	7.60%
Idaho-Other	330	18.58%
Neighbor State-Washington	313	17.62%
Neighbor State-Other	365	20.55%
Other States	546	30.74%
Foreign	34	1.91%
Unknown	5	0.28%
Total	*1,776*	*100%*

Figure 2.2: Geographic Factors, Distance

Approximate Distance to Moscow, Idaho	Count	Mean	Std. Dev.	Min.	Max.
	1,715	602.84	589.74	2	2,901

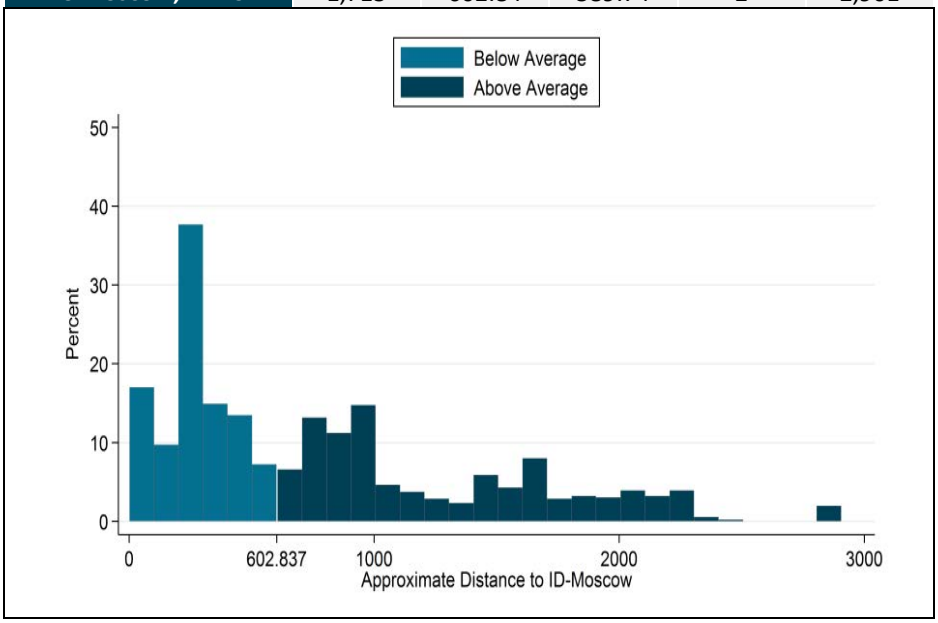

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Figure 2.3: Academic Information, Qualifications

Academic Qualifications	Count	Mean	Std. Dev.	Min.	Max.
LSAT Score	1,776	153.89	5.68	132	173
Cumulative GPA	1,747	3.27	0.42	1.97	4.07

Figure 2.4: Academic Information, Top Undergraduate Institutions

Top Undergraduate Institutions	Count	Percent
University of Idaho	141	7.94%
Boise State University	103	5.80%
Brigham Young University (Idaho)	103	5.80%
Brigham Young University	88	4.95%
Washington State University	83	4.67%
Other Institution	1,258	70.83%
Total	*1,776*	*100%*

Figure 2.5: Financial Information

Financial Information	Count	Mean	Std. Dev.	Min.	Max.
Scholarship[5]	1,116	$8,814.23	$5,305.27	$1,000	$30,500
Fee Waived Indicator	1,776	37.27%	—	0	1

Figure 2.6: Demographics, Age

	Count	Mean	Std. Dev.	Min.	Max.
Age	1,776	29.13	6.25	20	69

[5] Note that this figure presents summary statistics for scholarship offers only among students who received a scholarship. If students who did not receive a scholarship are included in the calculation (with a scholarship value of $0), the mean scholarship drops to $5,553.

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Figure 2.7: Demographics, Other Factors

Demographics	Count	Percent
Ethnicity		
Caucasian/White	1,298	73.09%
Hispanic/Latino	148	8.33%
American Indian/Alaskan Native	85	4.79%
Asian	85	4.79%
Unknown	55	3.10%
Did not Indicate	48	2.70%
Black/African American	44	2.48%
Other	13	0.73%
Total	*1,776*	*100%*
Gender		
Male	1,098	61.82%
Female	678	38.18%
Total	*1,776*	*100%*
Residency		
Non-Resident	1,249	70.33%
Resident	527	29.67%
Total	*1,776*	*100%*
Language		
English	1,045	58.84%
Spanish	37	2.08%
Other	53	2.98%
Unknown	641	36.09%
Total	*1,776*	*100%*
Citizenship		
United States	1,397	78.66%
Canada	21	1.18%
Unknown	326	18.36%
Other	32	1.80%
Total	*1,776*	*100%*

Figure 2.8: Enrollment Summary by Key Geographic Areas

Key Geographic Areas	Admitted Applicants	Enrollment Count	Enrollment Rate	Average Distance	Correlation Between Distance and Enrollment
Idaho-Moscow	48	38	79.17%	2	—
Idaho-Boise	135	73	54.07%	219	-0.09
Idaho-Other	329	184	55.93%	232	-0.08
Neighbor State-Washington	309	85	27.51%	186	-0.13
Neighbor State-Other	358	68	18.99%	449	-0.01
Other States	536	72	13.43%	1,324	-0.05
Total[6]	*1,715*	*520*	*30.32%*	*603*	*-0.26*

[6] This figure consists only of 1,715 records in the analytic database with non-missing distance.

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SECTION III: PREDICTORS OF ENROLLMENT

Section III identifies enrollment predictors, with an emphasis on highlighting statistically significant effects on the decision to enroll at Idaho Law.

MAIN TAKEAWAYS

According to the findings discussed in this section, the best predictors of *increased* likelihood of **enrollment** at Idaho Law are listed below.

- Being closer to Moscow, Idaho (indeed, being in Moscow maximizes the proximity effect on the likelihood of enrollment);
- Lower LSAT scores;
- Lower cumulative GPA scores;
- White/Caucasian self-reported ethnicity;
- Higher scholarship amounts; and
- Did not receive an application fee waiver.

RESULTS

The results portion of this section outlines factors that are predictive of enrollment in a statistically significant manner. After highlighting profiles of first-time applicants that are highly associated with the decision to enroll Idaho Law, we discuss the magnitude of such effects. Note that the estimated percentage point change in likelihood of enrollment shifts from model to model, depending on the inclusion or exclusion of specific predictors. Therefore, the discussion of magnitudes corresponds exclusively to the model labeled as "Model 3—Best Predictors (Key Geographic Areas)."

This analysis presents two series of best predictors in order to separate out the geographical indicator from the distance measurement. These two variables estimate a similar measure, and including them in a single model generates a problem known as "multicollinearity," where a model cannot effectively discern which of the two or more related independent variable is creating variation in the outcome of interest. Given that the geographic indicator reflects data from the admission process exclusively, we restrict the interpretation of magnitudes to this model alone.

This approach will shed light on three important aspects of prospective students' enrollment decision: first, we identify which observable characteristics are correlated with whether an admitted applicant chooses to enroll at the College, or opts to withdraw from the application process. Second, the Best Predictors models are separated to estimate the effect of distance to the campus at Moscow, Idaho, as well as the effect of six key geographic locations within the United States. Finally, we estimate the magnitude of these effects in the "Model 3—Best Predictors (Key Geographic Areas)" model. Overall, this

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approach is designed to help Idaho Law determine whether there is a valuable opportunity to extend its first-year academic offerings to Boise, Idaho.

In the interest of keeping our modeling and the interpretation exhibited below consistent, we have kept a single, constant reference category for each categorical predictor throughout the analysis. Specifically, all models have been fitted relative to first-time applicants from Idaho-Moscow, who completed their undergraduate studies at the University of Idaho, of self-reported white/Caucasian ethnicity and male gender, did not have their application fee waived, and were admitted in the latest admissions cycle of 2015. Note that the decision on a given set of reference categories does not alter the predictive effects of variables, but can help facilitate a more intuitive analysis of results.

Lastly, please keep in mind that **we do not attempt to analyze the effect of "N/A," "Unknown," and "Other" categories on enrollment (e.g., Undergraduate University, "Other Institution," or Geographic Indicator "Unknown"), because this could result in misleading interpretations**. However, by including these cases in our modeling, we maintain a higher sample size and are able to control for variation in each independent variable that might otherwise be obscured by missing data, or small sample sizes.

ENROLLMENT PREDICTORS

Our study indicates that the following factors are predictive of enrollment at Idaho Law:

- **Approximate Distance to Idaho-Moscow:** As evinced by the negative marginal effect at the mean presented in Figure 3.1, an admitted applicant's approximate distance to Idaho-Moscow is significantly associated with a lower likelihood of enrollment at Idaho Law. Specifically, we estimate that at an approximate distance of 600 miles from campus (the sample average), a 100 mile increase is associate with a 2.9 percentage-point decrease in the probability of enrollment.
- **Key Geographic Areas:** Focusing on the Geographic Indicator variable, Figure 3.1 presents evidence that areas more distant from campus are associated with lower probabilities of enrollment in a statistically significant manner. Further, after controlling for relevant covariates, this negative effect is weakest for applicants from Boise, compared to applicants from other locations outside of Moscow.
- **LSAT Score and Cumulative GPA:** Applicants with stronger academic profiles present a lower likelihood of enrollment at Idaho Law, as measured by higher LSAT and cumulative GPA scores. More specifically, one point above the average LSAT score of 154 is associated with a 0.04 percentage-point decrease in the likelihood of enrollment. In a similar fashion, one point above the cumulative GPA score is associated with a 25 percentage point decrease in the likelihood of enrollment.[7]

[7] As discussed in Section I, for continuous variables, this approach calculates the *instantaneous rate of change* for the variable on the probability of enrollment or conversion, when compared to the predictor's average. As we are using a logistic regression framework, the effects of continuous variables are not linear and therefore cannot be extrapolated linearly.

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- **Ethnicity:** Compared to admitted applicants who self-identified under every other ethnicity, those who reported being of White/Caucasian ethnicity present a significantly higher probability of enrollment at Idaho Law. This fact is evidenced by the negative and statistically significant coefficient for every non-white ethnicity.
- **Scholarship:** As could be expected, admitted applicants with larger scholarship offers are more likely to enroll at the College on average. Holding all other continuous and categorical factors constant at their means and reference categories, respectively, a scholarship offer $1,000 above the average of $5,553 is associated with a 1.7 percentage-point increase in the probability of enrollment.
- **Fee Waived:** Admitted applicants who did not receive an application fee waiver present a 7.7 percentage-point lower probability of admission, compared to peers.

Figure 3.1: Predictors of Enrollment

Variables	Model 1 - All Factors	Model 2 - Best Predictors (Distance)		Model 3 - Best Predictors (Key Geographic Areas)	
		Means	MEMs	Means	MEMs
Geographic Factors[8]					
Approximate Distance to Idaho-Moscow (measured in 100 miles)	-0.006	6.03	-0.029***	—	—
Geographic Indicator, Idaho-Boise	-0.214**	—	—	1.37%	-0.189**
Geographic Indicator, Idaho-Other	-0.213***	—	—	7.67%	-0.216***
Geographic Indicator, Neighbor State-Other	-0.586***	—	—	18.78%	-0.634***
Geographic Indicator, Neighbor State-Washington	-0.567***	—	—	20.72%	-0.572***
Geographic Indicator, Other States	-0.639***	—	—	17.52%	-0.715***
Geographic Indicator, Foreign	—	—	—	30.97%	-0.737***
Geographic Indicator, Unknown	—	—	—	0.29%	-0.623***
Academic Information[9]					
LSAT Score	-0.039***	153.86	-0.029***	153.90	-0.040***
Cumulative GPA	-0.252***	3.28	-0.207***	3.27	-0.250***
Top Undergraduate Institutions, Boise State University	0.046	—	—	—	—
Top Undergraduate Institutions, Brigham Young University	-0.034	—	—	—	—
Top Undergraduate Institutions, Brigham Young University (Idaho)	-0.054	—	—	—	—
Top Undergraduate Institutions, Other Institution	-0.06	—	—	—	—
Top Undergraduate Institutions, Washington State University	0.093	—	—	—	—
Demographics[10]					
Age	-0.003	—	—	—	—
Ethnicity, American Indian/Alaskan Native	-0.104**	4.83%	-0.078*	4.87%	-0.116***
Ethnicity, Asian	-0.138***	3.83%	-0.157***	4.24%	-0.154***
Ethnicity, Black/African American	-0.148***	2.42%	-0.128**	2.46%	-0.124**
Ethnicity, Hispanic/Latino	-0.106***	8.43%	-0.101***	8.30%	-0.104***
Ethnicity, Other	-0.143	0.71%	-0.109	0.74%	-0.087
Ethnicity, Did not Indicate	0.119	2.65%	0.092	2.69%	0.124
Ethnicity, Unknown	0.149	2.95%	0.127	3.03%	0.158*
Gender, Female	-0.015	—	—	—	—

[8] The reference category for the geographic indicator is set at Idaho-Moscow.
[9] The reference category for the top undergraduate institutions is set at the University of Idaho.
[10] The reference category for admitted applicant's self-reported ethnicity is set at white/Caucasian.

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Variables	Model 1 - All Factors	Model 2 - Best Predictors (Distance)		Model 3 - Best Predictors (Key Geographic Areas)	
		Means	MEMs	Means	MEMs
Financial					
Scholarship (effect of $1,000 USD increase)[11]	0.016***	$5,485	0.008**	$5,553	0.017***
Fee Waived Indicator	-0.067***	36.85%	-0.086***	37.15%	-0.077***
Academic Year[12]					
2011	0.232***	19.22%	0.143***	19.40%	0.220***
2012	0.060*	21.64%	0.016	21.24%	0.049
2013	0.077**	19.75%	0.041	19.92%	0.059*
2014	0.025	20.52%	0.006	20.44%	0.019
Observations	1,696	1,696		1,747	

Note: Statistical Significance reported at three levels of confidence: "***" at 99 percent, "**" 95 percent, and "*" at 90 percent.

[11] To accurately represent the effect of scholarship offers on enrollment for the full analytic sample, cases with blank records in this variable were recoded as zero (indicating that a given student did not receive a scholarship). Consequently, the average presented in the "Means" column of this figure is skewed downwards. Figure 2.5 in Section II indicates that the average scholarships for applicants *who received a scholarship* is roughly $8,814 USD.

[12] The reference category for the academic year is set to the most recent 2015 cycle.

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APPENDIX: LOGISTIC REGRESSION RESULTS

The figures below display all regression results discussed in Section III, presented in the form of raw logistic regression coefficients.

Figure A.1: Predictors of Enrollment

Variables	(All Factors)	Model 2 - Best Predictors (Distance)	Model 3 - Best Predictors (Key Geographic Areas)
Geographic Factors			
Approximate Distance to Idaho-Moscow (measured in 100 miles)	-0.033	-0.153***	—
Geographic Indicator, Idaho-Boise	-0.970**	—	-0.950**
Geographic Indicator, Idaho-Other	-0.964**	—	-1.064***
Geographic Indicator, Neighbor State-Other	-2.710***	—	-2.993***
Geographic Indicator, Neighbor State-Washington	-2.584***	—	-2.612***
Geographic Indicator, Other States	-3.131***	—	-3.719***
Geographic Indicator, Foreign	—	—	-4.024***
Geographic Indicator, Unknown	—	—	-2.919**
Academic Information			
LSAT Score	-0.210***	-0.156***	-0.216***
Cumulative GPA	-1.353***	-1.104***	-1.362***
Top Undergraduate Institutions, Boise State University	0.214	—	—
Top Undergraduate Institutions, Brigham Young University	-0.174	—	—
Top Undergraduate Institutions, Brigham Young University (Idaho)	-0.278	—	—
Top Undergraduate Institutions, Other Institution	-0.313	—	—
Top Undergraduate Institutions, Washington State University	0.419	—	—
Demographics			
Age	-0.018	—	—
Ethnicity, American Indian/Alaskan Native	-0.625**	-0.443	-0.720**
Ethnicity, Asian	-0.897**	-1.065***	-1.056***
Ethnicity, Black/African American	-0.983**	-0.797*	-0.789*
Ethnicity, Did not Indicate	0.543	0.429	0.570
Ethnicity, Hispanic/Latino	-0.640**	-0.594**	-0.631***
Ethnicity, Other	-0.934	-0.653	-0.507
Ethnicity, Unknown	0.669*	0.575	0.709**
Gender, Female	-0.080	—	—
Financial			
Scholarship (measured in $1,000 USD)	0.085***	0.040**	0.093***
Fee Waived Indicator	-0.367**	-0.475***	-0.433***
Academic Year			
2011	1.172***	0.713***	1.108***
2012	0.372*	0.093	0.303
2013	0.460**	0.231	0.355*
2014	0.161	0.036	0.123
Constant	38.217***	27.291***	38.471***
Observations	1,696	1,696	1,747

Note: Statistical Significance reported at three levels of confidence: "***" at 99 percent, "**" 95 percent, and "*" at 90 percent.

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SUBJECT

Higher Education Research Council Annual Update

REFERENCE

October 2014	The Board was provided the Performance Measure Report for the Higher Education Research Strategic Plan and a report on the Technology Transfer activities from the institutions
February 2015	The Board approved changes to the Higher Education Research Strategic Plan
October 2015	The Board was provided the Performance Measure Report for the Higher Education Research Strategic Plan
December 2016	The Board approved changes to the Higher Education Research Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

BACKGROUND/DISCUSSION

Board Policy III.W, Higher Education Research, recognizes the significant role research plays in innovation, economic development and enhanced quality of educational programs. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities and college serve as catalyst to spur the creation of new knowledge, technologies, products and industries. This in turn leads to new advances and opportunities for economic growth.

The Board's Higher Education Research Council (HERC) provides recommendations to the Board regarding statewide collaborative efforts and initiatives to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State.

The Statewide Strategic Plan for research assists in the identification of research areas that will enhance the economy of Idaho through the collaboration of academia, industry, and government and are in alignment with identified areas of strength at our public universities. Changes to the strategic plan were approved by the Board in December 2016.

The plan represents the role Idaho's research universities play in driving innovation; economic development, and enhancing the quality of educational programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; research challenges and barriers facing the universities; research opportunities Idaho should capitalize upon to further build its research base; goals to build the research pipeline through engaging undergraduate

students; and steps for achieving the research vision for Idaho's universities. Additional responsibilities of HERC include the management of the Incubation Fund and HERC Idaho Global Entrepreneurial Mission (IGEM) Fund programs, disbursement of Infrastructure Funds and the matching funds for our Idaho Experimental Programs to Stimulate Competitive Research (EPSCoR) Track 1 project (Managing Idaho's Landscapes for Ecosystem Services). Additional responsibilities include receiving annual reporting on the institutions activities in relation to the Center for Advanced Energy Studies (CAES).

Incubation Fund projects are single-year projects that are at the proof-of-concept stage. Through a competitive process, HERC awards funds to those projects where the Principal Investigator can rapidly move their project into the development stage. IGEM Fund projects are those that are designed to develop spin-off companies. While these awards may be for up to three years, the funding is contingent upon successful progress as determined by HERC at an annual review of the project.

CAES is a research and education consortium between the Idaho National Laboratory, the University of Wyoming, and the three Idaho public research institutions: Boise State University, Idaho State University, and the University of Idaho.

Dr. Mark Rudin, the current chair of HERC, will provide the Board with HERC's annual update.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation. This update will provide the Board with the opportunity to provide HERC, through HERC's Chair, input on areas of focus or strategic direction.

ATTACHMENTS

Attachment 1 – Strategic Plan for Higher Education Research Page 5
Attachment 2 – FY16 Performance Measure Report Page 19
Attachment 3 – FY16 Research Activity Report Page 27
Attachment 4 – FY16 Infrastructure Summary Report Page 31
Attachment 5 – FY17 Incubation Fund Summaries Page 41
Attachment 6 – FY17 IGEM Fund Summaries Page 67
Attachment 7 – HERC FY17 Budget Allocation Page101

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the responsibility for the creation of the state's Higher Education Research Strategic plan for Board consideration, HERC is responsible for the distribution of approximately $4.1M in funds used for the mission of HERC and to incentivize industry and institution research partnerships. Attachment 2 is the

October 2016 performance measure report, Attachment 3, is the research institutions annual research activity reports, Attachment 4 through 6 summarizes the various funded programs, and attachment 7 outlines HERC's budget allocations.

The strategic plan is monitored annually and updated as needed based on the work of HERC and direction from the Board. HERC uses a competitive process for distributing funds from the Incubation Fund category and the HERC IGEM Fund category. All proposals that are considered must be in alignment with the Board's Higher Education Research Strategic Plan.

BOARD ACTION

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

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STRATEGIC RESEARCH PLAN FOR IDAHO HIGHER EDUCATION

(2017-2021)

Submitted by: Idaho State Board of Education
& Higher Education Research Council

Approved December 2016

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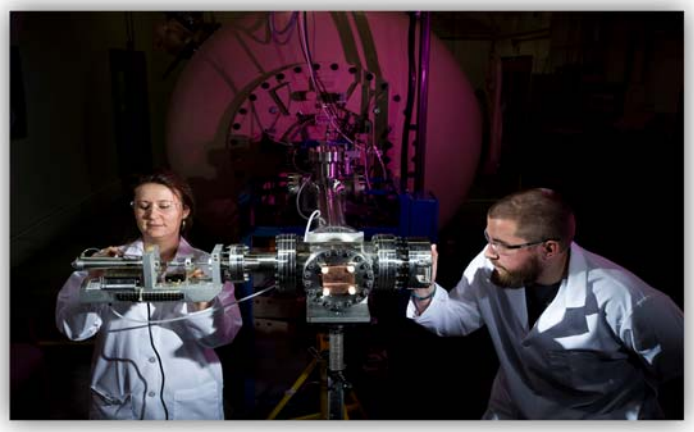
EXECUTIVE SUMMARY

Research is being increasingly acknowledged by industry, government and education as a key factor in the future economic vitality of Idaho. The universities and colleges of Idaho's system of higher education understand the need for greater collaboration in order to be competitive in today's global environment. Recognizing the need to focus on and emphasize existing strengths and opportunities in Idaho's research community, the vice presidents for research and economic development developed the following statewide strategic plan for research to ensure the greatest potential for achieving a vital and sustainable research base for Idaho. The strategic plan identifies the key research areas (basic, translational and clinical) that will become the focal points for research and economic development through partnering among academia, industry and government in science, technology, and creative activity.

Research is fundamental to the mission of a university due to its role in knowledge discovery and in providing new ideas for technology commercialization via patents, copyright, licenses and startup companies. University faculty who engage in research and creative activity are at the leading edge of their respective fields. Research also enhances the national reputation of the faculty and the universities. These faculty and their vibrant research programs attract the best graduate and undergraduate students by providing unique cutting-edge learning experiences in their research laboratories, studios, field sites and classrooms. On the most basic level, and also bolstered through collaborative, interdisciplinary and interprofessional research, such activities strengthen a university's primary product — innovative, well-educated students ready to enter a competitive workforce.



Research is the foundation of a university's economic development role. The influx of research dollars from external grants and contracts creates new jobs at the university, along with the attendant purchases of supplies, services, materials and equipment. The results of the research are new knowledge, new ideas, and new processes, which lead to patents, startup companies, more efficient businesses as well as a highly trained workforce prepared to tackle 21st century challenges.

Idaho's research universities have strengths and opportunities for economic development in 1) Energy Systems, 2) Natural Resource Utilization and Conservation, 3) Biomedical and Healthcare Sciences, 4) Novel Materials and 5) Systems Engineering and Cybersecurity.

By focusing collaborative efforts in these areas, the research universities will expand research success by:

- Helping Idaho institutions focus on their research strengths;
- Strengthening collaboration among Idaho institutions;
- Creating research and development opportunities that build relationships between universities and the private sector;
- Contributing to the economic development of the State of Idaho;
- Enhancing learning and professional development through research and scholarly activity – also by promoting interdisciplinary and interprofessional research; and
- Building and improving the research infrastructure of Idaho universities to meet current and future research needs.

This statewide Strategic Research Plan for Idaho Higher Education is a tool for identifying and attaining quantifiable goals for research and economic growth and success in Idaho. The plan will be reviewed and updated annually as needed amid the fast-changing pace of research discovery.

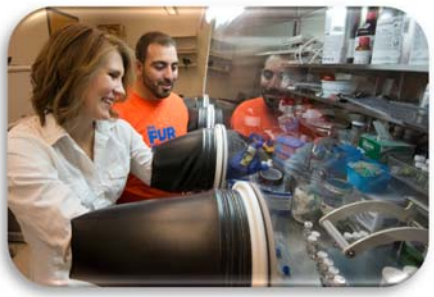
VISION

Idaho's public universities will be a catalyst and engine to spur creation of new knowledge, technologies, products and industries that lead to advances and opportunities for economic growth and enhance the quality of life in Idaho and the nation.

MISSION

The research mission for Idaho's universities is to develop a sustainable resource base by:

- Identifying, recruiting and retaining top faculty with expertise in key research areas;
- Building research infrastructure including facilities, instrumentation, connectivity and database systems to support an expanding statewide and national research platform;
- Attracting top-tier students to Idaho universities at the undergraduate and graduate levels and providing outstanding education and research opportunities that will prepare them to excel in future careers;
- Raising awareness among state, national and international constituencies about the research excellence and capabilities of Idaho's universities by developing and implementing targeted outreach, programs and policies; and
- Collaborating with external public, private, state and national entities to further the shared research agenda for the state, thereby promoting economic and workforce development and addressing the needs and challenges of the state, region and nation.



GOALS AND OBJECTIVES

Goal 1: Increase research at, and collaboration among, Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.

Objective 1.A: Ensure growth and sustainability of public university research efforts.

Performance Measure 1.A.1: Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.
Benchmark: 10% increase per year.

Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).

Performance Measure 1.B.1: Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.
Benchmark: 10% increase per year.

Objective 1.C: Expand joint research ventures among the state universities.

Performance Measure 1.C.1: Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).
Benchmark: 50% increase per year.

Performance Measure 1.C.2: Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). Benchmark: 30% increase per year.

Performance Measure 1.C.3: Establish/fund at least one HERC-directed research project per year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State of Idaho.
Benchmark: 1 per year

Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.

Objective 2.A: Increase the number of sponsored projects involving the private sector.

Performance Measure 2.A.1: Number of new sponsored projects involving the private sector.
Benchmark: 50% increase per year.

Goal 3: Contribute to the economic development of the State of Idaho.

Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.

Performance Measure 3.A.1: Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).
Benchmark: 15% increase per year.

Performance Measure 3.A.2: Number of invention disclosures (including biomic varieties).
Benchmark: 1 for every $2M of research expenditures.

Performance Measure: 3.A.3: Amount of licensing revenues.
Benchmark: 10% increase per year.

Performance Measure: 3.A.4: Number of startup companies.
Benchmark: 10% increase per year.

Goal 4: Enhance learning and professional development through research and scholarly activity.

Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.

Performance Measure 4.A.1: Number of undergraduate and graduate students paid from sponsored projects.
Benchmark: 20% increase per year.

Performance Measure 4.A.2: Percentage of baccalaureate students who had a research experience.
Benchmark: 20% increase per year.

Performance Measure 4.A.3: Number of faculty and staff paid from sponsored
projects.
Benchmark: 20% increase per year.

RESEARCH OPPORTUNITIES

Idaho's research universities have developed statewide strengths in strategic research areas that have great potential to drive future economic growth and success. The criteria used to select these areas include: number of faculty and qualifications; peer-reviewed publications and impact; infrastructure (facilities, equipment, information technology, staff); external grant and contract funding; academic programs; student involvement; potential benefit to the State of Idaho; and technology transfer activity, including patents, licenses, and startup companies. By focusing collective research efforts and resources in these areas, the universities will be on the most efficient and effective route to research success and state-wide economic development. These high impact areas include 1) Energy Systems, 2) Natural Resource Utilization and Conservation, 3) Biomedical and Healthcare Sciences, 4) Novel Materials, and 5) Systems Engineering and Cybersecurity.

Energy Systems: Energy is a critical driver of any economy. The projected increases in the population of the world and increases in the standard of living will produce severe strains on the ability to meet the demands of the next few decades. In addition, finite reserves of fossil fuels and pollution from their combustion requires that alternative sources of energy production be developed. The combination of natural resources in Idaho and presence of the Idaho National Laboratory makes energy a natural area of emphasis. Indeed, the three universities with research capabilities already have extensive research projects in this area. The Center for Advanced Energy Studies (CAES) is an example of the significant investment the three Idaho universities, the University of Wyoming, and the Idaho National Laboratory have made to develop expertise in nuclear science and engineering, materials science and engineering, energy systems design and analysis, fossil carbon conversion, geological systems and applications, energy policy and cybersecurity, and environmental and resource sustainability. Further growth in these areas not only takes advantage of the strong base but strongly supports a positive economic impact through new markets for new product development

Natural Resource Utilization and Conservation: In the broad field of natural resource utilization and conservation, Idaho's universities have expertise in water resources, wildfire management and restoration, agriculture, forestry, recreation, and geophysics and geochemical detection, geographical information systems, and monitoring of groundwater pollutants. For example, university geologists, ecologists, and policy experts are collaborating on broad-ranging research projects that examine and predict the impact of climate change on Idaho's water resources. As water is essential to agriculture, recreation, the ecosystem, and human health, the universities have research strength in an area of tremendous societal and economic impact. Agriculture remains an important part of the economy of Idaho. Development of new biomic varieties with improved resistance to disease and climate change remain an area of importance as does the development of new

feeds for domestic fish production. The often competing demands for preservation and exploitation put on the environment require understanding of the various ecosystems in the state and region as well as societal, human health, and economic impacts of policy decisions. Recent national research imperatives, as particularly captured in National Science Foundation's Innovation at the Nexus of Food, Energy, and Water Systems (INFEWS) foundation-wide program and the Department of Energy's report Water-Energy Nexus: Challenges and Opportunities increasingly require multi-sectoral, multi-disciplinary approaches to problems in natural resource utilization and conservation. The depth and breadth of relevant research expertise in the biophysical, rural health and social science fields within Idaho's universities underscores an opportunity that a national emphasis on food, energy, and water security provides. Provided that enhanced coordination and collaboration between Idaho's universities can be successfully executed, we are particularly well-placed to exhibit national and international leadership at the nexus of food, energy, water system research. The future economic success of the state will rely on a deep understanding of these processes.

Biomedical and Healthcare Sciences: Idaho's universities have well-established research programs in selected areas of biological and biomedical sciences. University microbiologists and informatics experts, for example, study real-time change in pathogenic microorganisms that enable them to become resistant to drugs and chemical toxins thus resulting in worsening human disease and mortality rates. These effects are not restricted to humans, domestic and wild animals as well as food plants and trees are experiencing the same phenomena. Also, weeds are becoming resistant to herbicides. These phenomena are having a significant negative impact on Idaho's agriculture and forests. Further stress is being put on these important commercial sectors through climate variability. Research in these areas is critical for preserving important economic sectors of Idaho's economy while addressing future global needs.

The public health infrastructure in rural Idaho is not well understood but is potentially the most fragile aspect of the state's health care system. The rural environment, especially typical in Idaho where agriculture, manufacturing, and fishing are important or dominant parts of the economy, presents extraordinary threats to health. Agriculture brings the use of pesticides and herbicides as well as heavy and potentially dangerous machinery. Manufacturing – depending on the type – is a consistently hazardous industry, and employees involved in fishing and forestry are at much higher risks of trauma. Healthcare and in particular a focus on rural health, provides significant opportunities for economic development in Idaho. Partnerships with private entities in the healthcare industry, funding though the National Institutes of Health and other federal agencies utilize the natural laboratory of Idaho's rural population. Idaho's universities' contributions towards this emerging area of scholarship will add to the global competitiveness of the United States and the State.

Novel Materials: The global materials industry is worth an estimated $550 billion, conservatively. Materials revolutionize our lives by offering advanced performance and new possibilities for design and usage. For example, the market for biocompatible materials has grown from a few to $60B in the past decade. Market size is growing for materials in emerging areas such photonic materials, electronic and dielectric materials, functional coatings, and green materials. Materials research in Idaho is conducted by a wide range of scientists in diverse fields. Across the state, faculty members in Biology, Chemistry, Geosciences, Physics, Electrical Engineering, Mechanical Engineering , Nuclear Engineering and Materials Science and Engineering conduct research on improving and developing new materials. Current materials researchers in Idaho cover a broad spectrum of specializations, including semiconductor device reliability, microelectronic packaging, shape memory alloys, DNA machinery, environmental degradation, materials for extreme environments, biomaterials and bio-machinery, materials characterization, and materials modeling. Nanoscale materials and devices, functional materials and their uses and materials for energy applications are a focus of research throughout the state. These areas of research are highly synergistic with local industries and the Idaho National Laboratory (INL). Access to materials characterization equipment and processing laboratories has resulted in collaborations with small businesses and start-up companies.

Systems Engineering and Cybersecurity: Device control , information management, and cybersecurity are an essential part of 21st century life and, therefore, are an important part of educational requirements. For instance, large amounts of sensitive data are collected, processed, and stored electronically but must be accessed and moved in order to have any impact. In fact, many systems are computer controlled through networks. These include such things as the electric transmission grid and transportation in major cities. The universities are beginning to develop research expertise in software development and data management lifecycle design and operations and secure and dependable system design and operations. This area provides a significant area of opportunity for positive economic impact in Idaho, partnerships with the Idaho National Laboratory, and in improving the global competitiveness of the United States. There are already a significant number of firms in Idaho whose interests are in software development for device control, information management and processing. In addition, many of the major research projects being undertaken in the region by various state and federal agencies as well as the universities require the handling of significant amounts of data in a secure and dependable fashion. Currently, research funding in the universities from private and governmental sources is limited by the number of qualified personnel. In addition, within Idaho there is a high demand for graduates at all levels in computer science, hence workforce development in these areas should be a matter of urgency.

EXTERNAL FACTORS: IDAHO RESEARCH ADVANTAGES AND CHALLENGES

There are unique advantages and challenges to research in Idaho. This document seeks to provide guidance on building upon the advantages present in Idaho and address the challenges through the goals in this strategic plan.

Research Advantages

The Idaho National Laboratory (INL) and the Center for Advanced Energy Studies: Idaho is fortunate to be home to the Idaho National Laboratory, one of only 17 U.S. Department of Energy national laboratories in the U.S. The INL's unique history and expertise in nuclear energy, environmental sciences and engineering, alternative forms of energy, and biological and geological sciences and related fields provides an excellent opportunity for research collaboration with Idaho's university faculty in the sciences, engineering, business and other fields.

The Center for Advanced Energy Studies (CAES), established at the request of the U.S. Department of Energy, is a public-private partnership that includes Idaho's research universities (Boise State University, Idaho State University, and the University of Idaho), the University of Wyoming, and the Battelle Energy Alliance (BEA), which manages the INL. The CAES partners work together to create unique educational and research opportunities that blend the talents and capabilities of Idaho's universities and the INL. A 55,000 square-foot research facility in Idaho Falls supports the CAES energy mission with laboratory space and equipment for students, faculty, and INL staff in collaborative research projects. The State of Idaho invests $3M per year in direct support of the three Idaho research universities.

Natural Resources: Idaho's beautiful natural resources are well known to fishermen, hunters, skiers, and other outdoor enthusiasts. Through its rivers, forests, wildlife, geological formations, and rangelands, Idaho itself is a unique natural laboratory for geological, ecological, and forestry studies. Idaho is home to some of the largest tracts of remote wilderness in the lower 48 states. In addition, the proximity of Yellowstone National Park and the Great Salt Lake provide additional one of a kind opportunities for ecology and geology research.

Small Population: Idaho's relatively small population of 1.6 million people enables every group in the state to be included in research surveys, providing more accurate information than a sampling of only some groups.

Intrastate Networks: The existing networks within the state, including agricultural extension services and rural health networks, provide a foundation for collecting research data from across the state, and rapidly implementing new policies and practices as a result of research discoveries.

Research Challenges

The goals set forth in this strategic plan are specifically designed to address challenges in Idaho. These challenges are identified below and include a description of the challenge and the goal from this strategic plan that addresses that specific challenge.

Lack of Coordination Among Universities In Advancing Research and Economic Development (technology transfer): By and large the research universities have not coordinated and shared their technology transfer and economic development activities among themselves. This not only decreases each university's competitiveness at the national and state level but also increases the costs for achieving a particular goal. There is some redundancy in programs, services and infrastructure between the universities. This duplication both limits the success that any one university can achieve and increases the cost.

Historical Competition Between Universities: One of the greatest problems with growing the research and economic development enterprise within the Idaho university arena has been the competitiveness between research universities. This problem existed at all levels within the universities themselves, extended through university administration to the state level, and was even prevalent in the press. While competition between the universities is to be expected when all are competing for a finite pot of money within the state and is even healthy at some level, the level of competition was counterproductive. The real competition that Idaho universities face is other universities in the United States when it comes to research dollars and attracting faculty and students. Economic development is also not a competition between the state universities but rather a competition with other states.

Goal 1 is designed to remedy these two challenges by "increas(ing) research at, and collaboration among Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact."

Competition from Other Universities: In research, university faculty competes nationally for grant funds from federal agencies such as the National Science Foundation, Department of Energy, and the Department of Health and Human Services. Many other states' universities are well ahead of Idaho's universities in terms of state funding per student, patent royalty income, endowments, etc., and are able to move ahead at a faster pace, leaving Idaho universities further behind as time goes on.

Goals 1 and 2 are designed to make Idaho's research universities more competitive nationally and globally through collaboration with each other and by "(strengthening) the relationship between state universities and the private sector."

University Culture: Each of Idaho's research universities aspires to greater levels of achievement in research and creative activity, yet many faculty at each

of the universities are not fully engaged on a national level in their respective fields. This is changing for the better under new leadership and with new research-active faculty hires at each institution, but these cultural differences remain, resulting in discomfort with change aimed at making the universities more nationally competitive.

While Goal 1 urges the researchers at Idaho's universities to keep a national and global vision for their research, Goal 4 aims to enhance the research capabilities of faculty by "(enhancing) learning and professional development."

Private Sector Support: Idaho has very little high-technology industry within its borders. This reduces the potential for developing an applied research initiative within the universities that, in many states, provides one important arm of economic development and technology transfer. This also means that it is much harder to develop those private/public partnerships that provide the universities with additional capital to construct research are technology transfer facilities.

The private sector plays a critical role in research. Goal 2 states that we will "create research and development opportunities that strengthen the relationship between state universities and the private sector."

Fragmented Economic Development Initiatives: There are seemingly too many economic development initiatives in Idaho and they are not well coordinated. It is imperative that state, university, and community initiatives work together toward common and agreed to goals. As it is, little progress is being made towards developing an economic strategy for the state that includes the research universities and little money has been secured to drive the economic development process. In fact, it is not uncommon to find that different entities in Idaho are competing against each other.

Positive economic impact is the result of well-organized and collaborative research. It requires strategic planning and execution. Goal 3 indicates that Idaho's research universities focus on "(contributing) to the positive economic impact of the State of Idaho."

Conclusion

This statewide Strategic Research Plan for Idaho Higher Education provides a framework to mitigate these external challenges and help Idaho institutions continue to focus on their research strengths. Overcoming the challenges discussed in this document will require enhanced cooperation between the functional groups at each Idaho university, fueled by a desire to work together towards the common goal of improving Idaho's economy for future generations.

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Performance Measure	FY 2013	FY2014	FY 2015	FY 2016	Notes
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	$25,690,000	$26,568,000	$31,341,000		as per NSF expenditure report for FY15. FY16 report will not be submitted until Jan 17.
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	4,156,000	4,307,000	$2,090,000		as per NSF expenditure report for FY15. FY16 report will not be submitted until Jan 17.
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). [1]	30	33	26	44	
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).[2]	12	21	15	19	
Number of new sponsored projects involving the private sector. [3]	19	22	22	35	
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	22	27	38	29	
Number of invention disclosures (including plant varieties)	24	16	15	16	
Amount of licensing revenues.*	$37,582	$35,600	$21,475	$53,847	
Number of startup companies.	1	0	0	5	
Number of undergraduate students paid from sponsored projects.	916	607	807	836	
Number of graduate students supported by sponsored projects. **					

Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.**				
Number of faculty and staff paid from sponsored projects.	597	651	676	784
K-20 Statewide Stratgic Plan Performance Measures				
Percentage of students participating in undergraduate research.	31.10%	29%	29.40%	35.20%
Total amount of research expenditures	$17,818,753	$17,340,489	$20,613,353	$18,865,799
Institution expenditures from competitive Federally funded grants	$21,188,609	$17,384,273	$21,042,684	$19,306,479
Institution expenditures from competitive industry funded grants	$1,931,149	$2,074,227	$1,966,183	$2,020,959
private sector	$215,244	$134,010	$266,467	
private sector federal flow through	$1,715,905	$1,940,217	$1,699,716	
Measure of production of intellectual property:				
Number of startups	1	0	0	5
Number of patents	7	6	3	4
Number of Student internships [4]	449	411	438	489

[1] Represents the number of full proposal submissions that involved a financial relationship with another Idah
[2] Represents the number of new awards that involved a financial relationship with another Idaho institution
[3] Represents the number of new awards that involved a financial relationship with the private sector.
[4] Internship information is based on estimates by academic year (e.g., FY09=Academic year Summer 2008 thr

* 2013, 2014 - Licensing revenue includes $30k/year for Micron Licensing Restriction Agreement and is not considered net for OTT.
**Undergraduate and Graduate student totals have been combined into one line as BSU does not have the ability to break this information out.

	2013	2014	2015	2016
Institution expenditures from competitive industry funded grants	a. $215,243.91 b. $1,715,905.10	a. $134,009.76 b. $1,940,216.83	a. $266,467.06 b. $1,699,715.80	a. $562,457.27 b. $1,458,502.01

	2013	2014	2015	2016
Number of new sponsored projects involving the private sector. [3]	19	a) 10; b) 12	a) 10; b) 12	a) 22; b) 13

Performance Measure	FY 2013	FY 2014	FY 2015	FY 2016	Notes
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey		$20,610,000	$17,866,000		as per NSF expenditure report for FY15. FY16 report will not be submitted until Jan 17.
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.		$4,625,000	$4,086,000		as per NSF expenditure report for FY15. FY16 report will not be submitted until Jan 17.
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	29	20	18	30	
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	16	22	13	27	
Number of new sponsored projects involving the private sector.	20	93	54	65	

Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).			1	2	
Number of invention disclosures (including plant varieties)	3	13	0	6	
Amount of licensing revenues.	0	0	0	$100,000	
Number of startup companies.	0	0	0	3	
Number of undergraduate students paid from sponsored projects.	210	287	317	150	
Number of graduate students supported by sponsored projects	246	372	74	173	
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.			71%	13%	
Number of faculty and staff paid from sponsored projects.	505	246	524	257	
K-20 Statewide Stratgic Plan Performance Measures					
Percentage of students participating in undergraduate research.			41%	45%	
Total amount of research expenditures			$26,262,144	$27,670,658	
Institution expenditures from competitive Federally funded grants			$21,438,821	$22,215,191	FY16 report will not be submitted until Jan 17.
Institution expenditures from competitive industry funded grants				$1,411,000	
Measure of production of intellectual property:					
Number of startups	2	0	0	3	
Number of patents	0	0	0	11	
Number of Student internships	246	372	888	896	

Performance Measure	FY 2013	FY2014	FY 2015	FY2016	Notes
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey (See Note B below)	$95,890,993	$95,593,851	$97,492,825	$102,457,123	
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	$6,106,639	$4,613,198	$3,940,040	$3,694,218	
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	47	24	25	18	
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	20	10	14	12	
Number of new sponsored projects involving the private sector (see Note A below).	69	68	57	65	
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	6	7	11	13	
Number of invention disclosures (including plant varieties)	16	18	14	18	
Amount of licensing revenues.	$366,571	$1,156,407	$419,596	$570,469	
Number of startup companies.	2	0	0	0	
Number of undergraduate students paid from sponsored projects.	572	489	575	697	
Number of graduate students supported by sponsored projects	453	488	574	463	
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience. (***Note B***)	64.10%	58.80%	57.85%	60.40%	

Number of faculty and staff paid from sponsored projects.	1,208	1,153	1,175	1,231
K-20 Statewide Strategic Plan Performance Measures				
Percentage of students participating in undergraduate research. (***Note B***)	63.95%	59.60%	61.13%	58.80%
Total amount of research expenditures	$57,426,119	$56,385,826	$54,955,421	$55,893,584
Institution expenditures from competitive Federally funded grants	$67,910,558	$64,567,276	$63,565,943	$63,328,954
Institution expenditures from competitive industry funded grants (see Note A below).	$7,322,692	$5,674,316	$5,422,896	$5,300,451
private sector	$1,898,229	$1,452,711	$1,527,156	
private sector federal flow through	$5,424,463	$4,221,605	$3,895,740	
Measure of production of intellectual property:				
Number of startups	2	0	0	0
Number of patents	23	7	7	3
Number of student internships	1,784	1,326	764	909

Performance Measure Explanatory Notes:

Note A - Activity with private sector/industry - (a) is funding from private sector, and (b) is funding from private sector, federal flow through.
Note B - Due to process improvement, previous years have been corrected to reflect correct figures.

	2013	2014	2015	2016	
Institution expenditures from competitive industry funded grants (Note A)	$1,898,229 (a); $5,424,463 (b)	$1,452,711 (a); $4,221,605 (b)	$1,527,156 (a); $3,895,740 (b)	$1,825,722 (a); $3,474,729 (b)	$7.2M annually
	2013	**2014**	**2015**	**2016**	
Number of new sponsored projects involving the private sector (See Note A above)	53 (a); 16 (b)	53 (a); 15 (b)	45 (a); 12 (b)	47 (a); 18 (b)	50% annual increase

Performance Measure	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	$121,580,993.00	$142,771,851.00	$146,699,825.00	Not reported until January 2017	10% annual increase
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	$10,262,639.00	$13,545,198.00	$10,116,040.00	Not reported until January 2017	10% annual increase
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	106	77	69	92	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	48	53	42	58	30% annual increase
Number of new sponsored projects involving the private sector.	108	183	133	165	50% annual increase
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	28	34	50	44	15% annual increase
Number of invention disclosures (including plant varieties)	43	47	29	40	1 for every $2M of research expenditures
Amount of licensing revenues.	$404,153	$1,192,007	$441,071	$724,316	10% annual increase
Number of startup companies.	3	0	0	8	10% annual increase
Number of undergraduate students paid from sponsored projects.	1,698	1,383	1,699	1,683	20% annual increase
Number of graduate students paid from sponsored projects.	699	860	648	636	20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	N/A	N/A	N/A	N/A	20% annual increase
Number of faculty and staff paid from sponsored projects.	2,310	2,050	2,375	2,272	20% annual increase
K-20 Statewide Stratgic Plan Performance Measures					
Percentage of students participating in undergraduate research.	N/A	N/A	N/A	N/A	30%
Total amount of research expenditures	75,244,872	73,726,315	101,830,918	102,430,041	
Institution expenditures from competitive Federally funded grants	$89,099,167	$81,951,549	$106,047,448	$104,850,624	$112M annually
Institution expenditures from competitive industry funded grants	$9,253,841	$7,748,543	$7,389,079	$8,732,410	$7.2M annually
Measure of production of intellectual property:					
Number of startups	5	0	0	8	10% annual increase
Number of patents	30	13	10	18	10% annual increase
Number of student internships	2,479	2,109	2,090	2,294	

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 16, 2017

BSU

Sponsored Project Activity Report
FY2016

Awards for the Period July 1, 2015 through June 30, 2016

Activity Type	Federal	State	Industry	Other	Total	% of Grand Total
Instruction:						
Sponsored Programs	$ 3,614,127	$ 829,186	$ 3,000	$ 40,299	$ 4,486,612	
State Instruction Appropriations	$ -	$ 1,400,000	$ -	$ -	$ 1,400,000	
Subtotal Instruction	$ 3,614,127	$ 2,229,186	$ 3,000	$ 40,299	$ 5,886,612	14.23%
Research:						
Sponsored Programs	$ 18,941,895	$ 1,462,732	$ 713,198	$ 868,952	$ 21,986,777	
State Research Appropriations	$ -	$ 1,283,000	$ -	$ -	$ 1,283,000	
Subtotal Research	$ 18,941,895	$ 2,745,732	$ 713,198	$ 868,952	$ 23,269,777	56.24%
Other Sponsored Activities:						
Sponsored Programs	$ 8,555,150	$ 1,687,692	$ 157,980	$ 1,782,123	$ 12,182,945	
State Other Sponsored Activities Appropriations	$ -	$ 35,000	$ -	$ -	$ 35,000	
Subtotal Other Sponsored Activities	$ 8,555,150	$ 1,722,692	$ 157,980	$ 1,782,123	$ 12,217,945	29.53%
Grand Totals	**$ 31,111,172**	**$ 6,697,610**	**$ 874,178**	**$ 2,691,374**	**$ 41,374,334**	
Percent of Grand Total	***75.19%***	***16.19%***	***2.11%***	***6.50%***	***100%***	***100%***

Expenditures for the Period July 1, 2015 through June 30, 2016

Activity Type	Federal	State	Industry	Other	Totals	% of Grand Total
Instruction:						
Sponsored Programs	$ 2,793,959.40	$ 1,271,032.16	$ -	$ 66,621.24	$ 4,131,612.80	
State Instruction Appropriations	$ -	$ 700,000.00	$ -	$ -	$ 700,000.00	
Subtotal Instruction	$ 2,793,959.40	$ 1,971,032.16	$ -	$ 66,621.24	$ 4,831,612.80	13.51%
Research:						
Sponsored Programs	$ 16,457,016.13	$ 942,137.88	$ 513,001.46	$ 953,643.71	$ 18,865,799.18	
State Research Appropriations	$ -	$ 620,867.56	$ -	$ -	$ 620,867.56	
Subtotal Research	$ 16,457,016.13	$ 1,563,005.44	$ 513,001.46	$ 953,643.71	$ 19,486,666.74	54.47%
Other Sponsored Activities:						
Sponsored Programs	$ 8,272,065.40	$ 1,248,590.70	$ 16,590.29	$ 1,778,599.98	$ 11,315,846.37	
State Other Sponsored Activities Appropriations	$ -	$ 141,521.94	$ -	$ -	$ 141,521.94	
Subtotal Other Sponsored Activities	$ 8,272,065.40	$ 1,390,112.64	$ 16,590.29	$ 1,778,599.98	$ 11,457,368.31	32.03%
Grand Totals	**$ 27,523,040.93**	**$ 4,924,150.24**	**$ 529,591.75**	**$ 2,798,864.93**	**$ 35,775,647.85**	
Percent of Grand Total	***76.93%***	***13.76%***	***1.48%***	***7.82%***	***100%***	***100%***

BSU

Office for Research

Award Breakdown by Funding Agency Type and Project Type

July 1, 2015 through June 30, 2016

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	7,278,593	6,149,729	5,778,711	700,629	19,907,662	54%
Training and Instruction	5,339,597	7,213,757	1,185,985	485,487	14,224,826	38%
Other/Public Service	118,951	1,583,037	578,496	566,215	2,846,699	8%
Totals	12,737,141	14,946,523	7,543,192	1,752,331	36,979,187	100%
Percent of Total	34%	40%	20%	5%	100%	

BSU

IDAHO STATE UNIVERSITY

8/24/2016

SPONSORED PROJECT EXPENDITURE REPORT
FY2016

Expenditures for the Period July 1, 2015 through June 30, 2016

	Federal	State	Industry	Other	Totals	
Training and Instruction	$6,035,700	$1,539,219	$311,556	$328,239	$8,214,714	30%
Research	$11,926,478	$414,672	$1,788,973	$248,465	$14,378,588	52%
Other/Public Service	$4,253,014	$344,806	$336,699	$142,838	$5,077,357	18%
Totals	$22,215,191	$2,298,697	$2,437,228	$719,542	$27,670,658	
Percent of Total	80%	8%	9%	3%	100%	100%

BSU

Awards for the Period July 1, 2015 through June 30, 2016

	Federal	State of Idaho	Industry	Other	Total	% of Grand Total	% of Sponsor Total
Instruction:							
Sponsored Programs	$ 2,874,941.00	$ 244,341.00	$ 60,657.50	$ 81,667.24	$ 3,261,606.74		**3.97%**
	$ 2,874,941.00	$ 244,341.00	$ 60,657.50	$ 81,667.24	$ 3,261,606.74	**2.75%**	
Research:							
Sponsored Programs	$ 51,916,450.32	$ 2,018,093.33	$ 1,908,862.76	$ 3,442,306.21	$ 59,285,712.62		**72.20%**
Federal Land Grant Appropriations (FFY16)	2,734,257.00				2,734,257.00		
State Research/Endowment Appropriations		20,200,019.67			20,200,019.67		
Subtotal Research:	$ 54,650,707.32	$ 22,218,113.00	$ 1,908,862.76	$ 3,442,306.21	$ 82,219,989.29	**69.42%**	
Public Service:							
Sponsored Programs	$ 16,899,636.04	$ 1,283,151.30	$ -	$ 1,384,674.01	$ 19,567,461.35		**23.83%**
Federal Land Grant Appropriations (FFY16)	2,943,272.00				2,943,272.00		
State Extension Appropriations		10,439,180.33			10,439,180.33		
Subtotal Public Service:	$ 19,842,908.04	$ 11,722,331.63	$ -	$ 1,384,674.01	$ 32,949,913.68	**27.82%**	
Construction:							
Sponsored Programs	-	-	-	-	-	**0.00%**	**0.00%**
Total Sponsored Programs Funding	**$ 71,691,027.36**	**$ 3,545,585.63**	**$ 1,969,520.26**	**$ 4,908,647.46**	**$ 82,114,780.71**		
Percent of Total Sponsored Programs	***87.31%***	***4.32%***	***2.40%***	***5.98%***	***100%***		***100%***
Grand Total of All Funding Per Category	**$ 77,368,556.36**	**$ 34,184,785.63**	**$ 1,969,520.26**	**$ 4,908,647.46**	**$ 118,431,509.71**		
Percent of All Funding	***65.33%***	***28.86%***	***1.66%***	***4.15%***	***100%***	***100%***	

Expenditures for the Period July 1, 2015 through June 30, 2016

	Federal	State of Idaho	Industry	Other	Institutional	Total	% of Grand Total	% of Sponsor Total
Instruction:								
Sponsored Programs	$ 2,102,133.76	$ 171,032.51	$ 78,900.47	$ 277,658.46	$ 216,082.07	$ 2,845,807.27		**3.28%**
Other Sources		-			4,860.62	4,860.62		
	$ 2,102,133.76	$ 171,032.51	$ 78,900.47	$ 277,658.46	$ 220,942.69	$ 2,850,667.89	**2.06%**	
Research:								
Sponsored Programs	$ 47,700,435.87	$ 1,940,538.34	$ 1,900,651.01	$ 4,175,269.70	$ 7,998,193.60	$ 63,715,088.52		**73.41%**
Federal Land Grant Appropriations	3,250,481.27					3,250,481.27		
State Research Appropriations (D11311,D51346,D51360)		20,305,630.77				20,305,630.77		
State Endowment/Other Appropriations		4,787,860.97				4,787,860.97		
Other Sources	344,318.95		334,991.84	2,767,015.58	6,951,735.21	10,398,061.58		
Subtotal Research:	$ 51,295,236.09	$ 27,034,030.08	$ 2,235,642.85	$ 6,942,285.28	$ 14,949,928.81	$ 102,457,123.11	**73.93%**	
Public Service:								
Sponsored Programs	$ 15,587,713.16	$ 837,525.17	$ 122,179.26	$ 1,204,492.01	$ 2,486,306.16	$ 20,238,215.76		**23.32%**
Federal Land Grant Appropriations	2,272,391.31					2,272,391.31		
State Extension Appropriations		10,547,233.38				10,547,233.38		
Other Sources				2,991.05	218,629.90	221,620.95		
Subtotal Public Service:	$ 17,860,104.47	$ 11,384,758.55	$ 122,179.26	$ 1,207,483.06	$ 2,704,936.06	$ 33,279,461.40	**24.01%**	
Construction:								
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	$ -	**0.00%**	**0.00%**
Total Sponsored Programs Funding & ARRA Funding Only	$ 65,390,282.79	$ 2,949,096.02	$ 2,101,730.74	$ 5,657,420.17	$ 10,700,581.83	$ 86,799,111.55		
Percent of Total Sponsored Programs	***75%***	***3%***	***2%***	***7%***	***12%***	***100%***		**100%**
Grand Total of All Funding Per Category	$ 71,257,474.32	$ 38,589,821.14	$ 2,436,722.58	$ 8,427,426.80	$ 17,875,807.56	$ 138,587,252.40	**100%**	
Percent of All Funding	***51%***	***28%***	***2%***	***6%***	***13%***	***100%***		

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 16, 2017
BSU FY 2016 INFRASTRUCTURE REPORT SUMMARY

	Total $	Detailed Allocations
Library Support		
Graduate Research Assistantships / Research Associates	$23,932	Graduate Assistant for Tech Transfer / Salary / Fees
Post-Doctoral Fellows		
Technician Support	$41,000	Glenn Lab Technician Salary/Fringe
Maintenance Contracts	$11,000	Export Control software
Research Equipment / Project Support	$50,000	$50000 Quantum Coherence project
Competitvely Awarded Summer Research Support	$8,000	REU / Belthoff Raptors
Start-Up Funds for New Hires		
Incentives to Reward Faculty for Research Achievements		
Other	$115,257	Salary /Fringe for Tech Transfer Director / Patent officer
Total Allocation	$249,189	

BSU FY 2016 INFRASTRUCTURE REPORT SUMMARY

	Detailed Allocations
Publications in Refereed Journals	
Presenations at Professional Meetings and Conferences	
Grants Received as a Result	
Grants Pending	
Student Participation	
Faculty Participation	
Other Participation	
Patents Awarded	
Patents Pending	

ISU FY 2016 INFRASTRUCTURE REPORT SUMMARY

	Total $	Detailed Allocations
Library Support		
Graduate Research Assistantships / Research Associates		
Post-Doctoral Fellows		
Technician Support		
Maintenance Contracts		
Research Equipment	$250,000	This HERC funding was used to purchase three state-of-the-art Dell research servers, network attached blade storage, network switches, racks, and associated equipment that will be located in ISU's new dedicated Research Data Center (to be completed and operation early in 2017).
Competitvely Awarded Summer Research Support		
Start-Up Funds for New Hires		
Incentives to Reward Faculty for Research Achievements		
Other		
Total Allocation	$250,000	

ISU FY 2016 INFRASTRUCTURE REPORT SUMMARY

	Detailed Allocations
Publications in Refereed Journals	
Presenations at Professional Meetings and Conferences	
Grants Received as a Result	
Grants Pending	
Student Participation	
Faculty Participation	
Other Participation	
Patents Awarded	
Patents Pending	

LCSC FY 2016 INFRASTRUCTURE REPORT SUMMARY

	Total $	Detailed Allocations
Library Support	$41,141	Digital reference materials for LCSC Library: American Indians and American West Digital; Women's Rights 1 & 2; Politics and Society.
Graduate Research Assistantships / Research Associates	$11,482	10th Annual Lewis-Clark State College Research Symposium; research on the ecological relationship between *Thamnophis spp* and their prey; KRUMP research on physical activity levels in at-risk teens.
Post-Doctoral Fellows	$1,454	Micheal Edgehouse research on the ecological relationship between garter snakes and their prey.
Technician Support	$35	Edweek subscription.
Maintenance Contracts	$0	
Research Equipment	$0	
Competitvely Awarded Summer Research Support	$0	
Start-Up Funds for New Hires	$0	
Incentives to Reward Faculty for Research Achievements	$18,253	Grant-writing incentive stipends.
Other	$2,635	Uniformed Guidance Fall Conference, provided by Brustein & Manasevit PLLC.
Total Allocation	$75,000	

	Detailed Allocations
Publications in Refereed Journals	
Presenations at Professional Meetings and Conferences	**KRUMP Project (3 total):** 1) National SHAPE America Conference, Minneapolis, MN, April 5-9, 2016; 2) Idaho Conference on Undergraduate Research, Boise, ID, July 27-29, 2016; 3) National Dance Society Conference, Texas A&M University, College Station, TX, August 4-7, 2016. **| 10th Annual Lewis-Clark State College Research Symposium (1 total):** Lewiston, ID, May 4-6, 2016.
Grants Received as a Result	**Incentives (10 total):** Debi Fitzgerald, Idaho Heritage Trust Exhibit; Amy Page, SDE Secondary Math Support; Taryn Cadez-Smith, ICF Sports Medicine Equipment; Jenni Light, Lewis-Clark Valley Metropolitan Planning Organization Traffic Count; Angie Weiland-Light, US Bancorp Exhibits; Barbara Leachman, Evergreen Foundation for SBDC; Vonda Mulroney, Millennium Fund for Dental Hygiene; Marlowe Daly-Galeano, The Lightfoot Foundation for Hells Canyon Institute; Traci Birdsell, TRIO Student Support Services; Traci Birdsell, TRIO Educational Talent Search
Grants Pending	
Student Participation	**KRUMP (2 total):** Deanri Human, LCSC Undergraduate Student; Jessi Brown, UI Undergraduate Student **| Behavioral Ecology of Snakes (2 total):** Alex Heimerdinger and Randi Bowman, LCSC Undergraduate Students **| Library (3,633 total headcount for AY15-16):** project open to all LCSC students **| Research Symposium (263 students total):** 20 Social Work; 35 Kinesiology; 48 Business; 32 Nursing; 63 Natural Sciences; 8 Social Sciences; 13 Hells Canyon Institute; 14 Psychology; 14 English; 16 Communication Arts

LCSC FY 2016 INFRASTRUCTURE REPORT SUMMARY

Faculty Participation	**KRUMP (2 total):** Christa Davis, Ph.D., Assistant Professor of Kinesiology; Dr. Lee Ann Wiggin, Assistant Professor **| Behavioral Ecology of Snakes (1 total):** Michael Edgehouse, Ph.D., Assistant Professor **| Library (187 total faculty, including adjunct):** project open to all LCSC faculty **| Research Symposium (11 total):** Dr. Laura Earles, Associate Professor of Sociology; Dr. Rachel Jameton, Professor of Chemistry; Dr. Nancy Johnston, Assistant Professor of Chemistry; Dr. Peter Remien, Assistant Professor of English; Dr. Michael Edgehouse, Natural Science; Judy Aiello, Business; Dr. Elizabeth Martin, Assistant Professor of Natural Sciences & Mathematics; Dr. Gwen Sullivan, Assistant Profesor of English; Dr. Holly Tower, Assistant Professor of Elementary Education; Dr. Heather Van Mullem, Professor of Kinesiology; Brenda Volk, Humanities; Dr. Kerensa Allison; Assitant Professor of Social Sciences; Dr. Rachelle Genthos, Assistant Professor of Social Science; Ms. Marcy Halpin, Assistant Professor of Humanities; Dr. Leif Hoffman, Assistant Professor of Social Sciences; Dr. Okey Goode, Professor of Humanities; Dr. Darcy Graves, Assistant Professor of Social Work; Dr. Susan Odom, Professor of Nursing and Health Sciences; Dr. Clay Robinson, Professor of Education and Kinesiology; Jill Thomas-Jorgenson, Assistant Professor of Business; Pamela Walton, Nursing and Health Sciences; Dr. H. Marlowe Daly-Galeano, Hells Canyon Institute **| Incentives: 11 total**
Other Participation	**KRUMP (1 total):** Robin Hechtner, Northwest Childrens Home **| Research Symposium (3 total):** Christina Geithner, Ph.D.; Erin Logue, Ph.D., Clinical Neuropsychologist; Dani Buzzuto, Orchards Elementary
Patents Awarded	
Patents Pending	

FY 2016 INFRASTRUCTURE REPORT SUMMARY

	Total $	Detailed Allocations
Library Support		
Graduate Research Assistantships / Research Associates	$27,975	1 Graduate Assistant
Post-Doctoral Fellows	$56,326	1 Post Doctoral Fellow
Technician Support	$43,582	$32,354 - Glassblower provides repair and construction services to UI labs; $11,228 - Mass Spectrometry Director provides research support to UI labs.
Maintenance Contracts		
Research Equipment		
Competitvely Awarded Summer Research Support		
Start-Up Funds for New Hires		
Incentives to Reward Faculty for Research Achievements		
Other	$70,039	$51,912 data storage hardware; $16,630 Idaho Water Resources Research Institute (IWRRI) Associate Director; $1,497 conference room operating and improvement expenses.
Total Allocation	$197,922	

FY 2016 INFRASTRUCTURE REPORT SUMMARY

	Detailed Allocations
Publications in Refereed Journals	3, with an additional publication in review.
Presenations at Professional Meetings and Conferences	9
Grants Received as a Result	2
Grants Pending	1
Student Participation	1 undergraduate mentee at UI-CDA.
Faculty Participation	7 faculty engaged in NSF proposal development and research.
Other Participation	The Post Doctoral Fellow judged middle school student finalists in a Future City science program. He also developed co-taught a MOSS McCology summer program for middle and high school students.
Patents Awarded	0
Patents Pending	0

NOTE: The glassblower and Mass Spectrometry Core provide services to research laboratories, which affects research activities of students, faculty and staff, including publications, presentations, grant and patents. The Post Doctoral Fellow trained students and faculty using the new RTK GPS in field surveying as well as the use of an acoustic Doppler current profiler.

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Idaho Incubation Fund Program

Progress Report Form

Proposal No.	**IF17-001**
Name:	**Kevin Feris**
Name of Institution:	**Boise State University**
Project Title:	**Pilot Scale Algae Resource Recovery Unit**
Reporting Period:	**July 1, 2016 to December 31, 2016**

Information to be reported in your progress report is as follows (attach additional information as needed):

1. Summary of project accomplishments for the period just completed and plans for the coming reporting period:
   Project accomplishments for the reporting period 7-1-16 to 12-31-16:

   ARRU system design, cultivation of algal cultivars for inoculation of ARRU, identification of a field site for ARRU system deployment, and personnel changes:

   System design: We have designed the major components and scale of the ARRU. We are currently making modifications to the design based on modeled rates of CO_2 delivery, nutrient availability in the wastewater stream, estimated productivity rates for the system, and site specific criteria to match the power, plumbing, and space availability at the UI diary location. The ARRU will consist of 2 to 3 replicate raceways with an areal surface area of approximately 15-30 m^2. Based on our prior work and our literature survey an areal footprint of this size will be sufficient to sequester the majority of nitrogen and phosphorus released in the effluent from Dr. Coats' PHA reactor on a daily basis. Current design work is targeted towards minimizing pump size and energy requirements for system operation without limiting the algal cultivation potential of the design.

   Cultivation of algae for inoculation of the ARRU: Dr. Feris and the BSU undergraduate research assistant (Gary Dunn) have selected and initiated cultivation and out-growth of a suite of 12 algal cultivars that our prior work established as good candidates for field deployment in the ARRU. This suite of organisms includes a variety of green algae and cyanobacteria that have relatively high growth rates in PHA effluent and are able to be cultivated in untreated dairy wastewater under laboratory and greenhouse conditions. We are initiating greenhouse outgrowth/expansion of these populations in the presence of the colonization substrates we will deploy in the ARRU at the UI dairy. The purpose of these efforts is to generate "pre-colonized" growth substrates that will be deployed in the ARRU to act as source populations and communities of algae that will be able to expand and completely colonize the cultivation surfaces in the ARRU. This work is on-going in the BSU greenhouse. We expect to have up to 15m^2 of pre-colonized growth substrates by the time the ARRU is fully constructed. These pre-colonized substrates will then be transported to the UI dairy and deployed in the ARRU to initiate our pilot-scale experiments.

Siting the ARRU: During the first couple of months of the project Dr. Feris contacted a number of local dairies to pursue potential locations for siting the ARRU. Dairy operators were interested in the project outcomes but were not ready to commit space at their operations for construction and testing of the ARRU for the duration of the project period. Based on this outcome and the fact that it occurred as the growing season in our region was drawing to a close (i.e. mid to late September) we made the decision to pursue a collaboration with Dr. Erik Coats at the University of Idaho and siting of the ARRU at the UI dairy.

Building upon a collaboration with Dr. Erik Coats at the University of Idaho: We recently requested and received approval to create a sub-contract from BSU to UI to facilitate timely and successful completion of this project. One of the sites we initially pursued for deployment our algal resource recovery unit (ARRU) is at the University of Idaho Dairy. All of the necessary site attributes are available at the UI Dairy (i.e. a readily available waste stream, power, water, a relatively secured site on which to perform our study, etc.). By deploying our algal system at this site we will be able to leverage this SBOE funding to co-deploy our ARRU alongside Dr. Coats' bioplastics process. We noted this possibility in our original proposal as something we'd like to pursue as both systems are driven by nutrients and energy in dairy waste streams. Dr. Coats and I have collaborated for a number of years on related projects and he is excited about this opportunity. Such a collaboration between Boise State and the University of Idaho would allow us to simultaneously demonstrate the proposed value of the ARRU and Dr. Coat's bioplastics process at commercially relevant scales, as an integrated suite of technologies, and as separate systems. In addition, co-deployment at UI would allow us to leverage some of the highly trained staff in Dr. Coat's research group, in partnership with our own, to further increase the likelihood of success for our project.

Effect of our collaboration with Dr. Coats on project objectives: The sub-contract will allow us to complete the project as originally proposed while simultaneously building collaboration between Boise State University and the University of Idaho. It will also allow us to generate data comparing ARRU yields when coupled to a dairy manure driven bio-plastics process vs. deriving nutrients for algal cultivation directly from a holding pond. Additionally, Dr. Coats is well connected with the Idaho Dairy Industry and has presented on and discussed the potential of his bio-plastics process with this group for a number of years. We are hopeful that that pairing of the ARRU with Dr. Coats' process will only enhance the likelihood of both technologies being adopted for resource recovery by dairies in Idaho as well as by similar industries in other states. Therefore, expanding our project to incorporate a collaboration with Dr. Coats at the University of Idaho provides the opportunity to demonstrate the value of co-deployment of multiple integrated and optimized resource recovery systems in the dairy industry.

Personnel changes: At the start of the project we had a significant change in personnel. Maxine Passero left the university for a position in private industry. After Mrs. Passero's departure we spent approximately 6 weeks looking for a replacement scientist to continue the project. Based on our search for replacement personnel and the ultimate siting location for

the ARRU we decided the most efficient use of project resources would be to support a PhD student at the University of Idaho, undergraduate research assistants at Boise State University and UI, and research time for PI Feris and our new co-PI Dr. Erik Coats.

Project plans for reporting period 1-1-17 to 6-30-17: During the final six months of this project we will construct replicate ARRU's (minimum of 2 replicates) at the UI Dairy to be fed with nutrient/resource inputs from either Dr. Coat's bioplastics process or diluted wastewater from the manure holding pond at the UI dairy. Both ARRU's will be inoculated with pre-colonized algal support matrices (colonized with algal communities cultivated at BSU), operated under identical conditions or as closely as possibly on a per-nutrient load basis, and the resultant algal productivity and associated resource recovery characterized for each system. It is our intent to operate the systems as continuously as possible given weather and logistical constraints through the end of the project period. If possible we will leverage non-SBOE resources to continue operation beyond the project period in an attempt to acquire data from as long of a cultivation/operational period as is feasible. This additional operational data should prove useful in determining the utility of the ARRU system for as close to a full growing season as possible.

2. Summary of budget expenditures for the period just completed (include project burn rate):
   As of December 31st, 2016 project expenditures are equal to $0. However, as described in #1 above we have been able to leverage other student and faculty support resources for finalizing the ARRU system design, determining a siting location, identifying and recruiting personnel for system construction and operation, and growing up and colonizing the colonization matrix for the ARRU by select cultivars. This leveraging strategy will allow us to focus our expenditures during the latter 6 months of the project for system construction, operation, testing and optimization. In addition, we have developed a strong collaborative relationship with Dr. Erik Coat's lab at the University of Idaho to co-deploy our ARRU along-side his bioplastics process such that we will be able to compare ARRU performance with inputs from both direct from manure holding ponds and with inputs from Dr. Coats' bio-plastics process. This comparison will allow us to quantify both algal biomass yield as well as net resource recovery differences by the ARRU depending on the pre-treatment of the nutrient streams employed. We believe this data will be key in allowing us to demonstrate the utility of both stand-alone algal ARRU systems and that of coupled bio-plastics/ARRU systems.

3. Numbers of faculty and student participation resulting from the funding, including internships:
   As of December 31, 2016 participation is as follows:
   - 2 Faculty members: Kevin Feris, Boise State University and Erik Coats, University of Idaho
   - 1 undergraduate student: Gary Dunn (Boise State University, Biological Sciences Major)

   Participation beginning 1-9-17:
   - 2 Faculty member: Kevin Feris, Boise State University and Erik Coats, University of Idaho

- 1 PhD Student: Nick Guho, University of Idaho
- 3 undergraduate students: 1 at Boise State University and 2 at the University of Idaho
- 1 Research scientist: Cindy Brinkman, University of Idaho

4. List patents, copyrights, plant variety protection certificates received or pending:

None pending.

5. List technology licenses signed and start-up businesses created:

N/A

6. Status of private/industry partnerships (include enough information to judge level of engagement):

7. Any other pertinent information that will indicate to the council that the project is meeting satisfactory progress.

History of successful collaboration between Drs. Feris and Coats: Dr. Feris and Dr. Coats have been collaborating for approximately 10 years on wastewater to biopower-bioplastics-algae systems. We have received funding through the US Department of Agriculture (USDA), Idaho National Laboratory (INL) and the Center for Advanced Energy Studies (CAES), and the Environmental Protection Agency (EPA) in support of this work. Moreover, Dr. Coats bioplastic pilot-scale system with which we will co-locate was previously funded by a HERC grant. Collectively, this research has yielded multiple externally funded projects, graduate students, publications, and a pending patent. We have published a diverse array of scholarly publications from this work and we are positioned to be successful with this project as well.

Idaho Incubation Fund Program

Progress Report Form

Proposal No.	**IF17-002**
Name:	**Peter Mullner**
Name of Institution:	**Boise State University**
Project Title:	**Solid State Positioning Device**
Reporting Period:	**July 1, 2016 to December XX, 2016**

Information to be reported in your progress report is as follows (attach additional information as needed):

1. Summary of project accomplishments for the period just completed and plans for the coming reporting period:

For the third version of the solid state drive system (SSDS3), we constructed the new ferromagnetic yoke assembly out of Vacoflux 50, a cobalt-iron-vanadium alloy. We machined 1.5mm air-gaps between magnetic circuit pole and yoke. 4 coils are wound with 95 turns of 36 AWG copper wire and individually controllable with a DC switching circuit. Figure 1 demonstrates the magnetic field lines and geometry of the manufactured device. Figure 2 is a picture of the manufactured device before (to be attached) (Figure X.1) and after (Figure X.2) final electric discharge machining. The electric discharge machining removed 0.25mm of material from the yoke, reducing the air gap from 1.6 mm to 1.35 mm, and despite the interfacial boundary introduced, the magnetic flux *increased* 15% in simulations and 14.5% experimentally, corresponding to the 15% *decrease* in air gap distance, as shown in figures 2 and 3.

What we took away from the Figure 1 simulations is that: the flux leakage to neighboring poles does not affect significantly the overall flux magnitude directed up to the MSM element. Overall, generated EMF increases, but the flux magnitude directed upward remains constant.

In Figure 2, activation of the left pole (coils 1,2; opposed) , and right pole (coils 3, 4; opposed) resulted in lower flux directed upward through the air gap than the center pole (coils 2, 3; opposed). The reason for this was not fully investigated. The variance of the right and left pole could be a result of unsymmetrical electronic switching hardware or variance in probe placement.

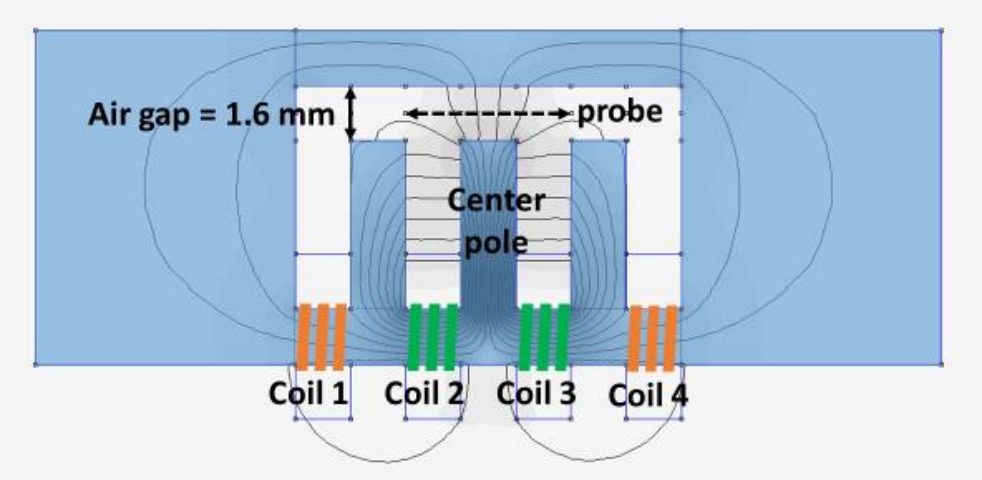

Figure 1. Finite Element Method Magnetics simulation of third solid-state drive prototype. This design decreases the spacing between poles as compared to earlier designs. The prototype tests whether a 1:1 ratio between pole width and gap between poles is too great to allow shrinkage propagation via successive pole activation. The design also tests the magnetic properties of the iron-cobalt alloy Vacoflux, which is composed of 49% Fe, 49% Co, and 2% V. In this figure, the air gap between pole tips and the underside of the Vacoflux yoke is 1.6 mm. Coils 2 and 3 (colored green) each have 95 turns and carry 4.5 amps. Coils 1 and 4 (colored orange) each have 95 turns and do not carry any current. The path of the magnetic flux is up the center pole, across the air gap into the Vacoflux yoke, and back to the coils through the Vacoflux core. There is significant flux leakage from the center pole into the two adjacent poles, but the flux density above the active pole is still expected to be enough to cause twinning in the MSM element. The dashed line shows where the flux density was measured during this simulation.

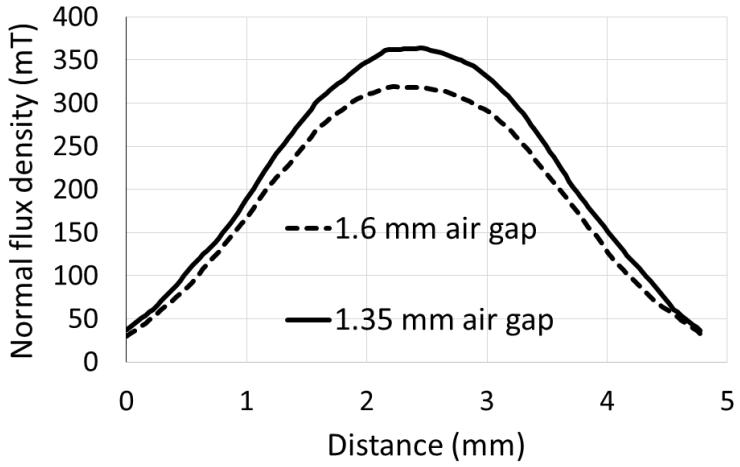

Figure 2. Simulated magnetic flux density in air gap above center pole when coils 2 and 3 carry 4.5 amps. The solid line represents the case when the air gap is 1.6 mm; for this case the maximum flux density is 318 mT. The dashed line represents the case when the air gap has been reduced to 1.35 mm; for this case the maximum flux density is 364 mT. The reduction of the air gap from 1.6 mm to 1.35 mm represents the physical decrease of the air gap due to electrical discharge machining, during which process 0.25 mm of material is removed.

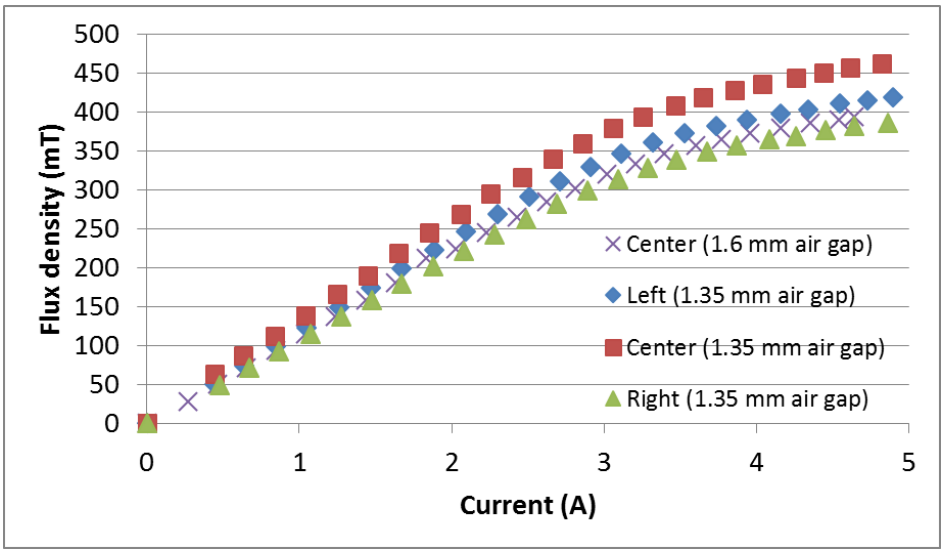

Figure 3. Experimental results of third solid-state drive prototype comparing flux density before (1.6 mm air gap) and after (1.35 mm air gap) electrical discharge machining. The relative strength of the three poles is also compared. When coils 2 and 3 carry 4.5 amps it can be seen that, when the air gap is 1.6 mm, the flux density above the center pole is about 390 mT. When the air gap is 1.35 mm, the flux density above the center pole is about 450 mT. The relative strength of the three poles was tested after electrical discharge machining, and it was found that the center pole was stronger than the other two poles. The difference between the strongest pole (center) and the weakest pole (right) was about 75 mT.

Control circuit improvements

Our control circuit exists as a large breadboard with a multitude of components controlled with a microcontroller. It is cumbersome to add new coil control modules. There is variability introduced by the varying contact resistance along the circuit paths. To improve our circuit, we tested H-bridges (a common integrated-circuit chip) to control a coil, which led us to design a discrete Modular H bridge design and PCB to improve reliability. We have purchased the necessary components.

New FEA software: Ansys Maxwell

We are learning to use ANSYS Maxwell to run 3-Dimensional simulations of our model. This is an important step before spending resources machining. The software has allowed analysis of several three-dimensional designs that include permanent magnets. We have used these results to decide against the pursuit of one concept in favor of other more promising concepts.

Figures 4 and 5 show magnetic field vectors and field lines of our new concept in ANSYS Maxwell. We are still working to dial in our understanding of Maxwell to be confident of returned results. Both figures depict the green coil (250 Amp-turns) energized to oppose magnetic flux generated by 2 permanent magnets.

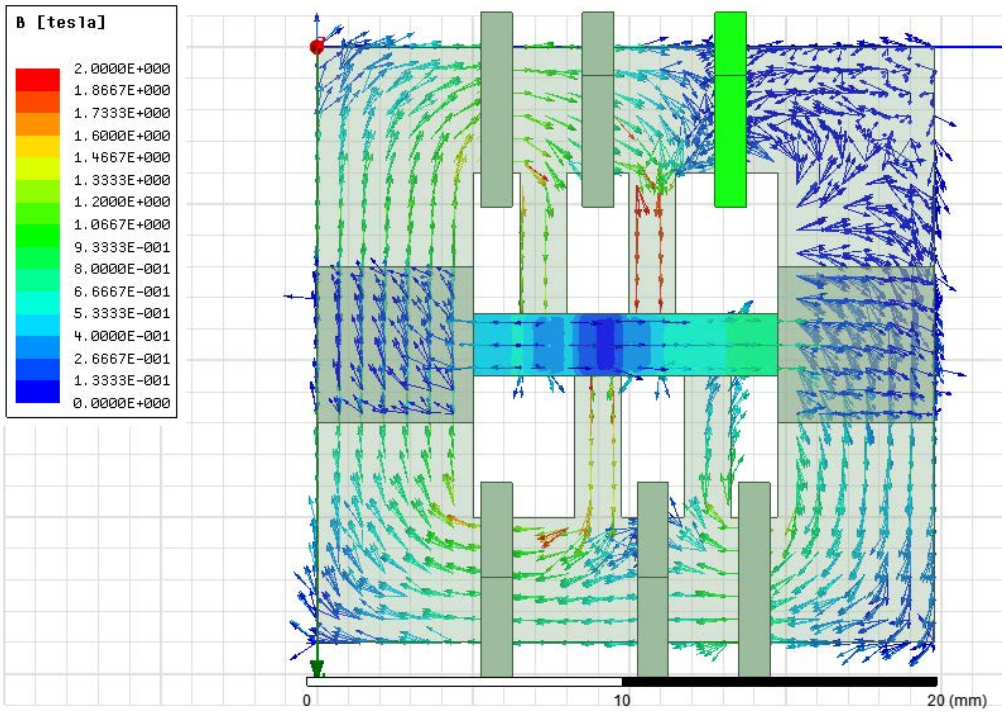

Figure 4: 250 amp-turns simulated on a MSM element in Ansys Maxwell. The green coil opposes flux generated by 2 permanent magnets. Parts of this simulation still need to be further understood.

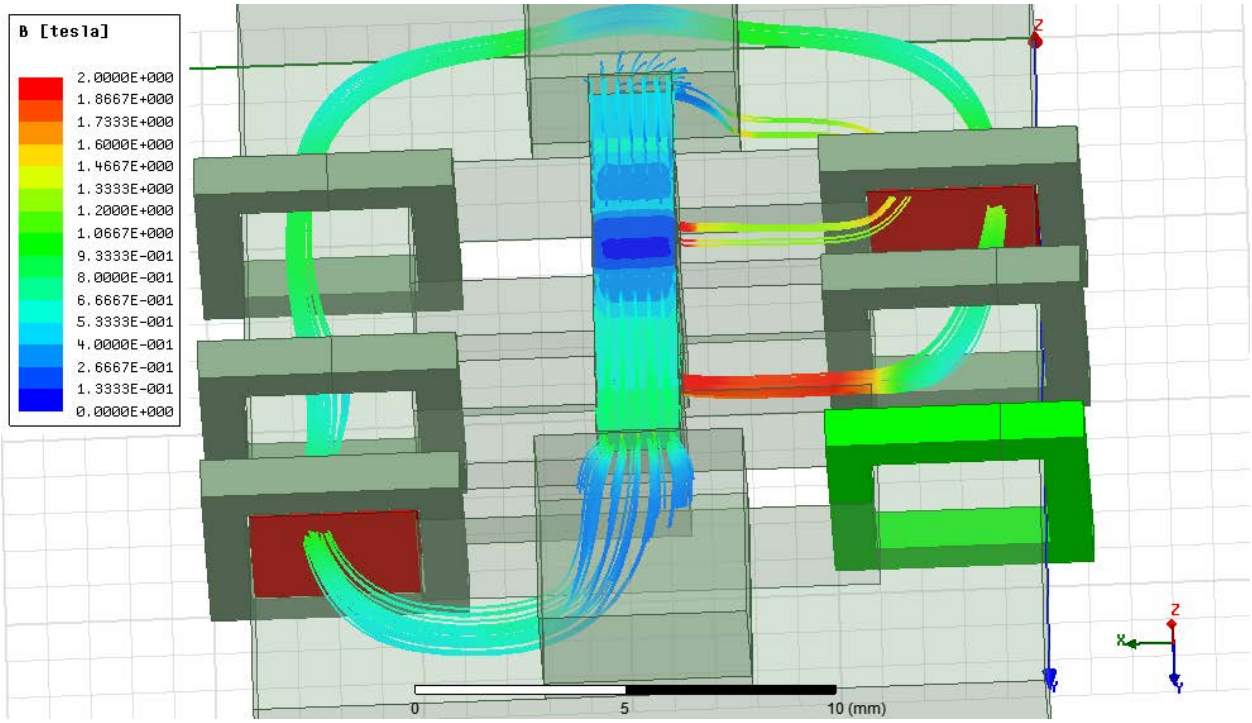

Figure 5: 250 amp-turns simulated on a MSM element in Ansys Maxwell. The green coil opposes flux generated by 2 permanent magnets. Parts of this simulation still need to be further understood.

2. Summary of budget expenditures for the period just completed (include project burn

rate):

	Original Budget	PPM Budget	Life To Date Expense
Reg Sal	$ -	$ -	$ -
Irr Sal	-	-	-
Sum Sal	12,566.00	12,566.00	2,999.83
Stu Sal	32,250.00	32,250.00	14,819.39
Fringe	8,852.00	8,852.00	1,255.03
OE	11,758.00	11,758.00	2,240.82
Travel	1,000.00	1,000.00	-
Capital	-	-	-
Subcontracts	-	-	-
Student Costs	8,574.00	8,574.00	-
Total Direct	75,000.00	75,000.00	21,315.07

The current burn rate is $5,000 per month. We have been saving $8,574 since we were able to cover the student fees for the graduate student from university funds. We would like to use these funds for purchasing a characterization tool (a laser displacement sensor) that will allow us to characterize the functionality and efficiency of the solid state drive system. We also would like to increase the participation of undergraduate students to further accelerate this project. We will submit a request for re-budgeting shortly.

3. Numbers of faculty and student participation resulting from the funding, including internships:
   Dr. Peter Mullner (PI)
   Dr. Nadar Rafla (co-PI)
   Dr. Paul Lindquist (senior research engineer)
   Andrew Armstrong (graduate student)
   Kevin Finn (UG student)
   Tammy Jackson (UG student)
   Justina Freilich (UG student)
   Kyle Ostrem (UG student)

4. List patents, copyrights, plant variety protection certificates received or pending:

   Electrically driven magnetic shape memory apparatus and method, Peter Mullner, US 2016/0087553 A1, published March 24, 2016 (BSU file 158)

   Electrically driven magnetic shape memory apparatus and method, Peter Mullner, Andrew Armstrong, Kevin Finn, Nader Rafla, CIP to US 2016/0087553 A1 (BSU file

188)

5. List technology licenses signed and start-up businesses created:

   Shaw Mountain Technology LLC licensed the above listed intellectual property from Boise State University on July 14, 2016.

6. Status of private/industry partnerships (include enough information to judge level of engagement):

   Our primary industry partner is Shaw Mountain Technology LLC (SMT) in Boise, Idaho. Here is a summary of SMT's recent activities related to our technology:

   1) SMT sponsors a senior project for ECE students to further develop the licensed technology.
   2) SMT received an NSF STTR Phase I grant to further develop a related technology (the MSM micropump) which they also licensed from Boise State University.
   3) SMT develops a partnership with a German company which supplies small pumps to a diverse market. SMT aims to partner with this company as a supplier of micropumps for their pumping systems.
   4) SMT prepares a grant proposal to uFluidix for scaling up to pilot production.

7. Any other pertinent information that will indicate to the council that the project is meeting satisfactory progress.

   SMT was a finalist of the 2016 Idaho Innovation Award category early stage innovation.

   Our Boise State research team was recently joint by two visiting scientists from China (1 year) and Mexico (3 months) who will contribute to further enhancing the materials science and material performance aspects related to this project.

Idaho Incubation Fund Program

Progress Report Form

Proposal No.	**IF17-003**
Name:	**Gaby Dagher**
Name of Institution:	**Boise State University**
Project Title:	**Cyber Forensic Investigation Toolkit (CFIT): Next Generation Evidence-gathering for Law Enforcement**
Reporting Period:	**July 1, 2016 to December 30, 2016**

Information to be reported in your progress report is as follows (attach additional information as needed):

1. Summary of project accomplishments for the period just completed and plans for the coming reporting period:

Per our project plan, there are two main tasks to be completed in the first half of the project: *user-centric interface* and *quality assurance*.

Task#	Task	Description	Completeness %
1	User-centric Interface	Design and implement a user-centric interface for each of the CFIT engines: 1. Indexing Engine 2. Clustering Engine 3. Search Engine	100%
2	Quality Assurance	Design test cases, define quality measures, and construct and execute a quality assurance plan to thoroughly test CFIT, including the new user interface, and ensure it meets the defined quality measures.	80%

The plan for the coming reporting period is as follows:

Task#	Task	Description	Timeline
1	Quality Assurance	Complete the testing and bug fixing phase	January
2	Benchmarking	1. Benchmark (Jan-Mar): Measure CFIT accuracy, efficiency and scalability against existing state-of-the art cyber forensic tools, including	January - March

		Forensic Toolkit® by AccessData Group, Inc., and EnCase® by Guidance Software, Inc.	
3	Marketing	Execute the following plan to market the CFIT to cybersecurity companies, and to law enforcement agencies at the local, state, and federal levels: 1. Business Summary: define KPIs, identify market and target customers, poll customers, identify competition, and define CFIT value proposition. 2. Product Strategy: identify the key features to launch in CFIT portfolio, along with any bundling plans, determine special promotions or other strategies that will help sell CFIT. 3. Channel Strategy: identify primary channels to sell CFIT and to educate and support customers, identify resources and training that will drive channel performance. 4. Marketing Strategy: define the activities to drive awareness and generate leads for CFIT. 5. Customer Experience: anticipated customer journey, starting with how customers first hear about CFIT, their purchase, activation, and renewal. 6. Technical Requirements: document the technical requirements needed to support CFIT. 7. Evaluation: prioritize the factors to measure success, such as reaching a certain volume of sales of CFIT in specific channels. 8. Timeline and Execution: identify the timeline for execution, including next steps, the critical path for decisions, and key milestones.	March - June
4	Online Capability	Explore how to expand CFIT capability to analyze webpages, blogs and chat rooms.	January - February

2. Summary of budget expenditures for the period just completed (include project burn rate):

The $17,335.71 that has been spent, and the 5 months it was spent in (July through Dec.) (Note payroll has posted for pay period ending 12/17/16), the burn rate is $3,151.95 per month.

3. Numbers of faculty and student participation resulting from the funding, including internships:

faculty: 2
student: 8

Name	Position
Gaby Dagher	Faculty
Jyh-haw Yeh	Faculty
Tyler Enderson	Undergraduate Research Assistant
Tara Felzien	Undergraduate Research Assistant
Kevin Kirchhoff	Undergraduate Research Assistant
Anthony Machado	Undergraduate Research Assistant
James Murray	Undergraduate Research Assistant
Monica Robison	Undergraduate Research Assistant
Patrick Spence	Undergraduate Research Assistant
Trevor Rice	Undergraduate Research Assistant

4. List patents, copyrights, plant variety protection certificates received or pending:

   N/A

5. List technology licenses signed and start-up businesses created:

   N/A

6. Status of private/industry partnerships (include enough information to judge level of engagement):

Per the project plan, we will conduct market research and pursue industry partnership in the second half of the project.

7. Any other pertinent information that will indicate to the council that the project is meeting satisfactory progress.

We have already done a quick market research and found out that there is a huge demand for online evidence extraction tools. We are currently exploring how to expand CFIT to analyze blogs and chat rooms.

Idaho Incubation Fund Program

Progress Report Form

Proposal No.	**17-004**
Name:	**Daniel S. Dale**
Name of Institution:	**Idaho State University**
Project Title:	**Commercialization of Trace Element Detection Technology**
Reporting Period:	**7/1/2016-12/30/2016**

Information to be reported in your progress report is as follows (attach additional information as needed):

1. Summary of project accomplishments for the period just completed and plans for the coming reporting period:

   (1) A nuclear engineering M.S. student, Nate Gardner, was recruited for the project.

   (2) During this reporting period, we have made significant progress in developing a database for use in identifying elements and nuclides with photon activation analysis. 48 out of a planned 75 elements have been entered, with a total of 598 photon lines.

   (3) We have also made significant progress on a web page which will advertise the technique to potential customers. It can be found at:

   http://www2.cose.isu.edu/~dale/research.html

   (4) Samples of coal ash and fly ash obtained from Rocky Mountain Power have been analyzed with photon activation analysis to identify the potential presence of rare earth elements. Rare earth elements consist of 17 metals with atomic numbers between 57 and 71 plus scandium and yttrium. Used in high-tech equipment for health care, transportation, national defense, aerospace, green energy, and other industries – computers, smart phones, rechargeable batteries, electric vehicles, magnets, chemical catalysts. They support $329 billion in economic output in North America.US Geological Survey expects worldwide demand to grow 5% annually through 2020. China produces more than 85% of the world's rare earths.US is second with just over 6%. Clear signatures of scandium, yttrium and other rare earth elements were observed.

   (5) In conjunction with National Security Technologies, LLC, two samples of uranium compounds of different enrichment were irradiated. The goal of this research is to establish the effectiveness of photon activation analysis as a tool to measure uranium enrichment for homeland security and nuclear fuel cycle application. The data is under analysis.

(6) A high purity germanium detector was obtained from colleagues at the Pacific Northwest National Laboratory, and has been assembled and commissioned.

(7) The next planned experiments will involve using photon activation analysis to do lead isotope fingerprinting for forensics purposes. Initial experiments will involve analyzing lead bullets from different sources. Samples from the US, Russia, Bosnia Hertzegovina, Romania, and Germany have been procured. A vendor for separated isotope sample of lead has been identified.

(8) In conjunction with item (7) experiments are planned to analyze soil samples for selenium.

2. Summary of budget expenditures for the period just completed (**include project burn rate**):

Total remaining funds are $59,714.35 amounting to 20% of the funds spent. Expenditures include faculty support, and some initial sample procurement.

Major expenditures including beam time, and separated isotope lead calibration samples will occur within the next month.

3. Numbers of faculty and student participation resulting from the funding, including internships:

M.S. student: Nate Gardner
Faculty: Dan Dale, Tony Forest, Frank Harmon
Scientific staff: Jon Stoner

4. List patents, copyrights, plant variety protection received or pending:

None.

5. List technology licenses signed and start-up businesses created:

None.

6. Status of private/industry partnerships (include enough information to judge level of engagement):

Discussions of future collaborations with Diego Fernandez of Isoforensics, Inc. in Salt

Lake City.

Data taking run performed with David Schwellenbach from National Security Technologies, LLC. Two NSTech personnel visited the Idaho Accelerator Center for a week to perform these experiments.

7. Any other pertinent information that will indicate to the council that the project is meeting satisfactory progress.

Training of M.S. student, Nate Gardner, on the photon activation analysis technique is well underway. Significant data taking operations are in advanced stages of planning.

FINAL REFORT
TO
Idaho State Board Of Education

DROUGHT MAPPING USING A SMALL UNMANNED AERIAL SYSTEM (SUAS) FOR PRECISION AGRICULTURE IN IDAHO

Submitted by:

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Research Periods

July 1, 2017 to December 31, 2016

Incubation Fund: IF17-005
Progress Report

Project Title: Drought Mapping Using a Small Unmanned Aerial System (sUAS) for Precision Agriculture in Idaho

Abstract: Drought increasingly threatens the sustainability of regional water resources in many states in the United States. The U.S. Department of Commerce's National Climatic Data Center has recorded 17 drought years in the country from 1980 to 2012 that have exceeded $144 billion in damages and costs (Lott et al., 2013), equivalent to average annual loss of about $8.5 billion. Given current trends in climate variability and change, population growth, and urbanization, economic losses from drought are likely to continue and increase. One very effective way to mitigate some of these costs and potential catastrophic losses may be to use Unmanned Aerial System (UAS) technology to improve understanding of the factors that drive the onset and development of drought conditions at local and regional scales that would enable planners and end users to more effectively manage and meter out limited water resources.

During this project period, July 1, 2016 – December 31, 2016, the PI put efforts to investigate how a small UAS can be used to mitigate drought impacts for western agriculture. Working with research group, the PI found that a UAS-based drought index (UDI) is promising in the sense that the advanced drought monitoring and evaluation is critical to better monitor and manage drought for irrigated agriculture. The Normalized Difference Vegetation Index (NDVI) retrieved from UAS data products, in particular, will be valuable assets to advance drought monitoring and forecasting research for western agriculture.

Description of Problem

Recent droughts in the United States continue to reveal a wide variety of environmental and socio-economic interests that are vulnerable to water shortages. In fact, the U.S. Department of Commerce's National Climatic Data Center has recorded 13 drought years in the United States from 1980 to 2007 that have exceeded $1.0 billion in damages/costs (Lott and Ross, 2006). The total cost for the droughts and associated heat waves has been estimated at nearly $157 billion. Although a rough estimate, this estimate represents an annual average direct drought loss of $5.6 billion dollars.

Given current climate change projections, this trend in losses is likely to continue or increase. Increasing temperatures are likely to modify the timing, form, and intensity of precipitation events, which will alter regional and local hydrologic cycles. As a result, drought, water shortages, and subsequent water conflicts may become an increasing threat in several regions of the United States, especially in the western and southwestern areas (***Fig. 1***). To maintain reliable and sustainable water resources and stable economies in the face of uncertain climatic and hydrologic conditions, it is imperative that systems be in place to forecast, monitor, and evaluate drought.

Fig. 1: The weekly US Drought Monitor map depicting drought occurrence and severity across the United States. Drought occurrence is expected to increase in many areas of the United States under climate change scenarios.

Approach and method

Much previous research has demonstrated monitoring and predicting particular drought events at national and international scales (Dai, 2011;Luo and Wood, 2007;Lyon et al., 2012;Quan et al., 2012;Vicente-Serrano et al., 2010a;Vicente-Serrano et al., 2010b). Some articulated models provide results that are dependent on drought conditions associated with regional and global climate modeling parameterization (Koster et al., 2009;Mavromatis, 2007) so that utilization of those products is limited for local applications due to coarse resolutions. The WestWide Drought Tracker available at the Desert Research Institute (DRI) visualizes drought conditions in the western states, but drought evaluation processes and quality control have not been implemented. Thus, drought validation efforts do not ensure that such information will indicate local drought conditions as opposed to historical drought records at the local scale. The proposed research will help to account for the validity of temporal and spatial drought information using UAS-based drought monitoring and forecasting along with the skill score at finer spatial resolution.

The proposed research seeks to the tremendous efforts that have been made to monitor and evaluate the inception and termination of drought at national and regional scales, through such projects as the National Integrated Drought Information System (NIDIS). The NIDIS is a comprehensive drought monitoring, forecasting and management effort between the federal agencies: USDA/NRCS and NOAA/CPC. The NIDIS highlights the best available information and tools to assess the potential impacts of drought, and helps interagency collaboration to mitigate the effects of drought (NIDIS, 2007).

As shown in ***Fig. 2***, the currently existing monitoring maps, part of NIDIS at NDMC may be too coarse to provide sufficient information to mitigate localized drought impacts. In ***Fig. 2b***, NDMC's map at climate-division scale indicates more precipitation than normal in June across the Republican River Basin (RRB, highlighted in red) located in Colorado, Nebraska, and Kansas, but

the higher resolution gridded map available at my lab indicates below normal precipitation in the lower portion of the RRB (see ***Fig. 2a***). The NDMC map in December (***Fig. 2d***) shows normal precipitation in across the RRB in a given drought month reported by the responsible agency (e.g., Nebraska Department of Natural Resources), while ***Fig. 2c*** from PI's lab indicates below normal precipitation in December across most of the basin.

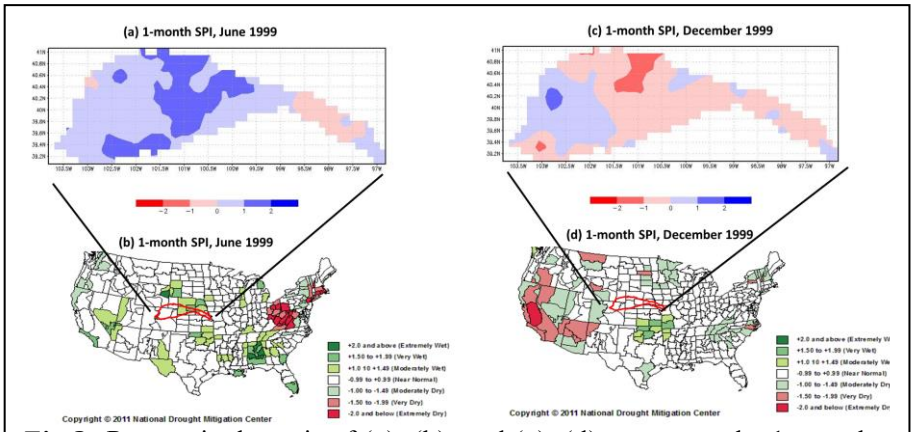

Fig.2: Respectively, pair of (a), (b), and (c), (d) compares the 1-month SPI at 1/8 degree gridded format and spatial distribution of NDMC's 1-month SPI for June and December, 1999. Note that polylines in (b) and (d) represent the Republican River Basin.

Some may ask what scale of spatial resolution would be best for drought monitoring. Perhaps finer resolution would be promising in the sense that it can lay out detailed drought information, but it is not necessarily valuable because local variability increase as spatial resolution increases. During the course of the project, therefore, the PI investigates **how detailed drought maps using UAS at the local scale could contribute to better drought management** for sustainable agriculture in Idaho.

Configuration of UAS system

UAS: The DJI Phantom II, a small UAS, was used for this research. The specification of DJI Phantom II UAS includes: 1) an unmanned quad-rotor aircraft and a transportable ground station, 2) a maximum gross weight of approximately 4.4 pounds (2,000 grams), while having a diagonal length of 13.7 inches (350 mm), 3) equipped with four independent electric motors turning fixed pitch rotors powered by a single Lithium Polymer battery. The DJI Phantom II UAS is a common, commercially available, model of remote multi-rotor aircraft. It is currently operating safely within the National Airspace Space (NAS) and the DJI Phantom family of aircraft has been operating worldwide since 2006.

Sensor: For a multi-spectral camera, the ADC Micro available at www.tetracam.com was used to differentiate visual light (RGB) wavelengths and near-infrared wavelengths, which are critical components to compute NDVI. The ADC Micro is very light and small enough to attach to the DJI Phantom II UAS and capable of taking spectral images to be used for further imaging processes. The sensor equipped with three filters limiting the radiation to enter multiple bands (e.g., red, green, blue and near-infrared) to be used for NDVI computation.

Fig. 3 shows the range of multiple spectral wavelengths to be used for UAS research and applications.

Sensor package: The sensor package consists of Micro ADC, GPS receiver, and Battery pack for UAS as shown in ***Fig. 4***. GPS coordinates and other data are saved in the sensor's image memory as metadata in ASCII format. Teflon calibration pad was also used to minimize image distortion affected by sunlight before the UAS takes off. Since safety is the first priority during UAS test flights, authorized and qualified personnel was on the site so that regulations and guidelines were strictly enforced.

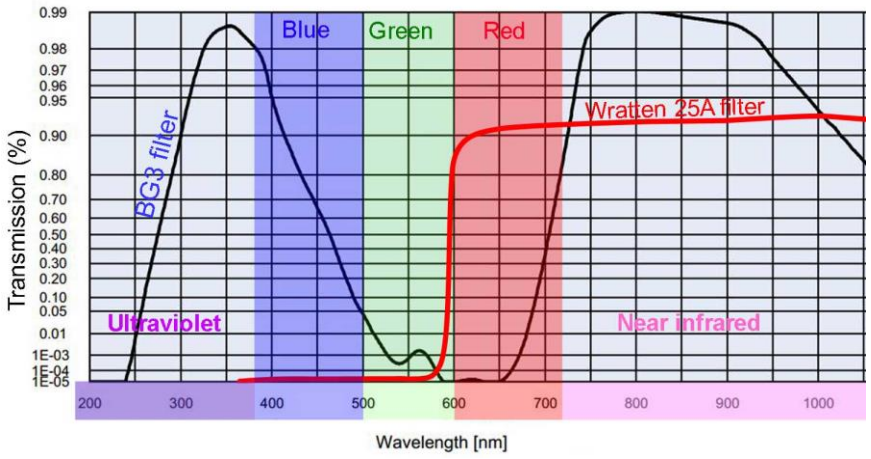

Fig.3: A range of multiple wavelengths, including visible lights (blue, green, red) and near-infrared wavelength available at publiclab.org.

Normalized Difference Vegetation Index (NDVI)

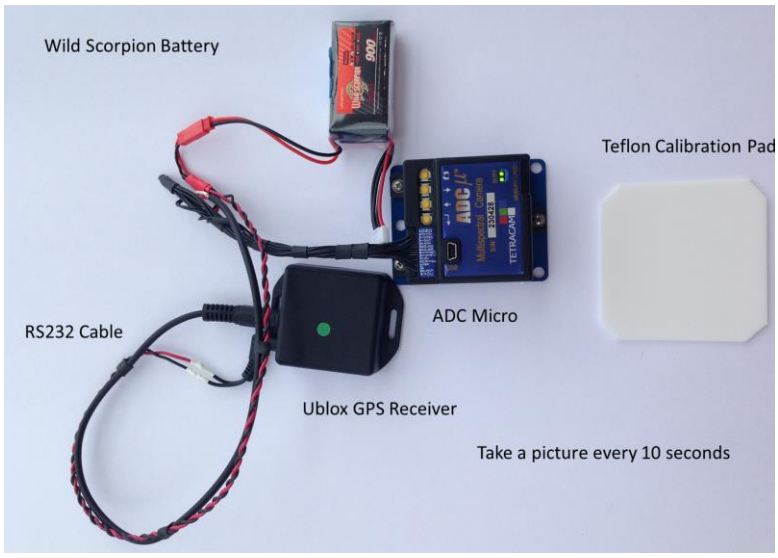

Fig.4: A UAS system configuration with Micro ADC, GPS Receiver, and battery pack.

To improve drought early warning system using UAS-based drought index, the normalized difference vegetation index (NDVI) is selected. The basic concept of NDVI is simple and straightforward in the sense that it can detect vegetation stress caused by drought using different color bands. Thus, two light bands, visible light (0.58 – 0.68 micro meter) and near infrared (0.725-1.1 micro meter) are used to compute NDVI using the equation below.

$$NDVI = \frac{IR - VR}{IR + VR}$$

Where, NDVI= Normalized Difference Vegetation Index, IR= Near Infrared Light, VR= Visible Red Light.

Basically, healthy vegetation (e.g., high chlorophyll) absorbs most of the visible light from sunlight, while unhealthy vegetation (e.g., low chlorophyll) reflects a large portion of the near-infrared light. Note that the index IR/VR (aka, the simple ration) is often closely correlated to the leaf area index (LAI), whereas NDVI is closely correlated to green biomass (Nilsson, 1995).

Preliminary results

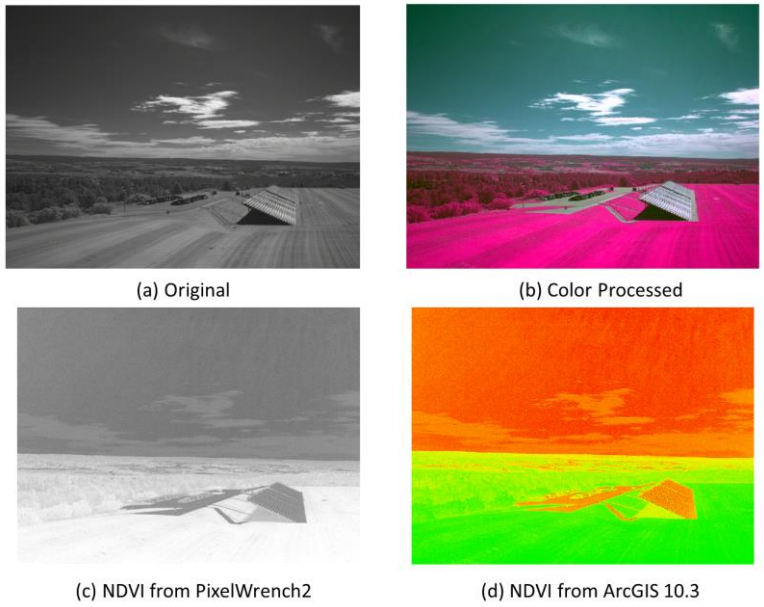

Fig.5: Images captured by the sensor and NDVI after image processing. Vegetation and structure

The NDVI is a parameter used to separate healthy plant from non-healthy plant or pervious land segments, such as parking lot, bench, and roads. ***Fig. 5*** shows multiple images from the original to the NDVI via image processing. First, an image is taken by Micro ADC sensor and then necessary image processing undergoes using PixelWrench 2 software. And two light bands, including visible red (VR) and near-infrared (NIR) are then retrieved from the image to compute NDVI as shown in Fig. 5(c). Finally, the color used in Fig. 5(c), is then reclassified to represent NDVI in more realistic ways by showing vegetation in green and non-vegetation in red. Note that the final product as shown in Fig. 5 (d) was generated using ArcGIS 10.3 software (ESRI, 2015).

The validity of drought maps from UAS data products will be examined later to ensure that the current drought information is valuable for stakeholder groups to mitigate drought impacts at the local level. If this is feasible, UAS-based drought monitoring and forecasting, the methodology and tools developed here will provide valuable information that can be used to mitigate the associated drought impacts on water demand, consequently contributing to more conservative and effective use of water resources in western agriculture.

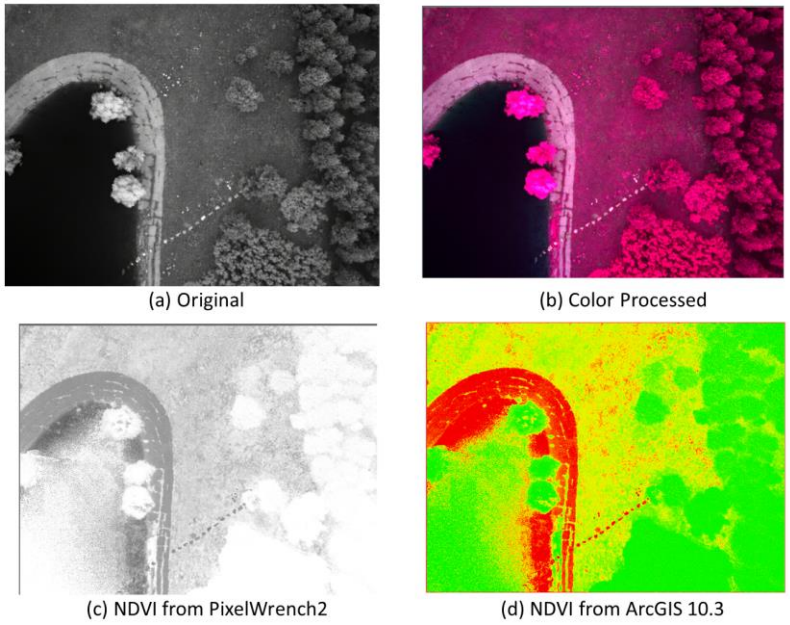

Fig.6: Images captured by the sensor and NDVI after image processing: Water and vegetation interface.

Another experiment was carried out to evaluate how the sensor responds to water and vegetation interface. The PI's research team deployed the UAS to fly over water and vegetation nearby. The UAS maintains the same altitude (400 feet) and navigate to take pictures with a constant frame rate (e.g., 3 seconds per picture). The result also indicates that vegetation has high reflectance in near-infrared spectral band, whereas dry land segments tends to low index values representing red color.

Additional work and future direction

This project will be a stepping stone to result in the development of a spatially distributed drought map in higher spatial resolution using UAS to provide observations of drought's onset, continuation, termination and its impacts on irrigated agriculture in the west. Unmanned aerial sensing technologies are the future of *in-situ* natural resources monitoring and will dramatically increase spatial coverage, reliability and cost efficiency. It is critical that a prototype of UAS system is robust enough to perform in the world's critical food production region. The proposed UAS application for water management will also provide near-real time data for many other applications, including pest management, disease control, weed monitoring, improved site-specific irrigation water management, non-consumptive water use, and identification of water loss to poor irrigation system maintenance, pipe and canal leaks. Additionally, applications of UAS will foster multidisciplinary research activities beyond agriculture. Interacting with many agriculture producers

advocating UAS technology is another avenue to maximize net profits by minimizing risks using UAS data products. Precision agriculture, for example, is the use of technology to optimize farm's production and increase their sustainability by responding to real-time variations within fields at 50 centimeter resolution which is legally limited to measure crop greenness via satellite applications. Note that satellite imagery is also hampered by cloud cover. Its implementation cost and image processing time often limit its ability to identify a range of agricultural problems, including real-time irrigation scheduling, pest management, disease and weed control, fertilizer applications, and more. Potential uses of UAS technology for agriculture and beyond will also galvanize regional collaborations between academia and UAS industries in the next years to come.

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Vicente-Serrano, S. M., Begueria, S., Lopez-Moreno, J. I., Angulo, M., and Kenawy, A. E. (2010b). "A New Global 0.5^0 Gridded Dataset (1901-2006) of a Multiscalar Drought Index: Comparison with Current Drought Index Datasets Based on the Palmer Drought Severity Index." *Journal of Hydrometeorology*, 11(4), 1033-1043.

IGEM# 16-01

Computer Science at Boise State University: An Investment in Idaho's Future

1st July 2016 – 1st January 2017 Progress Report

BOISE STATE UNIVERSITY

IGEM #16-01

Computer Science at Boise State University: An Investment in Idaho's Future

1st July 2016 – 1st January 2017, Progress Report

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IGEM 16-01: Computer Science at Boise State University: An Investment in Idaho's Future

1st July 2016– 1st Jan 2017 Progress Report

Project Summary

The Idaho Global Entrepreneurial Mission (IGEM) and State Board of Education Higher Education Research Council (HERC) have provided three years of funding to continue the strategic forward momentum of the Boise State University Computer Science Department to help meet compelling state economic development, research, and workforce needs.

This progress report summarizes the activities of the first six months during the second year of the project.

Project Accomplishments

The project plan identified four primary strategies to achieve this goal:

1. *Sustain current faculty lines and continue forward trajectory.*
2. *Increase partnerships with local companies to facilitate knowledge development and transfer*
3. *Increase CS related research and economic development activity.*
4. *Produce more computer science graduates that qualify for software and related technical positions in Idaho*

Progress to date toward implementing these strategies is detailed in the following subsections.

Strategy One: Sustain Current Faculty Lines and Continue Forward Trajectory

The current IGEM grant supports four faculty (one full professor, one associate professor, and two assistant professors) – Dianxiang Xu, Steve Cutchin, Elena Sherman, and Edoardo Serra. Two of the faculty are in the area of software engineering while one is in the area of data science (and databases) and another in visualization. Dr. Xu has taken leadership role as Graduate Program Coordinator and led the effort to create the PhD program. Dr. Cutchin recently became the Director of Research Computing, which is allowing him to increase the reach of his research efforts to more researchers across the campus and beyond. Dr. Sherman and Dr. Serra have also taken appropriate leadership roles.

Another strong impact of the IGEM grant has been in the additional hiring that the department has done in the last year. Using the eight lines provided by JFAC funding and other funding, the department has **successfully hired ten faculty in less than one year**! Overall, the department now stands at **26**

faculty, more than three times the size from four years ago. In each case, the faculty hired were among the top choices in the respective areas. Given the extremely competitive nature of hiring in computer science, that has been very gratifying. Since the last report six months ago, the department has added two more faculty (one Assistant Professor and one Lecturer) as listed below.

- *Dr. Hoda Mehrpouyan* (Ph.D., Oregon State University)
  - *Dr*. Mehrpouyan's research focuses on privacy, security, and robustness of mission-critical cyber-physical systems. She is active in the effort to create a cybersecurity research lab that will operate in partnership with the Idaho National Lab.
  - She also recently received a Career Initiation Award from the National Science Foundation.

- *Lucas Hindman* (B.S and M.S. in CS, Boise State University)
  - New lecturer that will bring depth to many areas of teaching in the department
  - 10+ years of industry experience in *DevOps* and *systems engineering.*

Strategy Two: Industry Partnerships

The CS Department continues to increase its formal and informal connections with industry and the IGEM hires are integral to the following initiatives and connections. The new downtown location has been particularly conducive to growing partnerships with industry.

Growing partnerships with industry. Boise State University will support and encourage CS faculty to establish partnerships with industry via joint research projects, service on industrial boards, consulting and faculty and student involvement. We have several ongoing examples of faculty working with our industry partners:

- The department recently received a $2 million award from NSF to revolutionize the middle two years of the undergrad computer science program. It was one of seven awards out of 80+ proposals received from across the country. A major goal of this five-year project (titled: *CS Professionals Hatchery*) is to create unique learning experiences (named *Hatchery Units*) for our students in conjunction with industry so students graduate with better professional skills and are able to hit the road running in a way that is an exemplar for other programs everywhere. During Fall of 2016, we have already involved dozens of industry representatives in the design of the hatchery units and integration with the curriculum.

- The new downtown location has led to many informal and formal meetings and visits from industry. For example, BVEP brought in a company considering relocation to Idaho to the department to meet faculty and students. That visit turned out to be crucial in their decision to locate their branch in Boise. This story has repeated several times in the last six months!

- Dr. Tim Andersen has continued as a consultant at Micron, and is also currently working as a consultant at AppDetex, a local startup company.

- Dr. Sole Pera is working on the advisory board at ReleVent City, a recent Boise startup.
- Dr. Sole Pera has also volunteered as an advisor/mentor for B-launch.
- Dr. Steve Cutchin is working as a consultant for Digital Mechanics, a 3D capture and reconstruction startup.

- Drs. Andersen, Cutchin, Serra, and Spezzano are working with the J.R. Simplot Co. on a joint IGEM funded research project in Precision Agriculture, helping them to fuse information from multiple sources (such as historical yield data, satellite imagery, sensor data, and etc.) to assist farmers in intelligent decision making. This project also involves multiple graduate students and a post-doc.

- 6 Industry partners committed to donate an additional $60,000 to the Expand.CS Scholarships program, which has allowed us to offer at least 12 new scholarships to students for the 2016-2017 academic year. These scholarships are designed to encourage and help students to finish their degree faster. The industry partners who donated are AppDetex, Clearwater, HP, Impact Sales, MetaGeek, and Whitecloud.

Community Events. The CS Department continues to host *Boise Code Camp* and participate in *develop.idaho* and *Hackfort* to strengthen connections with industry and entrepreneurs. Code camp has grown to over 1000 participants in 2016 and continues to be one of the largest code camps in the Northwest.

Senior Design Projects. **In Fall 2016, there were 55 students in 11 new senior capstone projects sponsored by local industry partners and startups**. We are working with companies from multiple sectors including high-tech, health care, government, finance, transportation, marketing, merchandising and agriculture.

Industrial Advisory Board. Alden Sutherland, VP and Chief Information Security Officer at AmerisourceBergen (a Fortune-16 company that recently bought multi-billion dollar local company MWI), currently heads the board. The board meets at least twice yearly with the department and provides feedback and strong support for curriculum, facilities, and hiring.

Strategy three: Increase research

The rate of research grant submissions and awards continue to increase, with **22 submitted** grants and **12 funded** during the last 6 months of 2016. **The twelve funded awards total $3.71 million**, of which five have PI or Co-PIs that are faculty on the HERC IGEM grant. Eight of these awards were from the National Science Foundation and one from J. R. Simplot.

As a comparison, during the same six months in 2015, the department submitted 11 grants and 4 were funded for a total of $1.12 million. The number of submissions has doubled, while the awards have tripled!

The PhD program has started in Fall 2016. The program has tracks in CS, Cyber-Security, and Computational Science and Engineering, and with an eventual track in Big Data Analytics.

Strategy Four: Enhancing the Student Pipeline

In Fall of 2016, the entire department moved to the new City Center Plaza building in downtown Boise. Located at 777 West Main Street in Downtown Boise, adjacent to the Grove Plaza, City Center Plaza (CCP) is in the heart of Boise's technology ecosystem. The Department of Computer Science occupies a first floor lobby that connects by elevator/stairway to the second and third floors where classrooms, offices and labs are located.

This new location provides computer science students with an unparalleled opportunity for internships and other interactions with industry in a modern and inviting learning environment. The new location is already casing an increased interest from potential students, both in-state and out-of-state, in the Computer Science department.

The undergraduate program continues to grow each year with 700+ students in Fall of 2016. We estimate the number of graduates in 2016-2017 year to be around 80, a significant increase from last year. The Computer Science major was the third largest choice of major for incoming freshmen in Fall of 2016 and is expected to become the largest in the next year or two. Another interesting statistics is that last year 95% of graduates accepted jobs in Idaho versus around 80% historically. So not only is the output increasing, the retention after graduation in the state has also improved.

The department also started a new inter-disciplinary PhD in Computing program in Fall of 2016. It already has four students in it. The PhD program has the potential to significantly increase the research profile of the department and to draw top-notch talent to come to Boise State University and potentially end up in local industry.

The IDoCode project (funded by the National Science Foundation) to introduce high quality computer science in high schools is in its third year and has been recently funded by the National Science Foundation for the fourth year. We now have 54 teachers in three cohorts and are recruiting for the fourth cohort to start in Summer'2017. These teachers are offering eleven new sections of AP Computer Science Principles course in Fall'2016. This new national course is designed to get a diverse group of students excited about computer science, which will lead to a bigger and better-prepared pipeline of students going on to college. As a result of the work of the PIs and their partners, we have around 1200 students taking computer science courses in Boise and West Ada school districts alone, which is more than order of magnitude increase from three years ago.

All of the above point towards a booming student pipeline that promising to increase the computer science workforce in Idaho significantly.

Future Plans

The department is well on its way to further sustained growth in all areas. **We expect the number of graduates to be over 80 this year, which would be a 320% increase from four years ago!** The research activity has hit at an all-time high and the interaction with industry continues to increase and deepen with the new downtown location.

Faculty and Student Participation

Four faculty and six graduate research assistants were supported directly on this grant. The supported faculty has in turn worked with more students and staff because of grants they received. As a result there were a total of **four faculty, 27 students** that were supported directly or indirectly (excluding the three PIs). Additionally, several additional students have started internships at local companies because of the renewal of the Expand.CS program this fall.

Name	Undergraduate	Graduate	Post-docs
Steve Cutchin	6	4	0
Edoardo Serra	0	5	0
Elena Sherman	0	2	0
Dianxiang Xu	1	9	0
Total	7	20	0

Patents and Copyrights

There are no patents or copyrights to report at this time.

Startups and Technology Licenses

CS faculty were directly involved in no new startups in Fall of 2016.

Students were directly involved in the following **four** new startups, supported by Co-PI Jim Conrad via the Senior Design course. Several of these startups are in conjunction with Boise State Venture College.

- PayDayly — newstartup. Allow employees to draw wages before receiving their paychecks.
- JumpRope — new startup. Automated tracking of jump rope competitions.
- WeaverDesign — new startup. A life-like football blocking sled in virtual platform.
- LittleAuthors — new startup. Story-telling/creation app for children

Expenditure Report

Four faculty and six graduate assistants were directly supported via the IGEM grant during this period.

Budget for July 2016 to December 2016				
Category	**Salary**	**Fringe**	**Tuition**	**Total**
Faculty	$200,724.79	$58,580.64		$259,305.43
Graduate Assistants	$44,371.30	$7,297.51		$51,668.81
Operating Costs			$16,880.00	$16,880.00
	$245,096.09	**$65,878.15**	**$16,880.00**	**$327,854.24**

Idaho IGEM Program

Progress Report Form

Proposal No. IGEM16-02
Name: Kurtis Cantley
Name of Institution: Boise State University
Project Title: Enhancing Capabilities in Microfabrication at Boise State
Reporting Period: July 1, 2016 to January 1, 2017

Information to be reported in your progress report is as follows (attach additional information as needed):

1. Summary of project accomplishments for the period just completed and plans for the coming reporting period:

   Since the last report submitted at the end of June 2016, we have continued work on facility infrastructure improvements, installation of new equipment, and upgrades and critical maintenance on existing equipment. A list of specific project objectives and related outcomes during this period is given below.

   - As outlined in the previous report, purchase and setup of the Fuji Dimatix materials inkjet printer originally scheduled for year 3 was moved forward. This system is now fully operational, being used heavily by two different faculty research groups, and is the central tool enabling submission of multiple grant proposals by these faculty.
   - In place of the ion mill end point detector (which was declared infeasible), we have moved forward with critical maintenance and upgrades to the Oxford PlasmaLab 180 Inductively Coupled Plasma (ICP) etching system. One of these upgrades is the addition of Argon gas line to effectively allow the tool to run as another ion mill. The other is the addition of an Ocean Optics USB3000 optical endpoint detector with control software integration for tight process control during etching.
   - Major facility projects include continued upgrades to air handling equipment and HVAC to ensure the clean room areas stay at positive pressure relative to outside. We have also committed to share $25k cost on a significant chilled water upgrade project being led by Boise State Facilities Operations and Maintenance.
   - Supplies and safety purchases have included a corrosive chemical storage cabinet for the base chemical processing station purchased last year. Also, we moved forward with the purchase of new clean room garments that are safer for users and also ensure better cleanliness of the environment compared to the very old suits being used previously.
   - Finally, we moved the purchase of a new ashing/reactive ion etching system from year 3 into year 2, due to the lower than expected expenditure rate of the new faculty startup. It was also decided to purchase a more powerful and cheaper PVA TePLA Ion 40 system over the originally proposed Samco 1-C.

2. Summary of budget expenditures for the period just completed (include project burn rate):

   As of December 31st 2016, 87% (or $435,000) of the $500,000 year 2 budget has been encumbered (including remaining salaries) or spent. This corresponds to a **burn rate (excluding remaining salaries) of approximately $51,000/month** over the 6 months (July through December). Major purchases and expenditures include:
   - $44,720 for the new asher/reactive ion etching system
   - Approximately $100,000 in salary and benefits for technical support engineering Travis Gabel (for the year)
   - Approximately $115,000 in salary and benefits for ECE faculty Dr. Harish Subbaraman (for the year)
   - Graduate student stipends and benefits totaling approximately $62,000 for the year
   - $25,000 for endpoint detection and Argon gas upgrades to the Oxford PlasmaLab ICP etcher
   - $25,000 dedicated to lab chilled water supply upgrade (joint project with Boise State Facilities Operations and Maintenance)
   - $65,000 in total for supplies, and facility and equipment upgrades and installation

3. Numbers of faculty and student participation resulting from the funding, including internships:

   Currently, there is one full-time PhD candidate (Sumedha Gandharava) and one master's student (Binay Joshi) supported by the project. The new ECE faculty (Harish Subbaraman) and technical support engineer (Travis Gabel) are also supported with salary and fringe benefits. Funds provided through the grant include $100,000 in research start-up needs to Dr. Subbaraman, which will be split between years 2 and 3.

4. List patents, copyrights, plant variety protection certificates received or pending:

   None at the current time.

5. List technology licenses signed and start-up businesses created:

   At this time there are no start-up businesses created as a result of the funding. However, memristor (resistive memory) technology developed by Prof. Kris Campbell in the ECE department has been licensed by Knowm, Inc. and M. Alexander Nugent Consulting (MANC) of Santa Fe, NM. If their projects proceed as expected, use of the IML by MANC could generated up to $100,000 in revenue.

6. Status of private/industry partnerships (include enough information to judge level of engagement):

Several new agreements with Idaho businesses have been put in place since the start of the project to use the IML and new equipment and processes contained in it. These include:

- American Semiconductor, Inc. (Boise, ID) has heavily used the new Bruker stylus profilometer and presented results at multiple conferences and workshops with credit to the IML at Boise State. They are also working to expand contract usage with lithography and chemical processing.
- Fiberguide, Inc. (Caldwell, ID) was previously using the old wet bench for process development and anticipates heavy use of the new benches in the coming months.
- Collaborative use of the Bruker stylus profilometer for a joint project with Idaho National Laboratory (INL), with additional use planned for the future.
- A new non-disclosure agreement (NDA) has been put in place between Boise State and PakSense, Inc. to initiate and protect collaborative research, particularly with the new ECE faculty member, Dr. Harish Subbaraman.

7. Any other pertinent information that will indicate to the council that the project is meeting satisfactory progress.

Security Management of Cyber Physical Control Systems
July 2016-June 2019

State Board of Education
Higher Education Research Council
Idaho Global Entrepreneurial Mission (IGEM) Initiative Grant

Grant Number IGEM17-001

University of Idaho, College of Engineering

Project Director and PI: Larry Stauffer, Dean

Co-PI's: Fredrick Sheldon, Chair and Professor, Computer Science
Brian Johnson, SEL Endowed Chair, Electrical & Computer Engineering
Michael Haney, Assistant Professor, Computer Science
Daniel Conte de Leon, Assistant Professor, Computer Science

Executive Summary

Cyber-attacks and intrusions are nearly impossible to reliably prevent given the openness of today's networks and the growing sophistication of advanced threats. Knowing the vulnerabilities is not adequate, as the evolving threat is advancing faster than traditional cyber solutions can counteract. Accordingly, the practice of cyber security should focus on ensuring that intrusion and compromise do not result in business damage or loss through more resilient solutions. We are creating a platform to facilitate and build complementary and multidisciplinary R&D capabilities to address these pressing problems. Our platform will incubate innovative products and services for safeguarding cyber physical control systems (CPCSs) that are ubiquitous and underpin key sectors of our economy. Early participation of industry will aid in vetting promising technologies. Better methods for assessment combined with more resilient systems design will safeguard against potentially immense economic impact currently being faced by Idahoan stakeholders.

Idaho SBOE Contact:
Caron Howell
(208) 332-1563
Carson.howell@osbe.idaho.gov

Security Management of Cyber Physical Control Systems
July 1-December 31, 2017

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I. Summary of Project Accomplishments and Plans

This report provides the status of the project titled "Security Management of Cyber Physical Control Systems" which is an Idaho Global Entrepreneurial Mission (IGEM) Initiative Grant # IGEM17-001 sponsored by the Higher Education Research Council (HERC) of the Idaho State Board of Education (ISBOE). We are concluding the first six-months (July 1-December 31, 2016) of this three-year project. As we are just initiating the project most of the effort has been towards planning and building capabilities of cyber physical control systems (CPCS).

During the next six-month period, January 1-June 30, 2017, we plan to continue with our work plan as described in the proposal. Specifically we plan to complete the hiring of faculty and graduate students. With regard to infrastructure enhancements we plan to complete the video technology room in Idaho Falls and initiate improvements to the laboratories. We will also make preparations for year two activities.

II. Budget Expenditures

Expenditures July 1 - December 16 2016					
Category	Approved	Expenditure	Encumbered	Remaining	Notes
Faculty Salaries	$180,029	$ 69,818		$110,211	
Fringe Benefits	$ 41,439	$ 20,410		$ 21,029	
Travel	$ 18,500	$ 10,290		$ 8,210	
Operating	$141,732	$ 2,149	$ 175,200	$ (35,617)	VT instalations in Moscow and Idaho Falls; note 1
Capital Outlay	$297,000		$ 304,000	$ (7,000)	Power lab enhancements; note 2
Tuition	$ 21,300	$ 5,194		$ 16,106	
Total	$700,000	$ 102,667	$ 479,200	$118,133	

Note 1: The $175,200 is the set aside amount for the Video Technology installations. The entire project is not scheduled to be completed until March 15, 2017 at which time an accurate expenditure will be recorded. We may be requesting adjustments between the Operating and Capital Outlay categories at a later date. Regardless, we will not exceed the budgeted amount.

Note 2: The $304,000 is the initial estimate towards the Murdock proposal (discussed later in this report). We won't know the exact amount until the end of May. We may be requesting adjustments between the Operating and Capital Outlay categories at a later date. Regardless, we will not exceed the budgeted amount.

III. Demonstration of Economic Development/Impact

In this section we detail our accomplishments, organized by the four Objectives of the project.

(1) Strengthen our capacity by adding key faculty and enhancing laboratories.

In this first six months of the project we have made substantial progress on video technology infrastructure additions and initiated laboratory enhancement projects. We have been able to add one new faculty member and assign an additional portion of time for three existing faculty

members. We also initiated a search for the other three faculty members called for in the proposal and hired a graduate student. A summary is as follows:

III.1.A Faculty Searches

Our work plan calls for the hiring of four faculty members. We have been fortunate to already have completed one of the hires in Electrical and Computer Engineering (ECE) in Moscow. Yacine Chakhchoukh is an expert in signal processing with experience in power systems cyber security operations. He earned a PhD in 2010 from Paris-Sud XI University/Superior School of Electricity, Supélec (Paris, France) with highest honors. Prior to joining the UI he was an assistant professor at the Tokyo Institute of Technology.

We are currently conducting searches for the following three remaining positions. They will all begin work fall semester 2017 if the searches are successful.

- Assistant Professor in Computer Science in Idaho Falls; expertise in security in internet of things.
- Assistant Professor in Electrical and Computer Engineering in Idaho Falls; expertise in SCADA.
- Associate Professor in Computer Science in Moscow; expertise in cyber security of cyber-physical controls systems.

II.1.B Graduate Students

Currently one graduate student has been hired for the project, Krishna Koganti. He is currently working on the VMWare based Industrial Control Systems (ICS) Testbed project (described below). A new PhD student in CS, Mohammad Ashrafuzzaman, is assisting Krishna and will assume responsibility for conducting the first research on this testbed this coming summer.

III.1.C Video Technology and Laboratory Enhancements

In our proposal we projected to enhance equipment and facility improvements to better connect UI faculty and laboratories in Moscow and Idaho Falls and faculty at Boise State University.

Video Technology Connected Classrooms and Laboratories

Through an unrelated initiative we are expanding our computer science program to the UI's Coeur d' Alene campus which contains a sub-area of cyber security. So we are coordinating this expansion with our IGEM initiative to create a state-wide video technology system with these four locations and utilizing the Idaho Regional Optical Network (IRON) network. In this system we will have connected classrooms for sharing courses and seminars between UI Moscow, Idaho Falls, and Coeur d' Alene and Boise State University. We will also have connected cyber security laboratories for shared resources and collaboration between these same sites. Figure 1 demonstrates this concept. Figure 2 shows the operational classroom in Moscow with a similar classroom in Coeur d' Alene which became operational December 1, 2016. The other locations are scheduled to become operational in 2017.

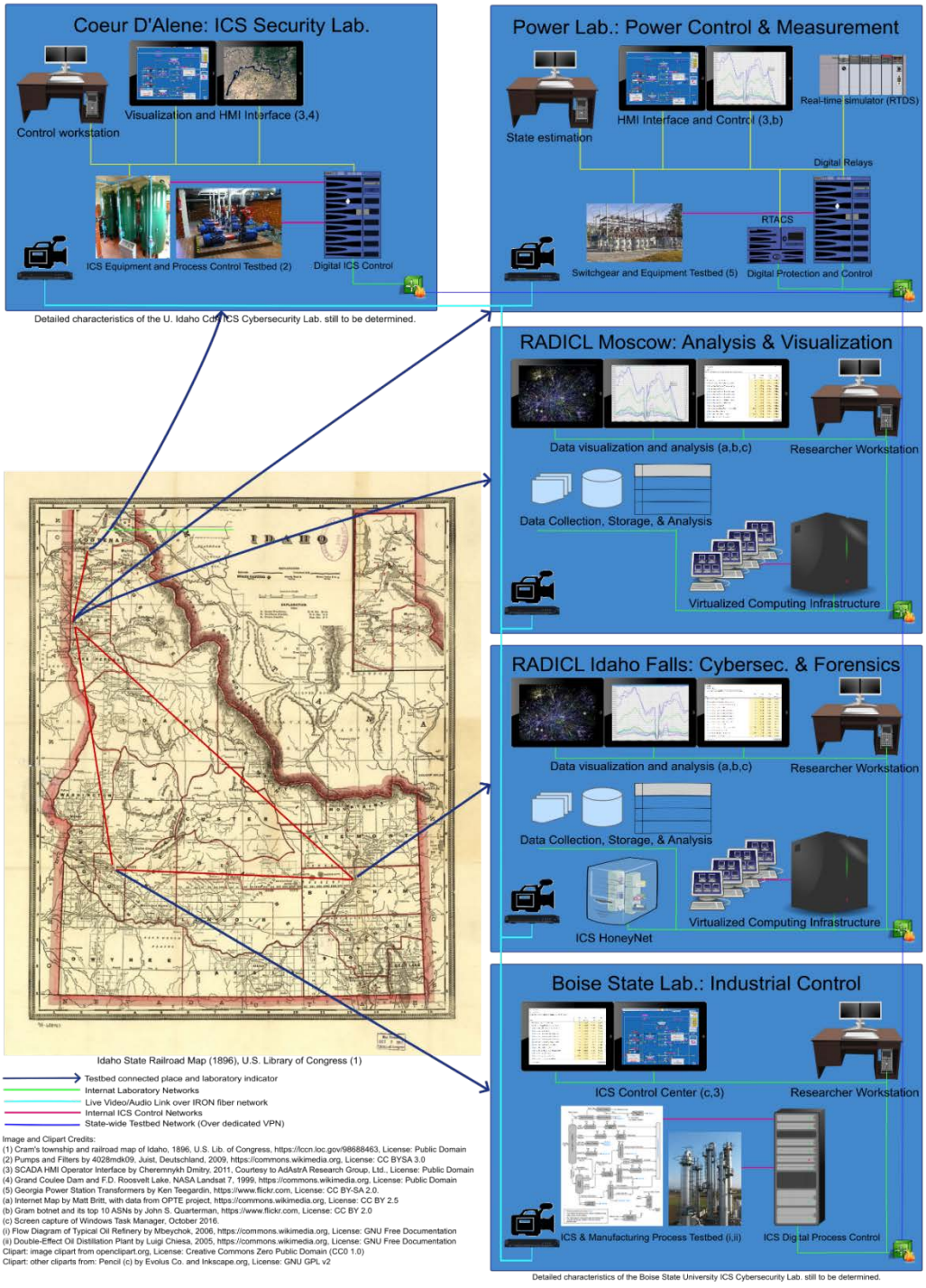

Figure 1: Conceptual View of the New Connected Idaho CPS Cybersecurity Laboratories

Figure 2: View of Front of the New Video Enhanced Classrooms at UI

The Power Systems Laboratory in Moscow is undergoing a major expansion from about 1,500 sq.ft. to 2,200 sq.ft. (see Figure 3) We have worked with the Schweitzer Engineering Laboratory (SEL) Engineering Services Division to design a testbed for performing research on cybersecurity of power and industrial control systems. This testbed will allow research and development of novel and secure techniques and algorithms for securing today and tomorrow's Power Grid (PG) along with other types of Industrial Control Systems (ICS). The major advantage of this testbed is that it will enable researchers and engineers to perform and collaborate on ICS-specific cybersecurity research, development, and testing on a system that closely resembles current distributed critical infrastructure cyber-physical control systems. The proposed testbed will expose hardware-in-the-loop, enable the capture and use of real operational data, integrate current and future components of the power grid and other industrial control systems, and enable realistic attack-defend scenarios for research, evaluation, and testing. It will integrate with the current Real Time Digital Simulator (RTDS) and be accessible from the other UI locations as well as BSU. This capability will significantly enhance our ability to demonstrate (in-situ) advanced PG/ICS technology to Idaho industry partners. The expansion is illustrated in Figure 3 below. The estimated cost of this enhancement and expansion is about $925,000. This cost will be funded by a combination of funding from this IGEM project, the Murdock Foundation, and other COE funds. In case we are not successful with the Murdock Foundation request, we are developing a “Plan B” for a significantly scaled back test bed. We will still expand the size of the Power Systems Laboratory but will have to keep the scope of the test bed more focused initially and build out the other equipment over time.

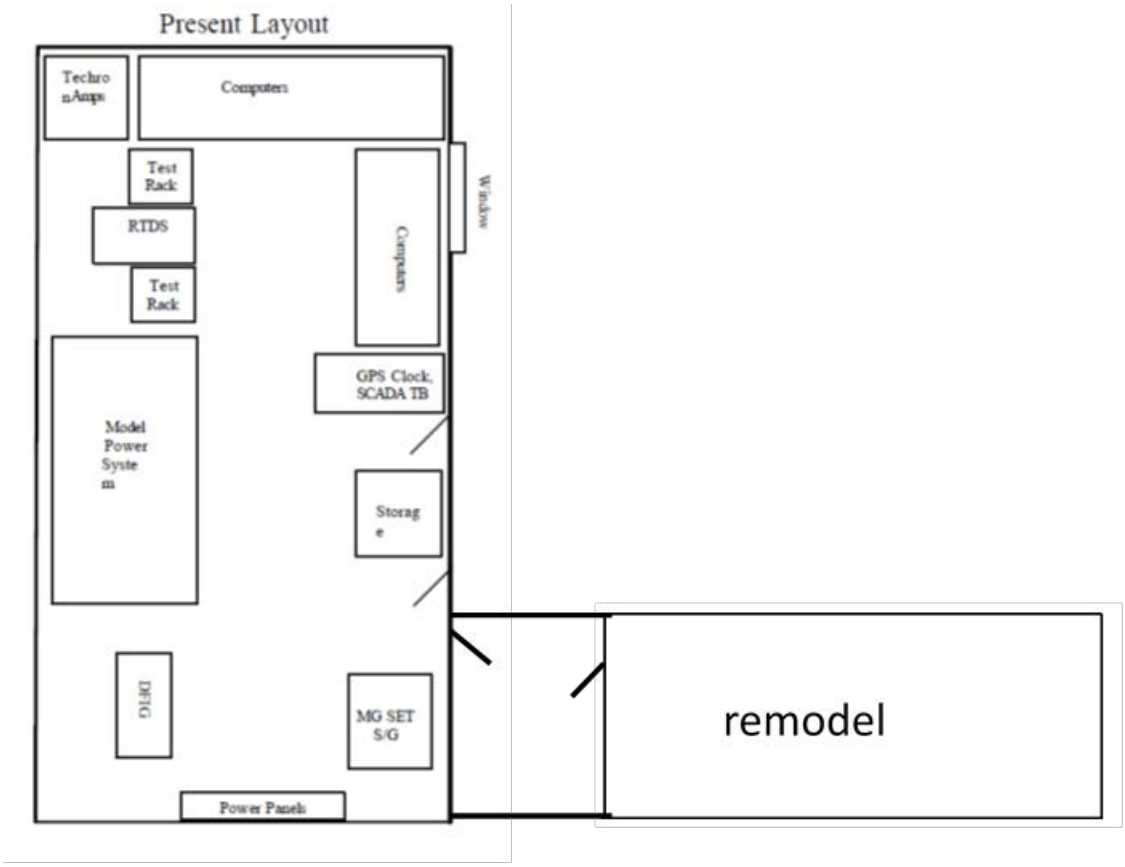

Figure 3: Illustration of Power Systems Laboratory Expansion

VMware based Industrial Control Systems (ICS) Testbed
We have developed plans to install a VMware based Industrial Control Systems (ICS) Testbed – Including datasets from DHS/NSF Sponsored Predict/Impact. This step is planned for March in conjunction with a visit from Prof. Q. Chen who will give a colloquium and provide technical assistance installing software for this purpose. In anticipation of these facilities we are working with students from the Power Systems Laboratory to develop a strategy to collect data that can be used for the purpose of applying machine learning techniques to forewarn of failures including security breaches and insider threats. Two students are working on this effort Krishna Koganti (MSCS) and Mohammad Ashrafuzzaman (PhD in CS). We have established an IMPACT account with the DHS sponsored site https://www.impactcybertrust.org/ .

(2) Strengthen collaboration with Idaho industry and other Idaho universities

III.2.A Industry Collaborations
September 16, 2016: Rear Admiral Kevin Kovacich. RADM Kovacich is the Director of Plans and Policy (J5) at the United States Cyber Command, Headquarters, at Fort Meade Maryland. During his visit to the University of Idaho he met the faculty and gave a presentation to faculty and cybersecurity students.

September 28, 2016 Idaho National Laboratory (INL), Homeland Security Division (Agenda in Appendix A). Our IGEM team met with members of the INL to review the objectives of the

IGEM project, learn more about the mission of the INL in this area, and identify opportunities for collaboration. The outcomes of this meeting are still on-going.

November 9-10, 2016, with follow up visit on December 1: James Brainerd of Inergy Solar of Pocatello Idaho. The objectives theses visit included (1): progress review on existing Idaho Department of Commerce IGEM grant, (2) tour of RADICL and ECE labs as part of discussions for future research proposals. Drafted letter of intent for SBIR proposal to US-DOE.

December 15-17, 2016: Hideaki Ishii, Associate Professor, Tokyo Institute of Technology (Japan). The objective of the visit was to strengthen our collaboration on research, publications, and supervising students in the cybersecurity area.

Michael Haney partnered with Idaho Falls Power to establish Memorandum of Understanding for course offerings and future research partnerships.

Brian Johnson has had weekly meetings with Craig Rieger and Tim McJunkin from INL related resilient control of critical infrastructure. Efforts included (1) ongoing research project as part of DOE Grid Modernization Lab program (2) collaboration course on Resilient Control Systems with collaboration between UI, BSU and INL. Some interaction with Colorado State University and Idaho State University as well.

III.2.B University Collaborations

July 2016: nuclear cybersecurity research meeting in Idaho Falls with University of Tulsa and the INL led to two NEUP proposals with Michael Haney as the PI.

September 27, 2016: Boise State University (BSU) College of Engineering (Appendix A)
Our IGEM team met with faculty and staff at BSU to review the objectives of the IGEM project, identify opportunities for collaboration, discuss how to enhance labs at both schools, and increase connectivity. At the conclusion of this meeting we agreed to visit again in Moscow.

November 10, 2016: Boise State University (BSU) College of Engineering (Appendix A)
Faculty and staff from BSU met with our IGEM team in Moscow to review work done since the last meeting, tour labs, and identify swim lanes for developing complementary laboratory focus areas. Some decisions made were to duplicate our RADCL lab at BSU, develop a common policy and protocol for remote lab operation at both programs. While we will focus on power systems security, especially regarding transmission and distribution, BSU expressed an interest to focus on security of alternative power generation. Additional outcomes of this meeting are still on-going. BSU will also plan to implement video technology to be compatible to our system being installed in order to create a broader state-wide system as described above.

(3) Foster technology transfer and commercialization through technology incubation

In our proposal we stated that accomplishments in this Objective would not occur in the first year. However, our team has already made some progress, namely:

III.3.A Proposals

ACCEPTED

1. B.K. Johnson, "Resilient Scalable Cyber State Awareness of Industrial Control System Networks to Threat: Power System Design and Testing," Idaho National Laboratory, January 11, 2017-January 10, 2020, $75,000.

2. B.K. Johnson, "HVDC System Control Threat Model and Mitigation Method for Cyber Attack Resilient HVDC Systems," ABB Corporation (Subcontract of DOE CEDS grant). January 11, 2017-August 30, 2019, $199,628 (plus an additional $50,364 cost share).

SUBMITTED

"Idaho Industrial Control Systems (ICS) Cybersecurity Testbed"
Amount Requested: $463,208
Proposed Period: June 1, 2017 to May 31, 2018 (1 year).
Proposed Source: M.J. Murdock Charitable Trust (www.murdocktrust.org).
Location: University of Idaho, Multi-site: Moscow, Idaho Falls, Coeur D'Alene, Idaho.
PI: Johnson, Brian; Ph.D., P.E., Electrical and Computer Eng., University of Idaho.
CoPI: Chakhchoukh, Yacine; Ph.D., Electrical and Computer Eng., University of Idaho.
CoPI: Conte de Leon, Daniel; Ph.D., Computer Science, University of Idaho.
Note: Total project cost is $872,405 with match from the University of Idaho.
Note: This is a major instrumentation proposal to build a specialized Industrial Control Systems (ICS) Cybersecurity research, development, and testing distributed testbed. It includes no direct financial support for PI salaries. The testbed will be distributed across the state of Idaho with sites in Moscow, Idaho Falls, and Coeur d' Alene.

"Univ. of Idaho GenCyber 2017 Residential Cybersecurity and Coding Camps"
Amount Requested: $79,813
Proposed Period: March 15, 2017 to March 14, 2018 (1 year).
Proposed Source: GenCyber Summer Camps Program, U.S. National Security Agency.
Location: University of Idaho, Moscow, Idaho, U.S.A.
Project Director: Conte de Leon, Daniel; Computer Science, Moscow, Univ. of Idaho.
Lead Instructor: Soule, Terry; Computer Science, University of Idaho.
Certified High-School Instructor: LaPaglia, Kirsten; TRIO Program, U. of Idaho.
Instructor: Heckendorn, Robert; Computer Science, University of Idaho.

"SaTC: EDU: Development of Reverse Engineering Lab and Curriculum"
Amount Requested: $271,279
Proposed Period: October 1, 2017 to September 30, 2019 (2 years).
Proposed Source: NSF, Secure and Trustworthy Cyberspace, Education: SaTC:EDU.
Location: University of Idaho, Idaho Falls, Idaho, U.S.A.
PI: Haney, Michael; Computer Science, Idaho Falls, University of Idaho.
CoPI: Conte de Leon, Daniel; Computer Science, Moscow, University of Idaho

"NEUP NE-1: Analysis and Design of Future Digital Instrumentation and Controls for Nuclear Reactors"
Amount to be requested (approximate): $800,000.

Proposed Period: July 01, 2017 to June 30, 2020 (3 years).
Proposed Funding Agency: Department of Energy Nuclear Energy University Programs (DOE NEUP).
Proposed Technical Workscope Identification: NE-1: Cybersecurity Research Topics
Submission Deadline: March 1, 2017.
Location: Center for Advanced Energy Studies, Idaho Falls, Idaho, U.S.A.
Planned Person-Months: for PI Haney: Academic Year: 0.50 month.
PI: Haney, Michael; Computer Science, University of Idaho, Idaho Falls, ID.
CoPI: Borrelli, R. A.; Nuclear Engineering, University of Idaho, Idaho Falls, ID.
CoPI: Hawrylak, Peter; Electrical Engineering, University of Tulsa, Tulsa, OK.
CoPI: Papa, Mauricio; Computer Science, University of Tulsa, Tulsa, OK.
CoPI: Hale, John; Computer Science, University of Tulsa, Tulsa, OK.

"NEUP NE-1: A Cyber-Secure Operator-in-the-Loop Nuclear I&C Architecture for Supply Chain Risk Management"
Amount Requested (approximate): $750,000.
Proposed Period: July 01, 2017 to June 30, 2020 (3 years).
Proposed Funding Agency: Department of Energy Nuclear Energy University Programs (DOE NEUP).
Proposed Technical Workscope Identification: NE-1: Cybersecurity Research Topics
Submission Deadline: March 1, 2017.
Location: Center for Advanced Energy Studies, Idaho Falls, Idaho, U.S.A.
Planned Person-Months: for PI Haney: Academic Year: 0.50 month.
PI: Haney, Michael; Computer Science, University of Idaho, Idaho Falls, ID.
CoPI: Hiromoto, Robert; Computer Science, University of Idaho, Idaho Falls, ID.
CoPI: Vakanski, Alex; Industrial Technology, University of Idaho, Idaho Falls, ID.
CoPI: Ladendorff, Marlene; Idaho National Laboratory, Idaho Falls, ID.

III.3.B Publications
ACCEPTED
Stuart Steiner, Daniel Conte de Leon, and Jim Alves-Foss, "*A Structured Analysis of SQL Injection Runtime Mitigation Techniques,"* **Proceedings of the 50th Hawaii International Conference on System Sciences (HICSS-50)**, 04-07 January 2017, Big Island, HI, U.S.A. IEEE Computer Society, 2017. http://dx.doi.org/10.1109/HICSS.2017.TBD.

Ananth A. Jillepalli, Daniel Conte de Leon, Stuart Steiner, and Frederick T. Sheldon, "*HERMES: A High-Level Policy Language for High-Granularity Enterprise-wide Secure Browser Configuration Management*," **Proceedings of the 2016 IEEE Symposium Series on Computational Intelligence (SSCI-2016)**, 06-09 December 2016, Athens, Greece, IEEE Computer Society, 2016. http://dx.doi.org/10.1109/SSCI.2016.TBD

Daniel Conte de Leon, Venkata A. Bhandari, Ananth A. Jillepalli, and Frederick T. Sheldon, "*Using a Knowledge-based Security Orchestration Tool to Reduce the Risk of Browser Compromise*," **Proceedings of the 2016 IEEE Symposium Series on Computational Intelligence (SSCI-2016)**, 06-09 December 2016, Athens, Greece, IEEE Computer Society, 2016. http://dx.doi.org/10.1109/SSCI.2016.TBD

Y. Chakhchoukh; V. Vittal; G. T. Heydt and H. Ishii, "*LTS-based Robust Hybrid SE Integrating Correlation,*" to appear in **IEEE Transactions on Power Systems**, IEEE 2017.

P. Penkey, M. Alla, B.K. Johnson, T.R. McJunkin, "Improving transmission system resilience using an automation controller and Distributed Resources," **Resilience Week 2016**. Chicago IL, August 2017

K. Eshghi, B.K. Johnson, C.G. Rieger, "Metrics Required for Power System Resilient Operations and Protection," **Resilience Week, 2016**.
Chicago IL, August 2017

SUBMITTED
Mohammad Ashrafuzzaman, Venkata Sreekrishna Koganti, Daniel Conte de Leon, and Frederick T. Sheldon, *"Conceptual Design of an ICS Test-bed for Full Life-Cycle Cyber Security Management."* Submitted to: **8th ACM/IEEE International Conference on Cyber-Physical Systems**.

IN PREPARATION
"Ananth A. Jillepali, Daniel Conte de Leon, Michael Haney and F. T. Sheldon, "A Computational Model for Risk Assessment and Security Management of Cyber Physical Control Systems Using NIST SP 800-80r2," Submitting to: INFOCOM 2017 (6th IEEE Ann. Int'l Workshop on Mission-Oriented Wireless Sensor and Cyber-Physical System Networking (MiSeNet 2017)).

Michael Haney, "DUKPT+AES: A Key Management Scheme with Application to Large Data Sets".

Michael Haney, "Encrypted PCAP for Preserving Privacy in Network Surveillance".

Michael Haney, "CPS Honeypots with IMUNES and Sebek".

Nagarjuna Nuthalapati and Michael Haney, "Taxonomy of Attacks in WAMS (Wide-Area Measurement Systems).

James Peters and Michael Haney, "Survey of Password Mnemonics for Meeting Complexity Requirements".

Ryan Hruska and Michael Haney, "Security Data Analysis with SciDB".

III.3.C Presentations
Title: Electric Grid Modernization and Substation Automation
Day & Time: November 16, 2016 at 2:30 PM presentation and 3:30 social event.
Place: Vandal Ballroom, Bruce M. Pitman Center, University of Idaho.
Co-sponsored by the IEEE Palouse Section and the University of Idaho.

Speaker: John D. McDonald, P.E., IEEE Fellow and Smart Grid Business Development Leader, North America, General Electric (GE) Energy Connections, Grid Solutions

The purpose of this talk is to familiarize participants with a vision for the future of substation automation, within the context of grid modernization.

(4) Strengthen and expand the workforce

In our proposal we stated that accomplishments in this Objective would not occur in the first year. However, our team has already made some progress, namely:

Sheldon and Stauffer made four trips to the Coeur d' Alene area to talk with industry partners and conducted an Industry Stakeholder Summit on September 11th regarding opportunities for improving the talent pipeline with Computer Science and Engineering graduates. We discussed plans for increasing computer science graduates--including expertise in cyber security--and on establishing cooperative internships in the area. A list of organizations visited is included in Appendix B.

Sheldon was an invited Speaker for the IEEE Computer Society Technical Lecture 2016, IEEE Region 6 (Palouse Section), "Quantifying the Impact of Unavailability in Cyber-Physical Environments" October 31, 2016.

V. Description of Future Project Plans

Plans for the future are to accomplish the deliverables of the four objectives. Specifically for the second half of year one we plan to:

- Complete the hires of listed in III.1.A above.
- Complete the video technology enhancements in Idaho Falls described in III.1.C above.
- Begin the enhancements to the Power Systems Laboratory and RADCL. The extent of the enhancements will depend on the success of the proposal to the Murdock Foundation
- Host the Cybersecurity Symposium 2017, April 17-19 in Coeur d' Alene, organized by the University of Idaho and sponsored by the Center for Secure and Dependable Systems in the College of Engineering.
- Participate in the National Cyber Security Summit in Huntsville Alabama June 6-8.

Appendix A
Agendas

University of Idaho/College of Engineering
Boise State University
Location: City Center Plaza
Joint Meeting
Tuesday, September 27, 2016
Agenda

10:30am Introduction of the University of Idaho Team

10:45am Review Location of the Video Conferencing at BSU
- Brainstorming UI/BSU's focus on their security lab
- UI planned additions to enhance power lab
- Establish strategic focus (e.g. food processing/agricultural asset protection)

11:45am Break for Lunch – at downtown location tbd

1:00pm Overview of Current Facilities at UI/INL/BSU
- How can UI/BSU collaborate toward leveraging INL facilities and expertise?

1:45pm UI/BSU Collaborations
- Brainstorm Ideas for Joint Projects

2:30pm Adjourn

Attendees

BSU
Amy Moll—Dean
Tim Andersen -- Chair, CS
John Stubben -- Research Faculty, ECE
Hoda Mehrpouyan -- Asst. Professor CS
Rex Oxford -- Asst. Dean, COEN
Ben Petersen, IT Systems Engineer

UI
Larry Stauffer – Dean
Rick Sheldon – Chair, CS
Yacine Chakhchoukh, Asst. Professor, ECE
Brian Johnson – Professor, ECE
Barry Willis – Assoc Dean Outreach

University of Idaho (UI) Visit
September 28, 2016

UI Participants:
Larry Stauffer, Dean of the College of Engineering, Professor, and Professional Engineer Frederick Sheldon, Professor and Chair of Computer Science
Barry Willis, Professor and Associate Dean for Outreach
Brian Johnson, Professor, Electrical and Computer Engineering
Michael Haney, Assistant Professor, Computer Science

INL Participants:
Brent Stacey, Associate Laboratory Director, National & Homeland Security Dan Elmore, Director, Critical Infrastructure Protection
Wayne Austad, Director, Cybercore Integration Center
Joseph Price, Deputy Director, Critical Infrastructure Protection
Michelle Bingham, Manager, University Partnership & Education Outreach
Craig Rieger, Principal Control Systems Research Engineer

Host: Joseph Price, 208 932-5370 (cell) or 208 526-6004
Meeting Coordinator: Julie Irving, 208 526-8722

Willow Creek Building (WCB), 1955 Fremont Ave. Idaho Falls, ID
07:45 a.m. Guest Badging
WCB Lobby..... Julie Irving

Energy Innovation Laboratory (EIL), Room A110, 775 University Blvd. Idaho Falls, ID
8:00 a.m. Welcome and Introductions ..... Dan Elmore
8:15 a.m. Objective Overview and Desired Outcomes .....Brent Stacey and Larry Stauffer
8:30 a.m. Idaho Global Entrepreneurial Mission (IGEM) Program Overview and Path Forward..... University of Idaho
9:10 a.m. CyberCore .....Wayne Austad

9:50 a.m. Break

10:10 a.m. UI/INL MOU Update..... Joseph Price
11:00 a.m. Curriculum Overview: UI & Idaho Falls Extension.. Michael Haney
11:40 a.m. Working Lunch.....EIL, Room A110
12:45 p.m. Meetings Conclude/Wrap-up ..... Joseph Price

Critical Infrastructure, Protection & Resilience Building (UB4), 684 University Blvd. Idaho Falls, ID

1:00 p.m. (Optional) Tour of UB4 ..... Joseph Price

1:30 p.m. (Optional) Follow on Discussion ..... UI and INL

Agenda
November 10, 2016
BSU visit to UI regarding cybersecurity

9:00 Tour of college facilities with BSU

9:30 Introductions and Recap

10:00 Tour Power Systems Lab

10:45 Tour RADICL Lab

11:30 Working lunch: next steps

1:15 Adjourn

Attendees

BSU
Tim Andersen -- Chair, CS
John Stubben -- Research Faculty, ECE
Hoda Mehrpouyan -- Asst. Professor CS
John Gardner -- Professor MBE and Director CAES Energy Efficiency Research Institute
Rex Oxford -- Asst. Dean, COEN
Ben Petersen, IT Systems Engineer

UI
Larry Stauffer – Dean
Rick Sheldon – Chair, CS
Daniel Conte de Leon, Asst. Professor, CS
Yacine Chakhchoukh, Asst. Professor, ECE
Brian Johnson – Professor, ECE
Ray Anderson – IT Manager
Barry Willis – Assoc Dean Outreach

Appendix B
List of Organizations Visited in Northern Idaho

14 Four Inc.	Hagadone Digital	Parkwood Business Properties
Avista Corporation	Idaho National Laboratories	Percussionaire
Ednetics	Idaho Technology Council	Perfution
Empire Airlines	Innovation Collective	Protellget
Empire Unmanned	Intermax Networks	Rohinni
Extratech	Itron	Salesforce
F5	JUB Engineers	Tedder industries
Farb Guidance Systems	Kochava	Triple E Technologies
Fatbeam	Kootenai Health	Xcraft
Frontier Communications	Litehouse Inc.	

IGEM/HERC

Final Report

Proposal Name:	**LCSC Bioinformatics Laboratory**
Name (s):	**Dr. Heather Henson-Ramsey,** Chair, Natural Sciences and Mathematics **Dr. Seth Long,** Professor, Computer Science and Mathematics
Name of Institution:	**Lewis-Clark State College**

1. Summary of Project Accomplishments

This grant provided LCSC the funds to acquire state of the art workstations that are capable of the computational power necessary for Bioinformatics research.

Project Objectives/Outcomes

Objective #1: Purchase the workstations

Outcome- Objective completed.

The computers were purchased during the Fall 2016 semester and are currently in use.

Objective #2: Offer an upper division Bioinformatics Course

Outcome- Objective completed.

CS 492: Bioinformatics was offered during the Fall 2016 semester. There were 10 student enrolled in the course. A curriculum proposal has been submitted for 3 bioinformatics courses: an introductory general education course (BIOF 100), a course genomics course (BIOF 301), and an image analysis course (BIOF 350).

Objective #3: Increase the number of students who participate in bioinformatics research.

Outcome- objective ongoing. We will continue to measure this objective.

We currently have 3 faculty who do bioinformatics related research projects.

Dr. Seth Long (Computer Science)- Dr. Long works on image analysis and currently has 3 student researchers. He is working on a collaborative NIH proposal with the University of Idaho.

Dr. Charles Addo-Quaye (Computer Science)- Dr Addo-Quaye is new faculty at LCSC (started in January 2017) and as of yet is not doing student research. His specialty is the genomics of crops.

Dr Leigh Latta (Biology)- Dr. Latta works with *Daphnia* genetics. He currently has 5 research students.

Objective #4: Develop a bioinformatics program.

Outcome- completed pending approvals

LCSC has submitted to the SBOE and our internal curriculum committee, a proposal for a new Bioinformatics program which integrates biology, computer science, and mathematics courses. The degree is designed to provide the experience necessary to become a information technician (B.S. level job) or to proceed onto graduate programs (for example, at the University of Idaho).

2. Summary of Budget Expenditures

The budget for this proposal was $75,000. We spent a total of $79,124.75. See the table below for full expenditure details. The overage was due to an increase in the cost of the student workstations (cost- $959.76 covered by the LCSC) and the purchase of a teaching station (cost - $3,164.99 covered by the Division of Natural Science and Mathematics).

In addition to the workstations, LCSC has hired a new full time Bioinformatics faculty member (Dr. Charles Addo-Quaye- Salary plus fringe- XXXXX). Dr. Samuel Long is also a Bioinformatics specialist and his salary plus fringe is $77, 105). Student workers have been paid to assemble the workstations to an approximate cost of $1500.

3. Potential Economic Impact

The purchase of these workstations has allowed LCSC to have the infrastructure to proceed with plans to start a B.S. in Bioinformatics. Bioinformatics is a growing career field with an estimated 1500 jobs in Idaho currently and a national forecasted job growth rate of at least 20%.

4. Numbers of Faculty & Students Involved

Number of faculty directly impacted: We anticipate that the following faculty may use the bioinformatics workstations.
Computer Science- Drs Charles Addo-Quaye, Seth Long, Nina Peterson
Biology- Drs. Leigh Latta, Eric Stoffregen
Math – Dr. Heather Moon

Number of students directly impacted:
Research students- currently 8 students are doing bioinformatics research. We would like to increase this number to at least 12-15 students.

Courses- We are aiming for 20-25 students (not repeated) to be taking bioinformatics course work.

5. Future Plans for Project Continuation

LCSC's proposal for a Bioinformatics Degree is pending approval at both the SBOE and our internal curriculum committee. We hope to offer this new degree in Fall 2017. We look forward to a collaborative relationship with the University of Idaho, both in using their INBRE sponsored server space and in providing well trained graduates for their Bioinformatics graduate programs.

Plans also include internships and cooperative projects with local and statewide businesses so that our students gain applied job skills in bioinformatics.

6. Final Expenditure Report

FINAL EXPENDITURE REPORT

A. FACULTY AND STAFF		
Name/Title	$ Amount Requested	Actual $ Spent
Dr. Samuel Long	0	77, 105
Dr. Charles Addo-Quaye	0	XXX
B. VISITING PROFESSORS		
Name/Title	$ Amount Requested	Actual $ Spent
C. POST DOCTORAL ASSOCIATES/OTHER PROFESSIONALS		
Name/Title	$ Amount Requested	Actual $ Spent
D. GRADUATE/UNDERGRADUATE STUDENTS		
Name/Title	$ Amount Requested	Actual $ Spent
Student workers (computer assembly)	0	$1500
E. FRINGE BENEFITS		
Rate of Fringe (%)	$ Amount Requested	Actual $ Spent
Fringe is included above		
PERSONNEL SUBTOTAL:		
F. EQUIPMENT: (List each item with a cost in excess of $1000)		
Item/Description	$ Amount Requested	Actual $ Spent
25 workstations (24 student plus one teaching station)	75,0000	79,124.75
EQUIPMENT SUBTOTAL:	**75,000**	79, 124.75 expensed to grant $75,000
G. TRAVEL		
Description	$ Amount Requested	Actual $ Spent
1.		
2.		
3		
TRAVEL SUBTOTAL:		

H. PARTICIPANT SUPPORT COSTS:		
Description	$ Amount Requested	Actual $ Spent
1.		
2.		
3		
PARTICIPANT SUPPORT COSTS SUBTOTAL:		

F. OTHER DIRECT COSTS:			
Description		$ Amount Requested	Actual $ Spent
1.			
2.			
3.			
OTHER DIRECT COSTS SUBTOTAL:			
TOTAL COSTS (Add Subtotals):			
TOTAL AMOUNT REQUESTED:			75,000
TOTAL AMOUNT SPENT:			79, 124.75 expensed to grant $75,000

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FY 2017 Allocation of HERC Funds

		Total $4,160,500	Proposed Allocation
	HERC IGEM		2,000,000
	Infrastructure Funds		825,000
	Matching Grants (EPSCoR Match)		800,000
	Incubation Fund		333,000
	Undergraduate Research		200,000
	Administrative Costs		2,500
Total		**$4,160,500**	
Balance		$0	
IGEM Funds			$0
BSU	IGEM16-01/IGEM16-02		$1,200,000
ISU			$0
UI			$700,000
LCSC			$75,000
Transfer to Targeted Research			$25,000
Total IGEM			**$2,000,000**
Research Infrastructure Funds			$0
BSU			$250,000
ISU			$250,000
UI			$250,000
LCSC			$75,000
Total Infrastructure			**$825,000**
Matching Award Grants			
NSF-EPSCoR (Managing Idaho's Landscapes for Ecosystem Services - $20M) (2013 - 2018)			$800,000
Total Matching Grants			**$800,000**
Targeted Research			$0
Idaho Incubation Fund (7th round)			
BSU			$208,000
ISU			$75,000
UI			$75,000
Transfer in		$25,000	
Total Targeted Research			**$358,000**
Undergraduate Research			
Total Undergraduate Research			**$200,000**

Administrative Costs	
FY17 Administrative Costs	$2,500
Total Administrative Costs	**$2,500**
Total Budget / Allocation	**$4,160,500**

NOTES

TAB	DESCRIPTION	ACTION
1	**SUPERINTENDENT'S UPDATE**	Information Item
2	**EMERGENCY PROVISIONAL CERTIFICATES**	Motion to Approve

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SUBJECT

Superintendent of Public Instruction update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will provide updates on the State Department of Education.

BOARD ACTION

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

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SUBJECT

Emergency Provisional Certificates

REFERENCE

December 15, 2016 — Board approved six (6) provisional certificates (Jerome SD – 3, Madison SC – 1, Mountain Home SD – 1, West Jefferson SD – 1)

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Eighteen (18) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a school district or charter school to request one-year emergency provisional certification for a candidate who does not hold a current Idaho certificate, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Bear Lake School District #033

Applicant Name: Biesinger, Loralyn
Content & Grade Range: English 6/12 and Drama 6/12
Declared Emergency: September 2016, Bear Lake School District Board of Trustees declared an area of need exists for the 2016-2017 school year.
Summary of Recruitment Efforts: Position was advertised using various methods beginning February 2016. Nine applications were received: Six (6) people were interviewed – none certified in English/Drama. The district hired the best candidate, but she opted out of her contract the second week of August. Ms. Biesinger was hired the next week, the week prior to the start of school. She was formerly certified in Utah (English) and is in the process of reinstatement in Utah and will apply for reciprocity in Idaho. She will also work on a plan to add Drama.
Years of Education or Degrees Attained: Bachelor of Arts

Applicant Name: Olson, Trecia
Content & Grade Range: All Subjects K/8
Declared Emergency: November 15, 2016, Bear Lake School District Board of Trustees declared an area of need exists for the 2016-2017 school year
Summary of Recruitment Efforts: Position was advertised using various methods beginning February 2016. Twelve applications were received: all twelve (12) interviewed. Two (2) hired to work at the Middle School. Seven (7) were hired to work in the Elementary. One (1) declined employment. Ms. Olson was hired a couple of weeks prior to the start of school to teach part time to help student/teacher ratio. She was formerly certified in Utah (Elementary) and is in the process of reinstatement in Utah and will apply for reciprocity in Idaho.

Years of Education or Degrees Attained: Bachelor of Science

Blaine County School District #061
Applicant Name: Sanders, Ellen
Content & Grade Range: Music 6/12
Declared Emergency: December 13, 2016, Blaine County School District Board of Trustees declared hiring emergency for the 2016-2017 school year.
Summary of Recruitment Efforts: Position was advertised beginning July 18, 2016. Three candidates applied, all three (3) were interviewed. Ms. Sanders was chosen as she was the most qualified candidate with prior youth Orchestra instruction experience. She is seeking a program to gain certification. She holds Bachelor's and Master's degrees in Music.
Years of Education or Degrees Attained: Masters of Music

Cambridge School District #432
Applicant Name: Cooper, Cole
Content & Grade Range: All Subjects K/8, Am/Gov Political Sci 6/12
Declared Emergency: August 15, 2016, Cambridge School District Board of Trustees declared a hiring emergency for the 2016-2017 school year.
Summary of Recruitment Efforts: Position was advertised using various methods beginning May 2016. Mr. Cooper was the only applicant. He was hired based on his education (Bachelor's Science), willingness to be flexible and become certified. He is currently seeking a plan towards certification.
Years of Education or Degrees Attained: Bachelor of Science

Applicant Name: Moura, Cody
Content & Grade Range: Physical Science 6/12
Declared Emergency: August 15, 2016, Cambridge School District Board of Trustees declared a hiring emergency for the 2016-2017 school year.
Summary of Recruitment Efforts: Science teacher resigned July 18, 2016, with less than a month left until the start of school. The staff was aware of a certified elementary teacher residing in the area that was willing to work part time. She was interviewed and hired. She has seven years prior teaching experience. She will not be teaching Science next year.
Years of Education or Degrees Attained: Bachelor of Science

Challis Joint School District #181
Applicant Name: Madsen, Tessa
Content & Grade Range: Technology Education 6/12
Declared Emergency: August 9, 2016, Challis Joint School District Board of Trustees declared the need for an Alternative Authorization for Ms. Madsen. Later Superintendent McPherson learned that this applicant does not hold a Bachelor's degree. Mr. McPherson will take this back to the next board meeting to change from Alternative Authorization to Provisional application status.
Summary of Recruitment Efforts: Position was advertised using various methods. Ms. Madsen was selected due to her prior experience as a para in the

district and willingness to gain certification. She is currently enrolled in Champlain College to obtain her Bachelor's degree in Computer Science.
Years of Education or Degrees Attained: Bachelor of Science

Applicant Name: Peterson, Joel
Content & Grade Range: P.E. 6/12, Health 6/12
Declared Emergency: August 9, 2016, Challis Joint School District Board of Trustees declared the need for an Alternative Authorization for Mr. Peterson. Later Superintendent McPherson learned that this applicant does not hold a Bachelor's degree. Mr. McPherson will take this back to the next board meeting to change from Alternative Authorization to Provisional application status.
Summary of Recruitment Efforts: He was hired during the 2015-16 school year to fulfill Athletic Director and P.E. when the previous staff member retired. Several candidates were interviewed, none accepted the offer of employment. Mr. Peterson was a candidate for School Resource Officer that expressed interest in the position. He is currently working on his Bachelor's degree in Criminal Justice through Fort Hays State University.
Years of Education or Degrees Attained: 2 years' postsecondary education

Council School District #013
Applicant Name: Stoker, Jeffry
Content & Grade Range: P.E. 6/12, Health 6/12, Basic Math 6/12, Social Studies 6/12
Declared Emergency: August 25, 2016, Council School District Board of Trustees declared a hiring emergency for the 2016-2017 school year
Summary of Recruitment Efforts: Verbal hire in July, candidate backed out prior to signing a contract 10 days prior to the start of school. This applicant the only applicant, interviewed and hired two days prior to school start. BA in History with the desire to become a teacher, looking into plans.
Years of Education or Degrees Attained: Master of Arts

Grace Joint School District #148
Applicant Name: Knutson, Trenton James
Content & Grade Range: School Counselor K/12
Declared Emergency: September 24, 2016, Grace Joint School District Board of Trustees declared an area of need existed.
Summary of Recruitment Efforts: Position was advertised using various methods. Three applications were received, none of which were certified. Trenton has a Bachelor's degree from Utah State University and has contacted them regarding enrolling in their School Counselor program (USU only enrolls students in this program every other year). Trenton has a list of recommended pre-requisite courses from the Director and will begin to take those courses, but is not currently in a program.
Years of Education or Degrees Attained: Bachelor of Science

Independent School District of Boise City #001
Applicant Name: Tovey, Gregory
Content & Grade Range: Math 6/9
Declared Emergency: December 12, 2016, Independent School District of Boise City Board of Trustees declared a hiring emergency.
Summary of Recruitment Efforts: Position was advertised beginning April through May of 2016. Only four candidates applied for the positions and two were hired. The district asked Mr. Tovey to fill one class of Algebra II for the 2016-17 school year. He currently holds a BA in Elementary Ed from BSU and has added the Basic Math 6/9 to his current endorsement. Unfortunately, this will not cover this course. He does have a desire to add the endorsement in the future.
Years of Education or Degrees Attained: Bachelor of Arts

Applicant Name: King, Todd
Content & Grade Range: Communication 6/12
Declared Emergency: December 12, 2016, Independent School District of Boise City Board of Trustees declared a hiring emergency.
Summary of Recruitment Efforts: The district was unaware that one additional class was filled for Public Speaking than would fit into the properly endorsed teacher schedules. Mr. King is currently endorsed in Drama and was asked to add one class to his schedule. This is a one year only request.
Years of Education or Degrees Attained: Bachelor of Arts

Jerome Joint School District #261
Applicant Name: Sheen, Jonathan
Content & Grade Range: Health 6/12 and P.E. 6/12
Declared Emergency: September 27, 2016, Jerome School District Board of Trustees declared an area of need exists for the 2016-2017 school year
Summary of Recruitment Efforts: Position was advertised using various methods beginning August 2016 as that is when the position became open due to the teacher choosing to leave the district after three days on contract. Three applications were received (including Jonathan Sheen). One (1) of applications had a total of 12 credits earned. One (1) application had no education listed. Mr. Sheen has a Bachelor's degree and has enrolled in ABCTE for Biology, but the original university plan for Health was not desirable. Mr. Sheen will have to have a definitive plan towards certification for the 2017-18 school year.
Years of Education or Degrees Attained: Bachelor of Science

Joint School District #002
Applicant Name: Deem, Charles
Content & Grade Range: Principles of Engineering 6/12
Declared Emergency: November 2016, Joint School District Board of Trustees declared emergency area of need.
Summary of Recruitment Efforts: The position was posted for seven calendar days and was closed with zero applicants. Staci Low, Director of Career-Technical Education, informed the district that there was a paraprofessional

within the district that contacted her regarding possibly teaching Engineering. His credentials were reviewed, it was determined that his experience as an Adjunct Instructor and Drafting and Design School of Technology at ITT Technical Institute for six years made him a viable candidate. He currently holds an Associate's degree in Drafting and Design, background in AutoCAD and Mathematics.
Years of Education or Degrees Attained: Associates Degree

Marsh Valley School District #021
Applicant Name: Gunter, Victor
Content & Grade Range: All Subjects K/8
Declared Emergency: January 10, 2017, Marsh Valley School District Board of Trustees declared a need to apply for an emergency hire.
Summary of Recruitment Efforts: Mr. Gunter was hired 2014-15 school year while on a three-year interim certificate. His certificate expired August 31, 2016. In order to apply for his five-year certificate, he was required to complete the MTI, ICLC, Mentor Checklist and Evaluator Checklist. He failed to complete the ICLC and a renewal of his interim is not an option. Mr. Gunter has plans to complete the ICLC asap.
Years of Education or Degrees Attained: Bachelor's degree

Minidoka School District #331
Applicant Name: Peterson, Jennifer
Content & Grade Range: All Subjects K/8
Declared Emergency: August 10 2016, Joint School District Board of Trustees declared an area of need exist.
Summary of Recruitment Efforts: Position was advertised using various methods beginning August 5, 2016. Ms. Peterson had been a substitute teacher in the district for two years and a full-time paraprofessional (Kindergarten) in 2015-16 school year. Ms. Peterson currently has 14 credits in Child Development from NIC and has enrolled in WGU's online teacher preparation program. She was determined to be the best candidate over three certified teachers that were already in the district and had been interviewed due to her extensive Kindergarten experience.
Years of Education or Degrees Attained:

Sage International School of Boise #475
Applicant Name: Godar, Zachary
Content & Grade Range: Mathematics 6/12
Declared Emergency: September 19, 2016, Sage International School of Boise Board of Trustees declared a hiring emergency for the 2016-2017 school year.
Summary of Recruitment Efforts: Position was advertised using various methods beginning August 18, 2016. The district received the resignation on August 17th, 2016. The position was filled initially with a substitute beginning August 22nd, 2016. Two applicants, neither certified. Both candidates were interviewed, Mr. Godar was hired based on his background in Physics and

interest in pursuing an education career. He was unable to enroll in the Boise State STEM education program in the fall, but anticipates enrollment Spring of 2017.
Years of Education or Degrees Attained:

St. Maries School District #041
Applicant Name: Asbury, Christopher
Content & Grade Range: P.E. K/12
Declared Emergency: November 7, 2016, St. Maries School District Board of Trustees declared a hiring emergency
Summary of Recruitment Efforts: Position was advertised extensively from 06/10/2016 through 08/16. Two applicants, one interviewed, none viable. District shifted existing qualified/certified staff to cover the vacancy. Mr. Asbury is certified in Social Studies and as Principal, only teaching one hour of Advanced Fitness.
Years of Education or Degrees Attained: Master's degree

Twin Falls School District #411
Applicant Name: Casella, Tona
Content & Grade Range: Economics 6/12
Declared Emergency: October 26, 2016, Twin Falls School District Board of Trustees declared an area of need.
Summary of Recruitment Efforts: District had hired a candidate in July, met with CTE and was assured that they could obtain certification via an Adv Occ Specialist. Unfortunately, that candidate had a discrepancy on her application and it was denied. She resigned August 30th. School had already started, they posted the position 9/6 and had two applicants on 9/7. They interviewed both and Tona was the best candidate. Ms. Casella has MA Psychology, MBA - Marketing and BA Biological Anthropology.
Years of Education or Degrees Attained: Master's degree

IMPACT

If emergency provisional certificates are not approved, the school districts will have no certificated staff to serve in these classrooms.

ATTACHMENTS

Attachment 1 – Application Packet for Emergency Provisional Certificate Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1203, Idaho Code, except in occupational fields, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in emergency situations. When an emergency is declared Section 33-1203, Idaho Code authorizes the Board to grant one year provisional certificates based on not less than two (2) years of college training.

The Department receives applications from the school districts for requests for provisional certifications, Department staff work with the school districts to assure the applications are complete. Those that are complete and meet the minimum requirements are then brought forward by the Department for consideration by the Board. The Department received 20 additional applications and is forwarding, at this time, 18 applications for the consideration by the Board.

BOARD ACTION

I move to approve one-year emergency provisional certificates for Loralyn Biesinger, Trecia Olson, Ellen Sanders, Cole Cooper, Cody Moura, Tessa Madsen, Joel Peterson, Jeffry Stoker, Trenton James Knutson, Gregory Tovey, Todd King, Johnathan Sheen, Charles Deem, Victor Gunter, Jennifer Peterson, Zachary Godar, Christopher Asbury, and Tona Casella to teach the content area and grade ranges at the specified school districts as provided herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve one year emergency provisional certificate for Loralyn Biesinger, to teach English grades six (6) through twelve (12) and Drama grades six (6) through twelve (12) in the Bear Lake School District #033.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Trecia Olson, to teach all subjects kindergarten through grade eight (8) in the Bear Lake School District #033.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Ellen Sanders, to teach Music grades six (6) through twelve (12) in the Blaine County School District #061.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Cole Cooper, to teach all subjects kindergarten through grade eight (8) and American

Government/Political Science grades six (6) through twelve (12) in the Cambridge School District #432.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Cody Moura, to teach Physical Science grades six (6) through twelve (12) in the Cambridge School District #432.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Tessa Madsen, to teach Technology Education grades six (6) through twelve (12) in the Challis Joint School District #181.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Joel Peterson, to teach Physical Education grades six (6) through twelve (12) and Health grades six (6) through twelve (12) in the Challis Joint School District #181.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one year emergency provisional certificate for Jeffry Stoker, to teach Physical Education grades six (6) through twelve (12), Basic Math grades six (6) through twelve (12), and Social Studies grades six (6) through twelve (12) in the Council School District #013.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one year emergency provisional certificate for Trenton James Knutson, to be a School Counselor for kindergarten through grade twelve (12) in the Grace Joint School District #148.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Gregory Tovey, to teach Math grades six (6) through nine (9) in the Boise Independent School District #001.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Todd King, to teach Communication grades six (6) through twelve (12) in the Boise Independent School District #001.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Jonathan Sheen, to teach Health grades six (6) through twelve (12) and Physical Education grades six (6) through twelve (12) in the Jerome Joint School District #261.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Charles Deem, to teach Principles of Engineering grades six (6) through twelve (12) in the Joint School District #002.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Victor Gunter, to teach all subjects grades kindergarten through grade eight (8) in the Marsh Valley School District #021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Jennifer Peterson, to teach all subjects kindergarten through grade eight (8) in the Minidoka School District #331.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Zachary Godard, to teach Mathematics grades six (6) through twelve (12) at the Sage International School of Boise #475.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Christopher Asbury, to teach Physical Education kindergarten through grade twelve (12) in the St. Maries School District #041.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve one-year emergency provisional certificate for Tona Casella, to teach Economics grades six (6) through twelve (12) in the Twin Falls School District #411.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICATION PACKET
FOR
STATE BOARD OF EDUCATION EMERGENCY PROVISIONAL CERTIFICATE
2016-2017

TITLE 33
EDUCATION

CHAPTER 12
TEACHERS

33-1203. ACCREDITED TEACHER TRAINING REQUIREMENTS. Except in the limited fields of trades and industries, and specialists certificates of school librarians and school nurses, the state board shall not authorize the issuance of any standard certificate premised upon less than four (4) years of accredited college training, including such professional training as the state board may require; but in emergencies, which must be declared, the state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training.

History:
[33-1203, added 1963, ch. 13, sec. 145, p. 27.]

STATE BOARD OF EDUCATION - EMERGENCY PROVISIONAL CERTIFICATE

INFORMATION:

- The State Board of Education (SBOE) will now review all applications for one-year emergency provisional certification. The Professional Standards Commission will continue to review all applications for the Alternative Authorization-Teacher to New, Content Specialist, and Pupil Personnel Services.

- **Emergency Provisional Certificate** application allows a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement.

- **Emergency Provisional Certificate** is a district request, and the application must be submitted as one complete packet.

- The district/charter must provide documented proof that an emergency exists.

- The candidate for whom the authorization is being requested must have at least two (2) years of college training.

- In order to determine what endorsement is needed for specific assignments, please access the annual SDE Assignment Credential Manual which is posted under the ISEE Manuals drop down toward the bottom of the following ISEE website: http://sde.idaho.gov/tech-services/isee/index.html

- The SBOE will review the application(s) submitted. The SBOE will review only complete packets. If approved, the emergency provisional certification will be valid for the school year for which the application is submitted and approved.

- The candidate for whom the **Emergency Provisional Certificate** is approved can teach under the emergency provisional certification one time only. If the candidate wishes to continue teaching with a district/charter the following school year, the candidate must be enrolled in an educator preparation program and be eligible for the Alternative Authorization-Teacher to New, Content Specialist, or Pupil Personnel Services.

- Candidates who have previously taught under the Provisional Authorization and/or Alternative Authorization-Content Specialist are not eligible for emergency provisional certification.

- While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

- Review of all applications for emergency provisional certificates will adhere to the SBOE's formal meeting schedule.

- Applications for emergency provisional certificates will be reviewed within two SBOE meetings (i.e., if the application does not make it onto the agenda for the upcoming SBOE meeting, it will be put on the agenda for the next SBOE meeting).

IMPORTANT: The emergency provisional **cannot be used for Special Education**, per IDEA.

A COMPLETE APPLICATION MUST INCLUDE THE FOLLOWING (use this as a checklist):

1. 1. Completed and signed *District Request for State Board of Education – Emergency Provisional* ☐

- This form is located in the packet and is to be completed by the District Administrator of the school you will be teaching in.

2. Declaration ☐

- Include a declaration by the local school board, documented in board minutes that an area of need exists in the district for this particular position. An agenda for the next school board meeting can be used in lieu of board minutes in an emergency situation, but minutes must follow as soon as available..

3. Letter from the district ☐

- A letter from the district that details how the vacancy was advertised
- How many applicants the district had for the vacancy
- How many applicants were interviewed
- Why the district has chosen the candidate for whom the emergency provisional certification is being requested.

4. Copy of the advertised vacancy announcement ☐

- This should be an actual screen shot of the vacancy announcement.
- Include the length of time the vacancy was advertised.

5. Form B1-A ☐

- This form is located in the packet and must be completed and signed by the individual for which the request is for.

6. Official transcripts ☐

- Attach transcripts verifying at least two (2) year of college training.

7. Completed fingerprint card and forms for a Criminal History Check, if applicable ☐

- Include a completed fingerprint card, the associated forms, and the applicable $32.00 fee. An Idaho certificate/credential will not be issued unless the applicant has cleared a Criminal History Check.

- Fingerprint cards are **NOT** available on the State Department of Education website. Please contact fingerprintrequest@sde.idaho.gov to obtain the fingerprint card, forms, and instructions or call (208) 332-6883 or further information regarding fingerprint requirements.

- Packets will be considered incomplete and returned to the district if it does not contain a new fingerprint card, forms, and fees. Please review all guidelines by accessing the following website: http://www.sde.idaho.gov/cert-psc/cert/background-check.html

8. Criminal History Check fee - $32.00*, if applicable ☐

9. Application fee - $100* ☐

- Checks and money orders are to be made payable to the *State Department of Education*. Credit cards are not accepted. Cash in the exact amount will be accepted for walk-ins. Payment is non-refundable.

*One check or money order for both fees is acceptable.

STATE DEPARTMENT OF EDUCATION
FEBRUARY 15, 2017
DISTRICT REQUEST FORM
FOR APPROVAL OF
STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL CERTIFICATE

(TO BE FILLED OUT BY A DISTRICT ADMINISTRATOR – Please make sure all items are completed.)

1. This request for approval of an **Emergency Provisional Certificate** is being made by:

School District/Charter Name and District # (or other Educational Agency) | **Name of Superintendent**

Name of Contact Person | **Email Address** | **Phone #**

Mailing Address or PO Box #

City, State, and Zip Code

2. This request for an **Emergency Provisional Certificate** is being made on behalf of:

Last Name | **First Name** | **Middle Initial** | **EDUID #**

Date of Birth | **Email Address** | **Phone #**

Mailing Address or PO Box #

City, State, and Zip Code

3. What is the specific school year for which the request is being made?

_____

4. What is the certificate/endorsement for which this request is being made?

☐ Elementary Endorsement(s) _____
☐ Secondary Endorsement(s) _____
☐ Exceptional Child Endorsement(s) _____
☐ Other (Administrator, Pupil Personnel, etc.)
Endorsement(s)_____

5. What is the specific ISEE assignment code and assignment title for which this request is being made? (Please consult the current Assignment Credential Manual at http://sde.idaho.gov/tech-services/isee/index.html)

_____
_____

6. Who will be the designated supervisor/mentor and what is the title of the mentor (e.g. Teacher-Math, Principal, Director of Special Education, etc.)

_____

_____

7. Have you verified there is a copy of the school board minutes indicating emergency with the application packet?
☐ **YES** ☐ **NO**

8. Is a letter from the district that details how the vacancy was advertised, how many applicants the district had for the vacancy, how many applicants were interviewed, and why the district has chosen the candidate for whom the emergency certification is being applied included in the application packet? ☐ **YES** ☐ **NO**

We, the undersigned, have:

a. declared an area of emergency need exists in our district for this particular position and included necessary documentation demonstrating the measures taken to hire the appropriately certificated and endorsed person;
b. recorded this declaration in official minutes of the Board of Trustees meeting; and,
c. included a copy of the board minutes and a letter from the district with this application (**must be included or packet will be returned**).

Printed name of Chairperson of the Local School Board or Educational Agency

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Signature of Chairperson of the Local School Board or Educational Agency **Date**

Printed name of Superintendent/Charter Administrator

Signature of Superintendent /Charter Administrator **Date**

FORM B1-A

APPLICATION

FOR

Alternative Authorization - Teacher to New Certificate/Endorsement, Content Specialist, Provisional (Emergency) and Interim ABCTE, School Nurse or Speech Language Pathologist

THIS SECTION FOR OFFICIAL USE ONLY	Fee	Date Paid	Check #	Date Entered	Date Issued	Date Expired	FP Status

Item #1 Indicate Type of Application: Please check the one which applies.

☐	Alternative Authorization – Teacher to New Certificate/Endorsement (the request is for an individual who already holds a current valid Idaho certificate/credential and is will to work toward meeting the requirements of an additional certificate/endorsement).
☐	Alternative Authorization – Content Specialist (the applicant has a baccalaureate degree or higher and has a letter from a college or university indicating the completion of 8-16 weeks of pedagogy and the passage of the appropriate Praxis II assessment).
☐	Alternative Authorization – Pupil Personnel Services Certificate (the applicant has a master's degree and a valid license from the Bureau of Occupational License in the area they are seeking a certificate/endorsement).
☐	Interim ABCTE (applicant has a valid ABCTE certificate and is applying for the Idaho interim certificate).
☐	Interim School Nurse (applicant has a current valid Idaho professional nursing (RN) license but has not completed a school nurse program).
☐	Emergency Provisional Certificate (Emergency Use ONLY) - applicant has at least two (2) years college training.
☐	Postsecondary Specialist (applicant is a current faculty member at an Idaho university/college and is teaching in the content area for which certification is desired.)
☐	Interim Speech Language Pathologist (applicant has bachelor's degree in speech /language pathology but has not completed an SLP master's program)

Item #2 Personal Information: Please enter your name exactly as you want it to appear on the certificate.

Legal Name		**Last 4 digits of SS#**	
Maiden/Other Name		**EDU ID #**	
Email Address		**Birth Date**	
Street or PO Box #		**Phone #**	
City, State, Zip Code		**Gender** ☐ **MALE** ☐ **FEMALE**	

Item #3 Certificates: List the certificate(s) for which you are applying **(i.e., Elementary, Secondary, Administration etc.).**

Certificate # 1		**Certificate # 3**	
Certificate # 2		**Certificate # 4**	

Item #4 Endorsements: List the educational endorsement(s) for which you are applying **(i.e., English, Principal, etc.).**

Endorsement # 1		**Endorsement # 4**	
Endorsement # 2		**Endorsement # 5**	
Endorsement # 3		**Endorsement # 6**	

Item #5 Educational Institutions: List the colleges/universities you have attended (start with the most recent). You will need to include official transcripts from each institution listed, (if not already on file).

	College/University Name	Course Title	Semester Attended	Credits Earned
a.				
b.				
c.				

Item #6 Teaching Assignment: List the employing school district(s)/educational agency(s) and the assignment

	School District Name	Assignment
a.		
b.		

Item #7 Assessment(s): Attach verification of the Praxis II score(s), if applicable (i.e., photocopy of score sheet) OR the notarized photocopy of the ABCTE certificate of completion. (Not required for Emergency Provisional applications)

Item #8 Consortium: List the name, title and phone number of the consortium members, if applicable. (Not applicable for Emergency Provisional applications)

Consortium Member	Name	Title	Phone #
College/university contact (NA for ABCTE)			
School District Representative (Principal/Administrator)			
Mentor			

continued on next page

Item #9 Licensing and Legal History:

Important note: For each question under Item 8, you must answer "yes" to each question that applies to you, *even if* you have already answered "yes" in a previous application. Answering "yes" to a question does not lead to the automatic denial of your application.

1. Have you ever had a professional license or certificate (such as a teacher certificate) denied by any professional licensing authority, whether federal, state, local, or tribal?

Check one ☐ **YES** ☐ **NO**

2. Have you ever had disciplinary action taken against, or in lieu of disciplinary proceedings have you ever voluntarily relinquished a professional license or certificate (such as a teacher certificate) that you hold or have held, issued by a federal, state, local, or tribal licensing authority? Disciplinary action includes revocation, suspension, probation, letters of reprimand or conditions.

Check one ☐ **YES** ☐ **NO**

3. Is there an action or investigation (that you know of) pending against a professional license or certificate held by you from any professional licensing authority, whether federal, state, local, or tribal?

Check one ☐ **YES** ☐ **NO**

Required documentation if you answer "yes" to question 1, 2, or 3

All applicants answering yes - Include a detailed written explanation of each licensing issue. If you have provided a written explanation with a previous application, you do not need to re-submit a written statement, even though you must answer yes to the question.

4. Have you ever been investigated for (that you know of), arrested for, taken into custody for, cited for, charged with, indicted for, tried for, pleaded guilty to, or were convicted of a felony or misdemeanor, or found to have committed a probation or parole violation? Exclude minor traffic violations such as infractions, parking tickets, and speeding tickets.

In responding to this question, include any pending investigation (that you know of) or charge. Include all cases from federal, state, tribal, and military tribunals. You must also include all cases that were dismissed, settled, sealed, expunged, closed by a withheld judgment or through retained jurisdiction, etc., or handled through juvenile proceedings. Even if you pleaded nolo contendere (no contest) or entered an *Alford* plea, you must disclose this.

Check one ☐ **YES** ☐ **NO**

Required documentation if you answer "yes" to question 4

All applicants answering yes - Include a detailed written explanation of each criminal issue indicating what happened, date of arrest/conviction and what the final disposition was. If you have provided a written explanation with a previous application, you do *not* need to re-submit a written statement, even though you must answer yes to the question.

Applicants with a misdemeanor conviction - If you were convicted of a misdemeanor and the conviction occurred less than five years ago from the date of this application; you must include a copy of the judgment of conviction. If you have provided the judgment with a previous application, you do *not* need to re-submit the judgment, even though you must answer yes to the question.

Applicants with a felony conviction - If you were convicted of a felony, at any time, you must include a copy of the judgment of conviction. If you have provided the judgment with a previous application, you do not need to re-submit the judgment, even though you must answer yes to the question.

NOTE: A printout from the State Judiciary repository will NOT be accepted as relevant court documents. Please obtain court records from the courthouse.

IMPORTANT: FAILURE TO ANSWER THE ABOVE QUESTIONS COULD RESULT IN DENIAL OF A CERTIFICATE, REVOCATION OR SUSPENSION OF AN EXISTING CERTIFICATE.

I attest and affirm that I have read the *Code of Ethics for Idaho Professional Educators*. (For a copy of the Code of Ethics, go to www.sde.idaho.gov/site/teacher_certification.)

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

I understand that penalties, which may include revocation, suspensions, denial, or conditions, will be imposed under Section 33-1208, Idaho Code, for making any false statement(s) on this application or required documents.

_____ _____

Signature of Applicant **Date**

RETURN FORM, TRANSCRIPTS AND FEE IN ONE PACKET TO:
SDE

State Department of Education
Teacher Certification/Professional Standards
PO Box 83720
Boise, ID 83720-0027